



2023-2028

Regional Education Development Plan (REDP)





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MIMAROPA Regional Education Development Plan 2023-2028

Published by:

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"IN THE CONTEXT OF
MIMAROPA'S EDUCATION,
THE COMBINATION OF UNWAVERING
COMMITMENT AND GENUINE
EMPATHY OPENS DOORS
TO BOUNDLESS OPPORTUNITIES."



NICOLAS T. CAPULONG, PhD, CESO III
Director IV
Regional Director

It is my great honor and pride to share with you our vision for the future of education in the MIMAROPA Region. The 2023-2028 DepEd MIMAROPA Regional Education Development Plan represents a significant milestone in our commitment to deliver quality education to the students of our region.

Over the years, the Department of Education, MIMAROPA Region, has made substantial progress in advancing the quality of education we offer. We have faced numerous challenges head-on, and through collaborative efforts, we have achieved remarkable successes. Now, as we stand at the threshold of a new era, we must continue to build on these accomplishments and set our sights even higher.

The 2023-2028 DepEd MIMAROPA Regional Education Development Plan is a comprehensive roadmap that will guide us through the next five years. It is a reflection of our shared dedication to provide accessible, equitable, and inclusive education for all. As we embark on this journey, we will focus on the following key areas:

Quality Education: We are committed to improve the quality of education in our region by enhancing our curriculum, teaching methods, and assessment practices.

Access and Equity: We will work tirelessly to ensure that every child in MIMAROPA has access to quality education, irrespective of their location, background, or circumstances.

Teacher Development: Our educators are the backbone of our education system. We will invest in their professional development to empower them to provide the best possible learning experiences.

Community Engagement: We believe in the power of community involvement. Our plan encourages greater collaboration between schools, parents, and local communities.

Environmental Education: Sustainability and environmental consciousness are vital. We will incorporate these principles into our curriculum to nurture responsible citizens who care for our planet.

Inclusivity: The plan emphasizes the need to ensure that all students, including those with special needs, receive the support and opportunities they deserve.

I want to emphasize that this plan is a collective effort, and its success depends on the commitment and dedication of all of us in the education community. As we move forward, I urge you to support and actively participate in its implementation. Your ideas, insights, and hard work will be invaluable in achieving the goals we have set.

This is an exciting time for education in the MIMAROPA Region, and together, we can create a brighter future for our learners. I have full confidence in our collective ability to make this plan a reality. Let us continue to work together with unwavering determination and a shared vision to provide our learners with the best education possible.

Embracing change, gaining new perspectives and developing better understanding of things are some of the positive results of hurdling and overcoming the challenges of the times. These are critical elements in determining the trends, priorities and directions of the Department of Education as an organization and as public service provider for all basic education learners of this nation. It is in this premise that I express my deepest gratitude for all stakeholders whose brilliance, passion and dedication greatly contribute to the dreams and causes of basic education sector in this region. Every positive effort from simplest to grandest form marks indelible ink to the lives of the young learners; indeed, lahat ay #ParaSaBata.

Inspired by the aspirations of the learners, we embarked on the development of the Regional Education Development Plan (REDP) 2023-2028 for DepEd MIMAROPA Region. Our commitment to enhance the quality of education in the region is unwavering, and this plan serves as our blueprint for achieving this goal.

The education sector is the cornerstone of a nation's progress, and the MIMAROPA Region is no exception. In developing this plan, we considered the unique challenges and opportunities that our region faces and characterized by inclusivity, innovation, and sustainability in our educational initiatives. It is with high hopes that this journey in developing REDP became learning opportunities for all teams and individual employees as they stamped the planning process with collaboration and teamwork. Through this learning curve, it is my desire that all employees embraced the philosophy and principles of co-elevation where everyone 'goes higher and better together'.

In this note, I believe that quality education is the greatest gift we can provide to our youth as we become better together, para sa batang makabansa at bansang makabata. Let's continue to create an enduring impact on the lives of our learners and the future of our region, tungo sa isang MATATAG na MIMAROPA.




CHERRYLOU D. REPIA
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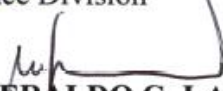
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APPROVAL SHEET


This Regional Education Development Plan (REDP_2023-2028) of DepEd MIMAROPA Region has been accepted and approved for implementation on this 23rd day of October 2023.

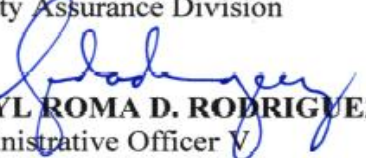

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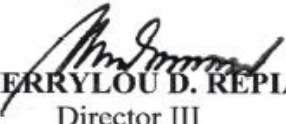

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EXECUTIVE SUMMARY

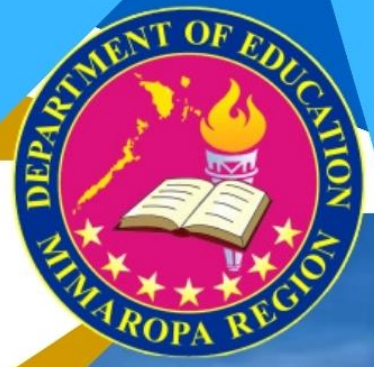
The Regional Education Development Plan (REDP) serves as a strategic framework to enhance educational efficiency in the Region. It encompasses various functions, including the development and maintenance of the regional education plan, data management systems, policy implementation, monitoring, evaluation, research projects, and region-wide project management, as outlined in RA 9155. This REDP aligns with the Education Agenda of the Vice President and DepEd Secretary Sara Z. Duterte, known as 'MATATAG: Bansang Makabata, Batang Makabansa.' This agenda sets the policies, programs, and actions to enhance the educational system, guided by the Basic Education Development Plan 2030 (BEDP 2030) and influenced by the Sustainable Development Goal (SDG) #4 2030, Ambisyon Natin 2040, and the Philippine Development Plan 2023-2028.

Over the past five years, MIMAROPA has made significant strides in the delivery of its services in basic education. These achievements are the result of dedicated efforts and numerous educational initiatives. To maintain and build upon this success, the REDP 2023-2028 was developed with the ultimate aim of nurturing globally competitive and resilient learners who will contribute to our nation.

The development of this plan involved the Regional Planning Team (RPT) which utilized data on Key Performance Indicators to formulate responsive strategies. The process encompassed strategic management, situational analysis, stakeholder discussions, program profiling, and target setting to address issues and challenges in the delivery of basic education.

This document comprises 10 major parts: Part I provides an Executive Summary; Part II presents the Background, current situation, performance gaps, and priority issues; Part III outlines the Strategic Directions; Part IV defines Performance Targets; Part V conveys the Financial Plan; Part VI covers Implementation Arrangements and Organizational Capacity; Part VII addresses Monitoring, Evaluation, and Adjustments; Part VIII analyzes Risk Management; Part IX includes Indicative Timelines; and Part X contains Appendices.

In summary, the 2023-2028 Regional Education Development Plan has a dual focus: boosting kindergarten and elementary enrollment rates and elevating academic achievement throughout various educational levels. This plan takes into account the unique geographic challenges of the MIMAROPA region, which is susceptible to weather-related issues and other disasters. The overarching objective is to create a meaningful and enduring positive influence on the lives of students, educators, school administrators, and all those invested in the region. It underscores the pivotal role of education in combatting poverty.



BACKGROUND





MIMAROPA REGION



CONTEXT OF THE REGION

Demographic Profile

The MIMAROPA Region, located in southwestern Luzon, consists entirely of island provinces. It is an archipelagic region, encompassing a large group of island provinces, including Mindoro (divided into Occidental Mindoro and Oriental Mindoro), Marinduque, Romblon, and Palawan. The name "MIMAROPA" is an acronym representing its five constituent provinces. In terms of land area, the region covers a total of 30,235.79 square kilometers and is divided into 5 provinces, 2 cities, 71 municipalities, and 1,459 barangays.

This region was established on May 17, 2002, following the division of Region IV into Region IV-A and Region IV-B under Executive Order No. 103. Subsequently, Region IV-B was officially renamed the MIMAROPA Region through the Republic Act No. 10879, which came into effect on July 17, 2016, replacing the former designation of the Southern Tagalog Region.



Incorporating land area, including cities, municipalities, and barangays, the region covers a combined expanse of 30,235.79 square kilometers, equivalent to 3,023,579 hectares, constituting 10.08% of the nation's overall land area (see Table 1 for reference).

Table 1 Land Area

Province	Land Area (square kilometer)	Number of Cities	Number of Municipalities	Number of Barangays
Marinduque	952.58	0	6	218
Occidental Mindoro	6,330.22	0	11	163
Oriental Mindoro	4,388.50	Calapan City	14	426
Palawan	17,023.96	Puerto Princesa City	23	433
Romblon	1,540.53	0	17	219
MIMAROPA	30,235.79	2	71	1,459
Philippines	300,000.00	149	1,489	42,029

Occidental Mindoro occupies the western part of Mindoro Island and shares its eastern border with Oriental Mindoro. Spanning a total land area of 6,330.22 square kilometers, this province comprises 11 municipalities and 162 barangays. Its economy thrives on agriculture, with a focus on crops like rice, corn, onions, garlic, and various fruits, contributing significantly to its income.

Oriental Mindoro, on the other hand, encompasses the eastern section of Mindoro Island, covering 4,388.50 square kilometers. It encompasses 1 city, 14 municipalities, and 426 barangays. This province's economy is predominantly rooted in agriculture, producing substantial quantities of rice, coconut, corn, and a diverse array of fruits, including calamansi, banana, lanzones, rambutan, mangrove, and durian. Additionally, it boasts tourist attractions such as the pristine white-sand beaches of Puerto Galera.

Marinduque, located west of the Bondoc Peninsula of Quezon province, east of Mindoro Island, and north of the island province of Romblon, boasts a total land area of 952.58 square kilometers. Comprising 6 municipalities and 218 barangays, Marinduque is primarily an agricultural region, with a focus on rice and coconut cultivation, supplemented by fishing. The province is known for its export of handicrafts to various parts of the world and is famous for hosting the annual Moriones Festival, a centuries-old religious celebration during Holy Week.

Romblon, an archipelagic province, is surrounded by Mindoro in the west, Masbate in the east, Marinduque in the north, and Panay in the south, encompassing a land area of approximately 1,540.53 square kilometers. With 17 municipalities and 219 barangays, Romblon's major industries revolve around agriculture and fishing. Notably, the province is renowned for its marble production, including quarrying and processing.

Palawan, situated between Mindoro in the northeast and Borneo in the southwest, as well as between the South China Sea and Sulu Sea, claims the title of the country's largest province in terms of total jurisdictional area. Its extensive land area of 14,642.94 square kilometers (excluding

Puerto Princesa City) includes 1 Highly Urbanized City (Puerto Princesa), 23 municipalities, and 367 barangays, excluding the 66 barangays of Puerto Princesa. The province's economy is rooted in agriculture, particularly the cultivation of major crops like rice, corn, and coconut. Moreover, Palawan stands out as one of the premier tourist destinations in Asia, boasting pristine beaches and UNESCO World Heritage Sites such as the Puerto Princesa Subterranean River National Park and the Tubbataha Reef Marine Park.

MIMAROPA, known for its breathtaking natural beauty, is no stranger to a range of natural and human-induced disasters. This region is susceptible to a variety of natural calamities. Typhoons are of frequent occurrence, often causing flooding, landslides, and damage to infrastructure. The region's coastal areas are also vulnerable to storm surges and tsunamis. Moreover, MIMAROPA faces seismic risks due to its location along the Pacific Ring of Fire, making it susceptible to earthquakes.

This region is not immune to human-induced disasters. Deforestation, illegal mining, and unsustainable fishing practices have contributed to environmental degradation and ecosystem disruption. These activities exacerbate the vulnerability of MIMAROPA to natural disasters that could result in long-term environmental and economic consequences. Climate change is a growing concern as well, with rising temperatures and changing weather patterns affecting the region's agricultural and aquatic sectors.

These disasters pose danger to the learners' welfare as well as to the learning facilities thus hampering the delivery of education. In response, local authorities and communities are actively working to develop disaster preparedness and mitigation strategies to safeguard both the environment and the people of MIMAROPA.

The Local Government Units (LGUs) of MIMAROPA have their own unique visions, development goals, and future plans that can significantly influence the provision of basic education services by their respective Schools Division. They typically design development plans with the aim of improving the overall quality of life for their constituents. In terms of education, they prioritize enhancing access to quality education, increasing literacy rates, and improving the learning outcomes of students.

These visions are translated into concrete action through a collaborated plan which includes improvement of infrastructure focusing on the construction and maintenance of school buildings, classrooms and facilities to ensure adequate and safe learning spaces, strong support to educational research utilizing the Special Education Fund and investing in technology integration with the integration of internet access and digital resources to schools, to adapt to the changing educational landscape.

Collaboration and coordination between local and regional education authorities are essential to ensure that the educational needs of the population are effectively met, and that the broader development goals of the region and the nation are realized through improved access to quality education.

Source: <http://rssomimaropa.psa.gov.ph/content/mimaropa>

Economic Growth

In 2007, the MIMAROPA region's economy experienced a remarkable upswing, registering an impressive growth rate of 9.4%. This surge achieved MIMAROPA to the position of the fastest-growing region in the country during that year. A key driver behind this growth was the robust performance of the industrial sector, which expanded by an impressive 19.1%—a noteworthy rebound from its previous year's performance, where it had contracted by -6.1% in 2006.

However, it's worth noting that 2006 was a year of significant slowdown for the region, with economic growth decelerating to 2.3% from a robust 6.4% increase in 2005. This deceleration was primarily attributed to a slump in the industrial sector, which experienced a substantial contraction of -5.4% in 2006, following a substantial 10.8% growth in 2005.

The agriculture, forestry, and fishing sector, contributing significantly at 42.1% to the region's overall economy, played a pivotal role. It demonstrated substantial growth of 9.1% in 2006, accelerating from a previous year's 3.2%, driven by increased production in rice, maize, other crops, livestock, and fishery.

The industry sector, contributing 38.3% to the region's total economy, was the second-largest contributor, following agriculture. Unfortunately, it experienced a decline of -5.4%, primarily attributed to the diminished output in the mining and quarrying sub-sector, which contracted by -15.4% due to reduced natural gas production in Palawan. Mining and quarrying constituted 16.6% of the total regional economy, and despite positive growth in sub-sectors like electricity and water, construction, and manufacturing, it could not offset the decline in mining and quarrying.

Conversely, the service sector posted an accelerated growth of 5.1%, propelled by increases in the TCS (Transportation, Communication, and Storage), finance, private services, government services, and trade sub-sectors. These segments exhibited growth rates of 6.0%, 5.5%, 5.1%, 5.1%, and 4.7%, respectively. Nonetheless, another sub-sector witnessed a deceleration in growth due to a slowdown in dwelling ownership.

Fast forward to 2022, and MIMAROPA's gross regional domestic product (GRDP) expanded significantly, recording a robust growth rate of 6.3%. This surpasses the pre-pandemic levels of 2019, reflecting the region's resilience and recovery. Notably, the industries with the most substantial growth rates in 2022 were Transportation and storage (41.3%), Accommodation and food service activities (38.2%), Construction (13.5%), and Other Services (12.8%).

However, some industries experienced declines during this period, with Mining and quarrying contracting by -5.1% and Agriculture, forestry, and fishing declining by -2.4%.

Source: <http://rssomimaropa.psa.gov.ph/content/mimaropa>

Languages

Tagalog serves as the predominant language in the region, but its expression varies across different localities. In Marinduque, for instance, Tagalog takes on a unique flavor, infused with elements of Bicolano and Visayan languages. Besides Tagalog, the region boasts a rich tapestry of major languages spoken across its provinces and diverse locales.

In the interior regions of Mindoro, various languages come to life through the voices of the Mangyan people. Among these languages are Iraya, Alangan, Tawbuid, Hanunoo, Tadyawan, Buhid, and Ratagnon. Interestingly, Ratagnon stands out as a Visayan language spoken by just a handful of individuals, numbering fewer than three speakers.

In Romblon, situated in close proximity to the Visayas, three primary languages belonging to the Visayan language family thrive. These include Romblomanon, Asi, and Onhan, each with its own unique linguistic character.

Meanwhile, Palawan boasts a rich linguistic tapestry of its own, featuring native languages like Cuyonon, Calamian Tagbanwa, and Palawano, all spoken by substantial numbers of its residents. These languages contribute to the region's cultural diversity and vibrant heritage.

Population

As of the 2020 Census, the region's population stood at 3,228,558 individuals, constituting 5.19% of the total population of Luzon and 2.96% of the entire Philippine population. This demographic distribution yields a population density of 109 inhabitants per square kilometer or 282 per square mile.

Among the five provinces comprising the MIMAROPA Region, Palawan boasted the highest population in 2020, tallying 939,594 individuals, followed closely by Oriental Mindoro with 908,339 residents, Occidental Mindoro with 525,354 inhabitants, and Romblon with 308,985 people. Marinduque, on the other hand, had the smallest population, comprising 239,207 individuals. Additionally, Puerto Princesa City, the sole highly urbanized city within the region, reported a population of 307,079 residents (refer to Table 2 for further details).

Table 2 Total Population

Province/Highly Urbanized City	Total Population			
	2000	2010	2015	2020
Marinduque	217,392	227,828	234,521	239,207
Occ. Mindoro	380,250	452,971	487,414	525,354
Or. Mindoro	681,818	785,602	844,059	908,339
Palawan	593,500	771,667	849,469	939,594
Romblon	264,357	283,930	292,781	308,985
Puerto Princesa City	161,912	222,673	255,116	307,079
MIMAROPA	2,299,229	2,744,671	2,963,360	3,228,558

School Aged Population

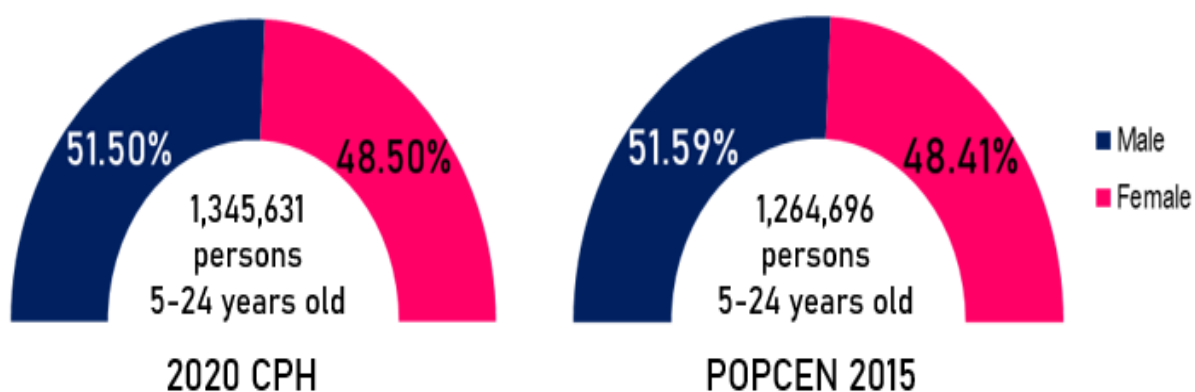
In 2020, children under the age of five accounted for 331,973 individuals, constituting 10.33% of the region's total household population. This figure represented a slight decrease from the 2015 count, which stood at 346,137 children or 11.75% of the population. Furthermore, the sex ratio remained consistent at 107 males for every 100 females, both in 2015 and 2020 (Refer to Figure 1).

Figure 1 Population of Children aged 0 to 4 by Sex, MIMAROPA Region: 2020 and 2015



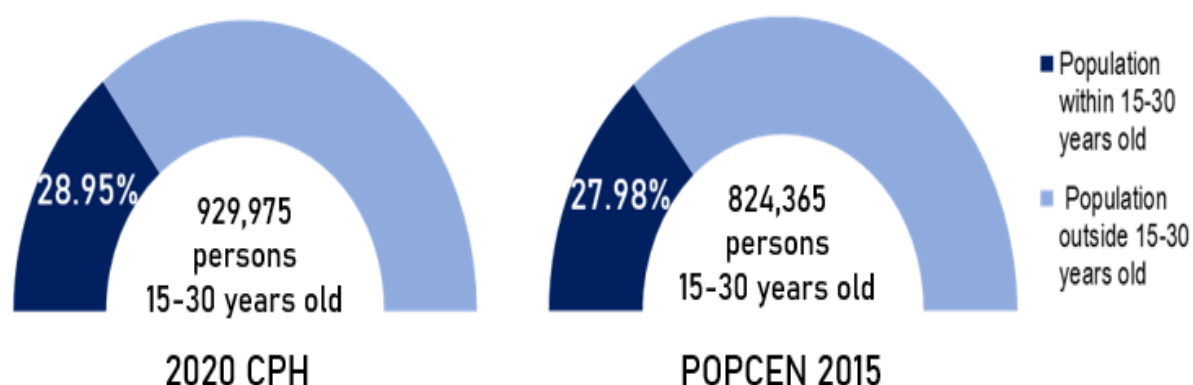
In 2020 (refer to Figure 2), the school-age population, ranging from 5 to 24 years old, comprised 1.35 million individuals, making up 41.89% of the total household population of 3.21 million. This figure represents a slight increase from the 1.26 million (42.92%) school-age population reported in 2015. Notably, males within this age group accounted for a slightly smaller share of 51.50% in 2020, compared to their 51.59% share five years prior.

