



Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION

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September 5, 2022

REGION MEMORANDUM  
QAD No. 40 s. 2022

**CONDUCT OF 2022 3<sup>rd</sup> QUARTER REGIONAL MONITORING, EVALUATION  
AND PLAN ADJUSTMENT (RMEPA)**

TO: Schools Division Superintendents  
Asst. Schools Division Superintendents  
Region and Division Functional Division Chiefs  
Regional Education Program Supervisors

1. Pursuant to DepEd Order No. 29, s. 2022 or the Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), DepEd SOCCSKSARGEN Regional Office continues to review on its internal processes, deliverables and systems towards improved transparency and accountability through the conduct of the quarterly Regional Monitoring, Evaluation and Plan Adjustment (RMEPA).
2. The 3<sup>rd</sup> Quarter RMEPA shall be on **October 6-7, 2022 via MS Teams** (*Link will be provided via RMEPA SOX*) and will aim to **assess and validate the 3<sup>rd</sup> quarter performances on enrolment and equitable distribution of resources to the schools during the COVID-19 school year.**
3. Specifically, the activity shall focus on achieving the following objectives:
  - 3.1 Discuss the 3<sup>rd</sup> quarter performances of the divisions particularly on enrolment and distribution of resources in terms of their targets and accomplishment for 2022 during the COVID-19 pandemic;
  - 3.2 Review the divisions' initial progress of performance relative to the programs, projects and activities firmed-up on physical and financial plans versus accomplishment for the 3<sup>rd</sup> quarter only
  - 3.3 Discuss issues, gaps and bottlenecks affecting the implementation of programs, projects, activities and innovation related to enrolment and distribution of resources; and
  - 3.4 Discuss corrective actions, prioritization of actions and opportunities for improvement for the next quarter in terms of current policies, programs and initiatives affecting basic education implementation for top management decision.

4. Participants for the RMEPA from the region and SDOs are the following (No proxy is allowed):

Regional Office (41 participants)	ORD – Director IV, Director III
	PPRD – Chief, (1) EPS, Planning Officer
	HRDD – Chief, (2) EPS
	ESSD – Chief, Medical Officer IV, Dentist III, Nutritionist II, Engineer III, PDO IV, PDO II
	CLMD – Chief, (11) EPS
	QAD – Chief, (5) EPS
	FTAD – Chief, (2) EPS
	Finance – Chief, SAO, AO V (Budget)
	Administrative Division – Chief, SAO, AO V-Personnel
	Secretariat/ICT
SDO (8 participants)	SDS, ASDS, Functional Division Chiefs (2), Division Planning Officer, SGOD EPS, SEPS for M&E, SEPS for Planning and Research

5. To provide more time for presentations and discussion, an innovation on efficiency in the conduct of the RMEPA shall still be implemented where the SDOs shall be divided into 2 parallel virtual rooms as given below:

GROUP A	GROUP B
General Santos City Kidapawan City Koronadal City Tacurong City	Cotabato Province Sarangani South Cotabato Sultan Kudarat

6. Participants are reminded to observe the following procedures and standards:

- 6.1 SDOs shall prepare a **30-minute PowerPoint presentation** aligned with the contents of the toolkit per quarter. (To ensure contents are followed, SDOs are required to conduct pre-work after the quarterly DMEPA).
- 6.2 SDO presentation shall only have **20 slides, prioritizing and highlighting** the most significant change contributing to the implementation of the inclusive education programs, gaps, issues and concerns needing top management decision and action.
- 6.3 The Schools Division Superintendent shall be responsible in reporting the performance of the division; however, in case of unavoidable absence of the SDS, the assistant schools division superintendent or any authorized representative shall do the task, with proper communication to the regional management. **Oral presentation by the SDS or his**

