



Republic of the Philippines
Department of Education
Cordillera Administrative Region

October 31, 2024

Regional Memorandum

No. ~~846-2024~~

**REGIONAL GUIDELINES ON THE CONDUCT OF THE PROGRAM
IMPLEMENTATION REVIEW (PIR) PURSUANT TO
DEPED ORDER NO. 29, S. 2022**

To: Assistant Regional Director
Schools Division Superintendent
Chiefs/Unit Heads
All Others Concerned

1. The Department of Education – Cordillera Administrative Region (DepEd-CAR) Regional Office issues the Regional Guidelines for the Conduct of the Program Implementation Review (PIR). These guidelines provide a framework for implementing monitoring and evaluation activities at the regional, division, and school levels, in accordance with DepEd Order No. 29, s. 2022 (Basic Education Monitoring and Evaluation Framework).
2. The regional PIR guidelines is established to monitor performance across different governance levels, ensuring progress towards the regional goals and alignment with the MATATAG directions.
3. All regional memoranda and related provisions inconsistent with these guidelines are hereby rescinded or modified as necessary.
4. These regional guidelines shall remain in force upon approval until repealed or rescinded.
5. Widespread dissemination and strict adherence to this Memorandum are strongly encouraged.


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Republic of the Philippines
Department of Education
Cordillera Administrative Region

Regional Guidelines on the Conduct of the Program Implementation Review (PIR) Pursuant to DepEd Order No. 29, s. 2022 (Adoption of the Basic Education Monitoring and Evaluation Framework)

I. Rationale and Background

In accordance with RA 9155 (Governance of Basic Education Act of 2001), sec. 7, and RA 10533 (Enhanced Basic Education Act of 2013), the Department of Education (DepED) is mandated to implement programs, projects, and major activities aimed at ensuring equitable access to and enhancing the quality of basic education. These legislative mandates outline all operating units' significant roles, tasks, and responsibilities across various governance levels. Each unit is primarily accountable for contributing towards improving basic education standards and accessibility nationwide.

In relation to this, DepED developed the Basic Education Development Plan (BEDP) 2030 which responds to issues and challenges in basic education as well as the global and national education commitments. The BEDP 2030 aims to continue the goal of the Department that all Filipinos can realize their full potential and contribute meaningfully to a cohesive nation through the protection and promotion of the right to education. With the rise of the MATATAG Agenda, four critical components are to be considered, namely: **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; **TA**ke steps to accelerate delivery of basic education facilities and services; **TA**ke good care of learners by promoting learners' well-being, inclusive education, and a positive learning environment; and **GI**ve support to teachers to teach better. It is the new direction of the Department and its stakeholders in resolving basic education challenges.

Hence, DepEd Order No. 29, s. 2022 (Adoption of the Basic Education Monitoring and Evaluation Framework-BEMEF) was developed to track and measure the achievement of BEDP 2030. Consequently, the policy framework was issued to guide the DepEd operating units across governance levels in the conduct of Monitoring and Evaluation (M&E). Further, BEMEF was developed to establish the roles and responsibilities of DepEd operating units in conducting monitoring and evaluation (M&E), setting the systems and processes of the organization, and firm up indicators to reflect the agency's performance and goals. This shall strengthen evidence-based building to contribute to decision-making, policy formulation, and program development, as well as strengthen transparency and accountability in the basic education sector.

In line with this, DepEd-CAR establishes its Program Implementation Review (PIR) mechanism, which guides the M&E process at the Region, Division, and School level pursuant to DepEd Order No. 29, s. 2022 (Basic Education Monitoring and



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Evaluation Framework). Establishing the PIR guideline at the regional level down to the school level tracks the performance of the different governance levels towards achieving its goal and progress in the MATATAG directions.

II. Scope

This regional guideline outlines the procedures and mechanisms for monitoring and evaluating through Program Implementation Reviews (PIR) at the regional office, schools division offices, and individual schools. It encompasses M&E planning, validation processes, and the reporting and utilization of PIR findings.

III. Definition of Terms

For the purpose of this guideline, the following terms are defined and understood as follows:

1. Accountable office – any decision-making unit of DepEd at the regional, schools division, or school levels in charge of providing directives and determining strategies to achieve agency performance targets.
2. Evaluation – refers to the results providing valuable lessons and insights that can be used by managers in crafting strategic decisions for the future such as designing organizational changes or future programs and/or projects.
3. Goal – refers to the long-term changes that result from outcomes.
4. Indicator – refers to the parameter used to measure the results of the program/project/activity.
5. Monitoring – refers to the results providing bases for critical management decisions such as resource allocation or realignment, target setting, remedial/corrective actions, or strategy development.
6. M&E Mechanism – a set of organizational structures, management processes, standards, strategies, plans, indicators, information systems, reporting lines and accountability relationships that enable offices across governance levels to perform their M&E functions effectively.
7. M&E Plan – an essential document that guides the purpose and process of conducting monitoring and evaluation of any programs, policies, projects, office mandates, and activities. This contains the scope and purpose of M&E, data collection and management plan, data analysis plan, and M&E results reporting, dissemination, and utilization.
8. M&E Tools – instruments used to collect information during the conduct of monitoring and evaluation.
9. Operating unit – a Responsible office at the regional, schools division offices, or school levels in charge of executing tasks or deliverables.
10. Outcome – refers to the short-term behavioral changes and result from the output.
11. Output - refers to tangible products or services produced because of the activities and usually, can be measured.
12. Overall Lead – the staff that will oversee and manage the conduct of the M&E system at the regional, schools division, or school levels.
13. Process owner – the office that will oversee and manage the conduct of the M&E system at the regional, schools division, or school levels.
14. Program Implementation Review (PIR) – refers to the quarterly progress monitoring, evaluation, and adjustment (MEA) approach at the RO and SDOs. It serves as a comprehensive platform for documenting both qualitative and quantitative data related to the achievements of each functional division and SDO in relation to the M&E Plan, Annual Implementation Plan (AIP), and Work and Financial Plan (WFP). This approach facilitates a thorough review of

process implementation and assesses office performance against the established input and output indicators outlined in the M&E Plan, AIP, and WFP. It provides the Regional Office (RO) and SDOs with a mechanism to evaluate performance, identify challenges, and promptly address any issues that may impact the effective delivery of basic education services.

15. Program owner – a personnel or group of personnel who is/are the focal of the program.
16. Responsible office - a DepEd operating unit at the national, regional, school division, or even school level in charge of executing tasks or deliverables.
17. Results-based M&E – a continuous process of collecting and analyzing information to compare how well DepEd programs, projects, and activities are performing against their expected outcome or result.
18. Value-added Contribution – an intervention with a significant contribution to the output that exceeded the expected target output. For instance, increase the output value of the product/service.

IV. Policy Statement

The DepEd-CAR Regional Office has established the PIR guideline to enhance evidence-based decision-making and policy development, ensuring improved allocation and management of resources with greater transparency and accountability. This guideline tracks and assesses the performance of the regional office, schools division offices, and individual schools in alignment with the MATATAG directives. It defines performance metrics for the regional office, guiding all operational units in their contributions. Additionally, it provides a framework for developing M&E Plans across various units, from the regional office to individual schools and learning centers. Furthermore, it outlines the roles and responsibilities of DepEd operating units within the M&E system and processes.

V. Procedures

A. Regional Program Implementation Review (PIR) Framework

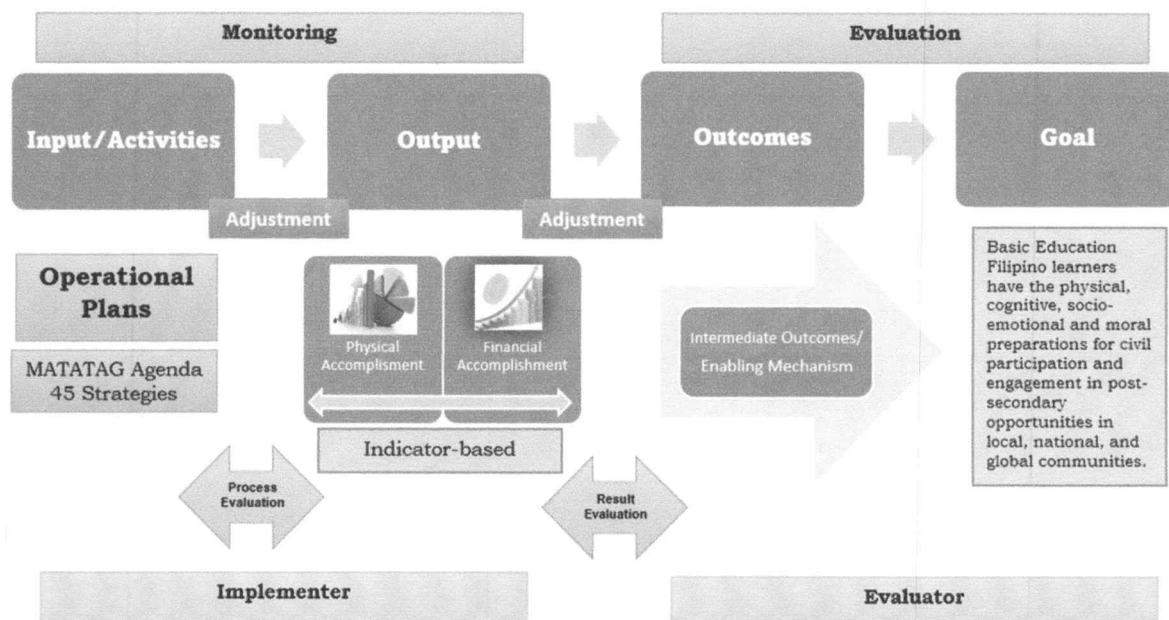


Figure 1. Regional Program Implementation Review Framework

The Regional PIR Framework of DepEd-CAR, illustrated in Figure 1, provides a comprehensive guide for regional offices, schools division offices, and schools on what to monitor and evaluate and the PIR process. It also guides all operational units

across various governance levels in developing their Monitoring and Evaluation (M&E) plans.

The framework illustrates the connections between Monitoring and Evaluation through the Theory of Change (ToC) components: Input, Output, Outcome, and Goal, with definitions aligned with the BEMEF model. Monitoring is a continuous and systematic process that involves collecting, analyzing, interpreting, and reporting information. This process supports the planning, implementation, evaluation, and adjustment of regional plans, policies, programs, and projects, thereby aiding management and key stakeholders in enhancing output delivery and ensuring result sustainability. It provides insights into the efficiency and effectiveness of operations.

On the other hand, evaluation assesses the value and significance of outputs and results in terms of efficiency, relevance, effectiveness, and sustainability, in alignment with regional goals and objectives. This includes evaluating the achievement of REDP, DEDP, or SIP objectives and assessing the region's overall contribution to the BEDP 2030 targets, as reflected in the BEMEF outcome/result indicators.