Figure 2 Distribution of School-age Population by Sex, MIMAROPA Region: 2020 and 2015



As illustrated in Figure 3, the youth population, encompassing individuals aged 15 to 30 years, reached a total of 0.93 million, constituting approximately 28.95% of the household population in 2020. This marked an increase from the 0.82 million (27.98%) recorded in 2015. Furthermore, the sex ratio within this age group remained consistent at 105 males for every 100 females, both in 2015 and 2020.

Figure 3 Percentage Share of Youth Population to the Household Population, MIMAROPA Region: 2020 and 2015



Sources: Philippine Statistics Authority, 2020 Census of Population and Housing and 2015 Census of Population

Projected Population

Meanwhile, Table 3 presents a comparison of enrollment figures between the academic year 2021-2022 and the projected population for 2021, specifically focusing on the kindergarten and elementary education levels. In the field of kindergarten, out of the 83,186 five-year-olds in the population, only 57,825 of these young learners are actively engaged in the educational system. Transitioning to the elementary level, among the 472,552 individuals aged six to eleven, a total of 404,770 students are enrolled in schools. It's noteworthy to mention that Palawan registers the highest population counts for both the five-year-olds, with 24,380 children, and the six to eleven-year-olds, with 139,427 youngsters. Additionally, Calapan City mirrors similar enrollment patterns for these age groups.

Table 3 Comparative Enrolment vs Population, Elementary

Division	Kinder Enrolment (Age 5)	Population (Age 5)	Kinder NER	Total Enrollment (Ages 6-11)	Population (Ages 6-11)	Grades 1-6 NER
Marinduque	3,996	6,380	62.63	29,108	35,741	81.44
Occ. Mindoro	10,040	14,199	70.71	68,622	82,607	83.07
Or. Mindoro	13,465	20,289	66.37	96,284	114,572	84.04
Palawan	17,543	24,380	71.96	124,539	139,427	89.32
Romblon	5,187	8,482	61.15	37,186	46,966	79.18
Calapan City	2,405	3,453	69.65	16,210	19,280	84.08
Pto.Princesa City	5,189	6,003	86.44	32,821	33,959	96.65
MIMAROPA	57,825	83,186	69.51	404,770	472,552	85.66

The regional kindergarten Net Enrollment Rate, which factors in children aged 5 who are actively participating in the educational system, stands at 69.51%. Similarly, the regional elementary Net Enrollment Rate, which considers children aged 6 to 11 who are enrolled in schools, is notably higher, at 85.66%.

In Table 4, we delve into a comparison of enrollment figures between the academic year 2021-2022 and the projected population for 2021, this time focusing on the junior high school and senior high school levels of education.

Table 4 Comparative Enrolment vs Population, Secondary

Division	Total Enrollment (Ages 12-15)	Population (Ages 12-15)	JHS NER	Total Enrollment (Ages 16-17)	Population (Ages 16-17)	SHS NER
Marinduque	18,937	21,514	88.02	6,954	10,302	67.50
Occidental Mindoro	39,172	49,977	78.38	12,098	22,370	54.08
Oriental Mindoro	56,395	67,557	83.48	19,960	31,144	64.09
Palawan	69,250	84,755	81.71	19,159	38,707	49.50
Romblon	24,468	27,694	88.35	8,433	13,251	63.64
Calapan City	11,334	11,280	100.48	5,010	5,485	91.34
Puerto Princesa City	20,718	21,273	97.39	7,752	11,417	67.90
Total	240,274	284,050	84.59	79,366	132,676	59.82

In the junior high school, among the 284,050 individuals aged 12 to 15 in the population, only 240,274 children within this age bracket were actively enrolled in the school system. Transitioning to the senior high school level, among the 132,676 individuals aged 16 to 17, only 79,366 were enrolled in schools. Notably, Palawan records the highest population counts for both these age groups, with 84,755 and 38,707 children, respectively. Conversely, Calapan City has the least population figures for the same age groups.

Reflecting on these statistics, the regional junior high school Net Enrollment Rate, which factors in the enrollment of children aged 12 to 15, stands at an encouraging 84.59%. Meanwhile, the regional senior high school Net Enrollment Rate, which considers enrollment among children aged 16 to 17, registers at 59.82%.

DepEd MIMAROPA Region' Profile

The following tables present the status of basic education resources of the region. The data and information came from the Enhanced Basic Education Information System (EBEIS) and the Learner Information System (LIS). The EBEIS and LIS have been instituted to establish an accurate and reliable profile of schools and registry of learners which are vital in its planning and budgeting, allocation of resources, and setting operational targets. In addition, this data and information also used the Department of Budget and Management (DBM) Government Manpower Information System (GMIS) – Tally of Positions, and the National School Building Inventory.

Enrolment

Tables below present the enrolment by sector, by level of education and by Schools Division. With the total enrolment of 919 612 in all sectors, 92.30% came from the public sector, 7.18% from the private sector, 0.49% from the State Universities and Colleges/Local Universities and Colleges (SUCs/LUCs) offering basic education, and 0.03% from DOST-Managed junior high school.

In the public sector, Palawan has the highest notable enrolment, followed by Oriental Mindoro, then Occidental Mindoro, while Calapan City has the lowest enrolment. On the other hand, Oriental Mindoro registered the highest enrolment in private sector, followed by Occidental Mindoro, then Palawan, while Calapan City has the lowest. With regard to SUCs/LUCs, Puerto Princesa City registered the highest enrolment, followed by Romblon, then Marinduque.

Table 5 – Enrolment in Public Schools by Level, SY 2022-2023

DIVISION	Kinder	Elementary		JHS		SHS (DepEd Managed)	TOTAL
		1-6	Non Graded SPED	7 - 10	Non Graded SPED		
Marinduque	4 343	29 842	177	18 121	0	7 206	59 689
Occ. Mindoro	11 764	73 903	221	41 058	0	16 893	143 839
Or. Mindoro	15 057	100 452	722	51 150	0	20 789	188 708
Palawan	21 668	134 619	197	78 740	16	33 468	268 708
Romblon	5 670	38 363	294	25 041	44	11 848	81 260
Calapan City	2 416	15 530	313	10 666	0	5 300	34 225
PPC	5 210	33 060	187	22 626	22	11 827	72 932
TOTAL	66 128	425 769	2 111	247 402	82	107 331	848 823

Table 6 Enrolment in Private Schools by Level, SY 2022-2023

DIVISION	Kinder	Elementary		JHS		SHS (Non- DepEd)	TOTAL
		1-6	Non Graded SPED	7 - 10	Non Graded SPED		
Marinduque	197	571	0	2 802	0	2 614	6 184
Occ. Mindoro	694	2 244	0	3 060	0	3 976	9 974
Or. Mindoro	521	2 910	0	12 165	0	9 300	24 896
Palawan	821	3 282	0	3 291	0	2 042	9 436
Romblon	265	841	0	2 148	0	1 738	4 992
Calapan City	225	1 232	0	1 212	0	1 578	4 247
PPC	652	2 350	15	1 513	0	1 757	6 287
TOTAL	3 375	13 430	15	26 191	0	23 005	66 016

Table 7 Enrolment in SUC/LUC by Level, SY 2022-2023

DIVISION	Kinder	Elementary		JHS		SHS (Non-DepEd)	TOTAL
		1-6	Non Graded SPED	7 - 10	Non Graded SPED		
Marinduque	0	0	0	157	0	580	737
Occ. Mindoro	0	177	0	277	0	0	454
Or. Mindoro	0	0	0	130	0	312	442
Palawan	0	92	0	130	0	317	539
Romblon	0	0	0	348	0	396	744
Calapan City	0	0	0	157	0	214	371
PPC	38	453	0	425	0	324	1 240
TOTAL	38	722	0	1 624	0	2 143	4 527

Table 8 Enrolment in DOST Managed and Enrolment Summary, SY 2022-2023

DOST-Managed	
DIVISION	Phil Science HS MIMAROPA Campus
Marinduque	0
Occ. Mindoro	0
Or. Mindoro	0
Palawan	0
Romblon	246
Calapan City	0
Puerto Princesa City	0
TOTAL	246

Table 9 Enrolment Summary in all Sectors

DIVISION	PUBLIC	PRIVATE	SUC/LUC	DOST MANAGED	GRAND TOTAL
Marinduque	59 689	6 184	737	0	66 610
Occ. Mindoro	143 839	9 974	454	0	154 267
Or. Mindoro	188 708	24 896	442	0	213 508
Palawan	268 708	9 436	539	0	278 683
Romblon	81 260	4 992	744	246	87 242
Calapan City	34 225	4 247	371	0	38 843
Puerto Princesa City	72 932	6 287	1 240	0	80 459
TOTAL	848 823	66 016	4 527	246	919 612

School Type

As represented in tables below, the region has 2 389 public schools and out this 79.36% are elementary, 19.46% are secondary, 0.46% are integrated schools, 0.13% are stand-alone senior high schools, 0.46% are SUCs/LUCs, and 0.04% are DOST-Managed junior high school. On the other hand, the private schools have a total of 292 schools, categorized according to curricular offering and counted as one according to the highest curricular level it offers.

Table 10 Number of Public Schools by Level of Education and Type

DIVISION	Number of Public Schools by Type								TOTAL
	Elem	Secondary			Integrated School	Stand Alone SHS	SUC/LUC	DOST Managed JHS	
		Purely JHS	JHS w/ SHS	Total					
Marinduque	183	7	38	45	0	1	1	0	230
Occ. Mindoro	304	23	33	56	3	0	1	0	364
Or. Mindoro	431	33	72	105	2	0	3	0	541
Palawan	639	91	83	174	5	1	2	0	821
Romblon	215	24	27	51	3	0	1	1	271
Calapan City	49	0	9	9	0	0	2	0	60
PPC	75	4	21	25	0	1	1	0	102
TOTAL	1 896	182	283	465	13	3	11	1	2 389

Table 11 Number of Private Schools by Curricular Offerings

DIVISION	Number of Private Schools by Curricular Offering										TOTAL
	Purely Kinder	G1-6	K-6	K - 10	Kinder, G7-12	G1-12	Purely JHS	G7-12	Purely SHS	K-12 Attached to Tertiary Schools	
Marinduque	4	0	6	1	0	0	3	6	1	4	25
Occ. Mindoro	7	0	21	1	0	0	1	7	2	5	44
Or. Mindoro	5	1	24	2	1	1	4	17	7	14	76
Palawan	7	3	27	9	1	0	4	4	1	5	61
Romblon	5	0	8	2	1	0	1	7	0	2	26
Calapan City	3	0	6	0	0	0	0	0	6	4	19
PPC	5	1	15	7	0	0	1	3	4	5	41
TOTAL	36	5	107	22	3	1	14	44	21	39	292

Regional and Division Personnel

During the 2022 year-in review, MIMAROPA Office's total number of personnel complement numbered to 123 which includes 100 filled positions, 9 job orders and 14 vacant items. In the Division Offices, of the total 39 617 personnel, 85.91% are teaching positions, 7.33% are teaching related, and 6.76% are non-teaching. (Refer to Table 12 and Table 13)

Table 12 Number of Regional Office Personnel

Nationally Funded		Job Order	TOTAL Actual RO Personnel
Filled Positions	Unfilled Position		
100	14	9	123

Table 13 Number of Teaching, Teaching-Related and Non-Teaching Personnel

DIVISION	Teaching Positions	Teaching - Related	Non-Teaching	TOTAL
Marinduque	2 763	251	232	3 246
Occ. Mindoro	5 460	476	453	6 389
Or. Mindoro	7 463	663	525	8 651
Palawan	10 746	837	751	12 334
Romblon	3 753	382	379	4 514
Calapan City	1 316	121	144	1 581
Puerto Princesa City	2 533	175	194	2 902
TOTAL	34 034	2 905	2 678	39 617

As reflected in DBM's FY 2022 GMIS, The Table presents the breakdown of teachers by position title and by level of governance. In the elementary level, with the total of 19 682 teachers, 2.51% are Master Teachers II, 6.31% are Master Teacher I, 37.63% are Teacher III, 13.71% are Teacher II, 35.77% are Teacher 1, 3.18% are Kindergarten Teachers, and 0.89% are SPED teacher. (Refer to Table 14)

Table 14 Number of Public Elementary Teachers by Position Title

DIVISION	MT II	MT I	T III	T II	T I	Kinder	SPET III	SPET II	SPET I	TOTAL
Marinduque	49	103	303	528	547	64	4	0	34	1 632
Occ. Mindoro	72	201	1 801	388	694	71	0	1	25	3 253
Or. Mindoro	162	302	2 508	49	990	107	1	2	30	4 561
Palawan	107	389	1 615	587	3 351	201	2	1	21	6 274
Romblon	61	146	380	551	814	136	0	0	17	2 105
Calapan City	24	45	337	125	148	4	3	6	18	710
PPC	23	67	531	85	561	49	0	1	10	1 327
TOTAL	498	1 253	7 475	2 723	7 105	632	10	11	155	19 862

Table 15 presents the number of JHS teachers by position title. Of the total number of 10 681 teachers, 1.12% are MT II, 4.53% are MT I, 34% are TIII, 9.21% are T II, 51.04% are T I, 0.04% are Instructors, and 0.05% are SPET.

Table 15 Number of JHS Teachers by Position Title

DIVISION	MT II	MT I	T III	T II	T I	Instructor II	Instructor I	SPET III	SPET I & II	TOTAL
Marinduque	5	33	198	133	501	0	0	0	0	870
Occ. Mindoro	19	107	771	151	670	1	2	0	0	1 721
Or. Mindoro	33	85	1 223	119	749	0	0	0	0	2 209
Palawan	16	116	712	224	2 301	1	0	0	2	3 372
Romblon	12	63	154	247	729	0	0	0	0	1 205
Calapan City	21	26	249	62	92	0	0	1	0	451
PPC	14	54	325	48	410	0	0	0	2	853
TOTAL	120	484	3 632	984	5 452	2	2	1	4	10 681

As shown in Table 16, the distribution of SHS teachers by position level, the following are noted: of the total of 3 491 teachers, 0.09% are MTIII, 1.95% are MT II, 1.78% are MT I, 12.72% are T III, 50.07% are T II, 31.4% are T I, and 2.01% are Special Science Teachers.

Table 16 Number of SHS Teacher by Position Title

DIVISION	MT III	MT II	MT I	T III	T II	T I	SST I	TOTAL
Marinduque	3	0	10	12	204	24	8	261
Occ. Mindoro	0	10	8	131	320	15	2	486
Or. Mindoro	0	22	12	123	499	27	10	693
Palawan	0	8	18	73	274	715	12	1 100
Romblon	0	8	3	59	175	173	25	443
Calapan City	0	3	9	3	124	10	6	155
PPC	0	17	2	43	152	132	7	353
TOTAL	3	68	62	444	1 748	1 0962	70	3 491

Tables 17, 18, and 19 reflect the number of elementary, junior and senior high school teaching related and non-teaching by position title.

Table 17 Number of Elementary Teaching-Related and Non-Teaching by Position Title

DIVISION	Teaching-Related						TOTAL Teaching-Related	Non-Teaching TOTAL
	SDS	ASDS	CES, EPS, PSDS	SCHOOL HEADS		Guidance Coordinator		
				Principal I-IV	HT I-III			
Marinduque	1	1	23	85	67	0	177	151
Occ. Mindoro	1	2	24	116	156	1	300	245
Or. Mindoro	1	1	26	203	174	0	405	301
Palawan	1	2	47	232	279	0	561	454
Romblon	1	1	23	98	112	0	2235	190
Calapan City	1	1	23	37	14	0	76	98
PPC	1	1	23	41	28	0	94	117
TOTAL	7	9	189	812	830	1	1 848	1 556

Table 18 Number of JHS Teaching-Related and Non-Teaching by Position Title

DIVISION	Teaching-Related						Non Teaching TOTAL	
	VSA	Principal I-IV	Asst. Principal	HT I-IV	Guidance Coor/ Counselor	Crafts Education Demonstrator		TOTAL
Marinduque	0	29	1	21	7	0	58	44
Occ. Mindoro	0	28	0	103	13	0	144	150
Or. Mindoro	0	45	0	157	19	0	221	143
Palawan	1	65	0	138	14	1	219	170
Romblon	0	31	0	75	15	0	121	144
Calapan City	0	9	0	19	7	0	35	33
PPC	0	16	1	37	9	1	64	46
TOTAL	1	223	2	550	84	2	862	730

Table 19 Number of SHS Teaching-Related and Non-Teaching by Position Title

DIVISION	Teaching-Related				Non-Teaching TOTAL
	Principal I-II	Assistant Principal	Guidance Counselor	TOTAL	
Marinduque	2	3	11	16	37
Occ. Mindoro	1	12	19	32	58
Or. Mindoro	0	6	31	37	81
Palawan	1	18	38	57	127
Romblon	0	9	17	26	45
Calapan City	1	3	6	10	13
PPC	2	3	12	17	31
TOTAL	7	54	134	195	392

Classroom

A well-designed school building contributes in improving student performance and makes a lasting impression on the community with regard to the importance of education. The following tables present the number of classrooms and the classroom-learners ratio in the elementary and secondary levels.

Table 20 Number of Classrooms in Public Elementary and Secondary Schools by Division

DIVISION	INSTRUCTIONAL			NON-INSTRUCTIONAL		
	ES	JHS	SHS	ES	JHS	SHS
Marinduque	1 628	532	208	559	141	50
Occ. Mindoro	2 672	899	347	583	226	84
Or. Mindoro	4 136	1 357	575	765	319	133
Palawan	4 971	2 385	1 042	881	625	253
Romblon	2 049	657	306	527	208	87
Calapan City	614	223	103	55	41	20
PPC	1 032	507	276	184	125	65
TOTAL	17 102	6 560	2 857	3 554	1 685	692

Table 21 Classroom-Learner Ratio in Elementary and Secondary Levels

DIVISION	ELEMENTARY			SECONDARY					
	Enrolment SY 2022-2023	Number of Classrooms	Ratio	G7-10 Enrolment SY 2022-2023	Number of Classrooms	Ratio	G7-10 Enrolment SY 2022-2023	Number of Classrooms	Ratio
Marinduque	34 362	1 628	1:21	18 121	532	1:34	7 206	208	1:35
Occ. Mindoro	85 888	2 672	1:32	41 058	899	1:46	16 893	347	1:49
Or. Mindoro	116 231	4 136	1:28	51 150	1 357	1:38	20 789	575	1:36
Palawan	156 484	4 971	1:31	78 756	2 385	1:33	33 468	1 042	1:32
Romblon	44 327	2 049	1:22	25 085	657	1:38	11 848	306	1:39
Calapan City	18 259	614	1:30	10 666	223	1:48	5 300	103	1:51
PPC	38 457	1 032	1:37	22 648	507	1:45	11 827	276	1:43
TOTAL	494 008	17 102	1:29	247 484	6 560	1:38	107 331	2 857	1:38

Desks and Armchairs

The available latest data on desks and armchairs were taken from the National School Building Inventory (NSBI) SY 2022-2023.

In Table 22, the data revealed that in the Kindergarten level, Palawan has the highest shortage with a ratio of more than 3 learners to 1 chair, while Marinduque and Romblon got the ideal ratio.

Table 22 Number of Modular Table and Chair in Kindergarten

DIVISION	Enrolment SY 2022-2023	Modular Tables	Chairs	Total Number of Seats	Ratio
Marinduque	4 343	560	2 799	3 359	1:1
Occ. Mindoro	11 764	1 310	5 491	6 801	1:2
Or. Mindoro	15 057	852	5 739	6 591	1:2
Palawan	21 668	1 857	5 751	7 608	1:3
Romblon	5 670	911	3 239	4 150	1:1
Calapan City	2 416	239	1 282	1 521	1:2
PPC	5 210	309	2 638	2 947	1:2
TOTAL	66 128	6 038	26 939	32 977	1:2

As presented in Table 23, the elementary level has 211 291 armchairs, 37 339 desks counted as 2, and 48 511 DepEd new design 2-seater table and chair. In summary, Palawan has the highest shortage of seats, while Marinduque and Occ. Mindoro have the ideal ratio.

Table 23 Number of Seats in Elementary

DIVISION	G1-6 Enrolment SY 2022- 2023	Arm Chairs	School Desk	School Desk (x2)	New Design	New Design (x2)	TOTAL	RATIO
Marinduque	30 019	8 918	2 819	5 638	9 175	18 350	32 906	0.91
Occ. Mindoro	74 124	32 555	4 376	8 752	16 925	33 850	75 157	0.99
Or. Mindoro	101 174	61 617	9 656	19 312	5 332	10 664	91 593	1.10
Palawan	134 816	64 745	8 912	17 824	12 717	25 434	108 003	1.25
Romblon	48 657	15 683	8 069	16 138	1 097	2 194	34 015	1.14
Calapan City	15 843	6 681	1 723	3 446	1 946	3 892	14 019	1.13
PPC	33 247	21 092	1 724	3 568	1 319	2 638	27 298	1.22
TOTAL	427 880	211 291	37 339	74 678	48 511	97 022	382 991	1:1.12

Table 24 shows that Palawan has the highest shortage of seats in the junior high school, followed by Occ. Mindoro and Or. Mindoro.

