



# 20 NATIONAL 22 PLANNING CONFERENCE

LEARNING RECOVERY | RESILIENCY | UNITY

**Subic Bay Exhibition and Convention Center  
November 15-17, 2022**

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# I. EXECUTIVE SUMMARY

Restrictions enacted as a result of the pandemic halted the conduct of various activities of the Department of Education, including the previously annual National Planning Conference. After a two-year hiatus, the Planning Service held the 2022 National Planning Conference on 15-17 November 2022 at the Subic Bay Convention Center in Olongapo City, under the theme "Learning Recovery, Resiliency and Unity".

The Conference brought together planning officers and leadership at the central, regional, and schools division levels for a common purpose: ensuring that the Department clearly carries out its plans for learning recovery and act with renewed confidence and vision towards quality, accessible, and equitable basic education for all. Participants spent the first two days conference discussing the directions and important updates of the Department per strand. Guest speakers from the National Economic Development Authority, the Department of Migrant Workers, and the Philippine Statistical Research and Training Institute spoke on three important topics for managers and planning personnel: the 2030 Philippine Development Plan, Strategic Foresight, and Big Data Analytics, respectively. Following the plenary sessions, teams of DepEd Executive Committee members joined groupings of Regional Offices to comment on the latter's Regional Education Development Plan (REDP), which outline local learning recovery strategies in the medium term.

This document presents the highlights from each of the Conference's three days.

## II. BACKGROUND

Starting in 2015, the Department of Education's Planning Service (PS) has organized the National Planning Conference (NPC) to bring together its central, regional, and schools division offices to level off on various updates to education plans, programs, and policies. The Conference has traditionally become the Planning Service's most prominent platform to share the latest developments in education planning, data management, research, and monitoring and evaluation. It also features various topics relevant to the improvement of the knowledge and skills of the Department's planning officers.

At the height of the pandemic, the PS postponed the conference to focus on the Department's priorities in ensuring learning continuity. But with the arrival of a new administration and the adoption of the Basic Education Development Plan 2030, the PS saw the urgency for the NPC's return to apprise field executives and planning personnel on DepEd's renewed commitments and the prospective operationalization of these new plans.

The 2022 NPC, with the theme "Learning Recovery, Resiliency and Unity", will focus on the priorities of the Department through sound planning, program implementation, and M&E mechanism. NPC 2022 specifically aimed to:

1. Inform DepEd field offices on the DepEd's directions and priorities up to 2030
2. Ensure alignment of the Regional Basic Education Plans (REDP) to the National and International Commitments;
3. Deepen understanding across governance level on how to effectively and efficiently operationalize the DepEd's directions and priorities;
4. Provide learning opportunities on relevant topics and trends on the use of evidence in planning, program and policy development.



# DAY 01



## WELCOMING REMARKS AND STRATEGIC DIRECTIONS

In his remarks, Undersecretary and Chief of Staff Epimaco V. Densing III highlighted the importance of the conference and its participants leading the way basic education will be governed for the next six (6) years under the administration of Vice President and Secretary Sarah Z. Duterte. He shared the broad priorities of the Duterte administration which were the following:

- i) strengthening the implementation of Mother Tongue Multilingual Education, starting with removing Mother Tongue as a separate subject while retaining it as a Medium of Instruction;
- ii) liberating teachers from administrative work;
- iii) improving education quality through strategic programs like National Reading Program, National Math Program and the Tutoring Program;
- iv) professionalization and depoliticization of DepEd hiring and promotion;
- v) addressing classroom and teacher backlogs; and
- vi) eliminating corruption, among others.



All hands on deck.

## EPIMACO V. DENISING III

Undersecretary and Chief of Staff

He remarked that the current administration is a "listening administration", and emphasized the importance of "shared governance" and "shared responsibility" in improving education and nation-building. As he closed, he called on everyone to become part of the change process and keep in mind for whom the Department works: "**Para sa bata, para sa bayan, at para sa pagbabago.**"



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## THE BASIC DEVELOPMENT EDUCATION PLAN 2030

### **ROGER B. MASAPOL**

Director IV, Planning Service

Dir. Masapol discussed details of the Basic Education Plan (BEDP) 2030. Dir. Masapol described the plan's development process, the perceived challenges based on basic education situational analysis, the results framework, and strategies laid out to achieve the desired outcomes for our learners. The BEDP is built on four (4) pillars: (1) Access, (2) Equity, (3) Quality, and (4) Resiliency and Well-being. It envisions the achievement of these pillars through enabling mechanisms including a efficient, agile, and resilient governance and management process.

BEDP 2030 will serve as a roadmap to urgently address issues with the quality of education, which were exacerbated by the pandemic. Dir. Masapol ended his discussion with details on DepEd's Basic Education Monitoring and Evaluation Framework (BEMEF) and commitments to the Transforming Education Summit and how these mirror the BEDP.

DepEd adopted the BEDP 2030 and appropriate steps to implement and align it with all other education plans through Department Order (DO) 24, s. 2022.



The afternoon session commenced with a discussion on Strategic Foresight by Department of Migrant Workers (DMW) Undersecretary Ma. Anthonette C. Velasco-Allones.

Usec. Allones opened the discussion by asking participants about the first word that comes to their minds when thinking about the future of education for Filipinos. Several terms were highlighted, such as "progressing, striving, technology-driven, seamless, quality, responsive, competent, resilient, empowering, fulfilling, rewarding," among others. She then reminded participants to remember these words always when doing strategic planning.

She defined strategic foresight in her discussion as the deliberate use of imagined alternative futures in order to better sense, shape and adapt to the emerging future. She shared strategic foresight tools such as: Horizon Scanning, Experiential Futures, Delphi Forecasting, Backcasting, and Causal Layer Analysis but put more emphasis on the most common tool - Scenario Planning.

Scenario Planning is a disciplined process which aims to cultivate imagined futures and improve strategy, avoid or adapt to surprise, and navigate the uncertainty of the future. It has a seven-step process which includes: (1) framing challenge, (2) driving forces, (3) building blocks, (4) scenario frameworks, (5) scenario stories, (6) implications and options, and lastly, (7) indicators and signposts.



The future depends on what you do today.

- Usec. Velasco-Allones, quoting Mahatma Gandhi

## MA. ANTHONETTE C. VELASCO-ALLONES

Undersecretary, Department of Migrant Workers

## STRATEGIC FORESIGHT: THINKING ABOUT OUR FUTURE



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# BIG DATA ANALYTICS

She spoke about the processes involved in big data analytics, which includes (1) data collection, (2) data processing, (3) data cleansing, and (4) data analysis. Dir. Almada discussed on a broader level strategies and guidelines for handling and presenting Big Data.



## JOSEFINA V. ALMEDA

Executive Director, Philippine Statistical Research and Training Institute

Following Usec. Allones was Executive Director Josefina V. Almada of the Philippine Statistical Research and Training Institute (PSRTI). In her presentation, Dir. Almada emphasized the importance of Big Data Analytics in extracting meaningful insights from data and explained how it could be harnessed for more evidence-based decision-making.





## RESULTS OF CURRICULUM REVIEW: K TO 10 CURRICULUM REVIEW AND REVISION

### **JOCELYN D.R. ANDAYA**

Director IV, Bureau of Curriculum Development

Dir. Jocelyn D.R. Andaya of the Bureau of Curriculum Development (BCD) shared the results of the K to 10 curriculum review and revision to close the first day of the NPC 2022.

She reported that the revision remains ongoing, with feedback and input being gathered from various offices at all governance levels. She reported the following initial findings:

- The current curriculum is congested, which called for the removal of some competencies.

- A significant number of learning competencies make higher than appropriate cognitive demands of learners.
- Teachers find difficulty in teaching learners 21st Century Skills due to the lack of an actual 21st Century Skill Framework. In response to this, the Curriculum and Instruction strand has proposed a set of definitive values and attributes of a 21st century learner in each domain, in an improvement from the previous framework.
- Spiral progression remains evident in some learning areas, such as Mathematics and Science.