Monitoring evaluates the efficiency and effectiveness of the Input and Output components of the Theory of Change (ToC), while evaluation focuses on the value of the Outcome and Goal components. The Goal reflects the Department's commitment to enhancing education at both national and global levels, aligning with its overarching vision. In the Basic Education Monitoring and Evaluation Framework (BEMEF), this goal corresponds to the Sector Outcome, which contributes to the national objective: "All Filipinos are able to realize their full potential and contribute meaningfully to a cohesive nation." Thus, the goal of this regional PIR framework is to ensure that Filipino learners in Basic Education are physically, cognitively, socio-emotionally, and morally prepared for civil participation and post-secondary opportunities in local, national, and global communities.

Outcomes represent the intermediate outcomes/results monitored by the department to assess its performance. The intermediate outcomes focus on the Department's initiatives to enhance learners' experiences within the basic education system, particularly in terms of access and quality. They also measure the achievements of the REDP implementation, including its impact on educational results and the region's collective progress toward the sector outcomes outlined in the BEMEF.

Process evaluation assesses the effectiveness and efficiency of the implementation processes and systems at any stage of the plan's execution. This evaluation, which can be integrated with other monitoring methods, helps address issues and challenges related to program, project, and activity delivery. Sample process evaluation questions include:

- What specific interventions were implemented to address the problem? Were these interventions effective, and why or why not?
- What issues were encountered in delivering the program? Were sufficient resources available from the start? Was the program well managed? Were staff adequately trained for the program? Was there effective facilitation of the program processes? Was there sufficient support for the program?

Result evaluation focuses on measuring the achievement of results and assessing the outcomes and changes resulting from program or project interventions. Findings from this evaluation serve as the baseline for future planning cycles. Sample result evaluation questions include:

- Did the program successfully help teachers integrate ICT into teaching and learning?
- Was the program more effective for certain groups than others?
- What aspects of the program did participants find most beneficial?

Achieving these outcomes will ultimately contribute to the Goal. Output refers to the tangible products or services resulting from activities, which are typically quantifiable and can lead to achieving the desired outcomes.

Input involves the activities or interventions designed to produce these outputs, carried out by the program owner or responsible office. These entities develop their own M&E Plans and monitor the progress of outputs toward the expected outcomes. Evaluators, which may include program owners, responsible offices, process owners, and/or the M&E committee, analyze and interpret the effectiveness and efficiency of the implemented Programs, Activities, and Projects (PAPs). Inputs to consider include all programs, projects, and activities listed in the REDP, DEDP, or SIP, categorized according to the MATATAG agenda and its forty-five (45) initiatives/strategies. Outputs encompass the physical and financial achievements measured against input indicators.

The Adjustment phase of the M&E process occurs during the Input and Output phases. After monitoring, both process and result evaluations should be conducted to determine if the program mechanisms are achieving the targeted outcomes. Adjustments are necessary to refine the mechanisms and processes of various programs and projects, thereby improving outputs and contributing to the achievement of targeted outcomes. This process provides an evidence-based analysis of the regional office, schools division offices, and schools' efficiency and effectiveness in meeting the Department's goals.

B. Conduct of Regional Office PIR

PROCESS	RESPONSIBLE OFFICE/ PERSONNEL	TERMS OF REFERENCE
Monitoring and Evaluation	Program Owners	<ul style="list-style-type: none"> • Conduct progress monitoring of PPAs implementation and process evaluation of their PPA outputs as indicated in the M&E Plan using the M&E Tool prepared by the program owner • Prepare and submit his/her quarterly accomplishments to his/her respective Chief Education Supervisor/Administrative Officer
Functional Division PIR	Chief Education Supervisor/ Administrative Officer, Program Owners	<ul style="list-style-type: none"> • Prepare the quarterly accomplishments of its PPAs by reviewing the progress of the accomplishments leading to its efficiency and effectiveness as stated in the M&E Plan vis-à-vis the AIP and WFP • Conduct Functional Division PIR on the set schedule (refer to Item V.D. Matrix of Activity) • Analyze collected data on the implementation of the PPAs using the M&E Tool in Annexes 2 and 3 <p><i>For the 1st to 3rd Quarters:</i> Conduct a process evaluation using the M&E Template in Annex 2 guided by the following:</p>

PROCESS	RESPONSIBLE OFFICE/ PERSONNEL	TERMS OF REFERENCE
		<ul style="list-style-type: none"> ➤ Submit a PIR Plan vis-à-vis the AIP/WFP (using the Template in Annex 2) before the start of the 1st quarter ➤ Prepare the quarterly Functional Division PIR as guided with the following activities: <ul style="list-style-type: none"> ✓ Fill in the actual accomplishment per indicator ✓ Discuss the accomplishment vs the target in terms of physical accomplishment, quality, and timeliness as well as the variance, if necessary ✓ Identify the gaps and bottlenecks ✓ Determine the facilitating factors, emerging practices, and lessons learned ➤ Submit the quarterly result of the Functional Division PIR to QAD on the set schedule of submission <p><i>For the 4th Quarter:</i> Conduct a result evaluation using the M&E template in Annex 3 guided by the following:</p> <ul style="list-style-type: none"> ➤ Prepare the annual PIR report <ul style="list-style-type: none"> ✓ Discuss the annual accomplishment vs the target for the year in terms of physical, quality, and timeliness as well as the variance, if necessary ✓ Explain the implication of the accomplished output to the desired outcome (immediate outcome) ✓ Explain if the desired outcome was attained or not attained ✓ Identify the gaps and bottlenecks ✓ Determine the facilitating factors, emerging practices, and lessons learned ✓ Identify the operational concerns that need to be addressed • Submit the annual result of the Functional Division PIR to QAD
Validation and Analysis	QAD	<ul style="list-style-type: none"> • Receive and collate the M&E reports submitted by the different Functional Divisions • <i>For the 1st to 3rd Quarter</i> (process evaluation) <ul style="list-style-type: none"> ➤ Validate the outputs of each PPA as reflected in the submitted M&E results ➤ Analyze the collected data qualitatively and quantitatively guided by the following:

PROCESS	RESPONSIBLE OFFICE/ PERSONNEL	TERMS OF REFERENCE
		<ul style="list-style-type: none"> ✓ Target vs Actual Physical and Financial Accomplishment vis-à-vis AIP/WFP per PPA ✓ Output vs Outcome vis-à-vis M&E Plan, AIP and WFP ✓ Determine components that correlate with other components ✓ Identify the relevant data/information that will be used as inputs to planning and decision-making ✓ Determine the processes that should be enhanced • Prepare the quarterly result of the regional office PIR to be disseminated during the REXECOM • <i>For the 4th Quarter</i> (result evaluation) <ul style="list-style-type: none"> ➤ Validate the M&E reports received through document review vis-à-vis the AIP/WFP ➤ Analyze the collected data qualitatively and quantitatively guided by the following: <ul style="list-style-type: none"> ✓ Synthesize the annual accomplishment (physical and financial) of the RO in terms of the implementation of the PPAs ✓ Determine the trend, if there is one, and its implication to the attainment of the desired outcome (immediate outcome, intermediate outcome) ✓ Identify corrective measures that should be put in place ✓ Determine the emerging practices that show significant contributions to the improvement of performance ✓ Determine the lesson learned in the implementation of the PPAs ✓ Determine PPAs to be prioritized, to be stopped, or continued • Prepare the annual regional office PIR report for the next stage, the reporting and utilization phase.
Reporting and Utilization	QAD	<ul style="list-style-type: none"> • <i>For the 1st to 3rd Quarter</i> <ul style="list-style-type: none"> ➤ Report the quarterly PIR result during the REXECOM Meeting guided with the following: <ul style="list-style-type: none"> ✓ Overall result of the accomplishments (Physical and Financial) per MATATAG Agenda ✓ Analysis and interpretation of the PIR result ✓ Gains

PROCESS	RESPONSIBLE OFFICE/ PERSONNEL	TERMS OF REFERENCE
		<ul style="list-style-type: none"> ✓ Unaccomplished outputs/Gaps/Balance ✓ Bottlenecks, Challenges, Gaps Value-added Contributions, if any <i>(Consider the contribution of the interested parties in increasing the worth of the product/ service, if there is.)</i> ✓ Progress of Programs and Projects Implementation ✓ Lesson learned ✓ Recommendations for policy review or technical assistance • Transmit the result of the PIR report to FTAD and PPRD for Technical Assistance and file keeping, respectively. • <i>For the 4th Quarter</i> <ul style="list-style-type: none"> ➤ Report the annual PIR result during the REXECOM Meeting guided by the following: <ul style="list-style-type: none"> ✓ Summary of the accomplishment ✓ Trend and implication of the accomplishments to the desired outcomes (immediate and intermediate outcomes) ✓ Lesson learned ✓ Emerging practices with significant contributions to the improvement of the performance ✓ List of PPAs to be prioritized, stopped, and continued • Transmit the result of the PIR report to FTAD and PPRD for Technical Assistance and file keeping, respectively.
Catch-up Planning	<p>Program Owners</p> <p>QAD</p> <p>Program owners, QAD, PPRD</p>	<ul style="list-style-type: none"> • <i>For the 1st to 3rd Quarter</i> <ul style="list-style-type: none"> ➤ Prepare the Catch-up Plan for the unimplemented PPAs ➤ Monitor the progress of the catch-up activities implemented by the Functional Divisions • <i>For the 4th Quarter</i> <ul style="list-style-type: none"> ➤ Prepare for any adjustment to the annual operational plans

C. Conduct of PIR with the SDOs

PROCESS	RESPONSIBLE OFFICE/ PERSONNEL	TERMS OF REFERENCE
Monitoring and Evaluation	SDO Program Owners and Responsible Offices	<ul style="list-style-type: none"> • Conduct progress monitoring and process evaluation per program/project Prepare the quarterly accomplishments of its program/project by reviewing the progress of the accomplishments leading to its efficiency and effectiveness as stated in the AIP and WFP • Analyze collected data on the implementation of the PPAs using the M&E Tool in Annex 2 • Submit M&E Report to SMME
Validation and Analysis	SMME	<ul style="list-style-type: none"> • Receive and collate the M&E results submitted by the different operating units • Validate the actual accomplishment vis-a-vis AIP, WFP, Finance Report, target indicators (outputs) • Analyze the collected data qualitatively and quantitatively using the MEA Report Template in Annex 3
SDO PIR	SGOD	<ul style="list-style-type: none"> • Conduct Division PIR • Submit the result of the Division PIR to RO through the QAD
Validation and Analysis	QAD	<ul style="list-style-type: none"> • Receive and collate the M&E reports submitted by the different SDOs • <i>For the 1st to 3rd Quarter</i> (process evaluation) <ul style="list-style-type: none"> ➢ Validate the outputs of each PPA as reflected in the submitted M&E results ➢ Analyze the collected data qualitatively and quantitatively guided by the following: <ul style="list-style-type: none"> ✓ Target vs Actual Physical and Financial Accomplishment vis-à-vis AIP/WFP per PPA ✓ Output vs Outcome vis-à-vis M&E Plan, AIP and WFP ✓ Determine components that correlate with other components ✓ Identify the relevant data/information that will be used as inputs to