Table 24 Number of Seats in Junior High School

DIVISION	G7-10 Enrolment SY 2022- 2023	Arm Chairs	School Desk	School Desk (x2)	New Design	New Design (x2)	TOTAL	RATIO
Marinduque	18 121	14 212	375	750	826	1 652	16 614	1.09
Occ. Mindoro	41 058	22 438	198	396	4 207	8 414	31 248	1.31
Or. Mindoro	51 150	35 712	74	148	2 656	5 312	41 172	1.24
Palawan	78 756	41 312	510	1 020	7 616	15 232	57 564	1.37
Romblon	25 085	15 506	569	1 138	3 427	6 854	23 498	1.07
Calapan City	10 666	6 450	407	814	900	1 800	9 064	1.18
PPC	22 648	17 227	113	226	1 152	2 304	19 757	1.15
TOTAL	247 484	152 857	2 246	4 492	20 784	41 568	198 917	1.24

In the senior high school level, as noted in Table 25 only Puerto Princesa City got the ideal ratio compared to other schools divisions.

Table 25 Number of Seats in Senior High School

DIVISION	G11-12 Enrolment SY 2022- 2023	Arm Chairs	School Desk	School Desk (x2)	New Design	New Design (x2)	TOTAL	RATIO
Marinduque	7 206	5 354	235	470	180	360	6 184	1.17
Occ. Mindoro	16 893	9 072	88	176	957	1 914	11 162	1.51
Or. Mindoro	20 789	14 301	18	36	750	1 500	15 837	1.31
Palawan	33 468	17 353	258	516	1 104	2 208	20 077	1.67
Romblon	11 848	7 419	361	722	1 252	2 504	10 645	1.11
Calapan City	5 300	2 866	252	504	17	34	3 404	1.56
PPC	11 827	9 732	66	132	1 531	3 062	12 926	0.91
TOTAL	107 331	66 097	1 278	2 556	5 791	11 582	80 235	1.34



**PERFORMANCE
INDICATOR
AT A GLANCE**

Key Performance Indicators

As evident from the data presented in Table 26, enrolment figures at both the kindergarten and elementary levels exhibit a fluctuating trend over the past six (6) years.

Table 26 Historical Enrolment by Sectors

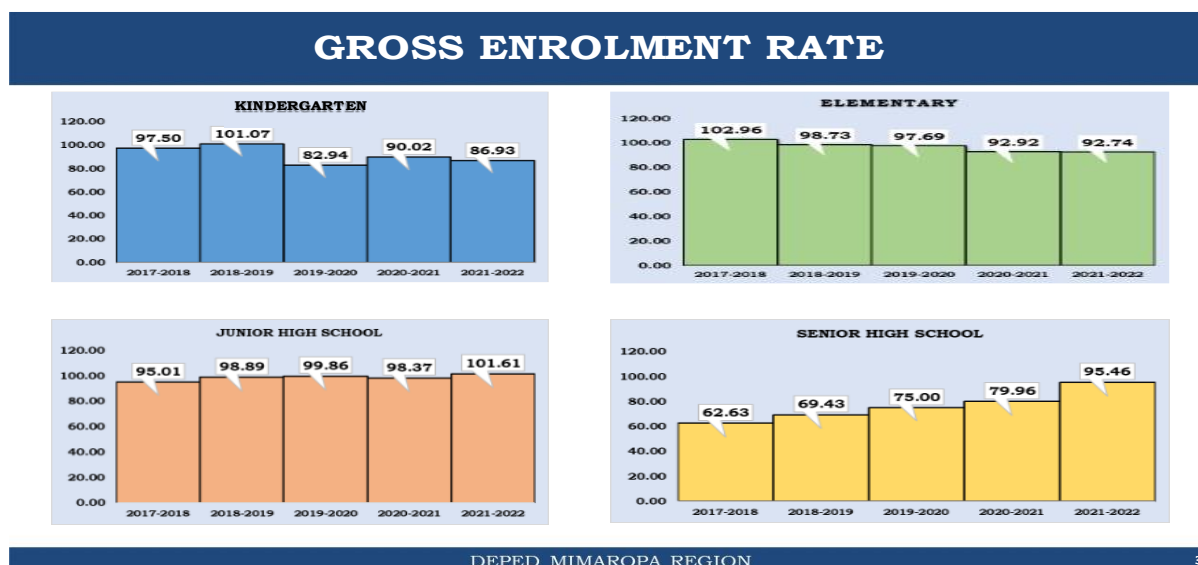
Level	Grand Total (All sectors)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Kindergarten	75,321	79,824	66,952	74,262	72,310
Elementary	452,080	442,011	445,558	431,756	438,237
Junior HS	260,897	272,757	276,467	273,497	288,439
Senior HS	83,551	92,187	99,028	104,895	126,652
DOST-JHS	0	62	154	0	193
Total	871,849	886,841	888,159	884,410	925,831

On the contrary, enrolment in public junior high school exhibited a modest uptick, while senior high school enrollment saw a high average increase of nearly 13%. This suggests a positive transition of elementary pupils advancing to junior high school and subsequently to senior high school. The increased enrollment in public junior high and senior high schools can be attributed to the collective endeavors of the Department, dedicated to implementing various programs and initiatives aimed at enhancing access to basic education for 12 to 15-year-olds and 16 to 17-year-olds.

Gross Enrolment

As illustrated in Figure 4, the Gross Enrolment Rate for kindergarten shows a pattern of fluctuations, while the elementary level has a declining trend. On the other hand, both Junior High School and Senior High School have a consistent upward trend in Gross Enrolment Rates over the past five school years. Remarkably, the most recent School Year, 2021-2022, witnessed the highest Gross Enrolment Rates for Junior High School and Senior High School. In contrast, the Gross Enrolment Rates for kindergarten and elementary levels reached their lowest points during the same academic year, 2021-2022.

Figure 4 Historical Gross Enrolment Rate by Levels



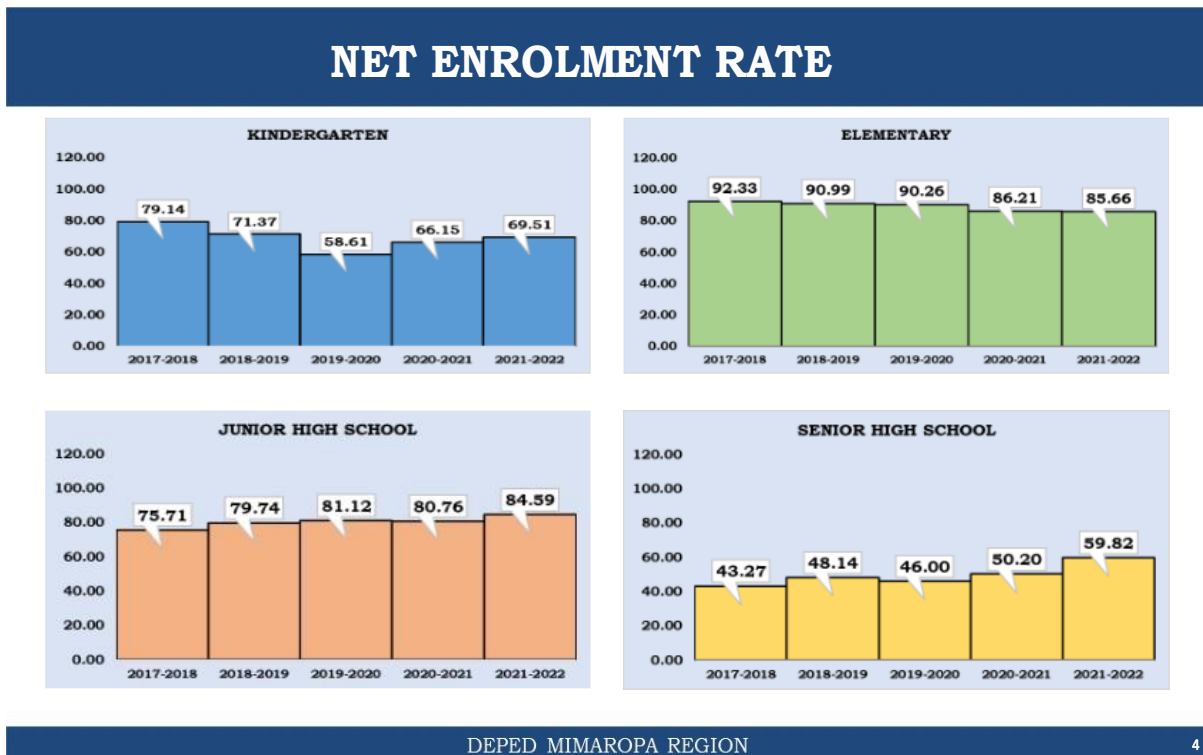
In the kindergarten and elementary levels, among the various Schools Division Offices, Puerto Princesa City consistently posted the highest Gross Enrolment Rate throughout the five school years under review. Consistently, Romblon recorded the lowest Gross Enrolment Rate in kindergarten for three consecutive school years, spanning from School Year 2019–2020 to School Year 2021–2022. Similarly, SDO Marinduque registered the lowest Gross Enrolment Rate in the elementary level for three successive school years, from School Year 2019–2020 to School Year 2021–2022.

Net Enrolment Rate

The data presented in Figure 5 reveal a fluctuating trend in the Net Enrolment Rate for kindergarten and a declining trend for the elementary level. In contrast, both Junior High School and Senior High School Net Enrolment Rates exhibit a consistent upward trend over the past five school years. Notably, Kindergarten saw its lowest Net Enrolment Rate during SY 2019–2020, while the elementary level reached its lowest point in the most recent academic year, School Year 2021–2022. Junior High School and Senior High School achieved their highest Net Enrolment Rates during School Year 2021–2022, marking the recent academic year as the peak over the five-year period.

Examining individual Schools Division Offices, Puerto Princesa consistently boasted the highest Net Enrolment Rate for both kindergarten and elementary levels across the five school years. In contrast, Oriental Mindoro consistently reported the lowest Net Enrolment Rates for kindergarten and elementary levels. Additionally, Romblon registered the lowest Net Enrolment Rates for kindergarten during School Years 2018–2019 and 2020–2021 to 2021–2022.

Figure 5 Historical Net Enrolment Rate by Levels

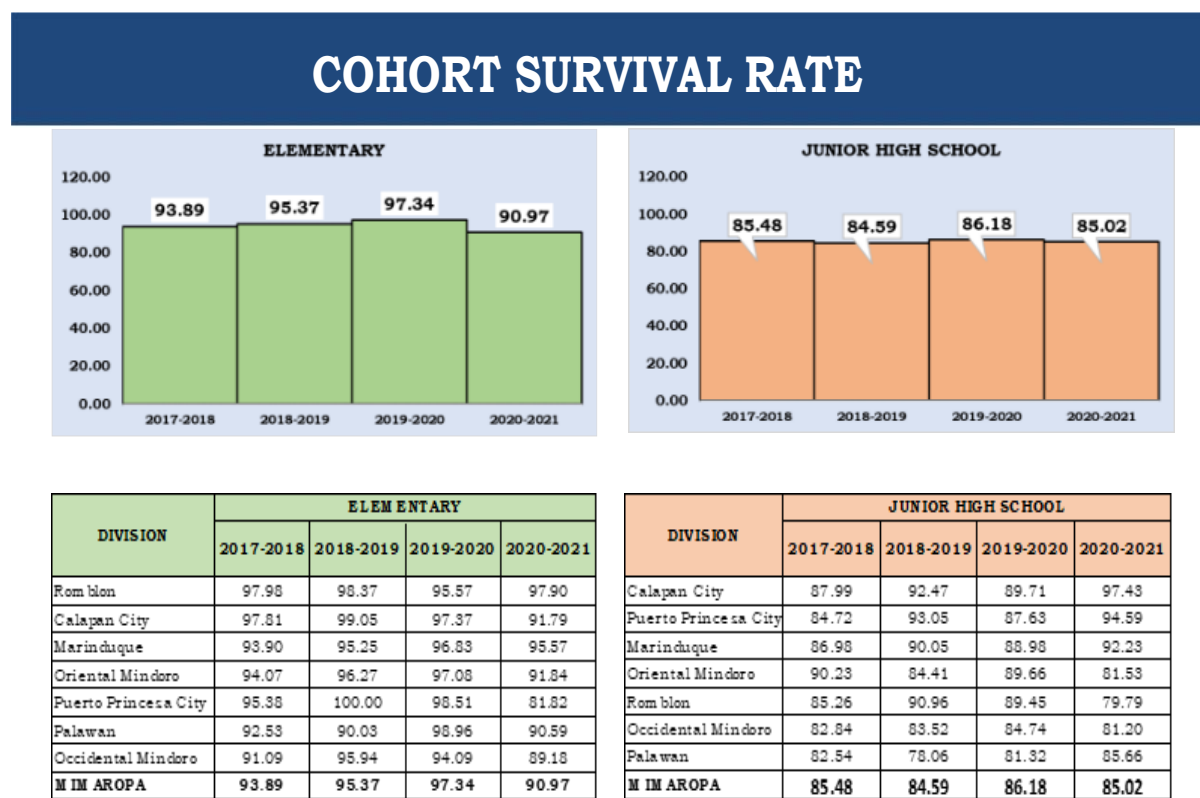


When considering Junior High School, it's noteworthy that Calapan City consistently reported the highest Net Enrolment Rate across all five school years. On the other hand, Palawan posted the lowest Net Enrolment Rate during School Year 2018-2019. Additionally, Occidental Mindoro consistently recorded the lowest Net Enrolment Rates for three consecutive school years, spanning from School Year 2019-2020 to School Year 2021-2022.

Cohort Survival Rate

The data below show the Cohort Survival Rate over the four (4) School Years of the elementary and junior high school levels, from SY 2017-2018 to SY 2020-2021. Over the three (3) School Years, elementary Cohort Survival Rate consistently increased but decreased in SY 2020-2021 with a difference of 6.37%. Junior High School Cohort Survival Rate registered a fluctuating trend with its highest rate in School Year 2019-2020 but lowest in rate in School Year 2018-2019 (Refer to Figure 6).

Figure 6 Historical Cohort Survival Rate by Levels



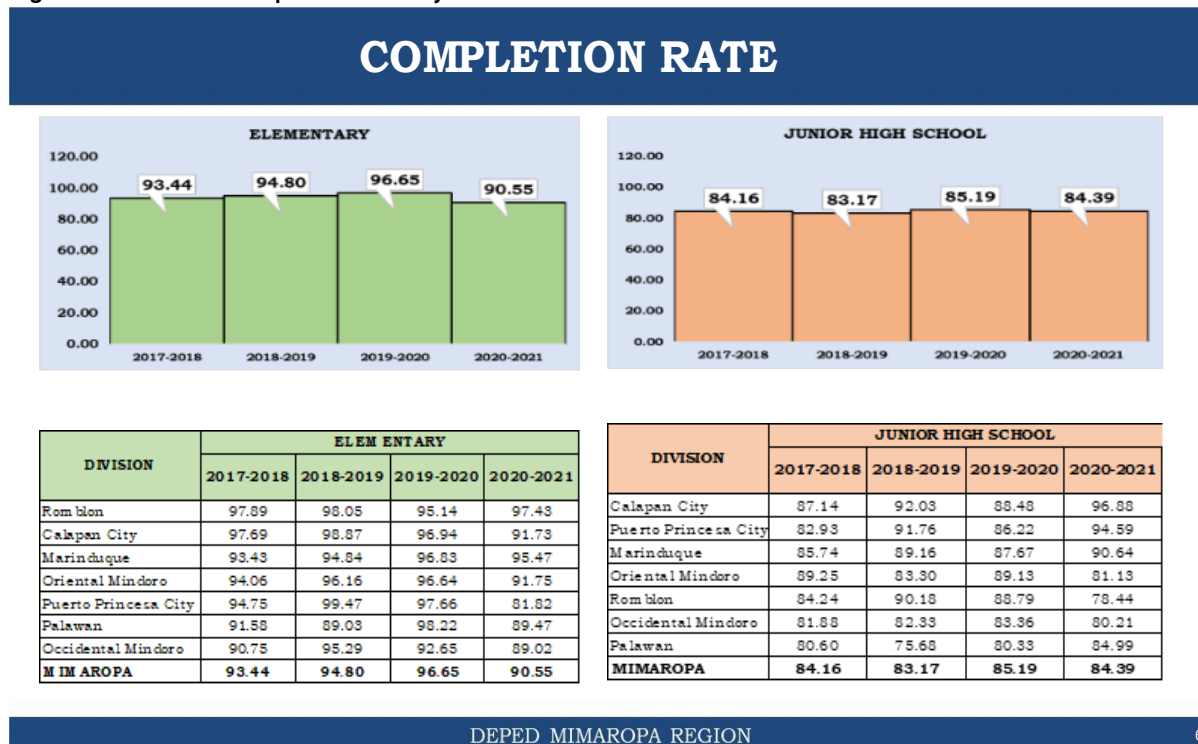
In the elementary education, Romblon consistently recorded the highest Cohort Survival Rate across four school years, except for School Year 2019-2020. Meanwhile, Occidental Mindoro consistently reported the lowest Cohort Survival Rate throughout these four school years, except for School Year 2018-2019.

Turning to Junior High School, Calapan City achieved the highest Cohort Survival Rate during School Year 2019-2020 and School Year 2020-2021. In contrast, Palawan posted the lowest Cohort Survival Rate for three consecutive school years, spanning from SY 2018-2019 to SY 2019-2020.

Completion Rate

The data depicted in Figure 7 shed light on the Completion Rate for both elementary and Junior High School education, spanning a four-year period. Notably, the elementary level showcased a consistent increase in completion rates from School Year 2017-2018 to School Year 2019-2020, although it experienced a subsequent 6.1% decrease in SY 2020-2021. Among the Schools Division Offices, Romblon boasted the highest completion rate during School Year 2017-2018 and again in School Year 2020-2021. On the other hand, Occidental Mindoro consistently reported the lowest completion rate across all four school years, while the Junior High School completion rate demonstrated a fluctuating trend over the same four-year period.

Figure 7 Historical Completion Rate by Levels



Calapan City achieved the highest completion rate during School Year 2018–2019 and once again in School Year 2020–2021. In contrast, Oriental Mindoro secured the highest completion rate for School Year 2017–2018 and School Year 2019–2020.

Conversely, Palawan consistently posted the lowest completion rate over a span of three school years, spanning from School Year 2017–2018 to School Year 2019–2020. During School Year 2020–2021, Romblon marked the lowest completion rate among the surveyed years.

Proficiency Level

Classroom Assessment is a process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do which result is essential in the improvement of the curriculum implementation, evidence-based decision-making, and results-based Monitoring and Evaluation.

The data, as depicted in Table 27, 28, and 29, provide insights into the Regional Proficiency levels in core subjects, namely English, Science, and Mathematics.

Table 27 shows the distribution of grade three learners by proficiency level aggregated by learning area. The data reveal that there 600 or 6.03% Highly Proficient learners assessed from among the 9,944 Grade 3 test takers, 2,207 or 22.19% were Proficient, 3,534 or 35.54% were Nearly Proficient, 3,313 or 33.32% were Low Proficient while 290 or 2.92% were Not Proficient.

Table 27 Proficiency Level – ELLNA Grade 3, SY 2021–2022

Subject Area	Number / Percentage Distribution of Learners by Proficiency Level											
	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient		Total	
	Takers	%	Takers	%	Takers	%	Takers	%	Takers	%	Takers	%
Numeracy	1,046	10.52	1,440	14.48	2,148	21.60	3,473	34.93	1,837	18.47	9,944	100.00
English	677	6.81	2,241	22.54	3,138	31.56	3,175	31.93	713	7.17	9,944	100.00
Filipino	1,340	13.48	2,546	25.60	3,272	32.90	2,353	23.66	433	4.35	9,944	100.00
Mother Tongue	<i>(Tagalog Learners)</i>											
OVERALL-Region	600	6.03	2,207	22.19	3,534	35.54	3,313	33.32	290	2.92	9,944	100.00
OVERALL-National	3,252	1.58	36,316	17.6	79,784	38.66	77,264	37.44	9,750	4.72	206,366	100.00

Table 28 shows the distribution of grade six learners by proficiency level aggregated by learning area. The data show that there were no Highly Proficient students assessed from among the 10,942 Grade 6 test takers, 5.80% were Proficient, 35.83% were Nearly Proficient, 53.28% were Low Proficient while 5.09% were Not Proficient. In all the levels in all subjects, frequency ratings of all the subjects fall below 50% in staggered frequency rate.