**authorized representative is highly preferable rather than pre-recorded video presentation of the report.**

- 6.4 A **30-minute interpellation, discussion and synthesis** with the regional executive committee (REXECOM) shall follow to commend major accomplishments and MSCs of the divisions and clarify issues and concerns for regional office action and/or endorsement for central office decision.
- 6.5 The lead discussant assigned shall keep track of the time as the presentation is being done and shall **politely cut the presentation if it exceeds the prescribed time**. However, to ensure that the lead discussants and panelists are informed of the full content of their presentation, SDOs are requested to submit the soft copy at least **three (3) days prior** to the RMEPA schedule to email ads [qad.region12@deped.gov.ph](mailto:qad.region12@deped.gov.ph) and [region12@deped.gov.ph](mailto:region12@deped.gov.ph) .
- 6.6 For easy tracking and profiling of files to be submitted, all SDOs shall follow the required format: **\_\_\_ Quarter RMEPA Report, Name of Division**, e.g. **3<sup>rd</sup> Quarter RMEPA Report Koronadal City**.
7. QAD as process observers shall monitor and evaluate the SDO reports and delivery using the Process Observation Checklist for RMEPA.
8. The Day 2 of the RMEPA shall be the regional Program Implementation Review where major programs, projects and activities implemented at the regional level shall be assessed vis-à-vis the program holders' committed outputs and targets for FY 2022. For this quarter, education program supervisors and program holders for ALS, SPED, OBE, IP and Muslim Education and School Feeding Program shall be asked to prepare to report.
9. Lunch and snacks shall be served to RMEPA participants who are physically present at the regional office chargeable to regional MOOE (QAD allocated funds) subject to the usual accounting and auditing rules and procedures.
10. Attached are the following, for reference and guidance of all concerned:
- Enclosure 1 - Tool Kit for 3<sup>rd</sup> Quarter RMEPA  
Enclosure 2 - Indicative Schedule of Activities
11. For the information and compliance of all concerned.

  
**CARLITO D. ROCAFORT**  
Director IV

*Encl.: As stated*  
*Reference: SOCCSKSARGEN's 12 Strategic Objectives; QAD OM*  
*Allotment: MOOE*  
*To be indicated in the Perpetual Index under the subject*  
**MONITORING & EVALUATION**  
**PERFORMANCE**

**TOOLKIT FOR 3<sup>rd</sup> QUARTER RMEPA**  
**Theme: Access and Equitable Distribution of Resources During the COVID-19 School Year**

Mandated by the Republic Act (RA) 9155 or the Governance of Basic Education Act and RA 10533 or the Enhanced Basic Education Act of 2013, the Department of Education came up with the Basic Education Development Plan (BEDP) 2030 with the goal that all Filipinos will be able to realize their full potential and contribute meaningfully to a cohesive nation through the protection and promotion of the right to education. This long-term plan goes alongside the Sulong Edukalidad Framework, the Philippine Development Plan, Ambisyon 2040 and the Sustainable Development Goals (SDG) 2030.

To ensure that DepEd is gearing towards its goal, it developed the Basic Education Monitoring and Evaluation Framework (BEMEF) which explicitly identifies and articulates the indicators and targets for measuring performance across all governance levels and at the same time provides agency-wide monitoring and evaluation system.

Cognizant with its roles and responsibilities in conducting monitoring and evaluation (M&E) in support to the call for transparency and accountability in the basic education sector, DepEd SOCCSKSARGEN issues this 3<sup>rd</sup> quarter toolkit as guide to the schools division offices in formulating a Completed Staff Work (CSW) aligned with the BEMEF.

Specifically, this Toolkit intends to collect data on **enrolment and equitable distribution of resources for SY 2022-2023** as these data serve as indicators of the current organizational performance level relative intermediate outcomes on access and enabling mechanism for equity of educational resources.

The **3<sup>rd</sup> Quarter RMEPA** aims to document the **beginning of the school year performance assessment in enrolling all learners to school/community learning center, mechanism of the division to ensure equitable distribution of resources and provision of inclusive education programs as this Department now implementing the in-person classes after two school years adoption of distance learning modalities. It shall also document the status of One DepEd, One QMS of the divisions.**

**I. Program Implementation Progress**

1. Aligned to the Budget Accountability Reports for Physical and Financial of the DBM, present the **S-Curve** of the **3<sup>rd</sup> quarter overall physical & financial targets** versus the accomplishment and utilization of each program identified below:

Programs/Sub-Programs/Projects	Output Indicators	Physical		Financial		Variance
		Target	Actual	Target	Actual	