PROCESS	RESPONSIBLE OFFICE/ PERSONNEL	TERMS OF REFERENCE
		<p>planning and decision-making</p> <ul style="list-style-type: none"> ✓ Determine the processes that should be enhanced • Prepare the quarterly PIR report to be disseminated during the MANCOM • <i>For the 4th Quarter</i> (result evaluation) <ul style="list-style-type: none"> ➤ Validate the M&E reports received through document review vis-à-vis the AIP/WFP ➤ Analyze the collected data qualitatively and quantitatively guided by the following: <ul style="list-style-type: none"> ✓ Synthesize the annual accomplishment (physical and financial) of the SDO in terms of the implementation of the PPAs ✓ Determine the trend, if there is one, and its implication to the attainment of the desired outcome (immediate outcome, intermediate outcome) ✓ Identify corrective measures that should be put in place ✓ Determine the emerging practices that show significant contributions to the improvement of performance ✓ Determine the lesson learned in the implementation of the PPAs ✓ Determine PPAs to be prioritized, to be stopped, or continued • Prepare the annual PIR report for the next stage, the reporting and utilization phase.
Reporting and Utilization	QAD	<ul style="list-style-type: none"> • <i>For the 1st to 3rd Quarter</i> <ul style="list-style-type: none"> ➤ Report the quarterly PIR result during the MANCOM Meeting guided with the following: <ul style="list-style-type: none"> ✓ Overall result of the accomplishments (Physical

PROCESS	RESPONSIBLE OFFICE/ PERSONNEL	TERMS OF REFERENCE
		<p>and Financial)</p> <ul style="list-style-type: none"> ✓ Analysis and interpretation of the PIR result ✓ Gains ✓ Unaccomplished outputs/Gaps/Balance ✓ Bottlenecks, Challenges, Gaps ✓ Value-added Contributions, if any <i>(Consider the contribution of the interested parties in increasing the worth of the product/ service, if there is.)</i> ✓ Progress of Programs and Projects Implementation ✓ Lesson learned ✓ Recommendations for policy review or technical assistance <ul style="list-style-type: none"> • Transmit the result of the PIR report to FTAD and PPRD for Technical Assistance and file keeping, respectively. • <i>For the 4th Quarter</i> <ul style="list-style-type: none"> ➤ Report the annual PIR result during the MANCOM Meeting guided by the following: <ul style="list-style-type: none"> ✓ Summary of the accomplishment ✓ Trend and implication of the accomplishments to the desired outcomes (immediate and intermediate outcomes) ✓ Lesson learned ✓ Emerging practices with significant contributions to the improvement of the performance ✓ List of PPAs to be prioritized, stopped, and continued • Transmit the result of the PIR report to FTAD and PPRD for Technical Assistance and file keeping, respectively.
Technical Assistance	FTAD	<ul style="list-style-type: none"> • Provision of technical assistance in the implementation of the catch-up plan of the SDOs

B. Matrix of Activity

PIR shall be implemented in the Regional Office, SDOs, Districts and Schools. This shall be conducted quarterly. School PIR conferences are to be conducted in the second week of the month following the quarter, the RO Functional Division and Schools Division Office PIR shall be in the third week while the Regional Office PIR and PIR with the SDOs shall be conducted in the fourth week of the month following the quarter.

Process	Responsible Office/ Personnel	Schedule of PIR Conference			
		Region	RO Functional Division	Division	School
Monitoring and Evaluation	Program Own	January to December	January to December		January to December
Validation and Analysis	QAD (RO Level) SMME (SDO Level) School Head (School Level)	Last week of March, June, September, and December	Third week of March, June, September, and December		Second week of March, June, September, and December
Reporting and Utilization	QAD	REXECOM/ MANCOM April, July, Oct., and January of the following year	RO Functional Division PIR: Last week of March, June, September, and December	Division PIR: Last week of March, June, September, and December	Third week of March, June, September, and December
Adjustment	Program Owner	At the end of the calendar year, after the End-of-the-Year PIR reporting	At the end of the RO Functional Division, and SDO PIR (to be done at their level)		At the end of the school PIR (to be done at their level)

VI. Monitoring & Evaluation Committee

A. Regional Office Level

Role	Name	Function
Overall Lead	Estella P. Leon-Carino	<ul style="list-style-type: none"> • Lead the institutionalization of the basic education regional M&E system; • Provide decisions and directions on regional education issues and matters arising from various M&E activities such as regional PIRs, stakeholders' forum, inter-agency meetings, among others; • Communicate regional education concerns to the central office, other agencies, and other development partners during meetings or conferences; • Approve program recommendations from internal and external stakeholders based on the evidence presented such as completed research, and national statistics, among others
Co-Lead	Ronald B. Castillo	

Role	Name	Function
		<ul style="list-style-type: none"> • Determine additional performance indicators and other adjustments in the regional M&E plan as necessary
Process Owner	Chief Education Supervisor – Quality Assurance Division	<ul style="list-style-type: none"> • Oversee and manage the conduct of M&E of all regional operating units and ensure that they are adhering to established standards • Lead the conduct of quarterly Program Implementation Review (PIR) among regional and school division operating units to track physical and financial accomplishments and assess the progress implementation of plans, programs, projects, and major activities • Oversee and provide assistance in the conduct of evaluation on regional programs, projects, and major activities
Process Owner	Education Program Supervisor – Quality Assurance Division	<ul style="list-style-type: none"> • Maintain a regional database that contains data and information gathered from regional M&E activities that can be easily accessed, managed, and updated • Review and provide input to the M&E plan of DepEd offices • Consolidate and analyze M&E reports from regional and schools’ division operating units for the preparation of regional reports to be disseminated to internal and external stakeholder • Provide technical assistance and capacity building support to regional and school division operating units on the management and conduct of M&E within their respective M&E system
Members	Operating Units (Program Owner and Responsible Office)	<ul style="list-style-type: none"> • All operating units of the Department from national, regional, schools division, and school levels responsible to conduct M&E • Establish a results-based M&E within their respective offices • Adhere to the established M&E standards in performing M&E activities and processes • Partake in strengthening the horizontal integration in the regional M&E system by engaging other regional operating units during planning, customizing of national policy, program designing and implementation, and M&E • Develop M&E plans for their respective education plans, programs, and policy implementation • Provide feedback, insights, lessons, and other issues gathered from their respective M&E activities to relevant central and regional operating units • Participate in regional M&E initiatives such as PIRs, periodic reporting of accomplishments of plans, programs, projects, and major activities, and submission of O/IPCRF, among others • Apply M&E results in improving office and individual performance

B. Schools Division Office

Role	Name	Function
<p>Overall Lead</p> <p>Co-Lead</p>	<p>Schools Division Superintendent</p> <p>Assistant Schools Division Superintendent</p>	<ul style="list-style-type: none"> • develop and implement division education development plans and programs; • implement national education policies and systems at the SDO and school; • Lead the institutionalization of the basic education SD M&E system; • Provide decisions and directions on SD education issues and matters arising from various M&E activities such as national PIRs, stakeholders' forum, inter-agency meetings, among others; • Communicate education concerns to other SD offices and other development partners during meetings, or conferences; and • Determine additional performance indicators and other adjustments in the SD M&E plan as necessary
<p>Process Owner</p>	<p>School Governance and Operations Division (SGOD)</p>	<ul style="list-style-type: none"> • Oversee and manage the conduct of M&E of all SD operating units and ensure that they are adhering to established standards • Review and provide input to the M&E plan of SDO • Consolidate and analyze M&E reports from SDO and schools' operating units for the preparation of SDO reports to be disseminated to internal and external stakeholders • Maintain a SD database that contains data and information gathered that can be easily accessed, managed, and updated • Lead the conduct of quarterly Program Implementation Review (PIR) among SD operating units and schools to track physical and financial accomplishments and assess the progress implementation of plans, programs, projects, and major activities; • Oversee and provide assistance in the conduct of evaluation on SD programs, projects, and major activities • Provide technical assistance and capacity building support to school division operating units and schools on the management and conduct of M&E within their respective M&E system
<p>Members</p>	<p>Operating Units (Program Owner and Responsible Office)</p>	<ul style="list-style-type: none"> • All operating units of the Department from schools division, and school levels responsible to conduct M&E • Establish a results-based M&E within their respective offices • Adhere to the established M&E standards in performing M&E activities and processes • Partake in strengthening the horizontal integration in the SD M&E system by engaging other operating units during planning, customizing of national policy, program designing and implementation, and M&E • Develop M&E plans for their respective education plans, programs, and policy implementation

Role	Name	Function
		<ul style="list-style-type: none"> • Provide feedback, insights, lessons, and other issues gathered from their respective M&E activities to relevant central and SD operating units • Participate in SD M&E initiatives such as PIRs, periodic reporting of accomplishments of plans, programs, projects, and major activities, and submission of O/IPCRF, among others • Apply M&E results in improving office and individual performance

C. School Level

Role	Name	Function
Lead	School Head/ Principal	<ul style="list-style-type: none"> • develop and implement school education development plans and programs; • implement national education policies and systems at the school; • Lead the institutionalization of the basic education school M&E system; • Provide decisions and directions on school education issues and matters arising from various M&E activities such as national PIRs, stakeholders' forum, inter-agency meetings, among others; • Communicate education concerns to SD offices and other development partners during meetings, for a, or conferences; and • Determine additional performance indicators and other adjustments in the school M&E plan as necessary • Oversee and manage the conduct of M&E of all the program owners and ensure that they are adhering to established standards • Review and provide input to the M&E plan of the school • Consolidate and analyze M&E reports from the program owners for the preparation of the school reports to be disseminated to internal and external stakeholders • Maintain a school database that contains data and information gathered from school M&E activities that can be easily accessed, managed, and updated • Lead the conduct of quarterly Program Implementation Review (PIR) to track physical and financial accomplishments and assess the progress implementation of plans, programs, projects, and major activities.

VI. Monitoring and Evaluation

The Quality Assurance Division (QAD) at the regional office, the School Governance and Operations Division (SGOD) at the Schools Division Offices, and the school head will oversee and evaluate the effectiveness, efficiency, and inclusivity of program, project, activity, and policy implementation, as well as the achievement of desired outcomes through quarterly Program Implementation Reviews. Additionally, the QAD, SGOD, and school head will ensure adherence to DepEd Order No. 29, s. 2022, which mandates the adoption of the Basic Education Monitoring and Evaluation Framework.

VII. Reference

DepEd Order No. 29, s. 2022. Adoption of the Basic Education Monitoring and Evaluation Framework

DepEd Order No. 024, s. 2022. Adoption of the Basic Education Development Plan 2030

Joint Memorandum Circular No. 2015-01. National Evaluation Policy Framework of the Philippines. Retrieved from <https://neda.gov.ph/national-evaluation-policy-framework/>

United Nations Development Programme (UNDP). 2009. "Handbook on Planning, Monitoring and Evaluating for Development Results". USA: UNDP

Republic Act (RA) No. 9155. "An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for Other Purposes"

Republic Act (RA) No. 10533. "Basic Education Act of 2013"

VIII. Effectivity/Transitory Provision

This guideline shall take effect starting the calendar year 2025.