Table 28 Proficiency Level – NAT Grade 6, SY 2021–2022

Subject Area	Number / Percentage Distribution of Learners by Proficiency Level											
	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient		Total	
	Takers	%	Takers	%	Takers	%	Takers	%	Takers	%	Takers	%
Araling Panlipunan	1	0.01	763	6.97	3,828	34.98	4,912	44.89	1,438	13.14	10,942	100.00
English	0	0.00	497	4.54	3,945	36.05	5,058	46.23	1,442	13.18	10,942	100.00
Filipino	31	0.28	1,599	14.61	5,375	49.12	3,463	31.65	474	4.33	10,942	100.00
Mathematics	280	2.56	1,142	10.44	2,780	25.41	4,491	41.04	2,249	20.55	10,942	100.00
Science	32	0.29	1,000	9.14	3,335	30.48	4,918	44.95	1,657	15.14	10,942	100.00
OVERALL	0	0.00	634	5.79	3,921	35.83	5,830	53.28	557	5.09	10,942	100.00

Table 29 shows that 0.04% or only one student from among the Grade 10- test taker students was Proficient, 57.68% were Low Proficient, 36.43% were Nearly Proficient while 5.85% Not Proficient. The proficiency rate under the Proficient and Not proficient levels falls below 50% while which means that students with Filipino subject matter with the lowest frequency rate while there was only one Highly Proficient student with Mathematics subject matter with the highest frequency rate and Science with the lowest.

Table 29 Proficiency Level – NAT Grade 6, SY 2021-2022

Subject Area	Number / Percentage Distribution of Learners by Proficiency Level											
	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient		Total	
	Takers	%	Takers	%	Takers	%	Takers	%	Takers	%	Takers	%
Araling Panlipunan	0	0.00	628	4.18	6,739	44.91	6,798	45.30	841	5.60	15,006	100.00
English	6	0.04	684	4.56	4,939	32.91	7,511	50.05	1,866	12.44	15,006	100.00
Filipino	0	0.00	411	2.74	7,321	48.79	6,679	44.51	595	3.97	15,006	100.00
Mathematics	14	0.09	207	1.38	2,108	14.05	9,044	60.27	3,633	24.21	15,006	100.00
Science	0	0.00	55	0.37	1,651	11.00	10,392	69.25	2,908	19.38	15,006	100.00
OVERALL	0	0.00	80	0.53	4,088	27.24	10,328	68.83	510	3.40	15,006	100.00

Inclusive Education

Inclusive education is the core principle of the K to 12 Basic Education Program. This promotes the right of every Filipino to quality, equitable, cultured based and complete basic education. Inclusive education embraces the philosophy of accepting all children regardless of race, size, shape, color, ability or disability with support from staff, students, parents, and the community.

Special Needs Education Program (SNED)

SNED Program specifically aims to enhance access and upgrade the quality of its programs and services, as well as to raise efficiency education services directed towards all recognized SPED Centers for elementary and secondary schools with classes for learners with special needs.

The data as presented in Table 30 show the number of learners in Gifted Classes and the Learners with Disabilities in the different categories in public elementary, JHS, and SHS for SY 2022-2023. Out of 494,008 total public elementary enrolment, Gifted learners had a total of 353 or 0.07% in 12 elementary schools, the Mainstreamed Learners made up 2,143 or 0.43% in 420 elementary schools, Self-contained consists of 206 or 0.04% in 22 elementary schools. Lastly, the Non-graded

has a registered learners of 1,084 or 0.40% in 136 public elementary schools. In summary, there are a total of 4,332 elementary learners with disabilities for SY 2022-2023. The 4,332 learners exclude the learners coming from Gifted classes which numbered to 353.

Table 30 Number of SNED Elementary Learners

Division	Gifted (Graded)		Mainstreamed (Graded)		Self Contained (Graded)		Non Graded		Total
	Learners	Schools	Learners	Schools	Learners	School	Learners	Schools	
Marinduque	48	3	207	54	90	10	148	28	445
Occ. Mindoro	3	3	130	57	41	4	213	8	384
Or. Mindoro	2	2	541	80	0	0	668	35	1 209
Palawan	68	3	928	140	19	2	171	15	1 118
Romblon	0	0	155	50	0	0	278	23	433
Calapan City	0	0	19	5	30	4	318	25	367
PPC	232	1	162	34	26	2	188	2	376
TOTAL	353	12	2 142	420	206	22	1 944	136	4 332

On the other hand, Table 31 shows the learners with disabilities in the secondary level. Learners with disabilities in JHS were 500 or 0.20% as against the total JHS enrolment of 247 484 in 100 junior high schools. The learners in SHS with disabilities were 112 or 0.10% as against the total enrolment of 107 331 in the senior high schools.

Table 31 Number of SNED Secondary Learners

Division	JHS				SHS		Total
	Mainstreamed Graded		Self Contained Graded		Mainstreamed Graded		
	Learners	Schools	Learners	Schools	Learners	Schools	
Marinduque	20	7	0	0	17	4	37
Occ. Mindoro	53	11	0	0	8	6	61
Or. Mindoro	41	1	0	0	8	3	49
Palawan	248	50	4	1	39	14	291
Romblon	20	6	0	0	11	8	31
Calapan City	0	0	20	1	0	0	20
PPC	42	13	52	1	29	7	123
TOTAL	424	97	76	3	112	42	612

Madrasah Education Program

Madrasah Education Program aims to provide Muslim learners with appropriate and relevant educational opportunities while recognizing their cultural context and unique purposes for participating in the K to 12 Program offerings. This program also intends to integrate context and competencies in the curriculum which are relevant and of interest to Muslim learners.

As presented in Table 32, the Region has a total Muslim enrolment of 35 337 or 4.16% of the total public elementary to senior high school enrolment of 848 823. Out of 35 337, 21 717 or 4.40% came from the elementary level, and 3 963 or 3.69% came from senior high school level. Palawan has

the biggest number of muslim learners in all levels. The Muslim learners were enrolled in 561 elementary schools, 188 junior high schools, and 96 senior high schools.

Table 32 Number of Muslim Learners in Public Schools

Division	Elem		JHS		SHS		TOTAL
	Learners	Schools	Learners	Schools	Learners	Schools	
Marinduque	29	12	14	6	5	5	48
Occ. Mindoro	104	37	50	11	19	8	173
Or. Mindoro	275	76	119	28	52	11	446
Palawan	20 063	346	8 801	116	3 487	48	32 351
Romblon	48	28	10	7	6	4	64
Calapan City	74	15	34	3	15	2	123
PPC	1 124	47	629	17	379	18	2 132
TOTAL	21 717	561	9 657	188	3 963	96	35 337

Table 33 shows the number of muslim learners attending ALIVE classes. The Region has the total ALIVE enrolment of 4 834 or 15.41% of the total 31 374 muslim elementary to junior high school enrolment. 21.88% of 4 834 came from the elementary level, 0.86% came from junior high school level. Palawan has the highest number of ALIVE learners in all levels. The learners were enrolled in 158 public elementary and 48 junior high schools.

Table 33 Number of Muslim Learners Attending ALIVE Classes

Division	Elem		JHS		TOTAL
	Learners	Schools	Learners	Schools	
Marinduque	1	1	4	3	5
Occ. Mindoro	45	27	6	5	51
Or. Mindoro	127	26	13	11	140
Palawan	4 368	79	46	18	4 414
Romblon	11	9	2	2	13
Calapan City	1	1	3	3	4
PPC	198	15	9	6	207
TOTAL	4 751	158	83	48	4 834

Indigenous People's Education Program (IPED)

The IPED program is DepEd's response to the rights of Indigenous People (IP) to basic education that is responsive to their context, respects their identities, and promotes their indigenous knowledge, skills and other aspects of their cultural heritage.

Table 34 presents the number of indigenous people learners. The Region has a total of 183 888 or 21.66% enrollees out of 848 823 total enrolment in the public schools. 109 190 or 22.10% of 183 888 are from the elementary, 53 232 or 21.51% from junior high school, and 21 466 or 20% from the senior high school. Palawan has the highest number of IP learners, followed by Or. Mindoro and Occ. Mindoro.

Table 34 Number of IP learners

Division	Elem		JHS		SHS		TOTAL
	Learners	Schools	Learners	Schools	Learners	Schools	
Marinduque	77	25	37	18	38	8	152
Occ. Mindoro	13 035	220	3 509	51	825	30	17 369
Or. Mindoro	18 692	346	6 257	103	2 435	63	27 384
Palawan	67 202	641	35 827	179	13 903	84	116 932
Romblon	6 009	150	3 456	46	1 326	24	10 791
Calapan City	105	29	52	9	38	8	195
PPC	4 070	75	4 094	25	2 901	22	11 065
TOTAL	109 190	1 486	53 232	431	21 466	239	183 888

Alternative Learning System (ALS)

Alternative Learning System (ALS) Program aims to provide an alternative path of learning for the out-of-school youth and adults (OSYA) who are literate but have not completed ten years of basic education as mandated by the Philippine Constitution. Through this program, school dropouts will be able to complete elementary and secondary education outside the formal system. ALS offers non formal education comprising the Basic Literacy Program (BLP) aimed at developing the basic literacy skill on reading, writing, and numeracy, and the Accreditation and Equivalency Program (A&E) aimed at providing non-formal instruction across learning competencies that constitute a pathway towards completing basic education.

As evident in Table 35 the Region has served 24 977 ALS enrollees. Of this enrolment, 2 136 or 8.55% came from BLP, 4 335 or 17.36% from A&E Elementary, and 18 506 or 74.09% from A&E Secondary. The BLP was able to produced 206 or 9.64% completers, while A&E elementary came up with 668 or 15.41% completers, and 3 280 or 17.72% completers from A&E secondary.

Table 35 SY 2022-2023 ALS Enrollees and Completers by Type

Division	BLP		A&E Elem		A&E Sec		TOTAL	
	Enrollees	Completers	Enrollees	Completers	Enrollees	Completers	Enrollees	Completers
Marinduque	23	7	197	55	923	235	1 143	297
Occ. Mindoro	720	112	797	435	3 101	1 972	4 618	2 519
Or. Mindoro	529	0	879	0	4 293	3	5 701	3
Palawan	626	87	1 430	176	5 389	1 054	7 445	1 317
Romblon	125	0	628	0	3 142	12	3 895	12
Calapan City	45	0	155	2	628	4	828	6
PPC	68	0	249	0	1 030	0	1 347	0
TOTAL	2 136	206	4 335	668	18 506	3 280	24 977	4 154



**KEY AND
EMERGING
PRIORITIES**

PRIORITY ISSUES AND CHALLENGES

Over the years, the Department of Education has remained unwavering in its commitment in delivering holistic education. This dedication is evident in its continuous efforts to address its weaknesses, as assessed by international assessments such as PISA 2018, TIMSS 2019, and SEA-PLM 2019. However, these efforts occurred amid the global outbreak of the highly contagious new strain of coronavirus, known as Covid-19, which emerged on January 30, 2020, leading to the World Health Organization's declaration of a Public Health Emergency of International Concern. This unexpected challenge presented a stark departure from the norm, adding new obstacles for the department to overcome.

Despite the sudden and abrupt nature of this challenge, the department displayed a strong commitment to provide high-quality education. It responded by creating the Basic Education-Learning Continuity Plan, which includes innovative strategies to address learning gaps while prioritizing the health, safety, and well-being of learners, teachers, and staff.

The department, with the full support of the MIMAROPA Region, is steadfast in its determination to restore normalcy to the lives of learners. Ensuring their health and safety remains the paramount concern. To achieve this, the region has embarked on monitoring the Schools Division Offices to ensure the successful implementation of face-to-face or in-person classes.

Given the region's unique topographical characteristics, it has tailored its instructional modalities to align with the diverse needs of learners, community characteristics, and the availability of online learning channels. These challenges have driven the creation of the Learning Continuity Plan, which forms an integral part of the Regional Education Development Plan. The primary goal is to strategically deliver high-quality basic education that bridges gaps and ensures that no learner is left behind.

MIMAROPA Region currently faces several challenges and priorities, as determined through comprehensive discussions during situational analyses and focus group discussions involving various Regional Office Functional Divisions, Schools Division Offices (SDOs), and other stakeholders. Among these challenges, two (2) have been identified as top priorities. Firstly, there is a pressing concern regarding the Low Net Enrolment Rate (NER) in kindergarten and declining enrolment in elementary levels. Secondly, there is a noticeable low proficiency level in both elementary and secondary education.

One of the emerging challenges in the region is the persistently Low Net Enrolment Rate (NER) in kindergarten and decreasing enrolment in the elementary level, based on historical data. The underlying causes of the identified challenges as revealed by the situational analysis conducted across the seven Schools Division Offices are the following:

- a) High numbers of 5-year-old Indigenous Peoples (IP) learners, particularly in Occidental Mindoro and Oriental Mindoro, are not enrolled due to the distance between schools and their homes, as well as food scarcity.

- b) There is a significant presence of more or less 14,000 over-aged (6–19-year-old) learners, amounting to 20.02% of the enrolment, in kindergarten. Notably, 51 of these learners are 19 years old and enrolled in kindergarten across five divisions: Marinduque (1), Occidental Mindoro (7), Oriental Mindoro (4), Palawan (38), and Puerto Princesa City (1).
- c) Lack of interest in schooling is prevalent due to factors such as long travel distances, challenging terrain, erratic weather conditions, and high school leaver rates, particularly in Puerto Princesa City, Occidental Mindoro, and Palawan. These issues are further exacerbated by absenteeism and malnutrition among learners.
- d) Migration and changes of residence are common, driven by geographical factors such as the location of schools and districts, which may be separated by bodies of water, mountains, and rivers, as well as unpredictable weather conditions, especially in Romblon. Job opportunities also play a role in these decisions.
- e) Low population of age 5 in some areas.
- f) Low Net Intake Rate, further complicating enrolment challenges.

Another significant issue affecting educational quality is the low proficiency level in reading and numeracy observed among learners at all key stages rooted from the following causes: .

1. Presence of struggling learners and non-readers in Grades 4-10 due to limited exposure to language and early literacy activities, difficulty articulating the sounds of oral language (phonological awareness), limited vocabulary skills, poor retention of learning, lack of effective learning strategies, and motivation to learn.
2. Low interest and motivation among learners to read, often driven by divided attention due to exposure to various technological gadgets and a lack of engaging reading materials.
3. Inadequate fundamental operations and problem-solving skills in mathematics.
4. The promotion of learners to the next grade level using non-standardized assessment tools.
5. Teacher-related factors, such as inadequate knowledge and skills in teaching reading, poor teaching methodologies and strategies, insufficient capacity in the art of questioning aligned with standardized tests, inadequate teaching resources, and limited contact time with learners due to additional administrative tasks.
6. Misalignment of subject assignments in the secondary level due to a shortage of teachers with specialized areas.
7. Limited technical assistance (TA) from school heads in terms of instructional supervision, as they often find themselves preoccupied with administrative tasks and face overlapping activities from Central, Regional, Division, and School Offices. Additionally, they may lack the necessary skills for conducting effective classroom observations, and some Teacher In-Charge/Officer In-Charge personnel perform multiple functions, including teaching, administrative, and ancillary services.

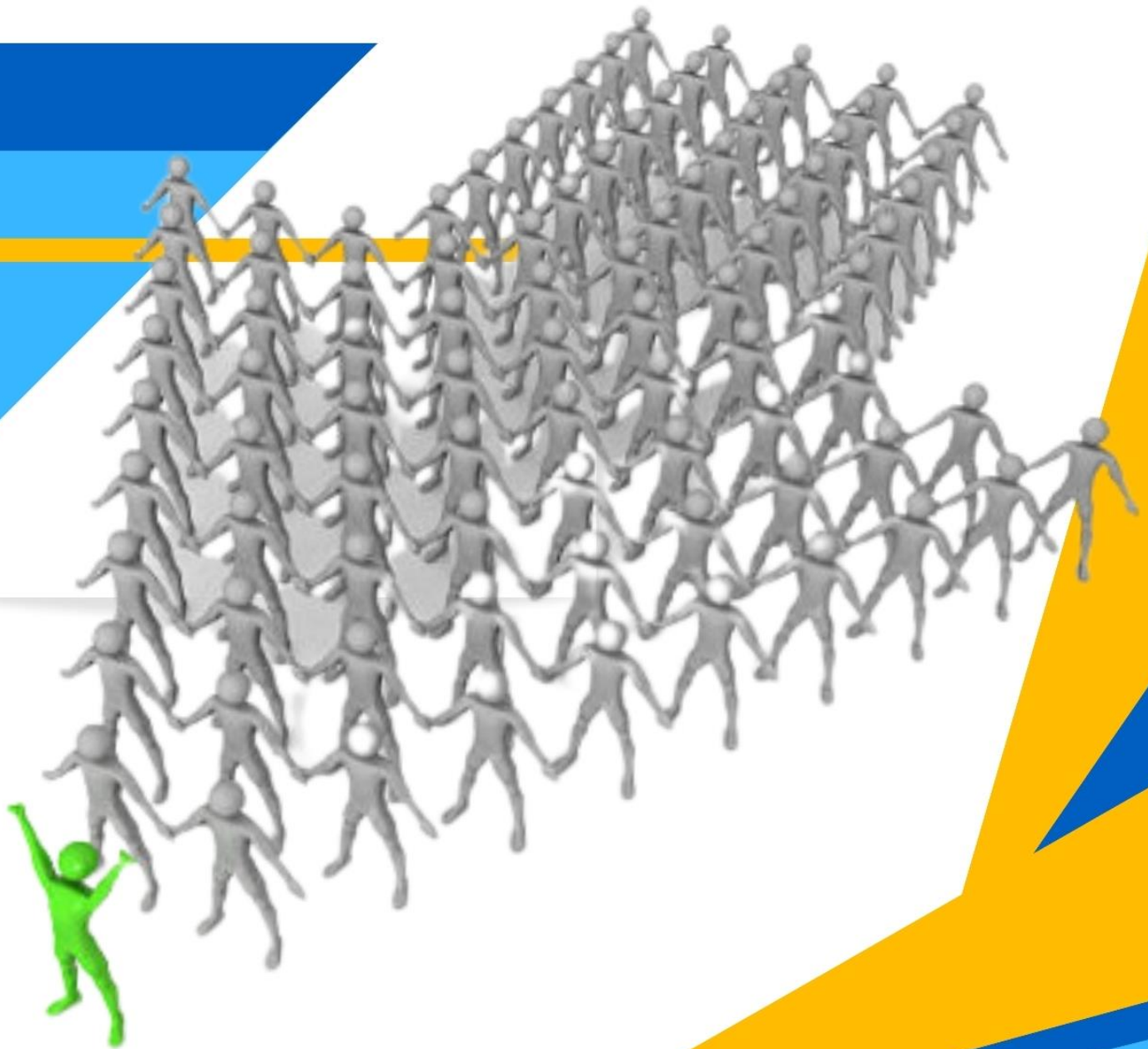
Moreover, the identified challenges in governance and resiliency include the following:

1. A meager budget allocated to MIMAROPA, considering its status as a geographically challenged region.
2. A shortage of classrooms and seats, leading to dilapidated and unsafe classrooms, as well as damaged modules, reading materials, and learning materials due to typhoons and other calamities. The support fund is insufficient to address the loss of physical properties.
3. Inadequate learning spaces in certain areas, further complicating the educational landscape. Additionally, limited funds for travel expenses affect the operations and monitoring efforts of the regional and division offices, limiting their capacity to provide technical assistance in the field due to budget constraints.

These challenges underscore the complex educational landscape in the MIMAROPA Region, emphasizing the need for a comprehensive and targeted approach to address the diverse issues affecting education delivery and quality.



STRATEGIC DIRECTIONS



DepEd Order No. 24, issued in 2022, marked a significant milestone by adopting the Basic Education Development Plan (BEDP) 2030. This comprehensive plan encompasses both formal and non-formal education, aligning it with the SDG 2030 global agenda. Additionally, it fosters synergies with other education agencies to ensure that policies are harmonized, all working towards a shared societal goal.

Building on this initiative, the MIMAROPA Regional Education Development Plan (REDP) 2023–2028 has been meticulously crafted. It finds its foundation in the MATATAG Agenda championed by DepEd Secretary VP Sara Z. Duterte. This agenda is dedicated to nurture a nation that prioritizes the well-being and empowerment of its children, leading the way towards a resilient and prosperous Philippines.

VISION and MISSION

The MIMAROPA REDP 2023–2028 adopts the vision and mission statements of the Department of Education:

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.

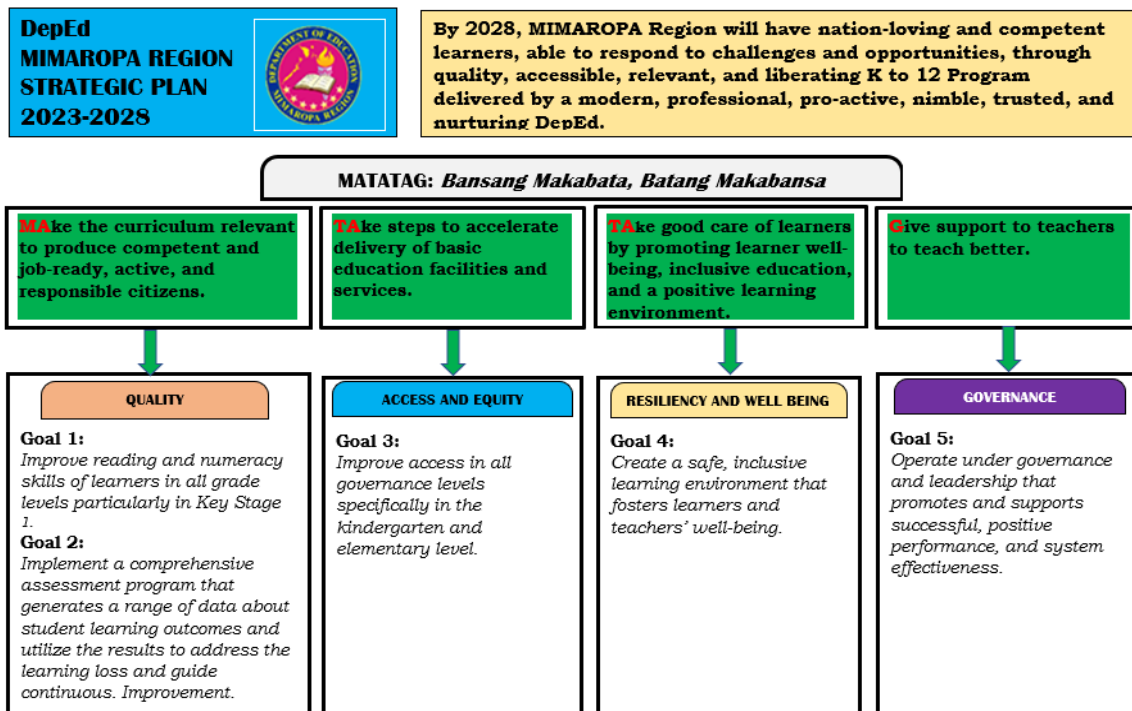
Teachers facilitate learning and constantly nurture every learner.