EDUCATION POLICY DEVELOPMENT PROGRAM	<b>Number of Education Research Completed</b>						
BASIC EDUCATION INPUTS Program	<b>Percentage of schools meeting the standard ratio for teachers</b>						
	<b>Number of newly created teaching positions newly filled up</b>						
	<b>Percentage of Learners enrolled in SPED (Public)</b>						
	<b>Percentage of Learners enrolled in ALIVE (Public and Private)</b>						
	<b>Percentage of Learners enrolled in IPED (Public)</b>						
	<b>Percentage of Learners enrolled in ALS</b>						
	<b>Percentage of learners provided with learning resources</b>						
	<b>Number of Schools Offering</b>						
	<i>ALIVE</i>						
	<i>IPED</i>						
	<i>SPED</i>						
	<b>Number of Schools Provided with Learning Resources</b>						
	SUPPORT TO AND SCHOOLS LEARNERS PROGRAM	<b>Retention Rate</b>					
		<i>Elementary</i>					
<i>Secondary</i>							
<b>Completion Rate</b>							
<i>Elementary</i>							

		<i>Secondary</i>					
		<b>Proportion of learners achieving at least nearly proficient level in NAT increased</b>					
		<i>Grade 6</i>					
		<b>Proportion of learners achieving at least nearly proficient level in NAT increased</b>					
		<i>Filipino</i>					
		<i>Mathematics</i>					
		<i>English</i>					
		<i>Science</i>					
		<i>HEKASI</i>					
		<b>Junior High School Grade 10</b>					
		<i>Filipino</i>					
SUPPORT SCHOOLS LEARNERS PROGRAM	TO AND	<i>Mathematics</i>					
		<i>English</i>					
		<i>Science</i>					
		<i>Araling Panlipunan</i>					
		<b>Senior High School (Grade 12)</b>					
		<i>Filipino</i>					
		<i>Mathematics</i>					
		<i>English</i>					
		<i>Science</i>					
		<i>Araling Panlipunan</i>					
		<b>Number of learners benefitting from the "School Feeding Program"</b>					
		<i>Elementary</i>					
		EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM		<b>Increase in percentage of schools conducting schools learning action cell sessions</b>			

	<b>Number of teachers trained</b>					
	<b>Number teaching-related staff trained</b>					

2. Highlight program or outputs that were delayed and explain causes of delay. Suggest adjustments, correctives, and realignment of funds to support learning continuity.
3. Explain causes of poor utilization of resources and suggest how these can be mitigated withstanding bottlenecks of implementation.
4. Highlight **Most Significant Change stories** regarding the contribution of inclusive education programs and projects to the lives of the learners, teachers, school and education stakeholders.
5. If needing assistance to facilitate program implementation, ask assistance from the **RO or CO. Be specific in the assistance or actions needed from RO/CO.**

## II. Overall Division Performance on Intermediate Outcome 1: Access

- II.A Focus on the overall division performance on **enrolment** to ascertain if all school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities
- II.B Analyze, present and discuss the 3 SYs (SY 2020-2021, SY 2021-2022 and 2022-2023) for Kinder, Elementary, Junior High School, Senior High School and ALS learners' indicators on:
- **Comparative analysis of enrolment for 3 SYs by key stage outcome and gender, (Kinder, Elementary, Junior High School, Senior High School, ALS)** by municipality for provincial division and by district for city division
  - **Enrolment by key stage outcome segmented by blended learning modality for SY 2022-2023** (Kinder, Elementary, Junior High School, and Senior High School) by school e.g. *3 days of in-person classes and 2 days of distance learning (modular, online, or television/radio-based instruction); and thereafter, 4 days of in-person classes and 1 day of distance learning (modular, online, or television / radio-based instruction)*
  - Present **total number of elementary and secondary schools and its total enrolment** offering **IPED, ALIVE and SPED**
  - **Enrolment of learners by key stage outcome with status of vaccination for COVID-19 as of SY 2022-2023.** (1<sup>st</sup> dose, 2<sup>nd</sup> dose and Booster)
  - Present a comparative data on the **total number of public and private schools for kindergarten, elementary, junior high school and senior**

**high school levels versus the total percentage of schools with increase and decrease of enrolment.**

**A. Pinpoint the segment/s needing focus. The following are samples:**

- I. Year to year analysis of growth in enrolment results. (Elementary, Junior High School, Senior High School, ALS learners, IP, Muslim and SPED learners)
- II. Type of schools to determine which segment or type of school needs support in decreasing enrolment; and
- III. Learner groupings such as gender in decreasing enrolment.

