**DIVISION EDUCATION DEVELOPMENT PLAN (DEDP)**

**APPRAISAL FORM**

**Checklist for Appraising an Education Plan1**

**Name of Division:** Choose an item.

The DEDP Appraisal Checklist ensures the proposed DEDP is complete and can be used as a roadmap to guide the SDO, 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 DEDP, i.e., the strategic directions (strategies and interventions) are aligned with the baseline situation. The frame conditions in the Division, learners’ challenges, issues, strengths, and weaknesses of the SDO will be addressed by the proposed strategies and deliverables outlined in the DEDP. Speciﬁcally, the review process will be focused on four major areas:

• **Context.** The DEDP describes the environment surrounding the SDO. The DEDP 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 DEDP provides both quantitative and qualitative data and information. A combination of numbers and stories will provide deeper insights into the major underlying factors that inﬂuenced or aﬀected past performance.

• **Demand.** The DEDP 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 DEDP.

The DEDP Appraisal Checklist lists 23 questions that can be used to review the DEDP thoroughly. Assess if the DEDP can answer the question with suﬃcient data and information for each question. For each question:

• **Yes.** If the DEDP can provide suﬃcient information and analysis. More insights and understanding are obtained.

• **Some room for improvement.** If the information and analysis provided are not enough to draw insights and understand the phenomenon.

• **No.** The information and analysis are not suﬃcient to draw insights and understand the phenomenon.

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1 Prepared by Rey O. Macalindong, Senior Education Planning & M&E System Specialist, for DepEd NCR. April 21, 2022

**Guide to Appraising the DEDP Draft**

| **Assessment Criteria** | **Assessment** |
| --- | --- |
| A. DEDP is **CONTEXT-SPECIFIC**  Deﬁnition: DEDP describes the **environment and sector** surrounding the SDO. 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. | |
| 1. **Frame conditions.** Does the DEDP describe the frame conditions and factors unique to the area that may inﬂuence or aﬀect the SDO’s provision of basic education services? | Choose an item. |
| Comments/Explanation: | |
| 2. **All key learning stages**. Does the situation analysis section of the DEDP describe all the key stages (kindergarten, primary, intermediate, junior high school, senior high school)? | Choose an item. |
| Comments/Explanation: | |
| 3. **Key Stakeholders**. Does the DEDP describe the eﬀorts of other public agencies and major stakeholders on basic education? | Choose an item. |
| Comments/Explanation: | |
| B. DEDP is **EVIDENCE-BASED**  Deﬁnition: The DEDP identiﬁes and describes the challenges and issues on basic education in the Division. Discussion includes learners’ performance, their challenges, and the operational factors that contributed to or aﬀected the eﬃcient and effective provision of basic education services to all learners. The DEDP should be able to highlight the main factors that will explain past performance. | |
| 4. Does the DEDP identify the main underlying causes for its key challenges and issues in **ACCESS**? | Choose an item. |
| Comments/Explanation: | |
| 5. Does the DEDP identify the main underlying causes for its key challenges and issues in EQUITY? | Choose an item. |
| Comments/Explanation: | |
| 6. Does the DEDP identify the main underlying causes for its key challenges and issues in **READING**? | Choose an item. |
| Comments/Explanation: | |
| 7. Does the DEDP identify the main underlying causes for its key challenges and issues in **LEARNING**? | Choose an item. |
| Comments/Explanation: | |
| 8. Does the DEDP identify the main underlying causes for its key challenges and issues in **DISASTER RISK REDUCTION AND MANAGEMENT**? | Choose an item. |
| Comments/Explanation: | |
| 9. Does the DEDP identify the main underlying causes for its key challenges and issues in **LEARNERS’ WELL-BEING**? | Choose an item. |
| Comments/Explanation: | |
| 10. Does the DEDP identify the main underlying causes for its key challenges and issues in **GOVERNANCE**? | Choose an item. |
|  |  |
| Comments/Explanation: | |
| C. DEDP is **DEMAND-DRIVEN**  Deﬁnition: All proposed strategies and outputs identiﬁed in the DEDP are **necessary and adequate** to address the major challenges and issues identiﬁed in the situation analysis section. | |
| 11. Are the underlying causes of the challenges and issues on **ACCESS** described in the situation analysis addressed in the DEDP? | Choose an item. |
| Comments/Explanation: | |
| 12. Are the underlying causes of the challenges and issues on **EQUITY** described in the situation analysis addressed in the DEDP? | Choose an item. |
| Comments/Explanation: | |
| 13. Are the underlying causes of the challenges and issues on **READING** described in the situation analysis addressed in the DEDP? | Choose an item. |
| Comments/Explanation: | |
| 14. Are the underlying causes of the challenges and issues on **LEARNING** described in the situation analysis addressed in the DEDP? | Choose an item. |
| Comments/Explanation: | |
| 15. Are the major challenges identified in the SIP’s captured in the situation analysis and are addressed in the DEDP? | Choose an item. |
| Comments/Explanation: | |
| 16. Are the underlying causes of the challenges and issues on **DISASTER RISK REDUCTION AND MANAGEMENT** described in the situation analysis addressed in the DEDP? | Choose an item. |
| Comments/Explanation: | |
| 17. Are the underlying causes of the challenges and issues on **LEARNERS’ WELL-BEING** described in the situation analysis addressed in the DEDP? | Choose an item. |
| Comments/Explanation: | |
| 18. Are the underlying causes of the challenges and issues on **GOVERNANCE** described in the situation analysis addressed in the DEDP? | Choose an item. |
| Comments/Explanation: | |
| D. DEDP 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. Are the proposed targets (outcomes and intermediate outcomes) **realistic and consistent** with the targets and thrusts of the DepEd Region? | Choose an item. |
| Comments/Explanation: | |
| 20. Are the proposed strategies and outputs listed in the DEDP  **necessary and adequate** to achieve the targets? | Choose an item. |
|  |  |
| Comments/Explanation: | |
| 21. Are the proposed strategies and outputs in the DEDP responding to the **unique requirements of the diﬀerent key stages?** | Choose an item. |
| Comments/Explanation: | |
| 22. Does the DEDP include an implementation plan highlighting the **major milestones** of the DEDP? | Choose an item. |
| Comments/Explanation: | |
| 23. Does the DEDP describe the **implementation and control mechanism** for managing results? | Choose an item. |
| Comments/Explanation: | |
| 24. Does the DEDP include how the SDO will **manage and mitigate the implementation risks**? | Choose an item. |
| Comments/Explanation: | |

Reviewed by:

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Regional Planning Team Member

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