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.

To attain the objectives outlined in the MIMAROPA Regional Education Development Plan (REDP), a strategic approach is employed, encompassing the establishment of objectives, the delineation of actions required to realize these objectives, and the effective mobilization of resources for the execution of these actions. This process is illustrated in Figure 8:

Figure 8 MIMAROPA Strategic Framework



The Department's comprehensive framework and guiding principles serve as the cornerstone for the delivery of services, facilitating the harmonization of efforts across all levels of governance under its purview to achieve the DepEd's mandate, Vision, Mission, and strategic objectives.

In tandem with the department's framework, a regional framework was meticulously developed through collaborative strategy formulation involving the Regional Office Top Management. This regional framework serves to align regional initiatives with the overarching goals and direction of the Department of Education.

Figure 9 GREAT School Framework

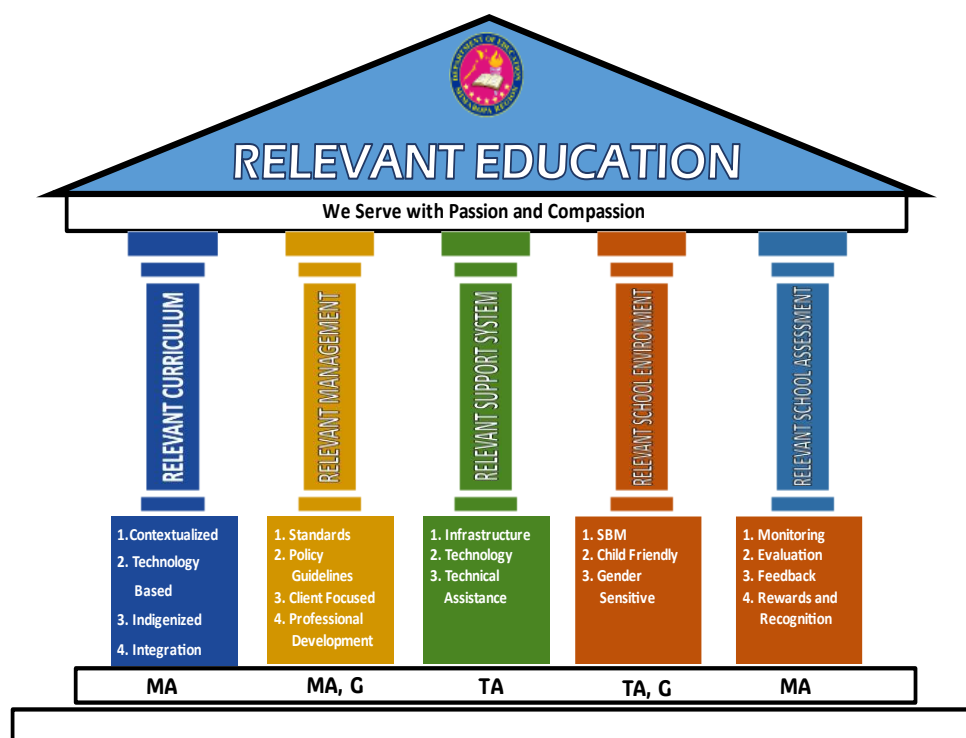


MIMAROPA's commitment to deliver education that truly matters is encapsulated in its guiding principle of "Serving with Passion and Compassion." This commitment is upheld through five foundational pillars: Relevant Education, Relevant Management, Relevant Support System, Relevant School Environment, and Relevant School Assessment.

In the realm of education, relevance is achieved through contextualization, technology integration, indigenization, and seamless integration into the curriculum. Management attains relevance by adhering to rigorous standards, following policy guidelines, prioritizing client-centric approaches, and fostering continuous professional development. The support system, encompassing infrastructure, technology, and technical assistance, is fine-tuned to be entirely relevant to the needs of the educational ecosystem.

Furthermore, the school assessment process incorporates essential elements such as monitoring, evaluation, feedback mechanisms, as well as recognition and rewards. This holistic approach paints a vivid picture of MIMAROPA's commitment to fostering RELEVANT EDUCATION. By delivering passionate and compassionate service, the region strives to make everything possible in the world of ducation.

Figure 10 Relevant Education Framework



This region is unwavering in its commitment to implementing necessary measures that ensure the consistent delivery of high-quality services to its valued clientele, driven by a profound sense of compassion in providing basic education.

PRIORITY AREAS AND ACTIONS

Through effective management, our system adeptly consolidates and optimizes existing resources while also harnessing new ones, ensuring a seamless and well-organized operation. In line with Vice President Secretary Sara Z. Duterte's MATATAG Agenda, the management and administration of DepEd MIMAROPA Region is a collective responsibility spanning Operational Units, the Regional Office, Schools Division Offices, and Schools. Our shared ambition is to proactively address opportunities and challenges in pursuit of transformation, ultimately delivering quality education. This commitment is driven by our unwavering dedication to our nation's youth.

Table 36 Priority Actions

Quality: Learners complete K to 12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.			
MA ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens.			
Key Priorities	Strategies	Output	Outcome
Improve reading, writing, and numeracy skills of learners in all grade levels particularly in Key Stage 1	<ol style="list-style-type: none"> 1. Issuance of policy guidelines in implementing reading intervention programs, summer learning remediation 2. Provision of technical assistance and teaching and learning support to ensure that all learners receive appropriate academic interventions 	Increased proficiency level in reading and numeracy	Learners equipped with necessary skills in reading and numeracy in Key Stage 1 attained all learning standards to the next higher key stage
Implement comprehensive assessment program that generates a range of data about student learning outcomes and utilize the results to address the learning loss and guide continuous improvement	<ol style="list-style-type: none"> 1. Issuance of policy guidelines in implementing reading and learning assessment 2. Development of appropriate assessment tools to identify learning gaps 3. Administration of meaningful learning assessments where results are utilized to 	Identified learning loss/gaps and appropriate/responsive teaching strategies	Increased proficiency level of learners in each key stage transition

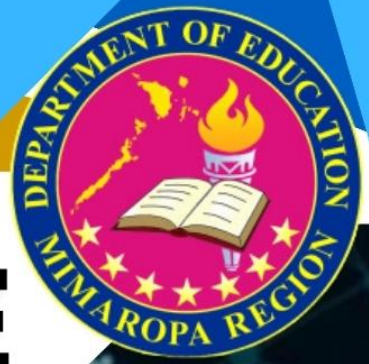
	improve student and school achievement		
Access: All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.			
TAke steps to accelerate delivery of basic education facilities and services.			
Key Priorities	Strategies	Output	Outcome
Improve access in all governance levels specifically in the kindergarten and elementary levels	<ol style="list-style-type: none"> 1. Advocacy program on basic education 2. Establishment of public schools 3. Maintaining adequate support services for continued learner population growth 	<p>Established public schools</p> <p>Schools achieved standard ratio in classroom, seats, teacher, textbooks, WatSan</p>	Increased participation rate
Resiliency: Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being.			
TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.			
Key Priorities	Strategies	Output	Outcome
Ensure inclusive, effective, culturally responsive, gender sensitive and safe learning environment to respond to the situations of disadvantaged	<ol style="list-style-type: none"> 1. Establishment of responsive monitoring and evaluation 2. Enrichment of inclusive education curriculum 	Rights-based and culture-sensitive planning and monitoring and evaluation at various governance levels for inclusive education formulated and implemented	Improved performance of inclusive and disadvantaged learners provided with equal and responsive learning opportunities
Provide technical assistance for safe, inclusive learning environment that fosters learners and teachers' well-being	<ol style="list-style-type: none"> 1. Provision of technical assistance in the implementation of child friendly school environment 2. Provision for psycho-socio intervention 3. Establishment of Regional Public Service Continuity Plan 	In placed safe and child friendly learning environment in all schools	Resilient learners and teachers amidst and after disasters and emergencies

Governance:

Efficient, nimble, and resilient governance and management processes

Give support to teachers to teach better.

Key Priorities	Strategies	Output	Outcome
Operate under governance and leadership that promotes and supports successful, positive performance, and system effectiveness	<ol style="list-style-type: none"> 1. Ensuring and maintaining strong governance and school leadership and management 2. Upskilling, reskilling, and retaining quality educational leaders and teachers 3. Strengthening parental and community involvement, collaboration, and leadership 	Training Programs design for Professional Advancement of School Leaders and Teachers	Evident empowered leadership of modern, professional, proactive, nimble, trusted, and nurturing education leaders and teachers
	<ol style="list-style-type: none"> 4. Implementing regional initiated programs and projects such as: MIMAROPA SOW 	On site help desk for technical assistance to stakeholders	Responsive public service despite the geographically challenged features
	DepEd MIMAROPA PRAISE	Significant contributions and achievements are accorded to qualified employees	Strengthened program on awards and incentives for service excellence
	TA-LACAYAN	Identified unique needs and challenges of SDOs	Continuous improvement and excellence in all levels of education through responsive assistance
	Project BOTIKA	Solutions/interventions to address educational challenges and concerns	Transformed educational practices through evidence-based solutions



PERFORMANCE TARGETS



PERFORMANCE TARGET

To attain MIMAROPA's priorities, targets were set that we commit to achieve through efficient, effective, and harmonious working partnership.

Table 37 Targets on Quality/MA

Pillar: QUALITY	Learners complete K to 12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.						
MATATAG AGENDA	Make the curriculum relevant to produce competent and job-ready, active, and responsible citizens.						
PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	24.00	32.50	41.00	49.50	58.00	66.50	75.00
Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading							
English Literacy	32.00	39.17	46.33	53.50	60.67	67.83	75.00
Filipino Literacy	33.00	40.00	47.00	54.00	61.00	68.00	75.00
Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	14.06	36.91	44.53	52.15	59.77	67.38	75.00
Proportion of students at the end of primary achieving at least a minimum proficiency level in English literacy	12.30	35.81	43.65	51.49	59.33	67.16	75.00
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	9.86	34.29	42.43	50.57	58.72	66.86	75.00
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in English	31.12	47.58	53.06	58.55	64.03	69.52	75.00

Table 38 Targets on Access/TA

ACCESS		All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.						
MATATAG AGENDA		Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.						
PERFORMANCE INDICATORS	BASELINE	TARGET						
		2023	2024	2025	2026	2027	2028	
Net Enrollment Rate (NER) - Percentage of school-age children in school								
Kindergarten	66.15	78.05	82.32	86.59	90.86	95.13	99.40	
Elementary	86.21	89.47	91.38	93.28	95.19	97.09	99.00	
JHS	80.76	87.28	88.62	89.97	91.31	92.66	94.00	
SHS	50.20	67.01	70.61	74.21	77.81	81.40	85.00	
Completion Rate (CR) - Percentage of learners in a cohort who completed Grade 6/Grade 12								
Grade 6	90.55	92.97	93.78	94.58	95.39	96.19	97.00	
Grade 12	72.90	78.19	79.95	81.71	83.48	85.24	87.00	
Incidence of out-of-school children and youth	25,934	26,453	26,984	27,524	28,074	28,635	29,208	
Net Intake Rate (NIR) - Percentage of 5-year-olds in school	69.51	71.08	71.86	72.65	73.43	74.22	75.00	
Retention Rate (RR) - Percentage of enrollees in a given school year who continue to be in the following school year								
Elementary	97.03	98.10	98.47	98.85	99.22	99.59	100.00	
JHS (G7 - 10)	94.41	96.51	97.21	97.90	98.60	99.30	100.00	
SHS (G7 - 12)	93.94	95.09	95.47	95.85	96.24	96.62	97.00	
School Lever Rate (SLR) - Percentage of currently enrolled learners but did not finish/complete the school year								
Elementary	2.20	1.75	1.60	1.45	1.30	1.15	1.00	

JHS (G7 – 10)	5.31	4.07	3.66	3.24	2.83	2.41	2.00
SHS (G7 – 12)	5.63	4.27	3.82	3.36	2.91	2.45	2.00
Transition Rate (TR) – Percentage of Kindergarten/ Grade 6/Grade 10 completers proceeded to next key stage							
Elementary	95.37	96.73	97.19	97.64	98.55	99.00	100.00
JHS (G7 – 10)	89.13	92.08	93.07	94.05	96.02	97.00	100.00
SHS (G7 – 12)	93.82	95.01	95.41	95.81	96.60	97.00	98.00
Participation Rate of OSC and OSY - Percentage of OSC and OSY who returned to school or participating to ALS	2.18	2.22	2.27	2.31	2.36	2.41	2.46
Percentage of completers in ALS – completed Sessions - ALS							
BLP	24.16	24.64	25.13	25.63	26.14	26.66	27.19
A&E (Elem)	34.00	34.68	35.37	36.08	36.80	37.54	38.29
A&E (Sec)	34.00	34.68	36.08	36.08	36.80	37.54	38.29

Table 39 Targets on Equity/MA/TA

EQUITY	Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives.						
MATATAG AGENDA	<p>Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.</p> <p>Make the curriculum relevant to produce competent and job-ready, active, and responsible citizens.</p>						
PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
Proportion of learners in situations of disadvantage transition to next key stage	No available data						
Gender Participation – Disparity in completion							
Elementary	1.01	1.00	1.00	1.00	1.00	1.00	1.00
JHS (G7 – 10)	1.00	1.00	1.00	1.00	1.00	1.00	1.00
SHS (G7 – 12)	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Percentage of learners in situation of disadvantage continue to participate in basic education (refer to the enrollment data of Last Mile Schools and Hardship Index)	17.9	17.7	17.5	17.3	17.1	16.9	16.7

Table 40 Targets on Resiliency/TA

RESILIENCY	Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being.						
MATATAG AGENDA	Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.						
PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
Percentage of affected and displaced learners retained	20%	15%	10%	5%	5%	5%	5%
Percentage of learners that feel safe and protected in schools and CLCs	80%	100%	100%	100%	100%	100%	100%
Percentage of learners that are aware of their rights in education	100%	100%	100%	100%	100%	100%	100%
Percentage of learners that are happy with their basic education experience per school year	No available data						
Percentage of learners equipped with capacities on what to before, during, and after a disaster or emergency	90%	100%	100%	100%	100%	100%	100%

Table 41 Targets on Governance/G

ENABLING MECHANISM - GOVERNANCE		Efficient, nimble, and resilient governance and management processes					
MATATAG AGENDA		Take steps to accelerate delivery of basic education facilities and services. Give support to teachers to teach better.					
PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
Proportion of schools achieving higher levels of SBM practice							
Elem – Level 1	1 382						
Elem – Level 2	562	40	106	199	319	478	664
Elem – Level 3	6	28	56	96	146	208	281
Secondary – Level 1	242						
Secondary – Level 2	234	7	19	36	58	87	121
Secondary – Level 3	5	12	23	40	61	87	117
Proportion of offices across governance levels with very satisfactory and higher rating in the Office Performance Commitment and Review Form (OPCRF)	100%	100%	100%	100%	100%	100%	100%
Proportion of schools achieving ideal ratio on teachers	94.51	95.08	95.65	96.21	96.78	97.35	97.92
Proportion of schools achieving ideal ratio on classroom	86.16	87.32	88.47	89.62	90.78	91.93	93.08
Proportion of schools achieving ideal ratio on seats	40.79	44.87	48.94	53.02	57.09	61.16	65.24
Proportion of schools achieving ideal ratio on science and math equipment	No available data						
Proportion of schools achieving ideal ratio on textbooks							
Proportion of schools achieving ideal ratio on ICT package							
Proportion of schools with functional library							

PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
Proportion of schools with connection to electricity	77.37	79.69	82.08	84.54	87.08	89.69	92.38
Proportion of schools with connection to internet functional library	No available data						
Proportion of SDOs achieving ideal interquartile ratio (IQR) *on teacher deployment	No available data						
Proportion of teachers in private schools receiving teacher subsidy	1 146	1 146	1 203	1 263	1 326	1392	1 462
Proportion of schools with functional school governing council (SGC)							
Elem	0	0	95	246	436	664	948
Secondary	0	19	48	87	135	192	265
Client satisfactory rating of DepEd offices' respective internal and external stakeholders	4.83	4.82	4.84	4.86	4.88	4.90	4.92

Table 42 Targets on Organizational Outcome

ORANIZATIONAL OUTCOME							
PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
I. Support to Operations							
1. Education Policy Development Program							
Number of completed research	35	70	70	70	70	70	70
2. Basic Inputs Program							
a. Percentage of schools meeting the standard ratio for teachers:							
Elem	98.38	98.51	98.65	98.78	98.92	99.05	99.19
JHS	90.61	91.39	92.17	92.95	93.74	94.52	95.30
SHS	75.43	78.50	81.57	84.65	87.72	90.79	93.86
b. Percentage of schools meeting the standard ratio for classrooms:							
Grade 1-10	88.32	89.29	90.26	91.24	92.21	93.18	94.16
SHS	68.18	70.83	73.48	76.14	78.79	81.44	84.09
c. Number of new classrooms constructed		48	326	135	50	44	20
d. Number of classrooms ongoing construction							
e. Number of newly created teaching positions filled up	305	346	349	353	356	360	364
3. Inclusive Education Program							
a. Percentage of learners enrolled in:							
ALS	2.18	2.22	2.27	2.31	2.36	2.41	2.46
ALIVE	0.70	0.70	0.72	0.74	0.76	0.79	0.81
IPED	6.39	0.50	0.55	0.60	0.66	0.73	0.80
SNED	0.54	0.49	0.51	0.54	0.57	0.59	0.62
b. Percentage of learners provided with learning resources		100%	100%	100%	100%	100%	100%

PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
c. Proportion of schools with connection to electricity	77.37	79.69	82.08	84.54	87.08	89.69	92.38
d. Number of schools benefiting IPED PSF	399	399	401	403	405	407	409
e. Number of schools with LWDs	732	732	737	742	747	752	757
f. Number of CLCs	1 289	1 289	1 289	1 289	1 289	1 289	1 289
g. Number of public schools provided with learning materials	2 377	2 377	2 380	2 383	2 386	2 389	2 392
4. Support to Schools and Learners Program							
a. Number of learners benefiting from the School Based Feeding Program							
b. Number of grantees:							
Education Service Contracting (ESC)	23 688	23,688	24 162	24 645	25 138	25 641	26 154
SHS Voucher Program	23 363	23 363	23 830	24 307	24 793	25 289	25 795
Joint Delivery TVL	2 054						
5. Education Human Resource Development Program							
a. Increase in percentage of schools conducting school learning action cell sessions	100%	100%	100%	100%	100%	100%	100%
b. Number of public-school teachers trained							
Elementary	18 230	19 862	19 862	19 862	19 862	19 862	19 862
JHS	9 936	10 681	10 681	10 681	10 681	10 681	10 681
SHS							
c. Number of public-school teaching related staff trained (SDOs and RO)	547	1 574	2 930	2 930	2 930	2 930	2 930
II. General Administration and Support							

PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
a. Education Information and Communication Services							
Number of published newsletters	2	2	2	2	2	2	2
Number of press conferences	4	4	4	4	4	4	4
Number of online press releases	180	189	199	209	221	233	245
b. Planning and Management Information System							
Number of attended planning conferences	1	1	1	1	1	1	1
Number of reviewed and approved OPCRFS	9	9	30	30	30	30	30
c. Management and Administration of Learning Resources							
Number of developed, approved, and distributed learning materials	70	70	75	80	85	90	95
d. Building Partnership and Linkages Program							
Number of SDOs with increased partnership	7	7	7	7	7	7	7
e. Physical Fitness and School Sports							
Number of SDOs with physical fitness and school sports program	7	7	7	7	7	7	7
f. Disaster Preparedness and Response Program							
Number of SDOs with Disaster Preparedness and Response Program	7	7	7	7	7	7	7
Number of trainings conducted							
g. Child Protection Program							
Number of SDOs with Child Protection Policies	3	3	7	7	7	7	7

PERFORMANCE INDICATORS	BASELINE	TARGET					
		2023	2024	2025	2026	2027	2028
h. Legal Services							
Number of SDOs provided with legal assistance	7	7	7	7	7	7	7