Dir. Andaya shared other changes and revisions in the curriculum and thanked all DepEd personnel involved in revising the curriculum. She emphasized the shared responsibility of each office for ultimately determining the quality of basic education services.





# DAY 02

Undersecretary Rosemarie G. Edillon of the National Economic and Development Authority (NEDA) discussed the Philippine Development Plan (PDP) which outlines the Eight-Point Socio-Economic Agenda of the Marcos Administration.

Although the PDP has several parts, Usec. Edillon focused on its chapter on Human Development which frames education as development's main driver.

Usec. Edillon argued that in planning for the future, the joint determination of the desired destination is essential; hence, it is important for every PDP to incorporate the results of grassroots participation, including surveys, consultations, and focus group discussions. Such activities would inform government on the aspirations of Filipinos for the kind of life they want. She also argued the government should take an active role in providing opportunities to achieve these shared aspirations by the year 2040 - what Filipinos describe as a “matatag, maginhawa, at panatag na buhay”.

Usec. Edillon further highlighted that lifelong learning and improvements in education are key to the economic transformation of society into one that is prosperous, inclusive, and resilient. Drawing on the PDP document itself, she argued that well-educated, innovative Filipinos would continuously improve living standards in the Philippines, and that formal education plays a vital role in this by ensuring that Filipino students achieve desired learning competencies and thus the skills needed to build the future. She then previewed the PDP's findings on the role of education and key strategies to improve it.

Usec. Edillon ended her talk by challenging the room to think about their next steps: “What strategies should the Department of Education implement to transform the provision of education services (public and private) to achieve the targets of the PDP 2023-2028”?

# PHILIPPINE DEVELOPMENT PLAN 2028

## **ROSEMARIE G. EDILLON**

Undersecretary, National  
Economic and Development  
Authority



In her presentation, Assistant Secretary G.H. S. Ambat presented the National Learning Recovery and Continuity Plan (LRCP). The LRCP describes how the Department intends to contribute to recovery in the education sector. The LRCP is a three-year plan to be implemented starting School Year (SY) 2022-2023, to be adopted by all DepEd implementing units (IUs) and schools. Each IU shall align existing plans and implementation with the directions and priorities specified in this policy. Asec. Ambat advised field offices that they need not prepare a local LRCP.

The LRCP is aligned with the BEDP and adopts the RAPID framework proposed by development partners for learning recovery. **RAPID** is an initialism for the following action points:

- Reach every child and keep them in school
- Assess learning levels regularly
- Prioritize teaching the fundamentals
- Increase the efficiency of instruction
- Develop psychosocial health and well-being

The development of an LRCP in addition to the BEDP was based on a four-fold rationale:

- Gains from BE-LCP (DO No. 12 s. 2020)
- Lessons from the pilot and the progressive expansion of limited face-to-face classes, highlighting the efforts carried out by various communities to support the opening of classes
- Basic Education Development Plan (BEDP) 2030
- Growing concerns over learning loss: Acknowledging, addressing, and recovering the learning loss shown in monitoring and assessments

Asec. Ambat also shared the LRCP's priority areas which includes: (a) a healthy, safe, and adaptive learning environment; (b) Curriculum, Instruction, Assessment, and Resources which include the strategies to accelerate learning and/or address the learning gaps; (c) National Programs for Learning Recovery; (d) Organizational and Professional Development Initiatives; (e) Stakeholder Engagement; and (f) Financing.

# NATIONAL LEARNING RECOVERY PLAN

**G.H. S. AMBAT**

Assistant Secretary., Alternative Learning System



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# 1 Breakout Session

Region I

Ilocos Region

## Areas of Opportunity

Geographical imbalance in school enrollments: some parents and learners chose other schools farther from their homes, even enrolling in schools outside their hometowns. This has resulted in some schools having unusually low enrollments and others having unusually high ones.

**LOW NAT/RST scores.** This is due to the observation that prescribed contact time is not followed given the following: (1) excess participation in extra- and co-curricular activities, (2) an overload of administrative assignments for teachers, (3) suspension of classes due to calamities and natural disasters, (4) the conduct of INSET on school days. Learners also suffer from poor literacy and numeracy skills and absenteeism due to child labor, among others.

**Low Net Enrollment Rate.** The Kindergarten level in particular has low intake rates due to presence of school-less barangays, changes/confusion on the cut-off age requirement for Kindergarten, parents' poverty, and long distances between home and school.

**Low Completion Rate.** Repetition rates and the number of school leavers are high in the junior and senior high school levels.

## Plan of Action

### ACCESS

Improving participation and completion rates through measures including but not limited at adding grade level offering of incomplete elementary schools and establishment of schools in school-less barangays.

### QUALITY

Increase the proportion of learners achieving at least nearly proficient level through measures including but not limited to: improvement of instruction, improvement of contextualized assessment mechanism, and implementation of partnerships with seven regional teacher education institutions.

## Feedback from EXECOM



**Ensure that programs are not duplicated per governance level.**

**Encourage assessments for teachers in as much as we do assessments to students.**

**Make prioritizations.**

**Provide training on strategic communication.**





# 1 Breakout Session

Region II

Cagayan Valley

## Areas of Opportunity

Learners' low numeracy and literacy skills, resulting in their low performance in various assessments: the NAT, Contextualized Exit Assessments (grades 3, 6, 10, & 12), low Phil-IRI Results in grades 4, 5, & 6, and low mastery in MELCs (grades 3, 6, 10, 12).

There are shortened in-person teaching-learning interfaces, an absence of quality-assured school-based reading programs, activities, and projects, and limited access to digital learning resources due to the lack of internet connection and electricity.

Classroom shortages due to unrepaired classroom damage, outdated classroom sizes, and limited allocation of classrooms, clinics, seats, and blackboards. Consequently, classes are much larger than ideal, some classrooms have inconducive learning environments, and transmission of COVID-19 has become highly probable.

Shortage of teaching and non-teaching personnel. This challenge leads to overloaded workloads, specialization mismatch, and big class sized, and low academic performance.

## Plan of Action

### ACCESS

The region commits to the implementation of Project Classroom.

### QUALITY

The region commits to the implementation of remediation programs in reading and numeracy through expansion of exit assessment, upskilling of teachers on the usage of technology and ELLN, providing big books and storybooks and other supplementary learning resources, and expansion of specialized programs.

### EQUITY

The region commits to the implementation various inclusive programs, provision of higher program support funds, and the utilization of Special Education Fund of Local Government Units (LGUs).

### RESILIENCY

The region commits to implementing psychosocial intervention and establishing WINS facilities for learners in all schools. It also aims to implement psychosocial intervention alongside professional development aimed at teachers.





# 1 Breakout Session

Region III

Central Luzon

## Areas of Opportunity

1. A decreasing trend has been observed in 5-year data on Cohort Survival Rate (CSR) and the Completion Rate;
2. The alignment of curriculum, teaching, assessment, and learning in school and non-school environments need to be effected;
3. Learners lagged behind in mastering literacy, numeracy, Science process skills, 21st-century skills, and character qualities;
4. Lack of standard mechanisms to assess and monitor learner's full range skills and character qualities per key stage and program;
5. Lack of SHS students' practical skills and work-readiness;
6. Girls outperform boys in academic achievement in core areas;
7. Lack of prioritization on school infrastructure and teaching and learning resources;
8. There is a limited number of teachers;
9. Readiness on instructional strategies and technological and digital tools relevant to Education 4.0; and
10. Readiness in developing plans for innovative future learning spaces.

## Plan of Action

### COMMITTED TARGETS FY 2022-2028

1. All learners access and receive tailored services needed in basic education (NER, CR).
2. Learners develop basic skills, character, and market-relevant skills (Proportion of learners in the key stages achieving at least minimum proficiency).