Title: DepEd-CAR RO M&E Plan for the 2023-2028 REDP

Establishment of Purpose and Scope			Data Collection and Management			
Objective Statement	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected
Goal All Filipino are able to realize their full potential and contribute meaningfully to a cohesive nation through the protection and promotion of their right to education						
Sector Outcome Basic Education Filipino learners have the physical, cognitive, socio-emotional and moral preparations for civil participation and engagement in post secondary opportunities in local, national, and global communities	To be determined	To be determined	To be determined	To be determined	To be determined	To be determined
Intermediate Outcome #1 All school-age children, out-of-the-school youth and adults accessed relevant basic learning opportunities.	NER	NER refers to the ratio of the enrollment for the age group corresponding to the official school age in the elementary/ secondary level to the population of the same age group in a given year. Also known as Participation Rate.	Secondary data-LIS	PPRD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
	GER	GER refers to the total enrollment in a given level of education, regardless of age, as a percentage of the population who according to the national regulations should be enrolled at this level (i.e., age 6-11 for elementary and 12-15 for secondary)	Secondary data-LIS	PPRD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #1.2 All learners will stay in school and finish key stages	Retention Rate (RR)	RR refers to the percentage of enrollees in the elementary/second level in a given school year who continue to be in school the following year	Secondary data-LIS	PPRD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
	Cohort Survival Rate	Refers to the percentage of a cohort of pupils/students who are able to reach grade 6/grade 10	Secondary data-LIS	PPRD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools

Establishment of Purpose and Scope			Data Collection and Management			
Objective Statement	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected
Intermediate Outcome #1.2 All learners will stay in school and finish key stages	Dropout Rate (DR)	DR refers to the percentage of pupils/students who leave school during the year for any reason as well as those who complete the previous grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year	Secondary data-LIS	PPRD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #1.4 All out-of-school children and youth participate in and complete formal or non-formal basic education learning opportunities	ALS Completion Rate	Percentage of Alternative Learning System (ALS) learners who completed either elementary or secondary level in accordance with the requirements	Secondary data-LIS	CLMD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #3.1 Learners attained Stage 1 learning standards of fundamental reading and numeracy skills	% of learners attaining at least minimum level of proficiency in English, Filipino, Mother Tongue, Numeracy	Refers to the number of learners attaining at least the minimum level of proficiency in English, Filipino, Mother Tongue, or Numeracy over the total number of learners.	Secondary data- ELLNA Result	CLMD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #3.2 Learners attained Stage 2 (Grade 6) learning standards of literacy & numeracy skills and apply 21st century skills to various situations	Percentage of learners attaining at least the minimum level of proficiency in Reading and Listening comprehension increased	Refers to the number of learners attaining at least the minimum level of proficiency in Reading and listening comprehensions over the total number of learners.	Secondary data-Phil-IRI	CLMD	Annually (Sept-Pre, March - Post)	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #3.3 Learners attain Stage 3 (Grades 7-10) learning standards of literacy & numeracy skills and apply 21st century skills to various situations	Percentage of G7 and G11 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy standards	Refers to the number of Grade 6 learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards over the total number of Grade 6 learners	Secondary data-NAT	CLMD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #3.4 Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21st century competencies developed in their chosen core, applied, and specialized SHS	Percentage of G7 and G11 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy standards	Refers to the number of Grade 10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy standards over the total number of Grade 10 learners	Secondary data-NAT	CLMD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #3.5 Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers	ALS A&E passing rate/Presentation Portfolio Assessment (PPA)	Refers to the number of Grades 6 and 10 learners attaining at least the minimum level of proficiency in Stage 2 and 3 literacy and numeracy standards over the total number of Grades 7 and 11 learners of the following year.	Secondary Data: RAT	CLMD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #3.5 Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers	ALS A&E passing rate/Presentation Portfolio Assessment (PPA)	Refers to the number of Grade 12 learners attaining at least the minimum level of proficiency in Stage 4 SHS core areas over the total number of Grade 12 learners	Secondary data-NAT	CLMD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools
Intermediate Outcome #3.5 Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers	ALS A&E passing rate/Presentation Portfolio Assessment (PPA)	Refers to the percentage of ALS learners who passed the Accreditation & Equivalency (A&E) test /Presentation Portfolio Assessment (PPA)	Secondary data-A&E Result/ PPA Result	CLMD	Annually	CO, REXECOM, MANCOM, SDO MANCOM, Schools

Title: DepEd-CAR M&E Plan for the 2023-2028 REDP

	Indicators	Data Analysis			Information Dissemination, Reporting and Utilization		
		Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/ frequency
Goal							
Sector Outcome	To be determined	To be determined	To be determined	To be determined	To be determined	To be determined	To be determined
Intermediate Outcome #1	NER	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: PPRD SDO: PRU BEIS Coordinator	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	REXECOM/ MANCOM cum PIR Convergence Kumustahan	Annually
	GER	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: PPRD SDO: PRU BEIS Coordinator	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	REXECOM/ MANCOM cum PIR Convergence Kumustahan	Annually
Intermediate Outcome #1.2	Retention Rate (RR)	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: PPRD SDO: PRU BEIS Coordinator	Annually	CO, REXECOM, MANCOM, Oversight Agencies	REXECOM/ MANCOM cum PIR Convergence Kumustahan	Annually
	Cohort Survival Rate	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: PPRD SDO: PRU BEIS Coordinator	Annually	CO, REXECOM, MANCOM, Oversight Agencies	REXECOM/ MANCOM cum PIR Convergence Kumustahan	Annually

	Indicators	Data Analysis				Information Dissemination, Reporting and Utilization		
		Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency	
	Dropout Rate (DR)	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: PPRD SDO: PRU School; BEIS Coordinator	Annually	CO, REXECOM, MANCOM, Oversight Agencies	REXECOM/ MANCOM cum PIR Convergence Kumustahan	Annually	
Intermediate Outcome #1.4	ALS Completion Rate	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: CLMD CID	Annually	CO, REXECOM, MANCOM, Oversight Agencies	REXECOM/ MANCOM cum PIR Convergence Kumustahan	Annually	
Intermediate Outcome #3.1	% of learners attaining at least minimum level of proficiency in English, Filipino, Mother Tongue, Numeracy	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: CLMD CID	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	ROME/ARMEA cum PIR Stakeholders' Convergence Quarterly Kumustahan	Annually	
Intermediate Outcome #3.2	Percentage of learners attaining at least the minimum level of proficiency in Reading and Listening comprehension	Quantitative: Descriptive, Comparative Analysis (3 years), Correlational Analysis (Reading and Listening comprehension)	RO: CLMD CID	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	ROME/ARMEA cum PIR Stakeholders' Convergence Quarterly Kumustahan	Annually	
Intermediate Outcome #3.3	Percentage of learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards	Quantitative: Descriptive, Comparative Analysis (3 years), Correlational Analysis (Literacy and Numeracy)	RO: CLMD CID	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	ROME/ARMEA cum PIR Stakeholders' Convergence Quarterly Kumustahan	Annually	
Intermediate Outcome #3.4	Percentage of G7 and G11 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy standards	Quantitative: Descriptive, Comparative Analysis (3 years), Correlational Analysis (Literacy and Numeracy)	RO: CLMD CID	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	ROME/ARMEA cum PIR Stakeholders' Convergence Quarterly Kumustahan	Annually	
Intermediate Outcome #3.5	Percentage of G7 and G11 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy standards	Quantitative: Descriptive, Comparative Analysis (3 years), Correlational Analysis (Literacy and Numeracy)	RO: CLMD CID	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	ROME/ARMEA cum PIR Stakeholders' Convergence Quarterly Kumustahan	Annually	
Intermediate Outcome #3.4	Percentage of Grade 12 learners attaining at least the minimum level of proficiency in Stage 4 SHS core areas	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: CLMD CID	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	ROME/ARMEA cum PIR Stakeholders' Convergence Quarterly Kumustahan	Annually	
Intermediate Outcome #3.5	ALS A&E passing rate/Presentation Portfolio Assessment (PPA)	Quantitative: Descriptive, Comparative Analysis (3 years)	RO: CLMD CID	Annually	CO, REXECOM, MANCOM, Division MANCOM, Oversight Agencies	ROME/ARMEA cum PIR Stakeholders' Convergence Quarterly Kumustahan	Annually	

MA: Make the curriculum relevant to produce job-ready, active and responsible citizens

Establishment of Purpose and Scope		Data Collection and Management				
Key Programs and Projects	Indicator/s	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected
IPEd	<p>Outcome: Number of schools that have integrated IPEd concepts in the lessons</p> <p>Output: Number of school leaders capacitated in using IGABAY Resource Books</p>	Indigenized lesson plans are developed and implemented integrating the IKSPs and ILSs	Classroom Observation, Monitoring Checklist	RO and SDO EPSs, IPEd Focal Person	Annually-December	Top Management, Chiefs, School Heads, Teachers
	<p>Outcome: Number of schools implementing NLC</p> <p>Output: Number of trained teachers, LR and other materials distributed</p>	Number of schools that successfully implemented the NLC program/EOSY Program	Accomplishment Report (onsite sampling monitoring report)	CLMD-NLC Focal	Annually-August	Top Management, Chiefs, School Heads, Teachers
Early Language, Literacy and Numeracy (ELLN)	<p>Outcome: Number of schools implementing the enhanced School LAC</p> <p>Output: Number of school heads trained on the science of reading</p>	Decreased percentage of learners under frustration (Phil IRI post test results) by 1%	PHIL-IRI Results	CLMD-ELLN Focal	Semi-Annually (third month of first quarter)	Top Management, CLMD, School Heads, Teachers
	<p>Outcome: Percentage of learners with National Certification from TESDA</p> <p>Output: Number of trained teachers</p>	Learners are certified to have gained specific competencies essential for employment or entrepreneurial activities	Monitoring Tool	CLMD Focal	Annually-End of the school year	Top Management, CLMD, School Heads, Teachers
Career Guidance Program	<p>Outcome: Number of schools with functional career guidance program (CGP)</p> <p>Output: Number of school personnel trained with CGP</p>	Refers to schools that facilitate learners' career choices and responsible decisions through the CGP	Online submission of CGP implementation report	ESSD	Bi-annually	CO, RO, CLMD-Career Guidance Focal

MA: Make the curriculum relevant to produce job-ready, active and responsible citizens

Key Programs and Projects	Data Analysis				Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency	
IPEd	Descriptive	CLMD	Annually-December	SDOs	Memo/Convergence	Annually-December	
NLC and EOSY Activities	Summation, Averaging	CLMD	Annually-August	SDOs	Memo, Mancom, Convergence	Annually-September	
Early Language, Literacy and Numeracy (ELLN)	Descriptive	CLMD	Semi-Annually (last month of last quarter)	SDOs	PIR, Memo	Semi-Annually fourth month of first quarter and last month of last quarter	
Trainers Methodology Training	Descriptive	CLMD	Annually-End of the school year	SDOs	PIR, Memo	Annually-End of the school year	
Career Guidance Program	Descriptive analysis	ESSD-SPSS	Bi-annually	Mancom, Partners	PIR, Kumustahan	Bi-annually	

