



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

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March 6, 2023

REGION MEMORANDUM  
PPRD-2023-021

**ALIGNMENT OF DIVISION AND REGIONAL FUNCTIONAL DIVISIONS  
STRATEGIC PLAN WITH BEDP FRAMEWORK  
AND MATATAG AGENDA**

To: Schools Division Superintendents  
RO and SDO Functional Division Chiefs

1. This has reference to the agreement made during the online “**Kapihan with Regional Officials**” (*Memorandum OUA-OUT-022723-003*) on February 28, 2023 being spearheaded by DepEd Central Office -Planning Service – Planning and Programming Division (PS-PPD), wherein all the Functional Divisions (FDs) of both School Division Offices (SDOs) and Regional Office (RO) are directed to review the strategic plans embedded in the Regional Education Development Plan (REDP) and Division Education Development Plan (DEDP) in order to map out their alignment to BEDP Framework and MATATAG Agenda of DepEd Central Office.
2. Basically, this directive aims to find the synchronicity of the functional divisions’ flagship programs and projects incorporated in the REDP and DEDP 2023-2028 with that of BEDP Framework and MATATAG Agenda.
3. Specifically, it seeks to realize the following:
  - 3.a Align the FD’s flagship programs/projects with the Basic Education Development Plan (BEDP) Framework particularly pillars on: Access, Equity, Quality, and Resiliency and Well-being and Enabling Mechanisms – Governance.
  - 3.b Map out the alignment of FD’s flagship program/projects with the following MATATAG Agenda:
    - **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 learner well-being, inclusive education, and a positive learning environment
    - **G**ive support to teachers to teach better
4. See the following enclosures, which serve as templates to be used in firming-up the alignment of FD’s flagship programs/projects with the BEDP Framework and MATATAG Agenda:

Enclosure 1: Alignment Framework of FD’s Flagship Program/Project with  
Pillar 1 on Access and MATATAG Agenda Template



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- Enclosure 2: Alignment Framework of FD's Flagship Program/Project with Pillar 2 on Equity and MATATAG Agenda Template
- Enclosure 3: Alignment Framework of FD's Flagship Program/Project with Pillar 3 on Quality and MATATAG Agenda Template
- Enclosure 4: Alignment Framework of FD's Flagship Program/Project with Pillar 4 on Resiliency and Well-being and MATATAG Agenda Template
- Enclosure 5: Alignment Framework of FD's Flagship Program/Project Enabling Mechanisms - Governance and MATATAG Agenda Template

5. Based on the FD's strategic plan, all chiefs are directed to utilize the appropriate templates provided for. Then, completed templates aligning FD's Flagship Programs/Projects with the BEDP Framework and MATATAG Agenda shall be uploaded based on the following links appropriate to the level of governance and specific folder of each division for SDOs and FDs for ROs:

- **SDOs:** <https://bit.ly/2023-SDO>
- **RO:** <https://bit.ly/2023-RO>

6. In line with this, there are three outputs expected from each FD of SDOs; while there are nine for RO, as indicated below:

- **SDOs:** Curriculum Instruction Division (CID), Office of the Schools Division Superintendent (OSDS), and School Governance Operation Division (SGOD)
- **RO:** Administrative Division (AD); Curriculum Learning Management Division (CLMD); Education Support Services Division (ESSD); Field Technical Assistance Division (FTAD); Finance Division (FD); Human Resource Development Division (HRDD); Office of the Regional Director (ORD); Policy, Planning and Research Division (PPRD); and Quality Assurance Division (QAD)

7. For inquiries and clarifications, you may reach Dr. Glenn A. Bisnar, CES through [glenn.bisnar@deped.gov.ph](mailto:glenn.bisnar@deped.gov.ph).

8. For dissemination, information, and compliance of all concerned.

  
**CARLITO D. ROCAFORT**  
Director IV

Enclosure: As stated

References: Memorandum OUA-OUT-022723-003 dated February 27, 2023

Allotment: None

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

PLANNING



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GAB/PPRD/RM – ALIGNMENT OF DIVISION AND REGIONAL FUNCTIONAL DIVISION'S STRATEGIC PLAN WITH BEDP FRAMEWORK AND MATATAG AGENDA/020/March 6, 2023

Enclosure 1 to Region Memorandum PPRD-2023-021

**Alignment Framework of FD's Flagship Program/Project with Pillar 1 on Access and MATATAG Agenda Template**

**Level of Governance** (Kindly check): SDO ( ) RO ( )

**FD:** \_\_\_\_\_

**Sector Outcome**

Basic education Filipino learners have the physical, cognitive, socio-emotional and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities

**Intermediate Outcome**

**1. ACCESS**

All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities

**Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment**

FD's Strategies anchored on Flagship Program/Project	BEDP Strategies	MATATAG Agenda
	<b>Strategy #1:</b> Improve access to universal kindergarten education	
	<b>Strategy #2:</b> Improve learners' access to quality and learner friendly environment	
	<b>Strategy #3:</b> Improve capacity to retain learners in schools	
	<b>Strategy #4:</b> Improve strategies to ensure learners' continuity to next stage	
	<b>Strategy #5:</b> Strengthen mechanisms for providing access to relevant basic opportunities for OSC, OSY and OSA	We will strengthen our inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities. We will endeavor that all learners, no matter what their backgrounds are, will be afforded quality learning opportunities and services.





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Enclosure 2 to Region Memorandum PPRD-2023-021

**Alignment Framework of FD's Flagship Program/Project with Pillar 2  
 on Equity and MATATAG Agenda Template**

**Level of Governance** (Kindly check): SDO ( ) RO ( )

**FD:** \_\_\_\_\_

**Sector Outcome**

Basic education Filipino learners have the physical, cognitive, socio-emotional and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities

**Intermediate Outcome**

**2. EQUITY**

Disadvantaged school-age and youth, and adults benefitted from appropriate equity initiatives

**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

FD's Strategies anchored on Flagship Program/Project	BEDP Strategies	MATATAG Agenda
	<b>Strategy #1:</b> Improve program management and service delivery	
	<b>Strategy #2:</b> Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to the situations of disadvantage	<ul style="list-style-type: none"> <li>DepEd reaffirms its pledge to ensure that all school-age children and youth, and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education.</li> <li>We will undertake initiatives to provide schooling to many more children and youth in situations of disadvantage, regardless of gender, abilities, psycho-emotional and physical conditions, cultural and religious identity, and socio-economic standing.</li> <li>We will strengthen our inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities. We will endeavor that all learners, no matter what their backgrounds are, will be afforded quality learning opportunities and services.</li> </ul>
	<b>Strategy #3:</b> Improve gender-sensitive contextualized curriculum and learning delivery	
	<b>Strategy #4:</b> Enhance DepEd platforms for learning resources	





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	<b>Strategy #5:</b> Promote partnerships to benefit education for learners in situations of disadvantage	
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Enclosure 3 Region Memorandum PPRD-2023-021

**Alignment Framework of FD's Flagship Program/Project with Pillar 3 on Equity and MATATAG Agenda Template**

**Level of Governance** (Kindly check): SDO ( ) RO ( )

**FD:** \_\_\_\_\_

**Sector Outcome**

Basic education Filipino learners have the physical, cognitive, socio-emotional and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities

**Intermediate Outcome**

**3. QUALITY**

Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.

**MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens.

FD's Strategies anchored on Flagship Program/Project	BEDP Strategies	MATATAG Agenda
	<p><b>Strategy #1:</b> Align curriculum and instruction methods in all subjects</p>	<ul style="list-style-type: none"> <li>We will revise the K to 12 Curriculum to make them more responsive to our aspiration as a nation, to develop lifelong learners who are imbued with 21st-century skills, discipline, and patriotism.</li> <li>We will reduce the number of learning areas in K to 3 from 7 to 5 to focus on foundational skills in literacy and numeracy in the early grades, particularly among disadvantaged students.</li> <li>We will strengthen our literacy and numeracy programs.</li> <li>We will improve English proficiency while recognizing linguistic diversity. We will work towards the goal of English language proficiency within the context of a multilingual nation.</li> <li>We will embed the culture of peace in our curriculum to develop learners who are peace builders in communities.</li> <li>We will integrate "peace competencies" such as social awareness responsibility, care for the environment, value for diversity, self-esteem, positive character, resilience, and human security into the various learning areas of the K to 12 Curriculum.</li> </ul>