**B. Explain the increase or decrease trend**

***Analysis/Explanation***

**• Significant Increase**

1. *If enrolment is decreasing, what areas/school registered the highest decrease? Is the division decrease consistent with the region-wide decrease in enrolment?*
2. *What external factors contributed to such decrease? What are the barriers/external factors that prevented school learners to enroll schooling? Calamity? Conflict? Changes in environment (Please specify)*
3. *What bottlenecks/internal factors contributed to the decrease? Please specify policy, programs, policies, mechanisms and initiatives of DepEd.*
4. *What were the limitations of existing programs on enrolment? Please specify.*
5. *Resources. Please specify and describe limitations in resources.*

**• No significant Increase**

1. *Why is there no significant increase in enrolment? What are the hindering external and internal factors?*

**• Significant Decrease**

1. *What areas/schools are with decreasing enrolment results for the two school years, respectively?*
2. *What are the external factors that contributed to the decrease in number of school learners to enroll (Please specify)*
3. *What are the internal factors that affected the decrease of enrolment? Were there policies and systems that hinders learners in enrolling to school? Please specify.*

### III. Equitable Distribution of Resources for SY 2022-2023

#### A. Education Resource's Deployment

A.1 Focus on the Resource's Deployment Analysis as of August 2022. Review the results specifically the deployment and distribution of resources achieving ideal ratio on: Classroom, Teachers -Learning resources and learning materials (LRs and LMs), and Seats.

A.2 Analyze, present, and discuss the following data:

- **Proportion of schools** and community learning centers (CLCs) **achieving ideal ratio on Teachers, Classroom, Teachers-Learning resources and learning materials, and seats**
- Total number of filled and unfilled newly created teacher items (SY 2022-2023) by level.
- Total number of filled teaching and non-teaching items versus the total number of personnel **vaccinated by level and dose.**
- Total number of **classroom allocation** versus the total number of classrooms **completely constructed and ongoing construction.**
- Total number of **seats allocation** versus the total number of **seats delivered and for delivery**

Highlight bottlenecks and issues gathered during the distribution/deployment of resources including its status of implementation. Determine specific areas needing the top management decision and actions.

### IV. One DepEd, One QMS Implementation

As of August 31, 2022, determine the status of One DepEd, One QMS implementation. Identifying specific concerns needing technical assistance.

Activity	Status of Implementation	Technical Assistance Needed
<b>1. Reconstituted QMTs aligned to DO 9, s. 2021</b>		
<b>2. QMTs orientation on:</b>		
<i>2.a DM 14, s. 2022 and</i>		
<i>2.b ISO 9001:2015</i>		
<i>2.c PAWIMs and its process steps</i>		
<b>3. Conducted QMS Planning</b>		
<i>3.a Identifying the needs and expectations of relevant interested parties</i>		
<i>3.b SWOT</i>		

<i>3.c. Identifying risks and opportunities</i>		
<i>3.d Formulation of risks and opportunities registries</i>		
<b>4. Adoption and implementation of the PAWIMs in the office operations</b>		

**V. AGENDA**

**Highlight policy issues, program design concerns, system improvements that the RO/CO should immediately address.**

**Indicative Schedule of Activities**  
**2022 3rd Quarter Regional Monitoring, Evaluation and Plan Adjustment**  
**(RMEPA)**

<b>TIME</b>	<b>ACTIVITY</b>	<b>PERSON RESPONSIBLE</b>
<b>Day 1: RO and SDO Interfacing</b>		
7:30-8:00AM	Signing-in	
8:00-8:15 AM	Video Teleconferencing Protocols	
8:15-8:45 AM	Opening Program <ul style="list-style-type: none"> <li>• Invocation:</li> <li>• Attendance Check of RMEPA Participants from RO and SDOs</li> <li>• Opening Remarks</li> <li>• MESSAGE:</li> <li>• Statement of Purpose &amp; Objectives of the 2022 2<sup>nd</sup> Quarter RMEPA &amp; Status of Agreements of the 2022 1<sup>st</sup> Quarter RMEPA</li> </ul>	c/o QAD  <b>Melinda A. Rivera</b> <i>Chief, FTAD</i>  <b>Rebonfamil R. Baguio</b> <i>Director III</i>  <b>Carlito D. Rocafort</b> <i>Director IV</i>  <b>Luz Lalli L. Ferrer</b> <i>Chief, QAD</i>
8:45-9:00 am	<b>BREAK AWAY</b> (Group B shall transfer to another meeting platform)	
	<b>Division Presentations</b>	
	<b>GROUP A</b> <b>Moderator: Louella D. Jabido</b> <b>Top Management:</b> <b>Carlito D. Rocafort</b> <i>Director IV</i>	<b>GROUP B</b> <b>Moderator: Nathaniel F. Bangoc II</b> <b>Top Management:</b> <b>Rebonfamil R. Baguio</b> <i>Director III</i>

