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Republic of the Philippines
Department of Education
Region XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM
SGOD 2024-0487

To : Assistant Schools Division Superintendent
Chief of the Schools Governance and Operations Division
Chief of the Curriculum Implementation Division
Elementary and Secondary School Heads
All concerned

Subject: **ADOPTION OF THE CHECKLIST FOR APPRAISING THE EDUCATION DEVELOPMENT PLANS**

Date: September 27, 2024

Attached is Regional Memorandum No. 018 s. 2024 titled *Adoption of the Checklist for Appraising the Education Development Plans* and content of which is self-explanatory.

It is requested that the Schools Governance and Operations Division (SGOD) through the Planning and Research Section shall use this tool in appraising the Division Educational Development Plan (DEDP). Please submit timelines for the crafting of the DEDP which the current DEDP will end this CY 2025 integrating this checklist to quality assured of our Division Educational Development Plan.

Likewise, School Administrator are directed to adopt this checklist in appraising the School Improvement Plan (SIP). The deadline of submission on the accomplished appraisal checklist shall be on November 15, 2024.

Public Schools District Supervisors are requested to take the lead in accomplishing this checklist in the district.

For information and guidance, you can coordinate with Mr. Erick S. Dalumpines, SEPS for Planning and Research

For information and compliance.


JINKY B. FIRMAN, PhD, CESO VI
Assistant Schools Division Superintendent
Officer In Charge
Office of the Schools Division Superintendent

RELEASED

OCT 01 2024

RECORDS SECTION-SDO PANABO CITY
BY 

Enclosed as Stated
SGOD/ABA/ESD





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Republic of the Philippines
Department of Education
DAVAO REGION

Office of the Regional Director

September 20, 2024

REGIONAL MEMORANDUM
No. 018, s. 2024

ADOPTION OF THE CHECKLIST FOR APPRAISING THE EDUCATION DEVELOPMENT PLANS

To: Schools Division Superintendents
Regional Functional Divisions Chiefs
All Others Concerned

1. As provided in DepEd Order No. 24, s. 2022, the Department of Education establishes the **standard guidelines** in the preparation of **strategic plans in the Central, Regional, Schools Division Offices, and Schools**. This is to ensure that basic education strategic plans at all governance levels are aligned and are supportive of the achievement of learning outcomes. It lays down the processes for crafting the education sector development plans.
2. Anent thereof, this Office hereby informs the adoption of the checklist for appraisal of education development plans across all levels of governance. The four (4) elements considered in this tool are adopted during the Capacity Building of Regional Office (RO) Personnel on the Appraisal of Strategic Plans and during the Mindanao Cluster Training on Planning Technologies. The EDP Appraisal Checklist has 21 questions that can be used to review plans thoroughly. It ensures that the proposed EDP is complete and can be used as a roadmap to guide the DepEd region, schools, and community learning centers to deliver quality basic education services to all learners.
3. Existing development plans shall be aligned to the BEDP and REDP priorities without reworking the entire document. The Policy Planning and Research Division shall guide the 11 SDOs on the alignment process and utilization of the checklist.
4. Any part of provisions stated in this guideline which may be held invalid or declared unconstitutional shall not affect the effectivity and efficiency of operation and implementation of the remaining parts or provisions hereof.
5. If DepEd issues new guidelines or policies that affect the appraisal of education development plans, such guidelines shall take precedence and be adopted accordingly.
6. Other important details are in the enclosure.
7. Immediate dissemination and strict compliance with this Memorandum is directed.

RECORDS SECTION
RELEASED

ALLAN G. FARNAZO
Director IV

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Checklist for Appraising the Education Development Plan

The EDP Appraisal Checklist ensures the proposed EDP is complete and can be used as a roadmap to guide the DepEd region, schools, and community learning centers to deliver quality basic education services to all learners. The review of the document establishes the **relevance** and **technical correctness** of the EDP, i.e., the strategic directions (strategies and interventions) are aligned with the baseline situation. The frame conditions in the RO/SDO/School, learners' challenges, issues, strengths, and weaknesses of the region/division/school will be addressed by the proposed strategies and deliverables outlined in the EDP. Specifically, the review process will be focused on four major areas:

- **Context.** The EDP describes the environment surrounding the region/division/school. The EDP should be able to tell its readers about its geographical, economic, social, and political context, which may provide a holistic understanding of past and future challenges and issues.
- **Evidence.** The EDP provides both quantitative and qualitative data and information. Combining numbers and stories will provide deeper insights into the major underlying factors influencing or affecting past performance.
- **Demand.** The EDP focuses on learners' needs. All proposed strategies and outputs are directed to respond to these needs.
- **Feasible.** The proposed strategies and outputs are necessary and adequate to achieve the desired and intermediate outcomes in the EDP.