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	<p><b>Strategy #2:</b> Strengthen competence of teachers and instructional leaders on curriculum, instruction, and assessment</p>	<ul style="list-style-type: none"> <li>• We will revitalize our Reading, Science and Technology, and Math programs by utilizing the gains of previous programs. The programs will be benchmarked with local and international best practices, consulted with experts, and will be research or evidence-based</li> <li>• We will further intensify the values formation of learners in curriculum and teaching, particularly through the Good Manners and Right Conduct and Values Education in adherence to Republic Act 11476.</li> </ul>
	<p><b>Strategy #3:</b> Assess learning outcomes at each key stage transition and for learners in situation of disadvantage</p>	<ul style="list-style-type: none"> <li>• We will review the implementation of the Mother Tongue-based Multilingual Education Policy, guided by the basic principle that, among others, learners learn when taught in a language that they understand.</li> <li>• We will be transparent about our test scores. We will make our test data available for researchers and analysts to aid us in making evidence-based policy decisions.</li> <li>• We will share sample test items with schools and teachers to strengthen the use of assessment to improve the teaching and learning process.</li> </ul>
	<p><b>Strategy #4:</b> Align resource provision with key stage learning standards</p>	<ul style="list-style-type: none"> <li>• We will provide assessment assistive mechanisms such as audio-assisted technology, Braille, and large print test materials to students with disabilities. We will introduce digital textbooks for certain core subjects in Senior High School.</li> <li>• We will provide e-classroom packages for teaching and learning. Each package will consist of 46 laptops, 2 charging carts, 2 wireless routers, and 1 smart TV. This will accelerate the integration of ICT in teaching and learning and institutionalize blended learning.</li> </ul>
	<p><b>Strategy #5:</b> Strengthen consultations on curriculum, instruction, and assessment</p>	<p>We will be transparent with curriculum guides. We will share our draft curriculum guides with interested education stakeholders to help us develop a robust curriculum.</p>





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Enclosure 4 to Region Memorandum PPRD-2023-021

**Alignment Framework of FD's Flagship Program/Project with Pillar 4  
 on Resiliency and Well-being and MATATAG Agenda Template**

**Level of Governance** (Kindly check): SDO ( ) RO ( )

**FD:** \_\_\_\_\_

**Sector Outcome**

Basic education Filipino learners have the physical, cognitive, socio-emotional and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities

**Intermediate Outcome**

**4. RESILIENCY AND WELL-BEING**

Learners are resilient and know their rights, and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being.

**Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.**

FD's Strategies anchored on Flagship Program/Project	BEDP Strategies	MATATAG Agenda
	<b>Strategy #1:</b> Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems	
	<b>Strategy #2:</b> Protect learners and personnel from death, injury, and harm brought by natural and human-induced hazards	<ul style="list-style-type: none"> <li>We will continue to strengthen the mechanism in safeguarding our learners against all forms of discrimination and dangers. Our Learners Rights and Protection Office (LRPO) has been acting on the reported cases ranging from all kinds of bullying, many forms of abuse, corporal punishment, discrimination, and child neglect.</li> <li>We will improve our learning environments to encourage support, discourage bullying; strengthen the implementation of child protection policies; make students feel safe and respected; and make them, including our IP learners and those with disabilities, feel that they belong.</li> </ul>
	<b>Strategy #3:</b> Ensure learning continuity in the aftermath of a disaster or emergency	
	<b>Strategy #4:</b> Protect education investments from the impacts of	





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	natural and human-induced hazards	
	<b>Strategy #5:</b> Provide learners with basic health and nutrition services	
	<b>Strategy #6:</b> Nurture and protect learners' mental and psychosocial health	<ul style="list-style-type: none"> <li>• We commit to seeking out mental wellness experts to form interventions at the school level.</li> <li>• We will also ensure that all learners have access to relevant guidance and psycho-social services managed and delivered by mental health professionals. To achieve this, we will work with the Department of Budget and Management to obtain higher salary grades for guidance counselors and propose the creation of additional items that will focus on providing learner support services, including guidance-related services in schools.</li> </ul>
	<b>Strategy #7:</b> Promote learners' physical and socio-emotional skills development	



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Enclosure 5 to Region Memorandum PPRD-2023-021

**Alignment Framework of FD's Flagship Program/Project with Enabling Mechanisms - Governance and MATATAG Agenda Template**

**Level of Governance** (Kindly check):                      SDO (    )                      RO (    )

**FD:** \_\_\_\_\_

**Sector Outcome**

Basic education Filipino learners have the physical, cognitive, socio-emotional and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities

**Intermediate Outcome**

**ENABLING MECHANISMS - GOVERNANCE**

Efficient, nimble and resilient governance and management processes

• **TA**ke steps to accelerate delivery of basic education facilities and services