### STRATEGIES AND PROGRAM INTERVENTIONS

1. Reinventing teaching and learning from learning recovery to future education;
2. Empowering teachers, school heads, and supervisors for future-focused learning;
3. Reaching all learners and retaining them to future learning spaces;
4. Transforming to education 4.0 teaching and learning environment;
5. Leveraging stronger stakeholder engagement in developing learner's full potential; and
6. Propose policies and programs on data and records, leadership and accountability, human resource capacities, flexible learning pathways in SHS, and improving school environment.





# 1 Breakout Session

CAR

Cordillera Administrative Region

## Areas of Opportunity

- 1.Low proficiency levels at the elementary and secondary levels;
- 2.Poor reading mastery among learners;
- 3.Shortage of public education facilities such as classrooms, computers, school furniture;
- 4.Insufficient textbooks and reference materials;
- 5.High number of unfilled teaching and non-teaching positions;
- 6.Overlapping of the schedule of activities;
- 7.Unvaccinated school personnel and learners;
- 8.Limited school sites and storage spaces;
- 9.Lack of electricity connections in some barangays;
- 10.Rugged regional terrain - 71% of the region's land has a slope 30 degrees and above and 29% has a slope below 29 degrees.
- 11.Susceptibility to natural disasters, including typhoons which cause landslides and floods, and earthquakes
- 12.Poor internet connections in remote areas

## Plan of Action

### ACCESS

- 1.Improve access to universal kindergarten education, learners' access to quality and rights-upholding learning environment, and capacity to retain learners in schools.
- 2.Strengthen the capacity of schools to ensure learners' continuation to higher learning stages, and the mechanisms for providing access to relevant opportunities for OSCs, OSYs, and OSAs.

### EQUITY

- 1.Improve program management, service delivery, and gender-sensitive contextualized curriculum and learning delivery;
- 2.Provide learning environment that responds to various types of disadvantages;
- 3.Enhance DepEd platforms for learning resources;

### QUALITY

- 1.Align curriculum and instruction methods;
- 2.Strengthen competence of teachers and instructional leaders on curriculum, instruction, and assessment;
- 3.Assess learning outcomes at each key stage;

### RESILIENCY AND WELL-BEING

- 1.Integrating children's rights in all DepEd policies, plans, programs, projects, processes and systems;
- 2.Protect learners and personnel from death, injury, and harm brought by natural and human-induced hazards; and
- 3.Provide learners with basic health and nutrition including mental and psychosocial services.





# 2 Breakout Session

Region X

Northern Mindanao

## Areas of Opportunity

1. Low participation rates in Kindergarten, Junior and Senior High School;
2. Overage learners in different Key Stages;
3. Significant decrease in the elementary cohort survival rate and completion rate for Elementary in 2020-2021;
4. Significant decreases in the number of repeaters in all levels by 2020-2021;
5. The Region has collated all levels of proficiency above low in the National Achievement Test for the year 2017-2018 in their presented data;
6. Significant numbers of frustrated readers in different key stages;
7. Relegation of instructional supervision to lowest priority by many school heads and supervisors;
8. Difficulty encountered by DepEd with implementing the School Building Program due to the Mandanas-Garcia Ruling; and
9. Damage caused to government properties caused by natural calamities.

## Plan of Action

### NEXT STEPS

1. Improve capacity to keep learners in schools;
2. Expand access of school-age children, out-of-school youth, and adults to relevant basic learning opportunities in partnership with stakeholders;
3. Improvement in learners' proficiency levels in different key stages;
4. Intensive conduct of Learning Recovery and Continuity Plan through Project Care for NorMin Readers (CNR);
5. Strengthened provision of technical assistance to Schools Division Offices in capacitating school heads and supervisors' in instructional supervision;
6. Provision of intensive technical assistance to Division Offices to improve learners achievement in different learning areas through capacity building of teachers, and strengthening of M&E mechanisms; and
7. Financial support to creative, interactive, and engaging learning resources for remedial measures.





# 2 Breakout Session

Region XI

Davao

## Areas of Opportunity

1. Low Participation Rate in three (3) SDOs;
2. Misalignment of SHS preparation with the college curriculum;
3. Highly congested curriculum especially in Senior High School;
4. Lack of Program Operations Manual for ADM;
5. Lack of subject area experts to teach in the SHS program;
6. Lack of mechanisms to reduce ancillary functions of teachers;
7. Lack of expertise in data analysis;
8. Research results are not fully utilized;
9. Unrepaired damage to classrooms.

## Plan of Action

### NEXT STEPS

1. Maximizing technologies for remote learning;
2. Reframing our curriculum to prioritize essential cross cutting knowledge, skills and mindsets;
3. Anticipating educational opportunities from innovations;
4. Reinforcing learning sciences, assessments, analytics, and knowledge mobilization and co-creating learning spaces;

### ACCESS

1. Increase learners' access to basic education;
2. Strengthen Partnership Program on School Readiness;
3. Ensure availability and implementation of Flexible Learning Option;

### QUALITY

1. Intensify acquisition of competencies and skills in numeracy, literacy, and 21st Century skills;
2. Strengthen retention and completion of learners in the four key stages;
3. Strengthen content knowledge and Pedagogy, leadership management skills of teachers and school leaders for responsive instruction;

### EQUITY

1. Reinforce a learning environment that is gender, socio-economically, and culturally sensitive; and
2. Strengthen community engagement and partnership on implementing the Special Education Program.

## Additional Plans

### RESILIENCY AND WELL-BEING

1. Enhance integration of learner's rights of all levels of governance in the Projects, Plans, Programs, Policies and Systems;
2. Enhance DepEd programs and platforms for learner's safety and protection from risks and impact of natural- and human-induced hazards;

### GOVERNANCE

1. Enforce the culture of research for evidence-based policies, programs and interventions;
2. Ensure productive management of physical, financial and human resources;





# 2 Breakout Session

Region XII

SOCCKARGEN

## Areas of Opportunity

1. There are minimal and fluctuating improvements and some are decreasing trend, particularly NER, CR, CSR, SLR, TR, and PR.
2. Kindergarten school-age learners enrolled in schools
3. Percentage of secondary learners in situation of disadvantage continue to participate in Basic Education; and
4. Percentage of learners attained nearly proficient level or better in literacy, numeracy, and 21st Century skills;

## Plan of Action

### ACCESS

1. Strengthen dissemination of information, communication and education for improved access through Inclusive Education;
2. Improve learners' access to quality and rights-upholding environment;
3. Strengthen schools' capacity to ensure learners' continuity by stage;

### EQUITY

1. Intensify equity development programs through data-driven intervention & continuous improvement mechanisms;
2. Enforce research-enabled interventions to address issues affecting learning in situations of disadvantage;

## Additional Plans

### QUALITY

1. Develop catch-up programs to address learning gaps due to learning loss caused by pandemic;
2. Intensify operationalization of LRMS and access to all types of quality learning resources;
3. Enhance implementation of Early Childhood Care & Development (ECCD) Curriculum;

### RESILIENCY AND WELL-BEING

1. Institutionalize regular conduct of policy reviews related to resiliency and well-being;
2. Provide continuous technical assistance to address issues affecting learners' physical, mental, and emotional fortitude to cope with various challenges in life;

### GOVERNANCE

1. Institutionalize conduct of Stakeholders' Convergence Forums; and
2. Improve efficiency and effectiveness to provide quality service delivery and ease of doing business;





# 2 Breakout Session

Region XIII

CARAGA

## Areas of Opportunity

1. Presence of non-readers/struggling readers and non-numerates in all 12 SDOs;
2. Lack of textbooks, SLMs, and other learning resources;
3. Proficient, highly proficient, and distinguished teachers have a moderate need for capacity building to develop and apply effective teaching strategies to develop 21st Century skills;
4. Some schools are situated in a geographically isolated, disadvantaged/conflict affected areas;
5. Poor exposure to assessment materials to measure 21st Century skills;
6. Intermittent internet connectivity;
7. Inability to sustain dropout reduction programs in the field;
8. Malnutrition, with 16,085 severely wasted learners in SY 2020-2021;
9. K-12 graduates who are not equipped with necessary skills and attributes to pursue their exits (higher education, middle-level skills, or entrepreneurship);

## Plan of Action

### ACCESS

1. Strengthening the utilization of research findings to creation of guidelines and programs;
2. Establishment of schools in GIDCAs
3. Improving access to Kindergarten;
4. Ensuring access to relevant basic education for Out-of-School Children, Youth, and Adults;
5. Improving access to quality, safe, and child-friendly learning environment;

### EQUITY

1. Providing inclusive, effective, culturally-responsive, gender-sensitive and safe learning environment;
2. Improving gender sensitivity in the curriculum;
3. Engage partners for learners in disadvantaged areas;

### QUALITY

1. Strengthen instructional competence of teachers;
2. Ensure alignment of curriculum;
3. Provide learning resources;

### RESILIENCY & WELL-BEING

1. Optimize network and partnerships for resource generation;
2. Enhance DRRM in response to calamities;
3. Protect learners and personnel from calamities; and
4. Ensure delivery of basic health and nutrition services.