1TA: Take steps to accelerate delivery of Basic Education facilities and services

Key Programs and Projects	Establishment of Purpose and Scope		Data Collection and Management			
	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected
BEFF NEWCON	Outcome: No. of BEFF Newcon projects compliant with Standard and Specifications	DepEd Minimum Performance standards Specifications (MPSS) & National Building Code	DepEd CO	SDO-EFS & RO EFS	once (recipient schools) monthly (status of project implementation)	RO, CO, SDO
	Output: Number of classrooms constructed					
	Outcome: No. of BEFF Repair projects compliant with Standard and Specifications					
BEFF-REPAIR	Output: No. of classrooms repaired	DepEd Minimum Performance standards Specifications (MPSS) & National Building Code	DepEd CO	SDO-EFS & RO EFS	once (recipient schools) monthly (status of project implementation)	RO, CO, SDO
	Outcome: No. of LMS projects compliant with Standard and Specifications					
	Output: No. of classrooms constructed					
Last Mile School	Outcome: No of BEFF Health Facilities projects compliant with Standard and Specifications	DepEd Minimum Performance standards Specifications (MPSS) & National Building Code	DepEd CO	SDO-EFS & RO EFS	once (recipient schools) monthly (status of project implementation)	RO, CO, SDO
	Output: No. of schools with health facilities					
	Outcome: No of Gabaldon School Building projects compliant with Standard and Specifications					
School Health facilities	Output: No. of Gabaldon school classroom restored/rehabilitated	DepEd Minimum Performance standards Specifications (MPSS) & National Building Code	DepEd CO	SDO-EFS & RO EFS	once (recipient schools) monthly (status of project implementation)	RO, CO, SDO
	Outcome: No. of QRF Projects compliant with Standard and Specifications					
	Output: No. of classrooms constructed and repaired					
Gabaldon School Building Restoration/Rehabilitation	Output: No. of classrooms constructed and repaired	DepEd Minimum Performance standards Specifications (MPSS) & National Building Code	DepEd CO	SDO-EFS & RO EFS	once (recipient schools) monthly (status of project implementation)	RO, CO, SDO
	Outcome: No. of QRF Projects compliant with Standard and Specifications					
	Output: No. of classrooms constructed and repaired					
QRF Classrooms	Output: No. of classrooms constructed and repaired	DepEd Minimum Performance standards Specifications (MPSS) & National Building Code	DepEd CO	SDO-EFS & RO EFS	once (recipient schools) monthly (status of project implementation)	RO, CO, SDO
	Outcome: No. of QRF Projects compliant with Standard and Specifications					
	Output: No. of classrooms constructed and repaired					

Key Programs and Projects	Establishment of Purpose and Scope		Data Collection and Management			
	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected
Legal Services & Technical Assistance Program	Outcome: No. of established legal documents for school ownership or possession.	Available documents showing possession or ownership of school sites	Updating the LSIS, SDO Reports	SDO and RO Legal Unit	Semi-annual	RO, SDO, Schools
	Output: No. of school sites documented, surveyed or titled.					
Establishment of Library Hubs (Repair/Newcon)	Outcome: No. of Library Hubs established compliant with the standards	Refer to repair/newcon compliant with DepEd Minimum Performance standards Specifications (MPSS) & National Building Code	DepEd CO	SDO-EFS & RO EFS	once (recipient schools) monthly (status of project implementation)	RO, CO, SDO
	Output: No. of Library Hub projects repair/newcon					
DepEd Computerization Program	Outcome: Number of schools with functional DCP Equipment	DCP equipment must be in good working condition and the in-charge must have preventive maintenance plan.	Monitoring through the DCP Monitoring Information System	School Heads, Division ITOs, RO ICTU	Quarterly and as needed (during DCP deliveries)	ManCom, DEXECOM, ROMEA, DMEA, RO ICT Unit, CO-ICTS
	Output: Number of schools that received DCP equipment					
HRLIFE (DepEd CAR HRMS), docuTRACE (DepEd CAR Document Tracking System), DCP Monitoring System, LSIS, SupplyHUB, eREMIT	Outcome: Rate of user acceptability of the deployed information systems	Rate:		Division ITOs, Division HRMOs, RO ICTU, RO HRDD, RO HRMO	Annually and as needed	ManCom, DEXECOM, ROMEA, DMEA, RO ICT Unit, RO HRDD, RO Personnel
	Output: Number of ICT solutions developed, utilized, maintained, and enhanced					

1TA: TAKE steps to accelerate delivery of Basic Education facilities and services

Key Programs and Projects	Data Analysis			Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency
BEFF NEWCON	Descriptive, Percentage	EFS	Quarterly	CO, RO, SDO, Stakeholders	Rexecom, Meeting, TA, Reports	monthly, as needed
BEFF-REPAIR	Descriptive, Percentage	EFS	Quarterly	CO, RO, SDO, Stakeholders	Rexecom, Meeting, TA, Reports	monthly, as needed
LMS	Descriptive, Percentage	EFS	Quarterly	CO, RO, SDO, Stakeholders	Rexecom, Meeting, TA, Reports	monthly, as needed
School Health facilities	Descriptive, Percentage	EFS	Quarterly	CO, RO, SDO, Stakeholders	Rexecom, Meeting, TA, Reports	monthly, as needed
Gabalidon School Building Restoration/ Rehabilitation	Descriptive, Percentage	EFS	Quarterly	CO, RO, SDO, Stakeholders	Rexecom, Meeting, TA, Reports	monthly, as needed
QRF Classrooms	Descriptive, Percentage	EFS	Quarterly	CO, RO, SDO, Stakeholders	Rexecom, Meeting, TA, Reports	monthly, as needed

Key Programs and Projects	Data Analysis				Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be	Reporting schedule/frequency	
Legal Services & Technical Assistance Program	Quantitative and Qualitative	Legal Unit	Annually	RO, SDOs	Interface, Rexecom, Memo	Semi-annual	
Establishment of Library Hubs (Repair/Newcon)	Descriptive, Percentage	EFS	Quarterly	CO, RO, SDO, Stakeholders	Rexecom, Meeting, TA, Reports	monthly, as needed	
DepEd Computerization Program	Quantitative	SDO and RO ITOs	Annually	RO and SDO Management, DO and RO ITOs, CO-ICTS, Stakeholders	PIR, Use of Information System (DCPMS)	Annually	
HRLIFE (DepEd CAR HRMS), docuTRACE (DepEd CAR Document Tracking System), DCP Monitoring System, LSIS, SupplyHUB, eREMIT	Quantitative and Qualitative	SDO and RO HRDD, SDO and RO ITOs	Annually	RO and SDO Management, DO and RO ITOs, RO HRDD, RO Personnel Section, SDO HRD, SDO HRMO	PIR, Use of Online Messaging Systems	Annually	

2 TA: Take good care of learners by promoting learner well-being, inclusive education and positive learning environment

Key Programs and Projects	Establishment of Purpose and Scope		Data Collection and Management				User(s) and use(s) of data collected
	Indicators	Description of Indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection		
Accreditation and Equivalency (A and E) Programs for ALS	Outcome: Number of ALS passers in the A&EPPA	ALS learners who scored 53 points or more in the PPA	ALS MIS	CLMD, ALS Focal Person	Annually-End of the school year	CO, RO	
	Output: Number of enrolled ALS learners						
SNED Program	Outcome: No. of learners streamlined in the basic education school system	Learners enrolled in the SNED Program out of the number of mapped learners	LIS/Memo from CO	SNED Focal	Annually-December	CO, RO, SDO	
	Output: Number of schools implemented SNED						
School-Based Feeding Program (SBFP) OKD	Outcome 1: No. of learner beneficiaries with improved nutritional status	Decreased number of wasted and severely wasted learner beneficiaries after program implementation	SBFP Form 1 and 2	Health and Nutrition Section, SDO	Before and after program implementation	RO, CO, Regional Line Agencies (DOH, NNC, DSWD)	
	Outcome 2: No. of recipients with improved participation in school						
	Output: Number of learner-recipients of SBFP						
Water, Sanitation and Hygiene (WASH) in Schools (WinS)	Outcome: No. schools with improved star-level	Schools improvement on all indicators using the Three Star Approach	WinS Enhanced Online Monitoring System	Health and Nutrition Section, Schools	November-February (EOMS uploading)	SCHOOLS, SDO, RO, CO, partners/ oversight agencies like DOH, CHO, PHO; LGUs, other stakeholders	
	Output: No. of schools implementing the WinS program						
Alternative Delivery Mode (ADM)	Outcome: Number of schools that successfully implemented the ADM Program	Number of learners who passed after the ADM Program	Monitoring Checklist	CLMD-ADM Focal	Annually-December	Top management, CLMD, SDO	
	Output: No. of schools implementing ADM						

Key Programs and Projects		Establishment of Purpose and Scope			Data Collection and Management			
		Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected	
Oplan Kalusugan sa DepEd-National Drug Education Program (NDEP)/Tobacco Control Program	Outcome: Decreased No. of Learners involved in substance use/abuse	Presence of Localized policies in schools; Systematic training for effective parenting; advocacy programs on BKD and Tobacco Control; capacity building on universal Preventive curricula; life-skills training; Rec Cross activities presence of signages and development of advocacy Materials.	NDEP Reports	Health and Nutrition Section	Quarterly	RO, CO, Regional Line Agencies (DOH,) Stakeholders, Partners, Regional Tobacco Control Network-CAR		
	Output: No. of schools facilitating the implementation of the NDEP/Tobacco Control Program							
Oplan Kalusugan sa DepEd-Adolescent Reproductive Health (ARH)	Outcome: Decreased no. of cases of teenage pregnancy among learners	Availability and accessibility of Quality education (academic and CSE) keeping or re-enrollment of mothers in schools, intensifying activities on ARH activities and Counselling	ARH reports of SDOs	Health and Nutrition Section	Quarterly	RO, CO, Regional Line Agencies (DOH,) Stakeholders, Partners,		
	Output: No. of schools implementing the ARH program							
Oplan Kalusugan sa DepEd- Mental Health	Outcome: Decreased No. of Learners with Mental health issues	Learners with mental health issues refer to learners experiencing depression, anxiety, behavioral disorders, and other illnesses/disabilities that may affect the mental ability of the learners.	SMH Reports of SDOs	Health and Nutrition Section	Quarterly	RO, CO, Regional Line Agencies (DOH,) Stakeholders, Partners,		
	Output: No. of school personnel trained on Mental Health							
Oplan Kalusugan sa DepEd-Medical/ Dental/Nursing services	Outcome: Decreased no. of learners absenteeism due to health issues	Learners' absenteeism due to health issues refers to the learners not attending classes due to sickness/illness (simple to complication)	Attendance sheet, Excuse letter, Medical/Dental/Nursing Accomplishment Reports (SHD forms)	Health and Nutrition Section	Quarterly	RO, CO, Regional Line Agencies (DOH,) Stakeholders, Partners,		
	Output: Number of learners availed of health services in school							
DepEd-CAR CHILD Rights (DepEd-CAR Committed and Holistic Integration of Learner's Development Rights)	Outcome: No. of schools with established and functional CAR & CICL database	Data on learners who underwent health Services School-based Immunization, deworming, weekly iron Folic acid supplementation, visual & Auditory Assessment, Auditory Screening, and other services needed by the learners. Schools utilizing and updating the database for research, planning or decision making.	SDO reports on SBIP, Deworming, WIFA, Auditory and Visual assessment/screening	Health and Nutrition Section	Quarterly	RO, CO, Regional Line Agencies (DOH,) Stakeholders, Partners,		
	Output: No. of Schools updating the database							
			SDO Reports, RJJWC Reports, LSIIS reports	Legal Unit, ESSD	Annually	RO, SDO, School		