FINANCIAL PLAN

Financial reports



Table 43 Six-Year Plan on Quality/MA

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE		
				2024		2025		2026		2027		2028					
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
Quality: Learners complete K-12 basic ed having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.																	
MATATAG AGENDA: MA ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens.																	
BASA MIMAROPA	review and evaluate the BASA MIMAROPA Reading Program implementation policies and guidelines; and redesign the BASA MIMAROPA Reading Program Implementation based on results of Learners' performance in the different national and international assessments. evaluate existing reading programs at the SDOs and develop Learning Recovery Plan to address learning gaps validate and finalize 4-Week Catch-Up Literacy Curriculum	reviewed and enhanced BASA MIMAROPA Reading Program Reading Programs evaluated Learning recovery plan developed alidated and finalized 4-Week Catch-Up Literacy Curriculum	no. of reviewed and enhanced BASA MIMAROPA Reading Program no. of Reading Programs evaluated b. learning recovery plan developed no. of finalized 4-Week Catch-Up Literacy Curriculum	60 EPSs, CID Chiefs, select school heads, Stakeholders 42: EPSs, select school heads and CID Chiefs 4-week Catch-Up Literacy Curriculum for Grades 1-3 Learners (3)	1,217,294.00		0.00		42: EPSs, select school heads and CID Chiefs	385,794.00		0.00		42: EPSs, select school heads and CID Chiefs	385,794.00	MOOE	CLMD
Regional Schools Press Conference	a. demonstrate understanding of journalism through skillful execution in various platforms b. foster camaraderie and enrich learning experiences through healthy and friendly competitions	Selected qualifiers to the National Schools Press Conference from the SDO participants Trained NSPC qualifiers and participated in the NSPC	No. of SDO participants to the RSPC and no of qualifiers to the NSPC no. of qualifiers participated to NSPC	886- school paper advisers and young journalists 136- school paper advisers, and young journalists	1,418,480.00		1,472,880.00		8- school paper advisers and young journalists 136- school paper advisers, and young journalists	1,572,880.00		1,622,880.00		115- school paper advisers and young journalists 136- school paper advisers, and young journalists	2,731,000.00	MOOE	CLMD
PARTNERSHIP	To develop strong partnership and collaboration between and among internal and external education stakeholders to support education programs and at the same time to recognize their excellent services and contributions extended for the School Year	Developed strong partnership and collaboration between and among internal and external education stakeholders to support education programs and at the same time, recognized their excellent services and contributions extended for the School Year	Number of internal and external education stakeholders attended and recognized during the program	160	423,000.00		433,000.00			443,000.00		453,000.00				MOOE	ESSD, PPRD, HRDD, FD, QAD, PAU, AMS, ICT & Procurement Unit

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE		
				2024		2025		2026		2027		2028					
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial				
PROJECT MIMAROPA SAGIP Values (Learner's Mental Wellness and Emotional Resiliency through Values Formation)	Learners: A. Control self emotion and gain respect by showing good manners and right conduct anytime and anywhere; B. Recognize the value and apply the ways on how manage, achieve, and improve mental wellness and emotional resiliency; C. Develop bond and camaraderie with other participants through youth formation/learning camp activities; and D. Relate ways on managing and improving mental wellness and emotional resiliency in youth formation/learning camp activities.	a. Completion Report of the conduct Training of Trainers on the MIMAROPA SAGIP Values; b. SDOs adoption and implementation plan of MIMAROPA SAGIP Values; c. Quality assured Trainers Guide on MIMAROPA SAGIP Values Youth Formation Camp; and d. Accomplishment Report on the conduct of MIMAROPA SAGIP Values Youth Formation Camp	Regional Office - Education Program Supervisor in GMRC and Values Education, PDO in Youth Formation, PMT and SDOs ESPs in GMRC and Values Education, AP, Focal Person in Youth Formation and select PSDSs AND Regional Office - 7 CLMD Education Program Supervisors		828,700.00		Regional Office - 7 CLMD Education Program Supervisors	140,000.00		Regional Office - 7 CLMD Education Program Supervisors	140,000.00		Regional Office - 7 CLMD Education Program Supervisors	140,000.00	RO FUND	CLMD	
Grand Total					₱ 3,887,474.00			₱ 2,045,880.00			₱ 2,541,674.00			₱ 2,215,880.00			₱ 3,256,794.00

Table 44 Six-Year Plan on Access/TA

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE
				2024		2025		2026		2027		2028			
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
ACCESS: All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.															
MATATAG AGENDA: Take steps to accelerate delivery of basic education facilities and services.															
BRIGADA ESKWELA	To engage internal and external stakeholders to support the education programs of the seven SDOs, regionwide through partnerships and linkages	Engaged internal and external stakeholders to support the education programs of the seven SDOs, regionwide through partnerships and linkages	Number of SDOs engaged with internal and external stakeholders to support the education programs through partnerships and linkages	7	232,600.00	7	242,600.00	7	252,600.00	7	262,600.00	7	272,600.00	MOOE	ESSD, FD, QAD, AMS, Procurement Unit, & PAU
ADOPT A SCHOOL PROGRAM	To establish, sustain, strengthen, and increase partnership and linkages among Private and Public stakeholders for the provision of additional education resources and services that shall support the Regional Basic Education Development Plan within the target time frame To revisit and provide updates on the different PPAs under the Adopt-A-School Program to the Division Partnership Focal Persons and alternates, every other year	a. Signed MOA / MOU to support SDOs or the concerned Functional Division at the Regional Office Revisited and provided updates on the different PPAs under the Adopt-A-School Program to the Division Partnership Focal Persons and alternates, every other year	Number of signed MOA/MOU Number of Division Partnership Focal Persons and alternates participated in the activity	4 14	289,250.00	5 5	25,000.00	5 5	314,250.00	7 7	35,000.00	8 14	339,250.00	PSF-EPS & RMOOE	ESSD, FD, & PAU ESSD, PPRD, HRDD, FD, QAD, PAU, AMS, ICT & Procurement Unit
QMS	To check / review / evaluate the adequacy and reliability of the organization's system of internal control procedures, process etc in conformance with ISO 9001: 2015 standards reliability of the Organization's system of internal control. To review and get updates on the status of the following: SWOT, Risk Registry, Customer satisfaction and feedback , OPCR , Programs, Activities, and Projects, Status of nonconformities and Request for Actions , Updates on the improvement on Operations Manuals , MEA-PIR , Internal Quality Audit results and COA Findings , Performance of external providers , Adequacy of resources , Risk Monitoring & Review results , Opportunities for improvement/other matters, Opportunity Registry	Reports of the TQM Team on the conformity, non-conformity and opportunity for improvement of the various functional Divisions List of actionable Items that needs immediate action by the concerned Team Leads Capacity Building Activities 1. Batch 1: Workshop on Gap Analysis (Crafting of Operations Manual and Planning Documents) 2. Batch 2: Workshop on Process Mapping and Risk-Based Quality Planning, Documentation, Structure and Approaches 3. Batch 3: Workshop	100% of functional divisions were audited in compliance to the Philippine National Standards 100% of the actionable items listed were sufficiently undertaken by the respective Team leads, office heads and process owners concerned 100% of SDO Personnel were capacitated on Quality Management System (QMS)	2 2 7	3,092,600.00	2 2	355,600.00	2 2	355,600.00	2 2	355,600.00	2 2	355,600.00	MOOE	QAD
Grand Total					3,614,450.00		623,200.00		922,450.00		653,200.00		967,450.00		

Table 45 Six-Year Plan on Equity/Resiliency/TA

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE
				2024		2025		2026		2027		2028			
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
EQUITY: Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives.															
RESILIENCY: Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being.															
MATATAG AGENDA: Take good care of learners by promoting learner well-being, inclusive education, and positive learning environment															
SCHOOL BASED FEEDING PROGRAM	Enhanced the nutritional status of undernourished learners, specifically those classified as severely wasted and wasted who are in the Kinder to Grade 6 age group.	Improvement in the nutritional status of undernourished learners through the provision of nutritious meals and milk supplementation . Addressed and reduced malnutrition among these learner-beneficiaries , ensuring consistent, well-balanced meals as part of their educational support.	Number of target beneficiaries provided with nutritious food products (NFP) and milk supplementation.	110,503	290,610,000.00	110,503	314,323,495.00	110,503	339,469,369.00	110,503	362,603,584.00	110,503	386,820,328.00	GAA/PSF	ESSD
SCHOOL SPORTS PROGRAM	Provided School Division Offices an opportunity to compete in the different levels of sports competitions	Capacitated SDOs to participate in the different sports competition	Number of SDOs participated in the diffrent sports competitions a. Regional Meet b. Palarong Pambansa	7	199,963.25	7	219,959.50	7	241,955.45	7	266,150.95	7	292,766.00	RMOOE	ESSD, FD, QAD, PAU, AMS, & Procurement Unit
SCHOOL HEALTH AND NUTRITION	To orient the new school health personnel of the 7 SDOs regarding the 6 flagship programs under the Oplan Kalusugan sa DepEd To monitor the effective implementation of the 6 flagship programs under Oplan Kalusugan sa DepEd in the 7 SDOs .	The new school health personnel of the 7 SDOs were oriented regarding the 6 flagship programs under OKD Seven SDOs effectively implemented the 6 flagship programs under OKD	Number of new school health personnel oriented on the 6 flagship programs under OKD Number of SDOs effectively implementing the 6 flagship programs under OPlan Kalusugan sa DepEd.	35 4	395500	3	60000	10 4	245500	3	60000	4	115000	MOOE	ESSD

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE
				2024		2025		2026		2027		2028			
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
CHILD PROTECTION PROGRAM	To provide the necessary skills and knowledge on the implementation of the Child Protection Program at the SDO level through conduct of training/workshop even once a year	Capacitated SDOs on the implementation of Child Protection Program	Number of SDOs capacitated on the implementation of Child Protection Program	7		7		7		7		7			
	To monitor all SDOs on the different PPAs related to Child Protection Program being implemented with the regional line agencies of the government and/or international and local organizations, annually	Monitored SDOs on the implementation of different PPAs related to Child Protection Program	Number of SDOs monitored on the different PPAs related to Child Protection Program implemented	4-5 Actual Field Monitoring	420700	4-5 Actual Field Monitoring	430700	4-5 Actual Field Monitoring	440700	4-5 Actual Field Monitoring	450700	4-5 Actual Field Monitoring	460700		
LEARNERS YOUTH FORMATION PROGRAM															
Youth Convergence Program for the Young Leaders of DepEd MIMAROPA	To provide the youth leaders across SDOs in the region, with a face-to-face avenue to dialogue, share, and collaborate ideas, insights, lesson learned, and best practices in youth involvement in public and civic affairs during their term of Office	Provided the youth leaders across SDOs in the region, with a face-to-face avenue to dialogue, share, and collaborate ideas, insights, lesson learned, and best practices in youth involvement in public and civic affairs during their term of Office	Number of youth leaders participated on the convergence program	80	466,000.00	80	476,000.00	80	486,000.00	80	496,000.00	80	506,000.00	MOOE	ESSD, HRDD, FD, QAD, AMS, & Procurement Unit
Grand Total					292,092,163.25		315,510,154.50		340,883,524.45		363,876,434.95		388,194,794.00		

Table 46 Six-Year Plan on Governance/G

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE
				2024		2025		2026		2027		2028			
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
GOVERNANCE: Efficient, nimble, and resilient governance and management processes															
MATATAG AGENDA: Take steps to accelerate delivery of basic education facilities and services.															
CREATIVITY CAMP FOR MIMAROPA TEACHERS: HONING TALENTS OF MIMAROPA LEARNERS	Provide opportunities and avenue to explore music and arts through workshops Showcase and demonstrate knowledge, skills and attitude music and arts performances and exhibit for artistic expression and cultural literacy Show appreciation to various forms of arts	exhibit of outputs recital/performance action plan developed by SDOs on the conduct of the creativity camp	number of teachers participated number of learners participated number of artforms exhibited and performed at least 1 action plan developed	7 participating SDOs (8 pax per SDO) = 60	580,000.00	7 participating SDOs (10 pax per SDO) = 70	654,600.00	7 participating SDOs (12 pax per SDO)=84	837,000.00	7 participating SDOs (14 pax per SDO)=98	933,200.00	7 participating SDOs (16 pax per SDO)	1,072,400.00	MOOE	CLMD
Capability Building on the Republic Act 11476 "GMRC and Values Education Act of 2020", Republic Act 11206 "Secondary Career and Guidance Counseling Act of 2019", and the Republic Act 11306 "Mental Health Act" in the Context of K to 12 MATATAG Curriculum	1. Internalize good manners and right conduct and values which aims at student's grasp of underlying principles, together with the ability to act on those principles, and the settled disposition to do so. 2. Ensure the total development of learners by promoting relevant education by institutionalizing career guidance and counseling program in order to provide them proper direction in pursuing subsequent tertiary education, equip them with capability to make educated career decision and expose them to labor markets and ensure graduates meet the requirements of government, industry and the economy. 3. Institutionalize and promote the well being of the learners, teachers and personnel by ensuring that mental health is promoted and protected through the DepEd Homeroom Guidance Program.	1. Learners who think, decide and act as MakaDyos, MakaTao, MakaKalikasan at MakaBansa. 2. Graduates of the SHS Programs equipped with capability to make educated career decision and expose them to labor markets. 3. Learners who are mentally well and emotionally resilient.	Number of teachers, school heads, personnel who are trained on the implementation of GRMC and Values Education Act, Career Guidance and Counseling Act, and Mental Health Act	7 participating SDOs (5 pax per SDO) = 35	428,500.00	7 participating SDOs (7 pax per SDO) = 42	490,100.00	7 participating SDOs (9 pax per SDO) = 45	524,100.00	7 participating SDOs (9 pax per SDO) = 45	524,100.00	7 participating SDOs (9 pax per SDO) = 45	524,100.00	MOOE	CLMD

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE
				2024		2025		2026		2027		2028			
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
MIMAROPA Songs from the Heart: A workshop	1. Provide opportunity to learn and sing MIMAROPA folk songs 2. Interpret and showcase the MIMAROPA folk songs thru a performance/recital 3. Show appreciation to the unique collection of MIMAROPA folk songs 4. Analyze and describe the MIMAROPA folk songs according to the elements of music used and be able to identify how the MIMAROPA folk songs be utilized in the K to 12 Music Classroom 5. Develop lesson exemplar (Grades 1-10) utilizing the MIMAROPA folk songs	Trained teachers on MIMAROPA folk songs, its elements through a performance or recital. Pedagogical analysis of MIMAROPA folk songs according to its elements, description, characteristics. Developed lesson exemplar utilizing the MIMAROPA folk songs from Grades 1 to 10 Document and transcribe Unpublished Mimaropa Folk Songs (Phase 2)	Number of trained teachers Number of digitally recorder MIMAROPA folk songs Number of analyzed MIMAROPA folk songs Number of music lesson exemplar developed Number of MIMAROPA folk songs documented and published	7 participating SDOs	387,750.00	7 participating SDOs	421,700.00	7 participating SDOs-music teachers and specialists	323,500.00	7 participating SDOs-music teacher-writers/master teachers/Music EPSs	290,950.00	7 participating SDOs-TWG documenter and transcriber	516,500.00	MOOE	CLMD
Upskilling of EPP Teachers on Project Based Learning "Island Flavors: Nourishing Minds-A Culinary Journey for MIMAROPA EPP Teachers"	Upgrade EPP Teachers on how Project Based Learning works, such: 1) Understand the significance of a cooking demo through a learning show as an effective way to spread the nutrition message; 2) develop skills of pro food stylists and media food chefs to make cooking-demo appear effortless and magical; 3)discover the steps in the execution of a professional cooking demo; and 4) plan for a cooking demo of a nutritious meal in the school	Conveyed importance of using cooking demonstration within a learning show as an effective means to promote and communicate the message of nutrition, from among EPP teacher-participants Enhanced proficiency in food styling and media presentation techniques allows for cooking demonstrations to captivate the audience, creating an illusion of ease and enchantment, making the cooking-demo both engaging and delightful. List and explanation of the Key Steps in the process of executing a professional cooking demonstration: (1) ingredients preparation, (2) mise en place, (3) recipe planning, (4) presentation design, (5) timing, and (6) effective communication with the audience. Detailed plan or outline for organizing and conducting a cooking demonstration focused	Number of EPP Teachers per SDO; Action-Demonstration Plan per SDO	21 EPP Teachers (3 pax per SDO)	30,000.00	28 EPP Teachers (4 pax per SDO)	50,000.00	35 EPP Teachers (5 pax per SDO)	70,000.00	42 EPP Teachers (6 pax per SDO)	90,000.00	49 EPP Teachers (7 pax per SDO)	110,000.00	MOOE	CLMD
Grand Total					1,426,250.00		1,616,400.00		1,754,600.00		1,838,250.00		2,223,000.00		

Table 47 Six-Year Plan on Organizational Outcome

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE
				2024		2025		2026		2027		2028			
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
ENABLING MECHANISM: Efficient, nimble, and resilient governance and management processes															
MATATAG AGENDA: Give support to teachers to teach better.															
SCHOOL BASED MANAGEMENT/SCHOOL GOVERNANCE COUNCIL	*To empower schools with greater autonomy and responsibility to make decisions to enhance educational quality, responsiveness and accountability. To promote and ensure participatory and transparent decision-making processes, fostering collaboration among stakeholders for improved educational outcomes.	Schools achieving SBM Level 3	Number of Schools with SBM Level 3 of Practice	80		135		207		295		398		MOOE	FTAD
		Schools with functional SGC	Number of schools with functional school governing council (SGC)	310	737,300.00	637	765,105.00	1060	805,784.25	1554	848,739.86	2139	894,109.89		
SCHOOL GOVERNANCE COUNCIL	To promote and ensure participatory and transparent decision-making processes, fostering collaboration among stakeholders for improved educational outcomes.	Schools with functional SGC	Number of schools with functional school governing council (SGC)	310	48,000.00	637	48,480.00	1060	53,328.00	1554	58,660.80	2139	64,526.88	MOOE	FTAD
Giving support, Relevant training, and Efforts to upskill the non-teaching personnel in Achieving their Tasks (GREAT)	To address the needs of non-teaching special groups employees for better performance.	Addressed development needs of non-teaching special groups employees as identified in the IDP	Number of non-teaching special groups employees	10	50,000	10	50,000	10	50,000	10	50,000	10	50,000	MOOE	HRDD
Induction Program for Newly-hired Employees in the Regional Office Proper	To introduce the newly-hired employees to the policies and values of the agency and to their job description and functions as expected key result areas given their positions.	Newly-hired employees were given proper orientation as to the policies and values of the agency and their expected key result areas given their positions.	Number of newly-hired employees	7	7,200.00	6	6,600.00	5	6,000.00	5	6,000.00	5	6,000.00	MOOE	HRDD

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE
				2024		2025		2026		2027		2028			
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
Policy and Research Program	To provide opportunities to be exposed to the quality of research being conducted in MIMAROPA region. To show case region's best research and to disseminate knowledge and information and to promote the utilization of research findings.	Ensured quality research output in the region Best research were adopted and implemented in schools in the region	Number of completed research presented	70	321,870.00		330,620.00		342,250.00		457,800.00		226,400.00		
MIMAROPA SOW	This project aims to bring the Regional Office to the field personnel and stakeholders by providing on-site services to the stakeholders of MIMAROPA as well as provide on-site technical assistance and serve as a help desk during its conduct.	Teaching and non-teaching personnel as well as other stakeholders are provided with end to end frontline services and/or assistance during the conduct of the activity.	Number of HR actions released Number of CAV released Number of walk-in clients given assistance	7 SOW activities conducted (1 per Division)	₱735,000.00	14 SOW activities conducted (2 per Division)	₱1,470,000.00	14 SOW activities conducted (2 per Division)	₱1,750,000.00	14 SOW activities conducted (2 per Division)	₱2,030,000.00	14 SOW activities conducted (2 per Division)	₱2,310,000.00	MOOE	ORD, ASD, FTAD, QAD
PRIME HRM	RO and SDOs of MIMAROPA have developed and are implementing their human resource management competencies, systems and practices toward HR excellence recognized and awarded in all four pillars of PRIME HR	RO and SDOs of MIMAROPA are recognized and awarded in all four pillars of PRIME HR	- Number of RO/SDO recognized/awarded per pillar and per maturity level	RO Bronze awardee, SDOs recognized in 2 pillars	₱200,000.00	RO recognized in 2 pillars for level 3 maturity, SDOs are Bronze awardees	₱220,000.00	RO Silver awardee, SDOs are recognized for level 3 maturity in 2 pillars	₱222,000.00	RO recognized for level 4 maturity in 2 pillars, SDOs are silver awardees	₱222,200.00	RO Gold awardee, SDOs are recognized for level 4 maturity in 2 pillars	₱222,220.00	MOOE	ORD, ASD, HRDD and FTAD
M & E	To implement quarterly/ midterm review on the performance of RO/SDO for policy actions, track the progress of PPAs, and plan adjustments	<ul style="list-style-type: none"> RMEA/PIRPA Report Consolidated DMEA Report Midterm review report results Budget Accountability Report (BAR) 1 	<ul style="list-style-type: none"> Number of RO functional divisions and SDOs assessed Number of quarterly/ midterm reviews conducted Approved and submitted BAR 1 Approved and consolidated 	4	1,024,000.00	4	1,024,000.00	4	1,024,000.00	4	1,024,000.00	4	1,024,000.00	MOOE	QAD