# 3 Breakout Session

Region VI

Western Visayas

## Areas of Opportunity

### ACCESS

- 1. Low participation rate in senior high school and kindergarten;
- 2. Fluctuating cohort survival rate in secondary;
- 3. Learning disruptions due to calamities and armed conflict;
- 4. Limited provisions of relevant learning resources to gain competencies;
- 5. Low compliance with ideal learner-classroom, seat, learning resources ratios;
- 6. Lack of personnel and handling ancillary and support services;

### QUALITY

- 1. Low reading proficiency in English, Filipino, and Mother Tongue;
- 2. Learning losses and gaps due to limited contact time with teachers;
- 3. Mismatched teachers' expertise;

### EQUITY

- 1. Lack of guidance program in gender parity;
- 2. Limited number of SPED Centers/schools offering SPED classes; and

### RESILIENCY & WELL-BEING

- 1. Damaged school infrastructure.

## Plan of Action

### ACCESS

- 1. Intensify enrollment advocacy and mechanisms;
- 2. Create integrated schools; improve school facilities;
- 3. Improve guidance service mechanisms;
- 4. Institutionalize school contingency plans;
- 5. Modernize access to learning resources;
- 6. Engage local government units for support and assistance;
- 7. Request the CO for additional non-teaching personnel items;

### QUALITY

- 1. Improve digital technology and connectivity in schools;
- 2. Assess early reading program policies and implementation status;
- 3. Provide technical assistance to schools in the conduct of action research;
- 4. Improve in-service professional development;

### EQUITY

- 1. Conduct capability building to address gender parity;
- 2. Integrate children's rights in all programs and projects; and

### RESILIENCY & WELL-BEING

- 1. Conduct capacity building activities to sustain resiliency of school communities on all forms of hazards;





# 3 Breakout Session

Region VII

Central Visayas

## Areas of Opportunity

1. Some schools are prone to flooding and landslide;
2. Shortage of classrooms for Last Mile Schools;
3. Insufficiency of digital learning resources;
4. Insufficient administrative staff in the schools, both elementary and secondary;
5. Lack of science laboratories and equipment;
6. Limited senior high schools in remote areas;
7. Limited offering of track and strands for senior high schools;
8. Limited sites to open elementary and secondary classes;
9. Occurrence of typhoon and other natural and human-induced calamity damaged schools and other facilities;
10. Presence of armed conflicts in mountain barangays of some Schools Division Offices;
11. Shortage of classrooms for Last Mile Schools;
12. Insufficiency of digital learning resources;
13. Lack of Science laboratories and equipment; and
14. Limited offering of track and strands for Senior High Schools.

## Plan of Action

Strategic Direction 1: Expanding access for school-age children, out-of-school youth (OSY), and out of school adults (OSA) to basic education in the region.

1. Improve access to universal kindergarten education;
2. Improve learners' access to quality and learner-friendly environment;
3. Improve capacity to retain learners in schools;
4. Improve strategies to ensure learners' continuity to the next stage; and
5. Strengthen mechanisms for providing access to relevant basic opportunities for OSCs, OSYs, and OSAs.

Strategic Direction 2: Recovering learning gaps through intensifying implementation of the desired curriculum, optimizing delivery of instruction, rigorous but meaningful administration of learning assessment, appropriate utilization of learning resources, and upskilling and reskilling of teachers and instructional leaders.

1. Optimize basic literacy, in reading and writing, and numeracy skills in all stages;
2. Align curriculum and instruction methods in all subjects;
3. Strengthen the competence of teachers and instructional leaders in curriculum, instruction, and assessment;
4. Assess learning outcomes at each key stage transition and for learners in situations of disadvantaged;
5. Align resource provision (including digital device) with key-stages learning standards; and
6. Strengthen consultations on curriculum, instruction, and assessment.





# 3 Breakout Session

Region VIII

Eastern Visayas

## Areas of Opportunity

1. Use of outdated program for payroll;
2. Absence of plantilla positions for technical and administrative staff for ALS;
3. Insufficient contextualized LRs per learning area;
4. Minimal funds downloaded under the PSF;
5. Division SBFP Focal Persons are multi-tasked with various programs that could hamper the prompt submission of reports;
6. Delayed project implementation of the end user due to unforeseen circumstances;

7. Delayed issuance of implementing guidelines for certain PAPs;
8. Budget deficiencies to support SBM projects;
9. Limited number of recognized PD programs;
10. Difficulty in the compliance of liquidation requirements of BERF recipients;
11. Absence of policy on payment of school bonds for the establishment of private schools;
12. Insufficient funds to implement QAD processes; and
13. Moratorium re: ISO preparation and procurement of a third party auditing body per DepEd Memorandum No. 035, s. 2020

## Plan of Action

Goal: All learners attend school, stay in school, and finish key stages equipped with the learning standard.

Objectives:

1. Improve access to universal kindergarten education;
2. Improve learners' access to quality, inclusive, and rights-upholding learning environment;
3. Improve capacity to retain learners in schools;
4. Strengthen schools' capacity to ensure learners' continuity to the next stage;
5. Improve the proficiency levels of learners in Elementary, JHS, and SHS;

The goal of Region VIII can be achieved through these initiatives:

1. Project GIYA (Guide for Instructions Yielding Archetypal) Teachers;
2. Project LAMP (Learning Achievements via Mentoring Program);

3. Project Pedagogies in the 21st Century;
4. Project modified Radio-Based Instruction (mRBI);
5. Project Harmonizing Regional Activities through Management of Programs/Projects Anchored on New Governance in the Provision of Technical Assistance;
6. Project Regional Depository of Education Resources Focused on Learning and Development System;
7. Project Enhancing Learning Interventions through Technologically Elevated Human Resource Development;
8. Project WE CARE or Win Edusaliksik through Collaborative Assistance to Research Enthusiasts;
9. Project CART (Coaching Assistance on Research for Teachers); and
10. Project R8 Building and Upgrading Learning Interventions and Gains



# 3 Breakout Session

Region IX

Zamboanga Peninsula

## Areas of Opportunity

1. Poor Learning Outcomes;
2. Low Completion Rate; and
3. Poor monitoring of learning delivery, resources, and outcomes.

## Plan of Action

1. Reopen schools safely and keep them open;
2. Promote returning to the classroom through back-to-school campaigns;
3. Provide home-visitation strategies to children living remotely;
4. Use early warning systems to identify at-risk learners;
5. Assess learning losses at regional, division, and school levels;
6. Provide teachers with tools for classroom level measurement;
7. Adjust curriculum across and within subjects;
8. Prioritize numeracy, literacy, and socioemotional skills;
9. Focus instruction on closing the gaps between desired and actual student learning in specific subjects;
10. Use approaches that align instruction with learning needs; targeted instruction; structured pedagogy; tutoring self-guided learning;
11. Support teachers continuously; build practical pedagogical and digital skills;
12. Expand instructional time;
13. Enhance learning with technology;
14. Build teachers' capacity to support their students' well-being and identify students in need of specialized services;
15. Support teachers' well-being and resilience; and
16. Invest in students' safety, nutrition, and access to water, sanitation, and hygiene facilities.