Key Programs and Projects	Establishment of Purpose and Scope		Data Collection and Management			
	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected
DRRM	Outcome: No. of SDOs/Schools effectively practice safety in school	School practices a culture of safety thereby reducing or preventing injury, death or violence in schools due to natural or human-induced hazards	Quarterly reports, ebeis (CSS), situation reports	SPP-DRRM	Quarterly	CO, RO, SDO
	Output: No. of LR/advocacy materials developed for learners					
Expansion of SNED Program	Outcome: Number of Schools that successfully implemented the program	School leaders have the necessary competencies to implement the SNED	M&E Report/Accomplishment Report	CLMD-SNED Focal	Annually-December	Top Management, CLMD, SDO
	Output: Number of school leaders and teachers oriented					
Expansion of MEP	Outcome: Number of schools that successfully implemented the MEP	School leaders have the necessary competencies to implement the MEP	M&E Report/Accomplishment	CLMD-MEP Focal	Annually-December	Top management, CLMD
	Output: Number of school leaders and teachers oriented					

2 TA: Take good care of learners by promoting learner well-being, inclusive education and positive learning environment

Key Programs and Projects	Data Analysis			Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/ used	Reporting schedule/ frequency
Accreditation and Equivalency (A and E) Programs for ALS	Quantitative (Frequency)	CLMD, ALS Focal Person	Annually-End of the school year	Top Management, Internal Stakeholders	Meetings, Consultative Conference	Annually-December
SNED Program	Quantitative (Frequency)	SNED Focal	Annually-December	Top Management	Meetings (PIR, Kumustahan)	Annually-December
School-Based Feeding Program (SBFP) OKD	Descriptive & Comparative analysis	Health and Nutrition Section	Annually	CO, RO, SDO, Regional Line Agencies (DOH, NNC, DSWD)	PIR, Mancom, Management Review	As scheduled
	Descriptive analysis	Health and Nutrition Section	Annually	CO, RO, SDO, Regional Line Agencies (DOH, NNC, DSWD)	PIR, Mancom, Management Review	As scheduled
Water, Sanitation and Hygiene (WASH) in Schools (WinS)	Quantitative analysis: Descriptive/percentage	Health and Nutrition Section	after Closing of E-OMS uploading	CO,RO, SDO, School,Regional line agencies (DOH)	PIR, Mancom, Management Review, TA	As scheduled
Alternative Delivery Mode (ADM)	Quantitative: Descriptive (Frequency Count)	CLMD	Annually-December	Top Management	Meetings (PIR, Kimustahan, Convergence)	Annually-December

Key Programs and Projects	Data Analysis			Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/ used	Reporting schedule/ frequency
Oplan Kalusugan sa DepEd-National Drug Education Program (NDEP)/Tobacco Control Program	Quantitative analysis: Descriptive/percentage	Health Nutrition Unit;Partners	Quarterly	CO,RO, SDO, School,Regional line agencies (DOH)	PIR, Mancom, Management Review, TA	As scheduled
Oplan Kalusugan sa DepEd-Adolescent Reproductive Health (ARH)	Quantitative analysis: Descriptive/percentage	Health and nutrition Unit	Quarterly	CO,RO, SDO, School,Regional line agencies (DOH)	PIR, Mancom, Management Review, TA	As scheduled
Oplan Kaulugan sa DepEd- Mental Health	Quantitative analysis: Descriptive/percentage	Health and nutrition Unit	Quarterly	CO,RO, SDO, School,Regional line agencies (DOH)	PIR, Mancom, Management Review, TA	As scheduled
Oplan Kalusugan sa DepEd-Medical/ Dental/Nursing services	Quantitative analysis: Descriptive/percentage	Health and nutrition Unit	Quarterly	CO,RO, SDO, School,Regional line agencies (DOH)	PIR, Mancom, Management Review, TA	As scheduled
Oplan Kalusugan sa DepEd-Medical/ Dental/Nursing services	Quantitative analysis: Descriptive/percentage	Health and nutrition Unit	Quarterly	CO,RO, SDO, School,Regional line agencies (DOH)	PIR, Mancom, Management Review, TA	As scheduled
DepEd-CAR CHILd Rights: DepEd-CAR Committed and Holistic Integration of Learner's Development Rights.	Qualitative & quantitative	Legal Unit	Annually	RO, Rexecom, SDO, RJJWC	Memo, meetings, interface	Annually

Key Programs and Projects	Data Analysis			Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/ used	Reporting schedule/ frequency
DRRM	descriptive, quantitative	SPP (DRRM) SDO-DRRMCoord	Quarterly	CO, RO, SDO	Reports, Meetings	Quarterly
Expansion of SNED Program	Quantitative (Frequency)	CLMD	Annually-December	Top Management, CLMD	Meetings (PIR, Kumustahan)	Annually-December
Expansion of MEP	Quantitative: Descriptive (Frequency Count)	CLMD	Annually-December	Top Management	Meetings (PIR, Kumustahan, Convergence)	Annually-December

G: Give support for teachers to teach better

Key Programs and Projects	Establishment of Purpose and Scope		Data Collection and Management			
	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/ Frequency of data collection	User(s) and use(s) of data collected
Induction Programs: Induction Program for Beginning Teachers (IPBT)	<p>Outcome: No. of teachers who effectively conducted their Work Application Plan (WAP)</p>	Beginning teachers effectively demonstrate knowledge and understanding of the DepEd, meet expectations as articulated in the Philippine Professional Standards for Teacher, be immersed in the processes and systems of the public schools and enhance their teaching experience	SDO submission of list of newly appointed teachers as verified by the Personnel Unit and HRDS (Form A)	RO Focal Person SDO Division Coordinator School Heads Mentors	Start (End of Year 1) End (End of Year 2)	Central Office RO Human Resource Development Division Schools Division Offices Schools Data collected will be a basis for Learning and Development Interventions (Coaching & Mentoring, Formal Training, Job Embedded Learning, etc.)
	<p>Output: Number of Beginning Teachers inducted/capacitated</p>		SDO submission of consolidated Monitoring and Evaluation Form for Division Coordinators (Form D)			
NEAP Core Programs and RO/SDO Initiated Programs	<p>Outcome: No. of school leaders and teachers who effectively conducted their Work Application Plan (WAP)</p>	Teachers and School Leaders who attended PD Programs are required to develop Work Application Plan that will apply the Kirkpatrick Level 1 to 4 Evaluation. Level 1 is the degree to which participants find the training favorable, engaging, and relevant to their jobs. Level 2 is the degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation on the training. Level 3 is the degree to which participants apply what they learned during training when they are back on the job. Level 4 is the degree to which targeted outcomes as a result of the training and support and accountability package	Level 1: End of the Day evaluation and result Level 2: Pre and post assessment and result Level 3: Work Application Plan plan and result Level 4: Impact Monitoring and Evaluation Tool for WAP Implementation	RO HRDD / SDO HRDS /Program Focal RO QAD / SDO SMME for Evaluation Immediate Supervisors serving as WAP Monitors	Level 1: End-of-the day Level 2: End of the training program Level 3: 1 month or more Level 4: 1 year or more	Central Office - NEAP RO HRDD SDO HRDS School Heads
	<p>Output: No. of NEAP Core Programs and RO / SDO Professional Learning and Development Programs developed for teachers and school leaders</p>	NEAP Core Programs RO and SDO L and D Programs are programmatic and competency-based formal professional development programs and interventions aimed at building and enhancing teachers and school leaders' professional knowledge, skills, and attitudes thereby sustaining quality teaching and promoting career progression.	Training Needs Assessment IPDP HRD Plan CO/RO/SDO L&D Program Monitoring and Evaluation Plan	Program Owner: CLMD /CID RO HRDD SDO HRDS School HEADS RO-QAD / SDO- SMME / School ME	At the start and end of the Performance Cycle	Central Office Program Management Team RO HRDD SDO HRDS School Heads For the Inception and M&E Plan

Establishment of Purpose and Scope		Data Collection and Management				
Key Programs and Projects	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/ Frequency of data collection	User(s) and use(s) of data collected
Leading with HOPE	<p>Outcome 1: No. of Non-Teaching personnel applied their PD learning through the Work Application Plan</p> <p>Outcome 2: No. of Non-Teaching personnel who received at least 3.5 rating Level of Effectiveness of attended PDs in the following areas: -Knowledge Enhancement -Behavioral Change -Application of the Learned -Skills/ Knowledge on the Job Confidence</p> <p>Output: No. of Non-Teaching personnel participated the PD Program</p>	<p>Non teaching personnel who attended PD Programs are required to develop Work Application Plan that will apply the knowledge, skills and attitude learned</p> <p>Level of effectiveness in terms of the following areas: -Knowledge Enhancement -Behavioral Change -Application of the Learned -Skills/ Knowledge on the Job -Confidence after scheduled Level 4 evaluation</p>	<p>Professional Development Program Design & Learning Resource Material from Program Owner</p> <p>PD Program Design & LR Materials Quality Standards Checklists</p> <p>PD Program Delivery Standards</p> <p>PD Program & Level 3 Evaluation Report Template</p> <p>Monitoring and Evaluation Visit Checklist</p> <p>Summary of Daily Briefing, End of Day and End of Program Evaluation</p>	<p>RO HRDD</p> <p>SDO HRDS</p> <p>Immediate Supervisors serving as WAP Monitors</p>	<p>Day 3 (Last day of every PD) the crafting in the PD Program</p> <p>PD Design dependent, usually and atleast after 1 year/ completion of WAP by NT personnel</p>	<p>Central Office - NEAP</p> <p>RO HRDD</p> <p>SDO HRDS</p> <p>School Heads (for NTs in the schools)</p>
Leading with HOPE	<p>Outcome: No. of Non-Teaching personnel participated the PD Program</p>	<p>Level of effectiveness in terms of the following areas: -Knowledge Enhancement -Behavioral Change -Application of the Learned -Skills/ Knowledge on the Job -Confidence after scheduled Level 4 evaluation</p>	<p>Level 4 Survey</p> <p>Training Effectiveness Evaluation</p>	<p>RO HRDD</p> <p>SDO HRDS</p> <p>Immediate Supervisors serving as Effectiveness Raters</p>	<p>PD Design dependent, usually and atleast after 1 year/ completion of WAP by NT personnel</p>	<p>Central Office - NEAP</p> <p>RO HRDD</p> <p>SDO HRDS</p> <p>School Heads (for NTs in the schools)</p>
Scholarship (Project SPARK)	<p>Outcome: No. of scholars who effectively conducted their REAP</p> <p>Output: No. of Scholars endorsed in the different learning service providers</p>	<p>Refers to the scholars who implemented their REAP in compliance with the standards set by the service providers</p>	<p>Scholars submitted approved REAP Completion Report</p>	<p>RO HRDD</p>	<p>After the last day of scholarship program attended</p>	<p>Central Office- NEAP</p> <p>PDC</p> <p>HRDS</p> <p>SDO</p>
Project DepEd-CAR CHILD Rights Rights)	<p>Outcome: Increased awareness and capacity of personnel on the RBEF.</p> <p>Output: No. of school leaders capacitated</p>	<p>Trained and capacitated personnel</p>	<p>Inventory list, IPDPs, SDO Reports, RO Reports</p>	<p>HRDD, Legal Unit</p>	<p>Annually</p>	<p>RO, SDO, School</p>