9:00-10:00 am	<p align="center"><b>GENERAL SANTOS CITY</b></p> <p>Presenter: <b>SDS Romelito G. Flores</b></p> <p>Lead Discussant: <b>Mervie Y. Seblos</b> Chief, HRDD</p> <p>Synthesizer: <b>Joven Ryan Malida</b> EPS, CLMD</p>	<p align="center"><b>SARANGANI</b></p> <p>Presenter: <b>SDS Gildo G. Mosqueda</b></p> <p>Lead Discussant: <b>Glenn A. Bisnar</b> Chief, PPRD</p> <p>Synthesizer: <b>Jay-R Lipura</b> EPS, CLMD</p>
10:00-11:00 am	<p align="center"><b>KORONADAL CITY</b></p> <p>Presenter: <b>SDS Crispin A. Soliven Jr.</b></p> <p>Lead Discussant: <b>Gilbert B. Barrera</b> Chief, CLMD</p> <p>Synthesizer: <b>Arturo D. Tingson Jr.</b> EPS, CLMD</p>	<p align="center"><b>SOUTH COTABATO</b></p> <p>Presenter: <b>SDS Ruth L. Estacio</b></p> <p>Lead Discussant: <b>Melinda A. Rivera</b> Chief, FTAD</p> <p>Synthesizer: <b>Peter Van C. Ang-ug</b> EPS, CLMD</p>
11:00-12:00 am	<p align="center"><b>TACURONG CITY</b></p> <p>Presenter: <b>SDS Miguel P. Fillalan,</b></p> <p>Lead Discussant: <b>Napoleon J. Gio</b> Chief, ESSD</p> <p>Synthesizer: <b>Ma. Isabel Cunanan</b> EPS, HRDD</p>	<p align="center"><b>SULTAN KUDARAT</b></p> <p>Presenter: <b>SDS Leonardo M. Balala</b></p> <p>Lead Discussant: <b>Ma. Lourdes A. Sanchez</b> Chief, Finance</p> <p>Synthesizer: <b>Cynthia Diaz</b> EPS, CLMD</p>
12:00 – 1:00pm	<b>LUNCH</b>	
1:00-2:00 pm	<p align="center"><b>KIDAPAWAN CITY</b></p> <p>Presenter: <b>SDS Natividad G. Ocon</b></p> <p>Lead Discussant: <b>Luz Lalli L. Ferrer</b> Chief, QAD</p> <p>Synthesizer: <b>Emily F. Enolpe</b> EPS, FTAD</p>	<p align="center"><b>COTABATO PROVINCE</b></p> <p>Presenter: <b>SDS Isagani S. Dela Cruz</b></p> <p>Lead Discussant: <b>Kathrine H. Lotilla</b> Chief, AD</p> <p>Synthesizer: <b>Magdaleno Duhilag Jr.</b> EPS, CLMD</p>
2:00-3:00 pm	<p align="center"><b>CLOSING PROGRAM – PLENARY</b></p> <p align="center">• <b>Next Steps/Ways Forward</b></p>	<p>For Group A: <b>Carlito D. Rocafort</b> <i>Director IV</i></p> <p>For Group B: <b>Rebonfamil R. Baguio</b> <i>Director III</i></p>

*Discussants: Joven Ryan Malida, Arturo Tingson Jr., Leonardo B. Mission, Regan B. Dagadas, Ma. Isabel Cunanan, Dr. Sylvia Vivian Galang, Engr. Elgene Dequilla, Earl Wendell Lope, Emily G. Enolpe, Ma. Jeanette N. Delima, Emerin B. Astillero*

*Discussants: Jade T. Palomar. Cynthia Diaz, Magdaleno Duhilag Jr., Jay-R Lipura, Peter Van Ang-ug, Ismael Ngitngit Jr., Ma. Lourdes Ines, Dr. Mina Fe Ruz, Agney C. Taruc, Joseph Russel Farnazo, Noren Grace Laguting*

**Process Observers:**

**QAD EPS:**

**Norman S. Valeroso, Grace Patrice M. Mondragon, Louella D. Jabido, Michael A. Poblador, Nathaniel F. Bangoc II**