# 4 Breakout Session

Region IV-A

CALABARZON

## Areas of Opportunity

1. Usage of projected enrolment as basis for the computation of participation rate;
2. Limitation of NER Computation to capture migration activity especially for Division level;
3. Prevalence of high number of unfilled teaching positions/ positions which are hard to fill;
4. Lack of familiarity and follow up to learners in succeeding grade levels;
5. Teachers handling multiple ancillary tasks compromising their contact time;
6. Less relevant programs of the department despite the current crisis in education;
7. Below standard learner-resources ratios, possible health risks and un conducive learning environment due to exhaustion in public school Resources brought about by influx in public school enrollment from private sector;
8. Compromised sector and complementarity in delivering basic education services;
9. Decreasing trend of schools in operations and enrollment in private sector;
10. Poor learning outcomes, low performances in international and national assessments;
11. Low proficiency level specifically in Reading and Numeracy;
12. Educational wastage, inefficiency in education service delivery; and
13. High number of dropouts in key stages 1 and 3.

## Plan of Action

1. Design and implementation of training and PPAs in managing cost-effective, inclusive, gender-sensitive contextualized curriculum and learning delivery;
2. Review of key milestones and best practices for continuous improvement, sustainability and replication;
3. Fast-tracking of the construction and rehabilitation of learning environments;
4. Provision support services to catch up and accelerate learning;
5. Mapping of learners and gathering of baseline data to adjust procedures, activities, and physical environments;
6. Adjustment computation for NER and other KPIs to more accurately measure SDO performance even accounting for migration;
7. Strengthening of hiring policies, mechanism and qualification standards;
8. Adoption of Project My Taal - wherein teachers will follow learners in the succeeding grade levels;
9. Development mechanisms to ensure that teachers are not overloaded/unloaded; and
10. Removal of school contests and enforcement of the policy on No Pulling of Teachers during class days



20 NATIONAL  
22 PLANNING  
CONFERENCE

LEARNING RECOVERY | RESILIENCY | UNITY



# 4 Breakout Session

Region IV-B

MIMAROPA

## Areas of Opportunity

### CHALLENGE ON ACCESS AND EQUITY

Low net enrollment in kindergarten and decreasing enrolment in the elementary level

### CHALLENGES ON QUALITY

Low proficiency level in reading and numeracy of learners in all key stages

### CHALLENGES ON GOVERNANCE AND RESILIENCY

1. Full implementation of in-person classes
2. Meager budget allotted to MIMAROPA relative to difficulty of implementing programs in one of the geographically challenged regions

### Other Areas of Opportunity

1. Inadequacy of DepEd teachers, mostly in IP extension schools;
2. Consistent low MPS in English, Math and Science;
3. Limited monitoring and provision of technical assistance in elementary and secondary schools;
4. Inadequate technological- audio-video modelled learning materials;
5. Non-specialized teachers in elementary and in some secondary schools;
6. Overload in teaching assignments;
7. Limited numbers of textbooks / LMs for the specialized subjects in SHS;
8. Dependence of learners on the use of internet-based applications to make tasks easier; and
9. Some school sites are prone to landslides and floods during heavy rains or typhoons.

## Plan of Actions

### ACCESS AND EQUITY

1. Improve access at the kindergarten and elementary level;
2. Ensure inclusive, effective, culturally responsive, gender sensitive and safe learning environment to respond to various situations that disadvantage learners;

### QUALITY

1. Improve reading and numeracy skills of learners particularly in key stage 1;
2. Implement comprehensive assessment program that generates a range of data about student learning outcomes and utilize the results to address the learning loss and guide continuous improvement;

### RESILIENCY

Provide technical assistance for safe, inclusive learning environment that fosters learners and teachers' well-being;

### GOVERNANCE

Operate under governance and leadership that promotes and supports successful, positive performance, and system effectiveness through:

- a. Ensuring and maintaining strong governance and school leadership and management
- b. Upskilling, reskilling and retaining quality educational leaders
- c. Strengthening parental and community involvement, collaboration and leadership





# 4 Breakout Session

Region V

Bicol Region

## Areas of Opportunity

### ACCESS AND PARTICIPATION

1. Not all school-age learners are enrolled in schools;
2. Presence of Last Mile Schools with deficient teachers, classrooms and school facilities hampering full participation of learners residing in GIDCAS;
3. Poverty situation and diminishing income of households constrained parents to send their children to school.

### INTERNAL EFFICIENCY

1. Many learners have not completed basic education at all grade levels;
2. Inaccessibility to secondary education in some areas;

### QUALITY OF TEACHING AND LEARNING

1. Poor learning outcomes - consistent low performance in different subject areas;
2. Teachers are teaching non-major subjects and some are even unable to deliver the required coverage of the Early Reading Curriculum;
3. The poor quality of learning outcomes is exacerbated by the weak pedagogical skills of teachers to teach the K-12 curriculum and effectively embed the 21st century skills in key learning areas;

### GOVERNANCE

1. Technical assistance mechanisms for school leaders need to be strengthened;
2. Learning interventions of some school leaders are not needs-based; and
3. Weak feedback mechanism for implemented policies.

## Plan of Action

### ACCESS

1. Seamless information sharing across governance levels and government agencies for mapping/tracking of school-age learners;
2. Expansion of inclusion programs to reach more OSC and OSYs;
3. Convergence with private education agencies and industries to expand work-ready opportunities for Senior High School;
4. Intensified implementation of wellness and protection programs to create safer, inclusive and conducive learning spaces

### QUALITY

1. Research-based innovations in teaching and learning modalities to achieve learning outcomes;
2. Consistent use of assessment data and standards, contextualized learning resources and enhanced teachers' pedagogies;
3. Strengthening of reading, numeracy and socio-emotional learning programs; and
4. Broadening curriculum coverage of 21st century skills to improve assessment results.

### GOVERNANCE

1. Development of resilient school management system and facilities;
2. Expansion of external partnerships to align resources for quality K-12 basic education; and
3. Increased resource investments on ICT to support digital and blended learning approaches.





# 4 Breakout Session

NCR

Metro Manila

## Areas of Opportunity

1. Low net Enrollment rate in Kindergarten due to poverty, illness/disability and health concerns;
2. Some parents prefer to enroll their child in nearby private schools that are not DepEd-accredited and day care centers;
3. High incidence of dropouts in Grade 1 and Junior High School, due to family and financial problems and responsibilities, poor academic performance and distractions and lack of interest;
4. Low learner proficiency levels in Reading, Mathematics and Science;
5. Using the Mother Tongue in teaching and developing key stage 1 makes it difficult to students to learn mathematics;
6. Some learners do not take the assessment tests seriously because it doesn't have any bearing on their grades or studies;
7. Teachers are torn between finishing the curriculum or mastery of the competencies/math skills;
8. Conversion of laboratories into classrooms due to classroom shortages;
9. Insufficient number of days to cover all learning competencies per quarter;
10. Lack of alignment between in-classroom assessment and large-scale assessments; and
11. Unmanageable distances between home and school and changes in residence affects dropout rates.

## Plan of Actions

1. Improve learners' access to quality and right-upholding environment;
2. Improve participation to universal Kindergarten
3. Strengthen SDOs capacity to ensure learners continuation to next stage;
4. Strengthen partnership;
5. Achieve intended learning competencies;
6. Provide learning programs to learners with both division and school-led enablers and strategies, linkage and stakeholders' involvement;
7. Strengthen competencies of teachers in areas such as content knowledge and pedagogy/instruction, and assessment aligned with current and global standards;
8. Giving teachers incentive or support from Barangay and private stakeholders during community mapping ;
9. Strengthen provision of guidance and counseling services for both elementary and secondary levels;
10. Sustained interventions for academically-at-risk learners;
11. Developed and implemented literacy mapping strategy; and
12. Conduct of research on strategies, innovation, and interventions to keep learners in school.