Establishment of Purpose and Scope		Data Collection and Management				
Key Programs and Projects	Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/ Frequency of data collection	User(s) and use(s) of data collected
PhilHealth Konsulta	Outcome: Improved access to health services of Teachers	Conduct advocacy and information dissemination to 8 SDOs for teachers' enrollment on PhilHealth konsulta Package.	Secondary data to be collected from SDOs	HNS	Quarterly	CO, RO, SDO, DOH, Philhealth
	Output: Percentage of teachers provided with medical examination					
OKD-HLI: Health Services- in Pilot SDO	Outcome: Improved health and well-being of teachers/DepEd personnel	Improved health and well-being refers to optimal health condition of the teachers/DepEd personnel	Secondary data: Medical records, laboratory results	HNS	Annually	RO, SDOs, DOH
	Output: No. of teachers and other DepEd personnel provided with health services at the SDOs and schools					
Legal Services & Technical Assistance Program	Outcome: No. of teachers utilized the online facility	Established online facility through the Helpdesk	DepEd-CAR Helpdesk reports	Legal Unit, ICTU	Annually	RO, SDO, School
	Output: No. of teachers assisted/provided services					

G: Give support for teachers to teach better

Key Programs and Projects	Data Analysis			Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency
Induction Programs: Induction Program for Beginning Teachers (IPBT)	Frequency Count of Completers and WAP Implementation	Central Office RO HRDD SDO HRDS School Heads	Annual (School Year)	Central Office RO SDO Schools	PIR, REXECOM, INSET, Meetings	Annual
	Descriptive Survey for Identified Gaps/Issues and Strengths Qualitative Analysis of the Yearly Progress and Process Implementation (Y1, Y2, Y3)					
NEAP Core Programs and RO/SDO Initiated Programs	Frequency Count of Completers and WAP Implemented	Central Office RO HRDD SDO HRDS School Heads	Annual At the end of WAP Implementation	Central Office RO SDO Schools	Management Meetings	Annual
	Quantitative and Qualitative Analysis					
	Descriptive Survey Quantitative Analysis	Central Office RO HRDD SDO HRDS School Heads	Annual Real time (Monitoring Information System)	Central Office RO SDO Schools	Central Office Memo Regional Memo SDO Memo School Memo Meetings INSET	Annual Real time (Monitoring Information System)

Key Programs and Projects	Data Analysis				Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency	
Leading with HOPE	Frequency Count of Completers and WAP Implemented Quantitative and Qualitative Analysis	Central Office RO HRDD SDO HRDS School Heads	Annual At the end of WAP Implementation	Central Office RO SDO Schools	Management Meetings	Annual	
Leading with HOPE	Frequency Count of and identification of Areas Improved per: in the following areas: -Knowledge Enhancement -Behavioral Change -Application of the Learned -Skills/ Knowledge on the Job Confidence Quantitative and Qualitative Analysis	Central Office RO HRDD SDO HRDS School Heads	Annual At the end of WAP Implementation and Effectiveness Survey submission	Central Office RO SDO Schools	Management Meetings	Annual	
Scholarship (Project SPARK)	Frequency count of scholarship completers with REAP Implemented	HRDD	Annually	Central Office RO SDO	Central Office Memo Regional Memo SDO Memo	Annually	
Project DepEd-CAR CHILD Rights Rights)	Qualitative & quantitative	c/o HRDD, Legal Unit (for support only)	Annually	RO, SDO, Schools	Memo, meetings, interface	Annually	

Key Programs and Projects	Data Analysis				Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency	
PhilHealth Konsulta	Qualitative analysis	HNS	Quarterly	CO, RO, SDO, DOH, Philhealth	PIR, Mancom; Management Review	As scheduled	
OKD-HLI: Health Services- in Pilot SDO	Descriptive and Comparative Analysis	HNS	Annually	CO, RO, SDO, DOH, Philhealth	PIR, Mancom; Management Review	Annually	
Legal Services & Technical Assistance Program	Qualitative & quantitative	Legal Unit, ICTU	Annually	RO, SDO, Schools	Memo, meetings, interface	Annually	

Support to MATATAG

Key Programs and Projects	Establishment of Purpose and Scope		Data Collection and Management			
	Outcome Indicator/s	Description of Indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/ Frequency of data collection	User(s) and use(s) of data collected
Research (BERF)	Number of research used in improving the programs	Research results are used in determining what programs should be enhanced, stopped and/or continued	Research/Survey	SDO	Annually	CO MANCOM REXECOM School
	Number of research used in policy recommendations	Research results used in crafting RO guidelines or in crafting policy	Primary data from program owner	PPRD	Annually	CO MANCOM REXECOM
Administrative Case Management	Strengthened internal systems for the provision of prompt, judicious, and efficient resolution of cases through the Legal Services Information System (LSIS) monitoring	LSIS utilization, updates, monitoring, generation of reports	LSIS Reports	SDO and RO Legal Unit	Monthly	SDO, RO, M&E

Support to MATATAG

Key Programs and Projects	Data Analysis			Information Dissemination, Reporting and Utilization		
	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency
Research (BERF)	Quantitative Analysis:	SDO	Quarterly	CO REXECOM MANCOM	PIR Research Conference Journals	Annually
	Descriptive Statistics	PPRD	Policy Evaluation Cycles	CO REXECOM MANCOM	Data Dashboards Policy Briefs REXECOM MANCOM	Annually
Administrative Case Management	Qualitative & quantitative	Legal Unit	Quarterly	SDO, RO Legal Unit	Memo, meetings, interface	Semi-Annual

Annex 2

QUARTERLY PROGRESS MONITORING AND EVALUATION TOOL

(Program Implementation Review per Functional Division)

Calendar Year

PAPs	Indicator (Output, Outcome)	Target						Accomplishment						Timeliness								
		Physical (Quantity)				Financial	Physical (Quantity)				Financial											
		Q1	Q2	Q3	Q4		TOTAL	Q1	Q2	Q3		Q4	TOTAL									

1. What Outputs for the Quarter were Accomplished as Planned (Quantity, Quality, Timeliness)? What was not Accomplished?

Accomplished PPAs	Unaccomplished PPAs

2. What are the Facilitating Factors contributing to achieving your quarter objectives?

PPAs	Facilitating factors

3. For low accomplishment and non-accomplishment of PAPs, What are the Gaps? Bottlenecks?

PPAs	Gaps/Bottlenecks

4. What are the Operational Concerns that should be addressed?

(Competencies of Implementers, Adequacy of Resources, Policy Gaps, Planning, Monitoring and Evaluation, Controlling, etc). Provide suggestions for each concern.

OPERATIONAL CONCERNS THAT NEED TO BE ADDRESSED	SUGGESTION /S/ RECOMMENDATIONS
<i>Ex: Operational concern on M&E: Need thorough and objective data analysis to extract meaningful insights and identify trends, patterns, and areas for improvement</i>	<i>Conduct coaching/ mentoring among personnel to address the need</i>

Prepared by:

CES/CAO

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CES, QAD

Annex 3

PIR RESULT MONITORING AND EVALUATION TOOL

(Program Implementation Review for QAD)

Calendar Year

I. Accomplishment vs Target (Physical - Quantity, Quality; Financial; Timeliness)

1. Physical (Quantity, Quality); Financial; Timeliness

PAPs	TARGET			Accomplishment			VARIANCE	REMARK
	Physical	Financial	Timeliness	Physical	Financial	Timeliness		

SYNTHESIS: (explain the implication of the accomplished output to the desired outcome, did the desired outcome attained or not?)

II. Gaps, Bottlenecks in attaining the desired outcome/s

Functional Division/Units	PAPs	Desired Outcome	Gaps/Bottlenecks

III. Facilitating Factors in attaining the desired outcome

Functional Division/Units	Facilitating Factors

IV. Emerging Practices

Functional Division/Units	PAP	Emerging Practices

V. Lesson Learned

VI. Recommendations for policy review or provision of technical assistance

Prepared by:

QAD Focal

Reviewed:

CES QAD

Annex 4

QUARTERLY PROGRESS MONITORING AND EVALUATION TOOL

(RO Program Implementation Review)

Calendar Year _____

A. MA Projects, Programs, Activities	Target					Accomplishment					Timeliness
	Physical (Quantity)				Financial	Physical (Quantity)				Financial	
	Q1	Q2	Q3	Q4	TOTAL	Q1	Q2	Q3	Q4	TOTAL	
IPED	Outcome: Number of schools that have integrated IPED concepts in the lessons Output: Number of school leaders capacitated in using IGABAY Resource Books										
	Outcome: Number of schools implementing NLC Output1: Number of trained teachers Output2: Number of LR and other materials distributed										
NLC and EOSY Activities	Outcome: Number of schools implementing the enhanced School LAC Output: Number of school heads trained on the science of reading										
	Outcome: Percentage of learners with National Certification from TESDA Output: Number of trained teachers										
Early Language, Literacy & Numeracy (ELLN)	Outcome: Percentage of schools implementing career guidance program (CGP) Output: Number of school personnel trained with CGP										
Trainers Methodology Training											
Career Guidance Program											

1. What Outputs for the Quarter were Accomplished as Planned (Quantity, Quality, Timeliness)? What was not Accomplished?

Accomplished PPAs	Unaccomplished PPAs

2. What are the Facilitating Factors contributing to achieving your quarter objectives?

PPAs	Facilitating factors

3. For low accomplishment and non-accomplishment of PAs, What are the Gaps? Bottlenecks?

PPAs	Gaps/Bottlenecks

4. What are the Operational Concerns that should be addressed?

(Competencies of Implementers, Adequacy of Resources, Policy Gaps, Planning, Monitoring and Evaluation, Controlling, etc). Provide suggestions for each concern.