PROGRAM COMPONENTS / ACTIVITIES	GOAL / OBJECTIVE	EXPECTED (END) OUTPUT	OUTPUT INDICATOR	TARGETS										FUND SOURCE	OFFICE ACCOUNTABLE
				2024		2025		2026		2027		2028			
				Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
Regulatory	To validate private schools' compliance to requirements and standards of quality basic education	List of private schools validated and recommended for issuance of government permit to operate and government recognition	Number of approved applications	100%	200,000.00	100%	200,000.00	100%	200,000.00	100%	200,000.00	100%	450,000.00	MOOE	QAD
	To assess the level of readiness of selected schools for the new academic year, identify any challenges that need immediate attention, and ensure that necessary protocols are being followed.	Consolidated findings and recommendations	100% of the selected schools were monitored, evaluated and provided with appropriate technical assistance during the opening of classes in the beginning of school year.	100%	350,000.00	100%	350,000.00	100%	350,000.00	100%	350,000.00	100%	350,000.00		
	- REGIONAL OPERATION														
	RO OPERATING EXPENSES	Ensure the smooth operation of all the Regional Office services by providing the	Provide an ideal workspace that is safe, well-lit, comfortable		19509417		16993158.7		18109574.57		19305932.03		21030225.23	MOOE	
CONSTRUCTION OF REGIONAL OFFICE BUILDING (PHASE 2)	to cater the growing population of regional office personnel address the flooding issues of offices during heavy rain pour	conducive working environment	fully functional office building	1	17,602,856.06									MOOE/2024 GAS-CORODO	ESSD-EFS
COMPLETION OF REGIONAL OFFICE BUILDING PHASE 1	to cover the remaining works needed to fully utilize the building	conducive working environment	fully functional office building	1	856,065.14									MOOE/2024 GAS-CORODO	ESSD-EFS
STRATEGIC PLANNING	To review/ adjust the OPCR of each RO FDs To review annual targets and prioritize PPAs to be implemented within a year To conduct performance review & adjustment of REDP after 3 years of implementation To prepare six-year strategic plan for the next administration.	Targets per OPCR reviewed & adjusted Annual Operational Plan prepared Reviewed/ Adjusted REDP REDP (2029-2034) prepared	No. of RO FD OPCR reviewed & adjusted No. of operational plans prepared No. of REDP reviewed/ adjusted No. of strategic plan prepared		404740		411500		420500		440000		482100	RO GAS	PPRD
Grand Total					₱44,220,148.20		₱24,108,863.70		₱25,648,586.82		₱29,287,732.69		₱29,372,732.00		



IMPLEMENTATION ARRANGEMENTS & ORGANIZATIONAL CAPACITY



IMPLEMENTATION ARRANGEMENTS AND ORGANIZATIONAL CAPACITY

Table 48 Implementation Arrangement on Quality/MA

QUALITY: Learners complete K-12 basic ed having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.							
MATATAG AGENDA: MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens.							
CODE	MATATAG COMMITMENT	PPA/INTERVENTIONS	IMPLEMENTATION PERIOD		FUND SOURCE	LEAD FD	SUPPORT FD
			Start	End			
M-02	Strengthen our literacy and numeracy programs.	BASA MIMAROPA	2023	2028	RO MOOE	CLMD	CIDs
M-03	Revitalize our Reading, Science and Technology, and Math programs	Bridge Program thru Regional Learning Camp	2023	2025	PSF	CLMD	CIDs
M-04	Improve English proficiency while recognizing linguistic diversity	Regional Press Conference	2023	2028	RO MOOE	CLMD	CIDs
M-06	Intensify the values formation of learners in curriculum and teaching	Project MIMAROPA SAGIP Values	2023	2028	RO MOOE	CLMD	CIDs
M-09	Share test items with schools and teachers to strengthen the use of assessment	Project SMART Kids: Online Regional Assessment Test	2023	2028	RO MOOE	CLMD	CIDs
M-10	Engage with CHED and TESDA, and various industry partners to address the issue of skills mismatch	Partnership Program	2023	2028		ESSD	CLMD

Table 49 Implementation Arrangement on Access/MA

ACCESS: All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.							
MATATAG AGENDA: TAke steps to accelerate delivery of basic education facilities and services.							
CODE	MATATAG COMMITMENT	PPA/INTERVENTIONS	IMPLEMENTATION PERIOD		FUND SOURCE	LEAD FD	SUPPORT FD
			Start	End			
T1-02	Build more resilient schools and classrooms	School Building Program	2023	2028	BEFF	ESSD	SDOs
T1-04	Establish fully functional library hubs		2023	2028		ESSD	CLMD
T1-07	Digitize our essential processes, including our national assessments	QMS CSC PRIME-HRM	2023	2025	RO MOOE	QAD ASD	All FDs
T1-09	Strengthen the complementarity between public and private schools	ESC GASTPE	2023	2028	CO	QAD	

Table 50 Implementation Arrangement on Equity/Resiliency/TA

EQUITY: Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives.							
RESILIENCY: Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being.							
MATATAG AGENDA: TAke good care of learners by promoting learner well-being, inclusive education, and positive learning environment							
CODE	MATATAG COMMITMENT	PPA/INTERVENTIONS	IMPLEMENTATION PERIOD		FUND SOURCE	LEAD FD	SUPPORT FD
			Start	End			
T2-01	Provide education to children and youth in situations of disadvantage	Establishment of Schools	2023	2028	RO MOOE	QAD	SGODs
T2-02	Strengthen and institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Law (CICL)	Child Protection Program	2023	2028	RO MOOE	ESSD	Legal Unit
T2-03	Strengthen the mechanism in safeguarding our learners against all forms of discrimination and dangers	Disaster Risk Reduction and Management	2023	2028	PSF	ESSD	
T2-04	Seek out mental wellness experts to form interventions at the school level	School Health and Nutrition Program School Based Feeding Program	2023	2028	MOOE PSF	ESSD	
T2-05	Strengthen inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities	Inclusive Education Program - SNED - IPED - MADRASAH - ALS	2023	2028	PSF	CLMD	
T2-06	Establish of Inclusive Learning Resource Centers	Flexible Learning Options	2023	2028		CLMD	
T2-07	Provide assessment assistive mechanisms to students with disabilities		2023	2028		CLMD	
T2-09	Involve our parents and guardians in the education of our children.	Partnership Program	2023	2028	RO MOOE	ESSD	CLMD

Table 51 Implementation Arrangement on Governance/G

ENABLING MECHANISM: Efficient, nimble, and resilient governance and management processes							
MATATAG AGENDA: Give support to teachers to teach better.							
CODE	MATATAG COMMITMENT	PPA/INTERVENTIONS	IMPLEMENTATION PERIOD		FUND SOURCE	LEAD FD	SUPPORT FD
			Start	End			
G-01	Provide professional development programs	Professional Development Program	2023	2028	HRD PSF	HRDD	All FDs
G-02	Provide support in terms of innovative, responsive, and inclusive teaching approaches following the Philippine Professional Standards for Teachers (PPST).	Teacher Quality and Development Program	2023	2028	RO MOOE	HRDD	CLMD SDOs
G-03	Capacitate our teachers and learners in utilizing technology in remote learning to maximize the benefits of digital learning.					HRDD	ICTU
G-04	Provide training and other learning and development interventions for school leaders	Value-laden School Leadership Program (VSLP) for School Heads	2023	2028	HRD PSF	HRDD	SDOs
G-06	Implement the Merit Selection Policy	Monitoring of Merit Selection Policy Implementation	2023	2028	RO MOOE	ASD	SDOs
G-09	Implement the policy on the distribution of teacher workload and payment of teaching overload	Monitoring of Policy on the Distribution of Teacher Workload Implementation	2023	2028	RO MOOE	ORD	PPRD Finance Div. QAD
G-11	Address issues affecting the net take-home pay of teachers	Financial Literacy Program	2023	2028	RO MOOE	Finance Div.	SDOs

Table 52 Implementation Arrangement on Organizational Outcome

GOVERNANCE: Efficient, nimble, and resilient governance and management processes							
MATATAG AGENDA: Take steps to accelerate delivery of basic education facilities and services.							
CODE	ORGANIZATIONAL OUTCOME	PPA/INTERVENTIONS	IMPLEMENTATION PERIOD		FUND SOURCE	LEAD FD	SUPPORT FD
			Start	End			
	1. Support to Operations	Policy and Research Program	2023	2028	RO MOOE PRP	PPRD	All FDs
		Basic Inputs Program	2023	2028	PSF RO MOOE	ORD	All FDs
	2. General Administration and Support	School Based Management Implementation of School Governance Council	2023	2028	RO MOOE	FTAD	SDOs
		Project GREAT (Giving support, Relevant training, and Efforts to upskill the non-teaching personnel in Achieving their Tasks)	2023	2028	RO MOOE	HRDD	All FDs
		PRAISE (Program on Awards and Incentives for Service Excellence)	2023	2028	RO MOOE	HRDD	ASD Finance
		Employees Health and Wellness	2023	2028	RO MOOE	HRDD	ESSD ASD
		Gender and Development (GAD)	2023	2028	RO MOOE	HRDD	GAD Focal System
		MIMAROPA SOW (Services on Wheels)	2023	2028	RO MOOE	ASD	All FDs
		Monitoring and Evaluation Program	2023	2028	RO MOOE	QAD	All FDs
		School Sports Program	2023	2028	RO MOOE	ESSD	All FDs
		Regional Operation Expenses	2023	2028	RO MOOE	ASD	Finance



MONITORING, EVALUATION AND ADJUSTMENTS (MEA)



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 MIMAROPA's accomplishments are outlined in this section.

The Region M&E system shall ensure the effective, efficient, and inclusive implementation of all education policies & programs and the achievement of desired outcomes.

It shall also provide the regional policy makers and implementers with timely and appropriate feedback on the implementation of DepEd policies, programs, and delivery systems.

All DepEd operating units and personnel have the responsibility to perform M&E in accordance with established standards and partake in the operations of the regional M&E system.

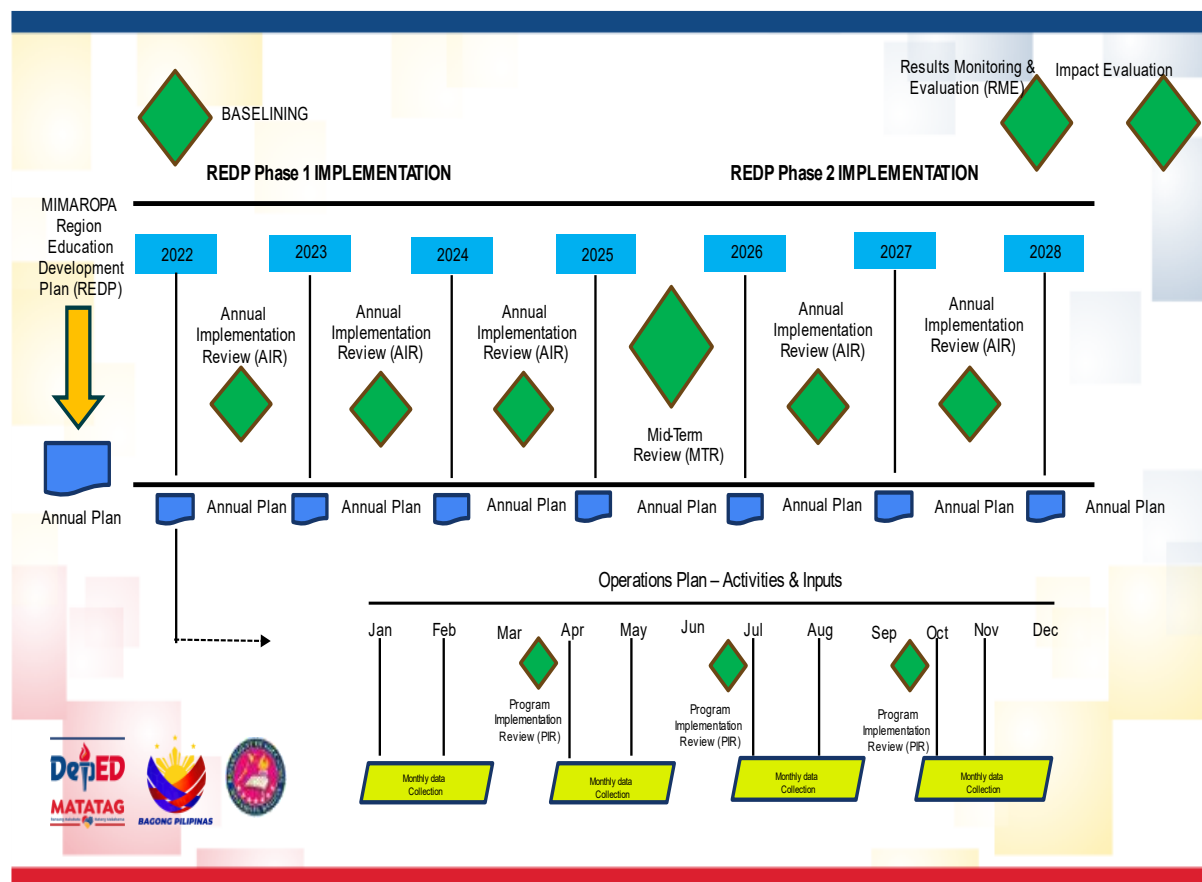
Specifically, the Regional M&E System shall:

1. establish a results-based M&E at the regional level;
2. ensure the horizontal integration of M&E activities of the different operating units in the region;
3. strengthen vertical integration to link M&E systems between and among region, schools division and school;
4. ensure that M&E standards and processes are implemented at the regional level;
5. evaluate the impact, effectiveness, and efficiency of education policies and programs in the region;
6. facilitate exchange of information, practices, insights, lessons and issues between and among operating units and external stakeholders;
7. provide feedback to CO on the regional M&E results particularly on issues with implications for national policies and programs;
8. ensure the integration of M&E results in developing local programs and plans, and customizing national education strategies and policies; and
9. link M&E results to the organizational and individual performance.

THE REGIONAL M&E FRAMEWORK

This Monitoring and Evaluation Framework is both a planning process and a written product designed to provide guidance to the conduct of monitoring and evaluation functions over the life span of a program or other initiative. (Refer to Figure 11)

Figure 11 Regional M&A Framework



OPERATIONALIZING THE REDP MEA FRAMEWORK

The REDP MEA Framework will be operationalized into six distinct but integrated strategies.

These are stand-alone processes designed to validate the achievement of different levels of results in the REDP, and designed to support the decision-making needs of different levels of governance that will allow them to efficiently and effectively manage the implementation of the REDP.

Six Strategies to Operationalize the REDP MEA Framework:

1. Establishment of Baselines and Verification Mechanisms

- a. Capacity building of DepEd staff assigned to do M&E work
- b. Establish baseline information on learners
- c. Formulate M&E processes and M&E tools and techniques
- d. Information campaign on the scope and benefits of the REDP MEA System

2. Quarterly Program Implementation Review

The quarterly review will enable the schools and SDOs to assess performance and “catch issues” as they happen, and to immediately make corrective actions on bottlenecks affecting the implementation of the curriculum and respond to barriers hindering learner’s performance.

At the SDO level, the QPIR will be used as an integrating mechanism by both the Schools Governance and Operations Division (SGOD) and Curriculum Implementation Division (CID) to synchronize technical support to schools and CLCs.

Operational issues raised in the QPIR should be immediately resolved by the schools, CLCs, and SDOs.

Policy- or program-level concerns will be forwarded by the SDOs to the ROs to be used as inputs to their own quarterly reviews.

3. Annual Implementation Review

Annual or end-of-year review will focus on verifying the achievement of Intermediate Outcomes.

The review will provide schools and SDOs with overall feedback on the effectiveness of strategies, outputs, and activities as contained in the Annual Plan.

The review findings will be used to refocus scope and targets based on emerging needs and recalibrate proposed strategies or programs for the next implementation period.

The annual review results can also be used as the basis in reprioritizing targets for the following year.

Intermediate outcomes will be assessed and compared (year to year) to determine progress towards achieving the desired intermediate outcomes.

4. Mid-Term Review

The mid-term review will be undertaken by the RO in 2025.

The mid-term review aims to determine if the critical milestones or targets set for 2025 are realized or achieved regionally and if 2028 targets are still feasible.

The review will determine the performance of the 7 SDOs and identify SDOs where policies and programs are effective.

The results of the mid-term review will be used to review 2028 targets, and to recalibrate REDP strategies from 2025 to 2028.

5. Outcome Evaluation

Outcome evaluation is the final review and will be undertaken in or before 2028.

The focus of the evaluation will be on two aspects: (i) documenting stories about Filipino learners, and (ii) evaluation of the REDP results framework to determine strategies to continue, strategies to stop, and new strategies to undertake for the next cycle of the REDP.

6. Impact Evaluation of Policy and Programs

The conduct of impact evaluation will be policy- or program-specific.

DepEd will undertake evaluation of programs that have been completed or when there is a need (trend, new situation, or challenges) to review education policies.

The conduct of impact evaluation will provide flexibility for DepEd to immediately address the intended and unintended effects.

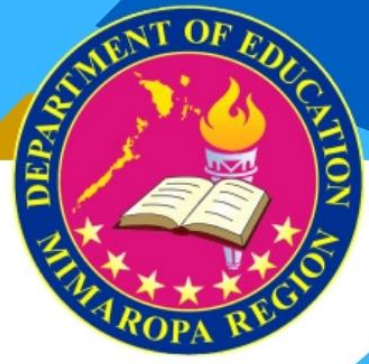
The results of the evaluation will be used as inputs to improve designs of ongoing programs, identify new programs, enhance existing policies, and develop new policies.

It is essential that REDP undergoes M&E to determine whether the Program meets set objectives, outputs, and desired outcomes. M&E helps identify gaps and weaknesses in the Program so that timely and appropriate adjustments and interventions are made to bring the Program back on track.

Table 50 sets out the plan for how to measure an outcome, as well as collect and analyse data. For each level, it sets out the aim, outcomes, measures, and a plan for data collection, analysis and reporting.

Table 53 Regional M&E Matrix

SUMMARY	VERIFIABLE INDICATOR	SOURCE/MEANS OF VERIFICATION	WHO WILL MONITOR	WHEN TO MONITOR	HOW WILL YOU PROCESS AND ANALYZE THE COLLECTED DATA	ASSUMPTION/ RISKS
Goal/Impact						
Improve reading and numeracy skills of learners in all grade levels particularly in Key Stage 1	Percentage of learners in the Key Stage 1 achieved proficiency level in reading and numeracy	Results of Regional Assessment Phil IRI NAT	CLMD	Mid-term End-term	Descriptive and Comparative analysis Pareto Analysis	The intervention is effective resulting the increase of percentage of learners under proficient level and decrease the percentage of learners under low proficient level
Implement comprehensive assessment program that generates a range of data about student learning outcomes and utilize the results to address the learning loss and	Proficiency level of learners in each key stage transition Identified least learned competencies	Results of National and Regional Assessment Phil IRI	CLMD	Annually	Cluster Analysis and Segmentation Comparative Analysis	The regional assessment program and identified responsive teaching strategies are effective in addressing the learning gaps/loss
Improve access in the kindergarten and elementary level	Increased participation rate Proportion of schools achieving standard ratio in classroom, seats, teacher, textbooks, WatSan	GER NER Basic Education Inputs	PPRD	Annually	Descriptive Analysis	The advocacy and other related interventions are effective resulting the increase of gross and net enrolment rate
Ensure inclusive, effective, culturally responsive, gender sensitive and safe learning environment to respond to the situations of disadvantaged	Percentage of increase in inclusive education enrolment Proportion of schools offering inclusive education achieving standard ratio in classroom, seats, teacher, contextualized SLMs, WatSan	Enrolment from BEIS NSBI	PPRD PPRD and ESSD	Annually	Descriptive Analysis	The enriched/contextualized curriculum for inclusive education program is culturally responsive and gender sensitive resulting to safe learning environment and increase of enrolment
Provide technical assistance for safe, inclusive learning environment that fosters learners and teachers' well-being	Number of schools provided with TA	Monitoring Results	QAD and FTAD	Annually	Descriptive Analysis	The established M&E system and TA plan are effective resulting to safe, inclusive learning environment that fosters learners and teachers' well-being.
Operate under governance and leadership that promotes and supports successful, positive performance, and system effectiveness	Percentage of education leaders achieving very satisfactory performance rating Institutionalized systems and processes thru QMS and PRIME HRM	OPCRF Level of accreditation	PPRD QAD and ASD	Annually Mid-term	Descriptive Analysis	The institutionalized systems and processes resulted to the positive performance of education leaders.