# DAY 03

Undersecretary Gloria Jumamil-Mercado introduced the current proposal for organizational restructuring in DepEd, starting with a comparison of the current and proposed organizational structures. She emphasized that the new organizational structure aimed to capture all existing organizational functions and mandates, and avoid reliance on specific parties' expertise. These changes are expected to help Central Office work more harmoniously and perform better for schools.

The highlight of Usec. Jumamil-Mercado's presentation was a new proposed career progression for teachers. The proposal aims to fully implement the principles of merit-based hiring and promotion and ensure alignment with key regulations: the Philippine Professional Standards for Teachers (PPST), and Executive Order 174-2022 (Expanded Career Progression System for Public School Teachers). She emphasized that the policy specifically provides expanded opportunities for teachers and school heads (see graphic below), allowing them to increase in stature and compensation while remaining where their talents are most needed. She also shared that P1 Billion is allocated for Professional Development in FY 2023 aimed at ensuring that "no teacher is left behind".

## The Proposed Vision for Teachers' Career Progression

No single teacher should retire at Teacher I.

Teachers' **career path** should allow them to remain in the classroom while advancing in stature and compensation.



Teachers should be given **career options** between classroom teaching and school administration.

Teachers' career advancement should be based on quality of teaching practice.



# CAREER PROGRESSION AND OTHER HR UPDATES

**GLORIA JUMAMIL-MERCADO**

Undersecretary for Human Resource and Organizational Development

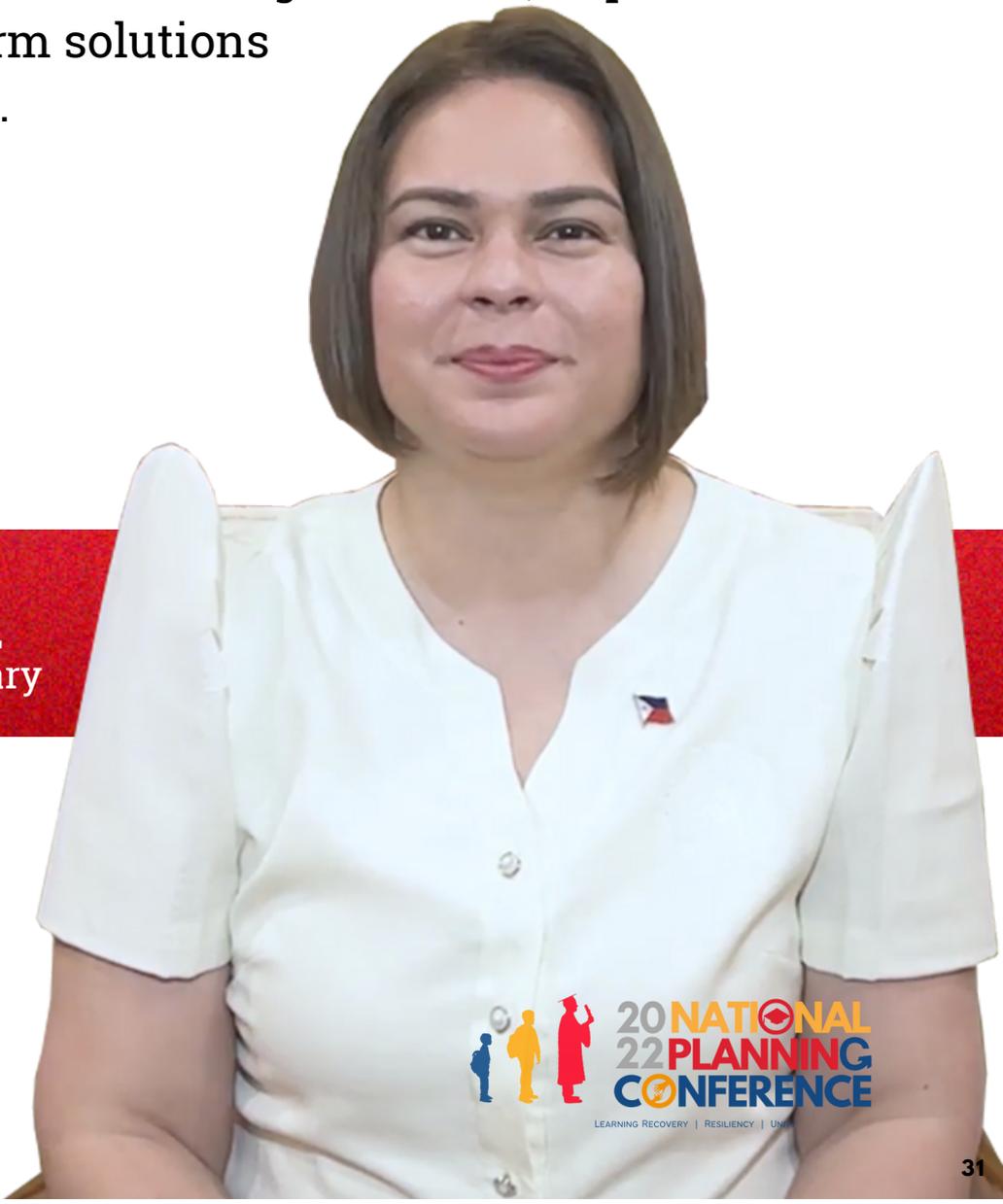


# Secretary's Hour

In Vice President and Secretary Sara Z. Duterte's video message, she emphasized the importance to the achievement of the targets set in BEDP 2030 of the alignment of existing plans, the synchronicity of plan execution, and the establishment of clear and measurable objectives and targets. She highlighted that in order to address the adverse impact of the COVID-19 pandemic to our learners and youth's learning outcomes, DepEd must execute the long-term solutions outlined in the Plan.

**SARA Z. DUTERTE**

Vice President and Secretary



LEARNING RECOVERY | RESILIENCY | UN

# LINKING BUDGET TO PLAN AND FINANCE UPDATES

Undersecretary Annalyn M. Sevilla of the Finance Strand discussed her presentation on Linking Budget to Plan and other Finance Updates. Usec. Sevilla presented a comparison between three figures: DepEd's Agency Budget based on the FY 2022 General Appropriations Act (GAA); the provision for FY 2023 based on the National Expenditure Program (NEP); and how much is expected based on the GAB. She noted the organization of the budget along the four BEDP Pillars and their enabling mechanisms. She argued that the Department faces a challenge in categorization in planning and finance.

“Saan napupunta ang mga programa natin?”



**ANNALYN M. SEVILLA**

Undersecretary for Finance

She also provided specific details on the allocations for the Department's flagship programs per BEDP pillar, emphasizing their success in lobbying lawmakers for higher budgets across priority programs. She also discussed budgetary details of programs under the Enabling Mechanisms – Governance.

Usec. Sevilla also elaborated on DepEd special provisions embedded in the FY 2023 GAB. She called on participants to aid in reviewing special budget provisions needing removal or amendment before it is finally approved. She then proceeded to present the salient General Provisions under the GAB emphasizing section 64 on the Cash-Budgeting System, Section 67 on the Direct Release of Funds to ROs and operating units (OUs), and Section 74 on the Rules on Modification in the Allotment.

For Section 67 on the Direct Release of Funds to Regional Offices (ROs) and Operating Units (OUs), Funds appropriated shall be released directly to ROs and OUs of agencies where funds are specifically appropriated to ROs and OUs of agencies, except as otherwise requested by the agencies to the DBM.

On the Rules on Modification in the Allotment, Usec. Sevilla shared that agencies may modify the allotment issued within an activity or project subject to the approval of the following: (a) Heads of Agencies; (b) the Department of Budget and Management; and (c) the President of the Philippines for the payment of intelligence funds within the Executive Branch.

Usec. Sevilla then shared the challenges encountered in FY 2022 and how the Department's ways forward from the lessons learned from these constraints.