OPERATIONAL CONCERNS THAT NEED TO BE ADDRESSED	SUGGESTION /S/RECOMMENDATIONS
<i>Ex: Operational concern on M&E: Need thorough and objective data analysis to extract meaningful insights and identify trends, patterns, and areas for improvement</i>	<i>Conduct coaching/ mentoring among personnel to address the need</i>

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QUARTERLY PROGRESS MONITORING AND EVALUATION TOOL

(RO Program Implementation Review)

Calendar Year _____

B. 1-TA Projects, Programs, Activities	Target					Accomplishment					Timeliness
	Physical (Quantity)				Financial	Physical (Quantity)				Financial	
	Q1	Q2	Q3	Q4		TOTAL	Q1	Q2	Q3		
BEFF NewCon	Outcome: No. of BEFF Newcon projects compliant with Standard and Specifications										
	Output: Number of classrooms constructed										
BEFF Repair	Outcome: No. of BEFF Repair projects compliant with Standard and Specifications										
	Output: No. of classrooms repaired										
Last Mile School (LMS)	Outcome: No. of LMS projects compliant with Standard and Specifications										
	Output: No. of classrooms constructed compliant with Standards and Specifications										
School Health Facilities	Outcome: No of BEFF Health Facilities projects compliant with Standard and Specifications										
	Output: No. of schools with health facilities										
Gabaldon School Building Restoration/Rehabilitation	Outcome: No of Gabaldon School Building projects compliant with Standard and Specifications										
	Output: No. of Gabaldon school classroom restored/rehabilitated										
QRF Classroom	Outcome: No. of QRF Projects compliant with Standard and Specifications										
	Output: No. of classrooms constructed and repaired										

B. 1-TA Projects, Programs, Activities	Target					Accomplishment					Timeliness
	Physical (Quantity)					Financial					
	Q1	Q2	Q3	Q4	TOTAL	Q1	Q2	Q3	Q4	TOTAL	
Legal Services & Technical Assistance Prog	Outcome: No. of established legal documents for school ownership or possession.										
	Output1: No. of school sites surveyed										
	Output2: No. of school sites titled.										
Establishment of Library Hubs (Newcon/Repair)	Outcome: No. of Library Hubs established compliant with the standards										
	Output: No. of Library Hub projects repair/newcon										
	Outcome: Number of schools with functional DCP Equipment										
DepEd Computerization Program	Output: Number of schools that received DCP equipment										
	Outcome: Rate of user acceptability of the deployed information systems										
	Output1: Number of ICT solutions developed										
HRLIFE (DepEd CAR HRMS), docuTRACE, DCP Monitoring System, LSIS, SupplyHUB, eREMIT	Output2: Number of ICT solutions utilized										
	Output3: Number of ICT solutions maintained										
	Output4: Number of ICT solutions enhanced										

1. What Outputs for the Quarter were Accomplished as Planned (Quantity, Quality, Timeliness)? What was not Accomplished?

Accomplished PPAs	Unaccomplished PPAs

2. What are the Facilitating Factors contributing to achieving your quarter objectives?

PPAs	Facilitating factors

3. For low accomplishment and non-accomplishment of PAPs, What are the Gaps? Bottlenecks?

PPAs	Gaps/Bottlenecks

4. What are the Operational Concerns that should be addressed?

(Competencies of Implementers, Adequacy of Resources, Policy Gaps, Planning, Monitoring and Evaluation, Controlling, etc). Provide suggestions for each concern.

OPERATIONAL CONCERNS THAT NEED TO BE ADDRESSED	SUGGESTION/S/RECOMMENDATIONS
<i>Ex: Operational concern on M&E: Need thorough and objective data analysis to extract meaningful insights and identify trends, patterns, and areas for improvement</i>	<i>Conduct coaching/mentoring among personnel to address the need</i>

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QUARTERLY PROGRESS MONITORING AND EVALUATION TOOL

(RO Program Implementation Review)

Calendar Year _____

C. 2-TA Projects, Programs, Activities	Target				Accomplishment				Timeliness	
	Physical (Quantity)				Physical (Quantity)					
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		TOTAL
Accreditation and Equivalency (A&E) Programs for ALS	Outcome: Number of ALS passers in the A&E/PPA									
	Output: Number of enrolled ALS learners									
SNED Program	Outcome: No. of learners streamlined in the basic education school system									
	Output: Number of schools implemented SNED									
School-based Feeding Program (SBFP) OKD	Outcome 1: No. of learner beneficiaries with improved nutritional status									
	Outcome 2: No. of recipients with improved participation in school									
Water, Sanitation and Hygiene (WASH) in Schools (WinS)	Output: Number of learner-recipients of SBFP									
	Outcome: No. schools with improved star-level									
Alternative Delivery Mode (ADM)	Output: No. of schools implementing the WinS program									
	Outcome: Number of schools that successfully implemented the ADM Program									
Oplan Kalusugan sa DepEd-National Drug Education Prog (NDEP)/Tobacco Control Prog	Output: No. of schools implementing ADM									
	Outcome: Decreased No. of Learners involved in substance use/abuse									
Output: No. of schools facilitating the implementation of the NDEP/Tobacco Control Program										

C. 2-TA Projects, Programs, Activities	Target					Accomplishment					Timeliness
	Physical (Quantity)				Financial	Physical (Quantity)				Financial	
	Q1	Q2	Q3	Q4	TOTAL	Q1	Q2	Q3	Q4	TOTAL	
Oplan Kalusugan sa DepEd-Adolescent Reproductive Health	Outcome: Decreased no. of cases of teenage pregnancy among learners										
	Output: No. of schools implementing the ARH program										
Oplan Kalusugan sa DepEd-Mental Health	Outcome: Decreased No. of Learners with Mental health issues										
	Output: No. of school personnel trained on Mental Health										
Oplan Kalusugan sa DepEd-Medical/Dental/Nursing Services	Outcome: Decreased no. of learners absenteeism due to health issues										
	Output: Number of learners availed of health services in school										
DepEd CAR CHILD Rights (DepEd CAR Committed and Holistic Integration of Learner's Development Rights)	Outcome: No. of schools with established and functional CAR & C/CL database										
	Output: No. of Schools updating the database										
DRRM	Outcome: No. of SDOs/Schools effectively practice safety in school										
	Output: No. of LR/advocacy materials developed for learners										
Expansion of SNED Program	Outcome: Number of Schools that successfully implemented the program										
	Output: Number of school leaders and teachers oriented										
Expansion of MEP	Outcome: Number of schools that successfully implemented the MEP										
	Output: Number of school leaders and teachers oriented										

1. What Outputs for the Quarter were Accomplished as Planned (Quantity, Quality, Timeliness)? What was not Accomplished?

Accomplished PPAs	Unaccomplished PPAs

2. What are the Facilitating Factors contributing to achieving your quarter objectives?

PPAs	Facilitating factors

3. For low accomplishment and non-accomplishment of PAs, What are the Gaps? Bottlenecks?

PPAs	Gaps/Bottlenecks

4. What are the Operational Concerns that should be addressed?

(Competencies of Implementers, Adequacy of Resources, Policy Gaps, Planning, Monitoring and Evaluation, Controlling, etc). Provide suggestions for each concern.

OPERATIONAL CONCERNS THAT NEED TO BE ADDRESSED	SUGGESTION /S/RECOMMENDATIONS
<i>Ex: Operational concern on M&E: Need thorough and objective data analysis to extract meaningful insights and identify trends, patterns, and areas for improvement</i>	<i>Conduct coaching/mentoring among personnel to address the need</i>

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D. G Projects, Programs, Activities	Target				Accomplishment				Timeliness	
	Physical (Quantity)				Physical (Quantity)					Financial
	Q1	Q2	Q3	Q4	TOTAL	Q1	Q2	Q3		
Project DepEd CAR CHILD Rights	Outcome: Increased awareness and capacity of personnel on the RBEF.									
	Output: No. of school leaders capacitated									
PhilHealth Konsulta	Outcome: Improved access to health services of Teachers									
	Output: Percentage of teachers provided with medical examination									
OKD-HLI: Health Services (in Pilot SDO)	Outcome: Improved health and well-being of teachers/DepEd personnel									
	Output: No. of teachers and other DepEd personnel provided with health services at the SDOs and schools									
Legal Services & Technical Assistance Program	Outcome: No. of teachers utilized the online facility									
	Output: Percentage of teachers assisted/provided services									

1. What Outputs for the Quarter were Accomplished as Planned (Quantity, Quality, Timeliness)? What was not Accomplished?

Accomplished PPAs	Unaccomplished PPAs

2. What are the Facilitating Factors contributing to achieving your quarter objectives?

PPAs	Facilitating factors

3. For low accomplishment and non-accomplishment of PAs, What are the Gaps? Bottlenecks?

PPAs	Gaps/Bottlenecks

4. What are the Operational Concerns that should be addressed?

(Competencies of Implementers, Adequacy of Resources, Policy Gaps, Planning, Monitoring and Evaluation, Controlling, etc). Provide suggestions for each concern.

OPERATIONAL CONCERNS THAT NEED TO BE ADDRESSED	SUGGESTION / S / RECOMMENDATIONS
<i>Ex: Operational concern on M&E: Need thorough and objective data analysis to extract meaningful insights and identify trends, patterns, and areas for improvement</i>	<i>Conduct coaching/mentoring among personnel to address the need</i>

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QUARTERLY PROGRESS MONITORING AND EVALUATION TOOL

(RO Program Implementation Review)

Calendar Year _____

E. Support to MATATAG	Target				Cost	Accomplishment				Timeliness		
	Physical (Quantity)					Physical (Quantity)						
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4		TOTAL	Cost
Research (BERF)	Number of research used in improving the programs											
	Number of research used in policy recommendations											
Administrative Case Management	Number of schools utilized the LSIS											
	Number of schools updated the LSIS											
	Number of teachers provided with assistance											

1. What Outputs for the Quarter were Accomplished as Planned (Quantity, Quality, Timeliness)? What was not Accomplished?

Accomplished PPAs	Unaccomplished PPAs

2. What are the Facilitating Factors contributing to achieving your quarter objectives?

PPAs	Facilitating factors

3. For low accomplishment and non-accomplishment of PAPs, What are the Gaps? Bottlenecks?

PPAs	Gaps/Bottlenecks

4. What are the Operational Concerns that should be addressed?
(Competencies of Implementers, Adequacy of Resources, Policy Gaps, Planning, Monitoring and Evaluation, Controlling, etc). Provide suggestions for each concern.

OPERATIONAL CONCERNS THAT NEED TO BE ADDRESSED <i>Ex: Operational concern on M&E: Need thorough and objective data analysis to extract meaningful insights and identify trends, patterns, and areas for improvement</i>	SUGGESTION /S/ RECOMMENDATIONS
	<i>Conduct coaching/ mentoring among personnel to address the need</i>

Prepared by:

CES/CAO

Received by:

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