ANALYSIS AND MANAGEMENT OF RISK



RISK MANAGEMENT PLAN

Table 54 Risk Management Plan

No.	RISK IDENTIFICATION			RISK ANALYSIS AND RISK EVALUATION			RISK TREATMENT			TARGET RISK ASSESSMENT		
	Declared Process and Risk Description	Risk Causes and Consequences	Current Controls	Likelihood (L)	Impact (I)	Risk Rating (RR)	Action/ Response	Person/Office Responsible	Target Date	(L)	(I)	(RR)
Institutional Risk												
1	Difficulty in the full mobilization of the organized Regional Field Technical Assistance Team (RFTAT) results to the delayed interventions to achieve performance outcomes	Limited financial resources and overlapping activities affect the timely implementation of TA resulting to unattended BCCs of the concerned SDOs	Utilizing other modalities and strategies of TA provision	4	3	12	An in-person TA engagement will be conducted for the scheduled Face to Face activity while an adoption of the virtual modality will be done to suit participants availability	Lead FD: FTAD All RO FDs	November 2023	1	1	1
2	Poor school infrastructure hampers learners maximum learning productivity bringing low standard in the quality of education	Lack of support and technical assistance of the Regional Office (RO) to the Schools Division Offices (SDOs) in engaging the Local Government Units to address school infrastructure needs	RO Field Technical Assistance Division leading the RFTAT in the provision of TA to SDOs	4	4	16	Issuance of a Memorandum relative to the conduct of TA to SDOs and presentation to LGUs of the school infrastructure needs	Lead FD- FTAD All RO Functional Divisions (FDs)	March 2024	3	2	6

3	Efficient delivery of output is being compromised due to lack of automated and established processing, financial management and reporting system in the Office	Absence of established management processing system and harmonized financial management database in the office hampers the expedite delivery of tasks	Conduct of capacity building to personnel	4	4	16	Proposal for the procurement/establishment of the system and processes	ASD FD	October 2025	2	2	4
Financial Risk												
1	Delay in the implementation of the prioritized PPAs in the last quarter of Fiscal Year affect performance and achievement of RO target goal vis a vis RO priority	Funds from the Central Office is downloaded to the RO and SDO level in the last quarter of the year affecting conduct and implementation of planned activities	Conduct of the quarterly PIR is an avenue to make an adjustment in the conduct and implementation of the PPAs	4	4	16	Affected RO FDs and SDOs to make adjustment by moving RO's last quarter scheduled activities to the 1 st and 3 rd quarters	SDOs CLMD HRDD ESSD HRDD QAD FTAD PPRD	December 2023	3	2	6
Capacity Risk												
1	Poor learning outcome during Distance Learning Modality due to the absence or limited learning materials for the learners	Outdated and hampered delivery of SLMs to schools affect the implementation of the modular distance learning	Composition of RO LR team in coordination with the SDO supply officers to check on the status of the available SLMs in the schools	4	4	16	Strict progress monitoring of the RO through the Regional LR Focal Person of the delivery of the SLMs to SDOs and schools	RO LR Focal Person SDSs SDO LR Focal Person SDO Supply Officers	December 2023	1	2	2

Environmental Risk												
1	Timely and expedite submission of reports and delivery of school furniture and learning materials essential in the implementation of PPAs and delivery of quality basic education services is hampered by the geographically fragmented locations of the SDOs	Transportation means and the location of the SDOs and schools with no or poor internet connection slows down the provision and delivery of infrastructure and furniture and submission of required documents and reports	Conduct of ManCom Meeting to tackle issues and concerns SDOs linkage with the LGUs in the provision of solar panels and internet connection for communication	4	4	16	Conduct of Technical Assistance to the SDOs to engage LGUs in order to expedite delivery furniture and learning materials	REXECOM RO LR Focal Person	October 2024	2	2	4
2	Typhoon prone areas often experienced disruption of classes due to flooding and strong winds resulting to poor learning outcomes	Typhoon hit disrupts the classes and incurred additional cost of expense for the damaged infrastructure specifically in SDOs of Mindoro and Palawan	Composition of the DRRM in the Region and SDOs	4	5	20	Established DRRM Plan in strong collaboration with the LGUs in disaster preparation	ESSD	July 2024	3	2	6

RO OPPORTUNITY REGISTRY

Table 55 Risk Opportunity Registry

No.	DECLARED PROCESS & OPPORTUNITY STATEMENT (include benefit once opportunity is encountered)	PROBABILITY (High/Medium/Low)	IMPACT (High/Medium/Low)	OVERALL RATING	OPPORTUNITY PURSUIT ACTION PLAN (may refer to other planning documents)
1	Strong partnership with stakeholders (NGAs, NGOs, LGUs and other Line Agencies).	Medium	High	4	Strengthening partnership through involvement and collaboration
2	Tied -up with colleges, universities and other government agencies for education advancement of learners and teachers (Immersion/partnerships with the local business establishments)	High	High	4	Strengthening linkage with the external partner through their engagement and involvement to DepEd related activities
3	Work opportunities are offered by the local industry to SHS graduates	Medium	High	4	Involvement of the local industry in the planning stage of SHS immersion and other SHS related activities
4	Allocation of Special Education Fund (SEF) of the LGU to the conduct of research studies of the SDOs	Medium	Medium	3	Engaging LGU in the utilization of research by sharing the results in the community
5	Availability of professional development opportunities	Medium	Medium	3	Strengthen advocacy in professional development
6	Regulatory agencies are open for consultation	Medium	Medium	3	Strengthening collaboration and partnership
7	Constantly evolving international and national financial management standards towards work simplification	Medium	High	4	Establishment of responsive system and mechanism
8	Availability of CSC approved policy on the implementation of RPMS in DepEd	Medium	High	4	Establishment of progress monitoring framework and mechanism for implementation
9	Partnership in Research with PUP	Medium	High	4	Maintaining strong partnership and collaboration set-up with the PUP
10	Other agencies in partnership with the DepEd provided training on TA mechanism	Medium	Medium	3	Strengthening linkage and partnership



INDICATIVE TIMELINES



With the implementation of REDP 2028, the Region sets the following lucky thirteen (13) strategies over the next six years:

Table 56 Gantt Chart

STRATEGIES	PHASE 1			PHASE 2		
	2023	2024	2025	2026	2027	2028
1. Issuance of policy guidelines in implementing reading intervention programs, summer learning remediation	Quality					
2. Issuance of policy guidelines in implementing reading and learning assessment	Quality					
3. Development of appropriate assessment tools to identify learning gaps	Quality	Quality				
4. Provision for psycho-socio intervention	Resiliency	Resiliency				
5. Enrichment of inclusive education curriculum	Equity	Equity	Equity			
6. Upskilling, reskilling, and retaining quality educational leaders	Governance	Governance	Governance			
7. Advocacy program on basic education	Access	Access	Access	Access	Access	Access
8. Establishment of public schools	Access	Access	Access	Access	Access	Access
9. Establishing responsive monitoring and evaluation	Governance	Governance	Governance	Governance	Governance	Governance
10. Provision of technical assistance and teaching and learning support to ensure that all learners receive appropriate academic interventions	Quality	Quality	Quality	Quality	Quality	Quality
11. Provision of technical assistance in implementing child friendly school environment	Resiliency	Resiliency	Resiliency	Resiliency	Resiliency	Resiliency
12. Ensuring and maintaining strong governance and school leadership and management	Governance	Governance	Governance	Governance	Governance	Governance
13. Strengthening parental and community involvement, collaboration, and leadership	Governance	Governance	Governance	Governance	Governance	Governance

Legend:

				
Access TA	Equity TA	Quality MA	Resiliency TA, MA	Governance G, MA



APPENDICES



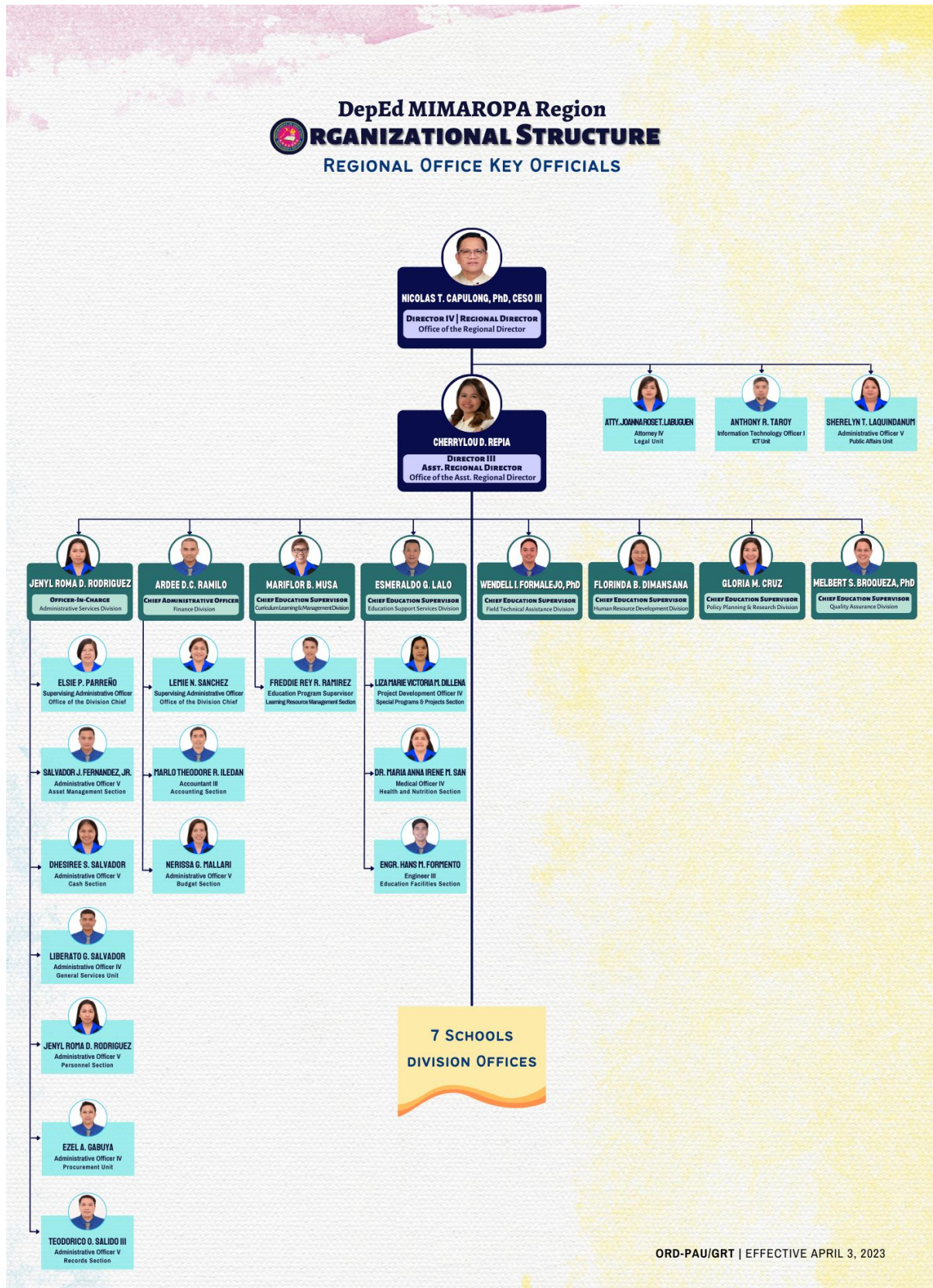
LIST OF ACRONYMS

ALIVE	-	Arabic Language and Islamic Values Education
ALS	-	Alternative Learning System
ASDS	-	Assistant Schools Division Superintendent
ASD	-	Administrative Services Division
BAC	-	Bids and Awards Committee
BEDP	-	Basic Education Development Plan
CES	-	Chief Education Supervisor
CLMD	-	Curriculum and Learning Management Division
CID	-	Curriculum Implementation Division
CR	-	Completion Rate
CSR	-	Cohort Survival Rate
DBM	-	Department of Budget and Management
DepEd	-	Department of Education
DOST	-	Department of Science and Technology
DRRM	-	Disaster Risk Reduction Management
EBEIS	-	Enhanced Basic Education Information System
EPS	-	Education Program Supervisor
ESSD	-	Education Support Services Division
FD	-	Finance Division
FTAD	-	Field Technical Assistance Division
GER	-	Gross Enrolment Rate
GMIS	-	Government Manpower Information System
GSU	-	General Services Unit
HNU	-	Health and Nutrition Unit
HRDD	-	Human Resource Development Division
HT	-	Head Teacher
IPED	-	Indigenous People Education
JHS	-	Junior High School
KPI	-	Key Performance Indicator
LGU	-	Local Government Unit
LIS	-	Learners Information System

LRMDS	-	Learning Resource Management and Development Section
LU	-	Legal Unit
LUCs	-	Local Universities and Colleges
MT	-	Master Teacher
NEAP-R	-	National Education Academy of the Philippines in the Region
NER	-	Net Enrolment Rate
NGO	-	Non-Government Organization
NIR	-	Net Intake Rate
ORD	-	Office of the Regional Director
OSDS	-	Office of the Schools Division Superintendent
PAU	-	Public Affairs Unit
PL	-	Proficiency Level
PMIS	-	Performance Management Information System
PPRD	-	Policy, Planning, and Research Division
PSDS	-	Public School District Supervisor
QAD	-	Quality Assurance Division
REDP	-	Regional Education Development Plan
RO	-	Regional Office
RPSU	-	Regional Payroll System Unit
RPT	-	Regional Planning Team
SDG	-	Sustainable Development Goal
SDO	-	Schools Division Office
SDS	-	Schools Division Superintendent
SGOD	-	School Governance and Operations Division
SEF	-	Special Education Fund
SHS	-	Senior High School
SNED	-	Special Needs Education Program
SST	-	Special Science Teacher
SUCs	-	State Universities and Colleges
WFP	-	Work and Financial Plan

DepEd MIMAROPA ORGANZATIONAL STRUCTURE

A. Regional Officials Key Officials



B. Schools Divisions Key Officials



REGIONAL OFFICE PERSONNEL DIRECTORY

Division	Unit/ Sec	Item	Name
Office of the Regional Director	ORD	Director IV	Nicolas T. Capulong
	OARD	Director III	Cherrylou D. Repia
		Job Order	Norena M. Nordan
	ORD	Administrative Assistant I	Madonna C. De Castro
		Administrative Aide IV	Conrado R. Visperas
		Job Order	John Robert L. Muñoz
	Legal Unit	Attorney IV	Atty. Joanna Rose R. Tarroza- Labuguen
		Attorney III	Atty. Jeaneth M. Bango
		Special Investigator III	Richard M. Silverio
		Legal Assistant II	Jobelle G. Escol
		Administrative Assistant I	Micah Fabula
	ICTU	Information Technology Officer I	Anthony R. Taroy
		Computer Programmer II	Jerald M. Engay
		Computer Maintenance Technology I	Mark Rey P. Conde
	Public Affairs Unit	Administrative Officer V	Sherelyn T. Laquindanum
Project Development Officer II		Gina R. Talabis	
Administrative Assistant III		Julius M. Diola	
Curriculum and Learning Management Division	CLMD	Chief Education Supervisor	Wendell I. Formalejo
		Education Program Supervisor	Rogelio F. Falcutila
		Education Program Supervisor	Edna C. Oabel
		Education Program Supervisor	Jean S. Lasquite
		Education Program Supervisor	Danilo C. Padilla
		Education Program Supervisor	Aurora L. Caguia
		Education Program Supervisor	Annabelle M. Marmol
		Education Program Supervisor	Freddie Rey R. Ramirez
		Education Program Supervisor	Jeffrey Anthony F. Reyes
		Education Program Supervisor	John S. Eviota
		Education Program Supervisor	Gerald S. Rizada
		Education Program Supervisor	Kamille Kay Q. Tamor
	LRMDS	Administrative Assistant I	JP M. Montoya
		Librarian II	Magnolia M. Mabulo-Delos Santos
		Teaching Aids Specialist	Ralph Laurent S. Mondoy
Education Support Services Division	ESSD	Administrative Assistant II	VACANT
		Chief Education Supervisor	Esmeraldo G. Lalo
		Administrative Assistant I	Yoly Rizalina D. Fegues
		Engineer III	Hans M. Formento
		Draftsman II	Diego L. Nadera
		Project Development Officer IV	Liza Marie Victoria M. Dillena
		Medical Officer IV	Maria Anna Irene M. San
		Dentist III	Felicedesta L. Rolluqui
		Nutritionist-Dietitian II	Zurich S. Dilao
		Project Development Officer II	Lolaine B. Bagsic
(Detailed) Engineer	Mark Jayrald V. Catajay		
(Detailed) Technical Assistant	Hazel M. Quevedo		
Field Technical Assistance Division	FTAD	Chief Education Supervisor	VACANT
		Education Program Supervisor	Manolo F. Perez
		Education Program Supervisor	Analyn M. Formento
		Administrative Assistant I	VACANT

Quality Assurance Division	QAD	Chief Education Supervisor	Melbert S. Broqueza
		Education Program Supervisor	Arnel M. Camba Jr.
		Education Program Supervisor	Efraim C. Fernando
		Education Program Supervisor	Laurente A. Samala
		Education Program Supervisor	Feejay A. Dimaculangan
		Education Program Supervisor	Merlen B. Abante
		Administrative Assistant I	Mary Grace L. Vargas
Human Resource Development Division	HRDD	Chief Education Supervisor	Florinda B. Dimansana
		Education Program Supervisor	Eric G. Teñoso
		Education Program Supervisor	Herminio Jose C. Catud
		Education Program Specialist II	Norliza M. Nordan
		Education Program Specialist II	Raul P. Parreño
		Senior Education Program Specialist	Robert B. Trajano
		Education Program Specialist II	Junjun M. Pabillo
		Administrative Assistant III	VACANT
		Dormitory Manager II	Evelyn D. Adarlo
Administrative Assistant I	VACANT		
Policy, Planning and Research Division	PPRD	Chief Education Supervisor	Gloria M. Cruz
		Education Program Supervisor	Ritchie G. Diola
		Planning Officer III	Marites L. Lustania
		Education Program Specialist II	Jayson M. Ealdama
		Administrative Officer II	Jennifer Jane B. Asis
		Statistician I	Marissa O. Bucao
		Administrative Assistant I	Mc Renald A. Salvaleon
Finance Division	FD	Chief Administrative Officer	Ardee D.C Ramilo
		Supervising Administrative Officer	Lemie N. Sanchez
		Administrative Asst I	Beth Nelda I. Huelar
	Accounting Section	Accountant III	Marlo Theodore R. Iledan
		Accountant II	Eloisa Jane M. Fodulla
		Accountant I	VACANT
		Accountant I	MM M. Montoya
		Accountant I	VACANT
		Administrative Asst III	Rigor M. Espinar
		Accountant II (Payroll)	Alvin B. Dogillo
		Administrative Assistant V (Payroll)	Nympha L. Custado
		Budget Section	Administrative Officer V
	Administrative Officer IV		Carla L. Agudo
Administrative Officer II	Alona M. Serrano		
Administrative Officer II	Almie M. Lazo		

Administrative Division	AD	Chief Administrative Officer	
		Supervising Administrative Officer	Elsie P. Parreño
		Administrative Assistant I	Maricris T. Alcaide
	Asset Management Section	Administrative Officer V	Salvador J. Fernandez Jr.
		Administrative Officer I	Lovely Christia D. De Torres
		Administrative Aide VI	Rey M. Laririt
		Administrative Aide IV	Juliet B. Barrientos
	Cashier Section	Administrative Officer V	Dhesiree S. Salvador
		Administrative Officer I	Jennifer I. Martos
		Administrative Aide VI	Ryan P. Hernando
	Personnel Section	Administrative Officer V	Jenyl Roma D. Rodriguez
		Administrative Officer IV	Robina Mae D. Payao
		Teacher Credentials Evaluator II	Alvin C. Abajar
		Administrative Officer II	Berlyn B. Ruiz
		Administrative Aide VI	Herland Aries S. Cauba
		Administrative Aide VI (Payroll)	Donalyn T. Paderes
		Administrative Aide VI (Payroll)	Frederick D. Borreo
		Administrative Aide VI (Payroll)	Ma. Fe M. Familara
		Administrative Aide VI (Payroll)	Jevy Mae T. Co
		Job Order	Renalyn G. Malay
		Job Order	Charisse P. Villamora
	Job Order	Maria Kristine B. Molera	
	Record Section	Administrative Officer V	Teodorico O. Salido III
		Administrative Aide VI	Shaira Ann M. Bataller
		Job Order	Roy Daryl S. Dado
	General Services Section	Administrative Officer IV	Liberato G. Salvador
		Administrative Aide IV	Jimmy A. Bautista
		Administrative Asst III	Reynaldo D. De Leon
		Administrative Aide III	Jeffrey S. Sargado
		Administrative Aide I	Jose C. Turba
		Security Guard I (CTI)	Mateo C. Bermendi Jr.
		Security Guard I (CTI)	Marcelino C. Galindez
		Job Order	Raymond V. Salon
Job Order		Feliciano J. Alejan Jr.	
Job Order		Abrian C. Agutaya	
Job Order	Manilyn P. Agustin		
Procurement Section	Administrative Officer IV	Ezel A. Gabuya	
	Administrative Officer II	Arian C. Mestiola	

REFERENCES

- RA 9155 - Governance of Basic Education Act of 2001
- RA 10533 - Enhanced Basic Education Act of 2013
- RA 11510 - An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults
- PREXC - Program Expenditure Classification the Next Phase of the Performance-Informed Budget
- BESRA - Basic Education Sector Reform Agenda
- DO 24 s. 2022 - Adoption of the Basic Education Development Plan (BEDP 2030) in the Department of Education.