## DECENTRALIZATION OF PROCUREMENT PLANNING AND OTHER ADMINISTRATION STRAND UPDATES

In his presentation, Undersecretary Kristian R. Ablan shared updates across five Administration Strand areas of concern:

### 1) National Education Portal

Usec. Ablan announced the development of a National Education Portal (NEP), which aims to consolidate all DepEd information portals and platforms in fulfillment of commitments made by President Marcos and Vice President and Secretary Duterte. The NEP will be the Department's one-stop shop for all online systems of learners, teachers, parents, and DepEd employees.

A technical working group has already been formed and is working on getting the Portal will be ready for rollout by July 2023.

### 2) DepEd Computerization Program

Ablan announced the return of "computer laboratories" to schools. These laboratories will be based on portable E-Classroom Packages which are designed to be borrowed by teachers and then returned to the storage rooms for the use of other classes.

### 3) CY 2023 BEFF – New Construction

Usec. Ablan reported that DepEd only received P5.92 Billion for the construction of new classrooms and would only cover 2,367 new classrooms which were prioritized based on the criteria and standards set.

### 4) CY 2023 BEFF – Repair

For classroom repairs, Usec. Ablan requested the regional offices to aid in determining prioritization for schools needing repairs. At the regional level, this involves picking schools from a shortlist for final inclusion in repairs.

### 5) Decentralization of Procurement

Usec. Ablan shared that the Administration Strand is revisiting and fine-tuning updates to Department Orders with a focus on decentralizing procurement to lower levels of governance: a) DepEd Order 37, s. 2004 (Implementation of the Direct Release of Funds to DepEd ROs); b) DepEd Order 43, s. 2021 (Guidelines on the Decentralization of Procurement for TVL and LTE); and c) DepEd Order 20, s. 2022 (Multi-Year Guidelines on the Decentralization of Procurement for LTE-SME and TVL).

He also called on everyone to fully utilize the Program Management and Information System (PMIS) and submit required reports such as the Work and Financial Plan (WFP), Project Procurement Management Plan (PPMP), Reports on Supplemental Annual Procurement Plan (APP), reports on obligations, and other procurement milestones.



**KRISTIAN R. ABLAN**  
Undersecretary for Administration



# PROCUREMENT UPDATES

Assistant Secretary Christopher Lawrence Arnuco complemented the news provided by Usec. Ablan by sharing updates on procurement matters.

Asec. Arnuco stressed two important values: **respect** for the procurement processes and provisions mandated by law and **transparency** in procurement to allow everyone to know what is happening during bids and awards committee discussions and deliberations. Transparency is especially valuable in eliminating doubts, especially from laypeople with relatively little detailed knowledge of government procurement processes. Transparency would also mean that the funds of the government are spent rightly for the things that are really needed.

He reiterated Usec. Ablan's call for everyone to utilize and submit diligently the requirements of the PMIS. He concluded his discussion by encouraging everyone to aid in making DepEd become the ideal government agency when it comes to government procurement.



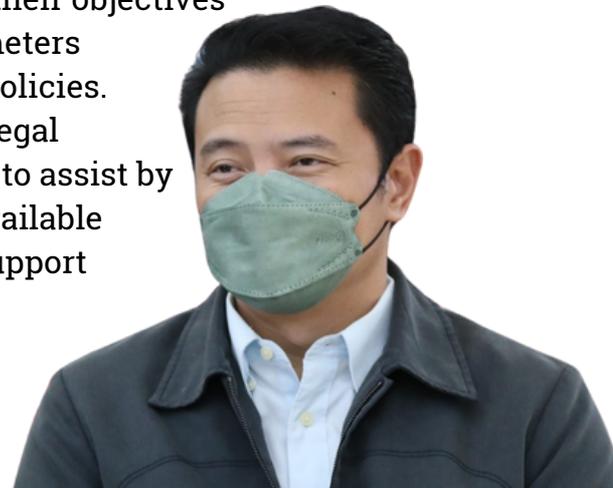
## C. LAWRENCE S. ARNUCO

Assistant Secretary for Procurement and Administration

## LEGAL AFFAIRS STRAND UPDATES

Undersecretary Jose Arturo De Castro provided updates on the Legal Affairs Strand of the Department. Throughout his presentation he emphasized the role of the Department, across all governance levels, to become advocates for learners.

He articulated the Legal Affairs Strand's position that the Strand's primary function is to help the other strands achieve their objectives within the parameters of our laws and policies. In this role, the Legal Service is meant to assist by exhausting all available legal means to support other strands in achieving their respective goals and outcomes.



## JOSE ARTURO C. DE CASTRO

Undersecretary for Legal Affairs

Usec. De Castro then shared the priorities of the Legal Strand which includes the following: (a) Pick up the pace and kill the delay, (b) Focus legal advice on relatable, simple, and practicable solutions; and (c) Be available, present, and ready to help clients – YOU.

Likewise, he discussed the priorities, initiatives, plans, and strategies of the Legal Affairs Strand. He elaborated further by sharing other initiatives, plans, and strategies of the LAS on school site matters.

Usec. De Castro also urged the participants to continue working diligently on the weekly reporting of the status of complaints and cases, submission of inventory of pending and closed complaints and cases, and submission of Complete Staff Work (CSW) with initial positions or recommendations of the Regional Offices or School Division Offices when requesting legal advice in the Central Office.

He concluded his presentation by reminding the participants that the work of DepEd lawyers and legal personnel must not only be legally correct, but educationally correct - promoting a more conducive working environment in the Department of Education.



## JOSE ARTURO C. DE CASTRO

Undersecretary for Legal Affairs

Undersecretary Revsee A. Escobedo began his presentation by commending the 27.7 million learners for exercising their right to education and also thanked all parents and guardians for their continued trust and support to the Department in the resumption of full in-person classes for the SY 2022-2023.

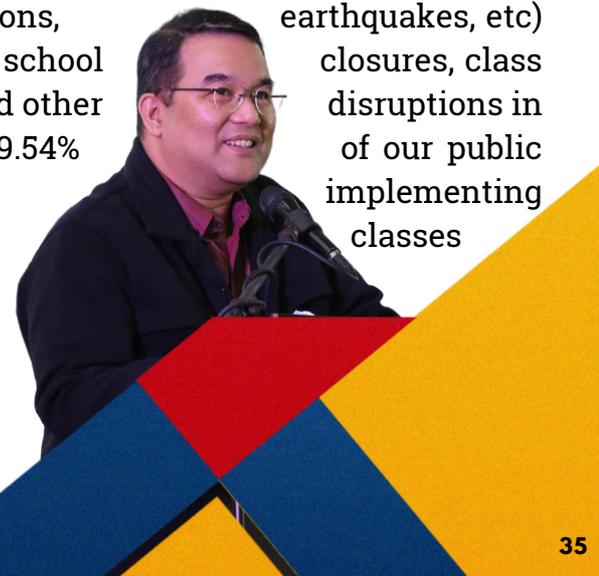
He shared that based on the marching orders of Vice President and Secretary Sara Z. Duterte to implement full in-person classes in all public schools by November 2, the Department provided guidance and direction to our field offices through the following policies:

- DepEd Order No. 34, s. 2022 - School Calendar and Activities for the School Year 2022–2023;

## REGIONAL OPERATIONS UPDATE

- DepEd Order No. 39, s. 2022 - Health and Safety Protocols in light of the Covid-19 Pandemic;
- DepEd Order No. 44, s. 2022 - Amendment to DO 34, s. 2022; and
- DepEd Order No. 50, s. 2022 - Amendment to DO 44, s. 2022

Usec. Escobedo also shared that despite the disasters (typhoons, earthquakes, etc) that resulted in school closures, class suspensions, and other disruptions in some regions, 99.54% of our public schools are now implementing full in-person classes and more schools are set to follow.