• **C**ive teachers support to teach better

FD's Strategies anchored on Flagship Program/Project	BEDP Enabling Mechanisms (EM)	MATATAG Agenda
	<p><b>EM#1</b> - Ensure all education leaders and managers practice participative, ethical, and inclusive management processes</p>	<ul style="list-style-type: none"> <li>We will provide training and other learning and development interventions for school leaders, namely the school heads, supervisors, superintendents, and assistant superintendents, so that they can better support our teachers to teach better.</li> <li>We will strictly implement the Merit Selection Policy so that HR recruitment, selection, and appointment to vacant positions in the DepEd are based on key knowledge, skills, attitudes and desired behaviors, and not due to any form of intervention from other government personnel or similar entities outside of DepEd.</li> </ul>
	<p><b>EM #2</b> - Ensure human resources in all governance levels are sufficient, resilient, competent, and continuously improving</p>	<ul style="list-style-type: none"> <li>We will continuously provide professional development programs, including graduate degree scholarship programs to teachers focusing on their learning area specialization and graduate certificate programs for non- majors.</li> <li>We will provide support in terms of innovative, responsive, and inclusive teaching approaches following the Philippine Professional Standards for Teachers (PPST).</li> <li>We will capacitate our teachers and learners in utilizing technology in remote learning to maximize the benefits of digital learning • We will fast-track the implementation of the career progression policy, so teachers get more opportunities for promotion • We will continuously advocate for additional benefits for our teachers.</li> <li>We will implement the policy on the distribution of teacher workload and payment of teaching overload, as provided in the Magna Carta for Public School Teachers.</li> <li>We will work towards addressing issues affecting the net-take-home pay of teachers.</li> <li>We are discussing with the Department of Health for the provision of free annual physical examinations for our teachers.</li> </ul>





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		<ul style="list-style-type: none"> <li>• Lastly, we are looking to provide free legal assistance facility for teachers on matters concerning.</li> </ul>
	<p><b>EM#3</b> - Ensure ideal learning environment are in place and adequate and appropriate learning resources for learners are provided</p>	<ul style="list-style-type: none"> <li>• We will continue with the establishment of Inclusive Learning Resource Centers (ILRCs).</li> <li>• We will build more resilient schools and classrooms. For 2023, we have the budget to build around 6,000 classrooms.</li> <li>• We commit to closing the remaining gaps in school infrastructure with policies to eliminate corruption and insulate the allocation of school building funds from politicization.</li> <li>• We will establish fully functional library hubs in our division offices.</li> <li>• We will provide schools with electricity. In the next 5 years, we will work towards providing electricity especially in our last-mile schools</li> </ul>
	<p><b>EM#4</b> - Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services</p>	<ul style="list-style-type: none"> <li>• We will optimize the use of technology, both online and offline, to ensure that learners have opportunities to learn even in the event of a pandemic or other emergencies.</li> <li>• We will digitize our essential processes, including our national assessments.</li> <li>• We will launch our National Education Portal or NEP, which will provide a dynamic “one-stop-shop” platform available to all basic education stakeholders, such as teachers, learners, and parents. The NEP will substantially cut down the manual process, reduce transaction costs and eliminate errors due to human intervention</li> </ul>
	<p><b>EM#5</b> - Strengthen active collaboration with key stakeholders</p>	<ul style="list-style-type: none"> <li>• Working with private school organizations, we will also speed up the issuance of the Revised Manual of Regulation for Private Schools.</li> <li>• We will work closely with Congress in pushing for the expansion of GASTPE coverage to include kindergarten and elementary learners.</li> <li>• For our BARMM brothers, sisters, and learners, we will always make ourselves available to provide technical expertise. We will fully support your School Building Program and GASTPE direction.</li> <li>• We have also requested the Department of Budget and Management to expand the coverage for the grant of Special Hardship Allowances.</li> <li>• Within the year, we aim to make the new Teacher Education Council and Secretariat fully functional and start working on its mandates, including setting minimum requirements for pre-service teacher education programs in the country</li> </ul>
	<p><b>EM#6</b> - Enhance and strengthen Public and private education complementarity</p>	<p>We will strengthen the complementarity between public and private schools through the seamless implementation of the Government Assistance and Subsidies program of the DepEd with the creation of the Voucher Program Management Office.</p>
	<p><b>Others</b></p>	<p>We will remove non-teaching tasks and provide administrative officers in schools. We will provide adequate manpower complement in schools, manage teachers' workload, and compensate teachers for unique school challenges (Part of the critical reforms identified in BEDP).</p>