The EDP Appraisal Checklist lists 21 questions that can be used to review the EDP thoroughly. Assess if the EDP can answer the question with sufficient data and information for each question. For each question:

- Yes. The EDP provided sufficient information and analysis. More insights and understanding of the phenomenon and plans are obtained.
- Some room for improvement. The information and analysis must be more comprehensive to draw insights and understand the phenomenon and plans.
- No. The information and analysis provided are insufficient to draw insights and understand the phenomenon and plans.

Checklist for Appraising the Education Development Plan

Assessment Criteria	Assessment
A. EDP is CONTEXT-SPECIFIC Definition: EDP describes the environment and sector surrounding the RO/SDO/School. Context-specific means the plan is able to consider the different environmental factors that may influence or affect the way basic education services will be provided.	



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Assessment Criteria	Assessment
1. LGU plans and development in the area. Does the EDP describe the LGUs vision and development goals and future plans in the city/province that may influence or affect the RO/SDO/School's provision of basic education services?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
2. Economic growth and developments in the area. Does the EDP describe the industries in the city/province that may influence or affect the RO/SDO/School's provision of basic education services?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
3. Natural and human-induced natural hazards. Does the EDP describe the threat to learners, DepEd personnel, and school properties?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
4. Key Stakeholders. Does the EDP describe the efforts of other public agencies and major stakeholders on basic education?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
B. EDP is EVIDENCE-BASED Definition: The EDP identifies and describes the challenges and issues on basic education in the Region. Discussion includes learners' performance, their challenges, and the operational factors that contributed or affected the efficient and effective provision of basic education services to all learners. The EDP should be able to highlight the main factors that will explain past performance.	



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Assessment Criteria	Assessment
5. Does the EDP identify the main underlying causes for its key challenges and issues in ACCESS ?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
6. Does the EDP identify the main underlying causes for its key challenges and issues in EQUITY ?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
7. Does the EDP identify the main underlying causes for its key challenges and issues in READING ?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
8. Does the EDP identify the main underlying causes for its key challenges and issues in LEARNING ?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
9. Does the EDP identify the main underlying causes for its key challenges and issues in DISASTER RISK REDUCTION AND MANAGEMENT ?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
10. Does the EDP identify the main underlying causes for its key challenges and issues in LEARNERS' WELL-BEING ?	(a) Yes (b) Some Room for Improvement (c) No



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Assessment Criteria	Assessment
Comments/Explanation:	
11. Does the EDP identify the main underlying causes for its key challenges and issues in GOVERNANCE ?	<p>(a) Yes (b) Some Room for Improvement (c) No</p>
Comments/Explanation:	
C. EDP is DEMAND-DRIVEN	
<p>Definition: All proposed strategies and outputs identified in the EDP are necessary and adequate to address the major challenges and issues identified in the situation analysis section.</p>	
12. Are the underlying causes of the challenges and issues on ACCESS (<i>described in the situation analysis</i>) addressed in the EDP?	<p>(a) Yes (b) Some Room for Improvement (c) No</p>
Comments/Explanation:	
13. Are the underlying causes of the challenges and issues on EQUITY (<i>described in the situation analysis</i>) addressed in the EDP?	<p>(a) Yes (b) Some Room for Improvement (c) No</p>
Comments/Explanation:	
14. Are the underlying causes of the challenges and issues on READING (<i>described in the situation analysis</i>) addressed in the EDP?	<p>(a) Yes (b) Some Room for Improvement (c) No</p>



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Assessment Criteria	Assessment
Comments/Explanation:	
15. Are the underlying causes of the challenges and issues on LEARNING (<i>described in the situation analysis</i>) addressed in the EDP?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
16. Are the underlying causes of the challenges and issues on DISASTER RISK REDUCTION AND MANAGEMENT (<i>described in the situation analysis</i>) addressed in the EDP?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
17. Are the underlying causes of the challenges and issues on LEARNERS' WELL-BEING (<i>described in the situation analysis</i>) addressed in the EDP?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
18. Are the underlying causes of the challenges and issues on GOVERNANCE (<i>described in the situation analysis</i>) addressed in the EDP?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	



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Assessment Criteria	Assessment
D. EDP is FEASIBLE Definition: Feasible means the plan can be implemented . The targets are achievable , the proposed strategies and outputs are aligned with the desired outcomes and intermediate outcomes, and implementation control mechanisms are identified in the plan.	
19. Does the EDP include an indicative implementation plan highlighting the major milestones of the EDP?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
20. Does the EDP describe the implementation and control mechanism for managing results?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	
21. Does the EDP include how the DepEd region will manage and mitigate the implementation risks ?	(a) Yes (b) Some Room for Improvement (c) No
Comments/Explanation:	