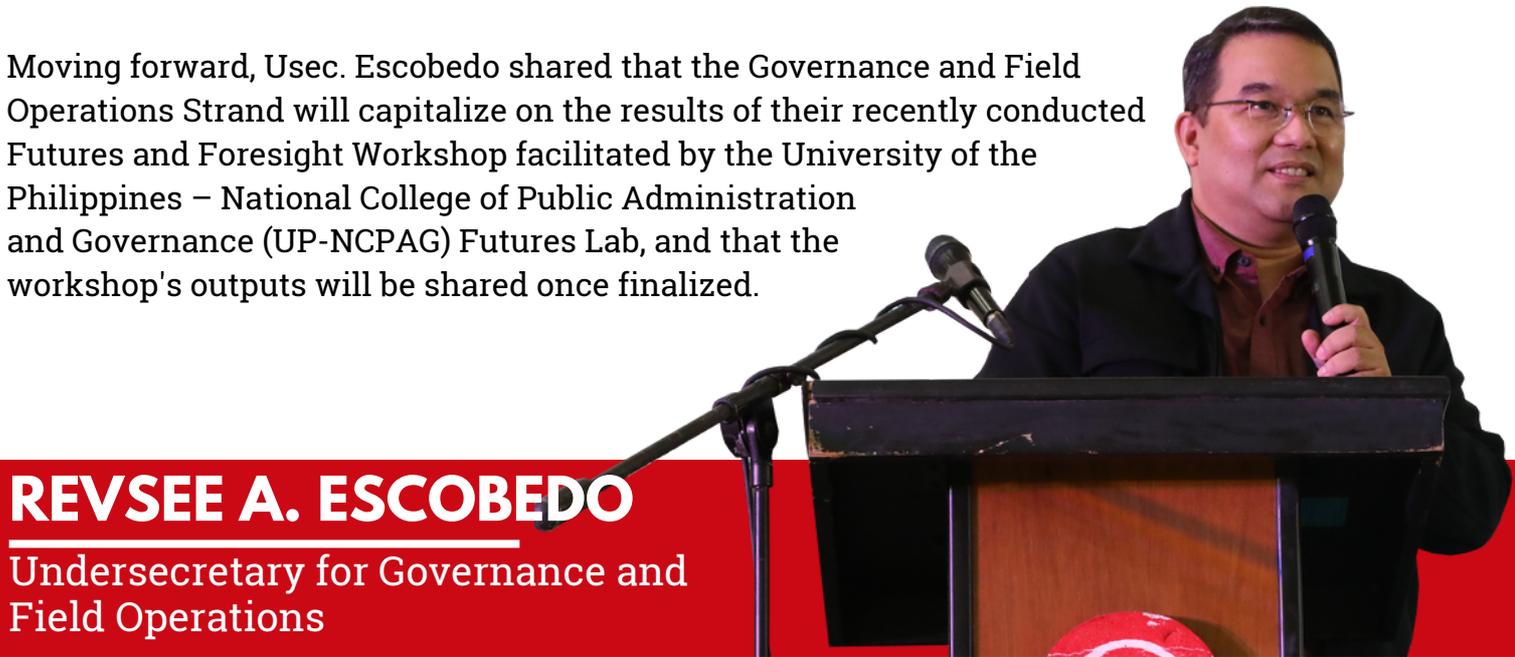
Usec. Escobedo then shared observed issues and challenges identified from a focus group discussion (FGD) chaired by the Vice President and Secretary Sara Z. Duterte. Concerns included the following: (1) movements of third-level positions, (2) hiring and promotion concerns, (3) COA interpretations and financial transactions and, (4) learning continuity and recovery. In order to address the aforementioned issues and concerns, Usec. Escobedo shared the long-term plans prepared by the Governance and Field Operations Strand, organized along the BEDP Pillars.

This was followed by an announcement that following a three-year hiatus, the Palarong Pambansa is set to return in 2023 following approval by the Palarong Pambansa Board. In view of the limitations brought about by the COVID-19 pandemic, the 2023 Palarong Pambansa will have a modified format. A national pre-qualifying meet will be conducted after regional meets. This strategy aims to address the current health restrictions. Likewise, it will raise the level and quality of competition among student-athletes. In line with the direction set by the Board in raising the quality of competition, delegations are encouraged to focus on sports where they excel.

Moving forward, Usec. Escobedo shared that the Governance and Field Operations Strand will capitalize on the results of their recently conducted Futures and Foresight Workshop facilitated by the University of the Philippines – National College of Public Administration and Governance (UP-NCPAG) Futures Lab, and that the workshop's outputs will be shared once finalized.

## REVSEE A. ESCOBEDO

Undersecretary for Governance and Field Operations



# CLOSING

After the discussions, the Undersecretaries responded to participants' feedback in an open forum. Afterwards, Undersecretary Annalyn M. Sevilla delivered a closing message and bid the participants of the FY 2022 NPC farewell as they headed back home.



# GALLERY

# DAY 1



# GALLERY

# DAY 2



# FELLOWSHIP NIGHT



# GALLERY

# DAY 3



# Recognition of Outstanding Regions and Divisions in Planning and Programming, Education Management, Information Systems, and Policy Research and Development

## Awards

Outstanding Region in Program Management Information System (PMIS) Operationalization  
**Region VI, Region V, Region VIII**

Sustained Advocacy in Encouraging Interest in the Basic Education Research Fund  
**Region IVA, Region VI**

Sustained Momentum in the Implementation of the Basic Education Research Fund (BERF)  
**Region II, Region III**

Sustained and Unwavering Commitment to the Implementation of the Basic Education Research Fund (BERF)  
**CARAGA, Region I**

Distinguished Implementation of the E-Saliksik Research Portal in CY 2022  
**Region I, Region IVB, CARAGA**

Outstanding Region in Program Management Information System (PMIS) Operationalization  
**Region VI, Region V, Region VIII**

Sustained Advocacy in Encouraging Interest in the Basic Education Research Fund  
**Region IVA, Region VI**

Sustained Momentum in the Implementation of the Basic Education Research Fund (BERF)  
**Region II, Region III**

Sustained and Unwavering Commitment to the Implementation of the Basic Education Research Fund (BERF)  
**CARAGA, Region I**

Distinguished Implementation of the E-Saliksik Research Portal in CY 2022  
**Region I, Region IVB, CARAGA**

LIS BOSY 2021 (1 Region and 3 SDOs)  
**Region I, San Fernando City, Camarines Norte, Isabela**

LIS EOSY 2021-2022 (Region and 3 SDOs)  
**Region I, San Fernando City, Iloilo City, Quezon**

NSBI SY 2021-2022 (1 Region and 3 SDOs)  
**CARAGA, Tanjay City, Samar, Iloilo**

Basic Education Information System SY 2021-2022  
**Region V, Tanjay City, Aklan, Camarines Sur**



# ACKNOWLEDGEMENT

The 2022 DepEd National Planning Conference was made possible only through extensive collaboration between the Planning Service and the following:

1. DepEd Region IV-A for assisting in the overall conference administration;
2. The Subic Bay Development Authority for the use of the venue and provision of security;
3. Regional Policy, Planning, and Research Division (PPRD) Chiefs for the active assistance in the finalization and implementation of the 2022 NCP program;
4. DepEd Executive Committee Members for their proactive support and participation in the actual conference through the presentation of strands' updates;
5. DepEd Regional Directors for actively engaging their respective regions in participating in the planning conference;
6. Schools Division Superintendents from Region IV-A for the rendition of the opening salvo;
7. DepEd Central Office Singers for serenading and giving entertainment during the event;
8. Public Affairs Service for providing publicity support;
9. Vice President and Secretary Sara Z. Duterte for rallying all stakeholders to work towards the goals of the Basic Education Development Plan 2030; and
10. All others from within and outside DepEd who tirelessly worked behind the curtains and went the extra mile to ensure a successful 2022 NPC.

These acknowledgments show that indeed, DepEd's plans for learning recovery and the achievement of quality, accessible, and equitable education towards resilient learners may only be fulfilled with the continuous support of the entire community.



<https://bit.ly/2022NPCPHOTOS>

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