

Bepartment of Education

SCHOOLS DIVISION OF SORSOGON Sorsogon

March 10, 2023

DIVISION MEMORANDUM No. <u>058</u>, s.2023

DIVISION PROGRAM IMPLEMENTATION REVIEW AND PERFORMANCE ASSESSMENT (PIRPA) FOR CY 2023

To: Assistant Schools Division Superintendent Chiefs of CID and SGOD Heads of Functional Divisions/Areas Public Schools District Supervisors and OIC-PSDSs Elementary and Secondary School Heads All Others Concerned

- 1. The Department of Education issued DepEd Order No. 29, s. 2022 re: Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF) that aims to guide all operating units across governance levels in the conduct of Monitoring and Evaluation (M&E) initiatives and stipulates that the Program Implementation Review (PIR) and Performance Assessment (PA) must be established as the reporting platform of the DepEd to report the accomplishments of outputs in terms of efficiency and corresponding budget utilization.
- 2. Adherence to this policy, the Division Monitoring, Evaluation and Adjustment (DMEA) the SDO is currently implementing to monitor and evaluate the implementation of the Program, Projects and Activities (PPAs) in the SDO, Districts and Schools shall now transition to Division Program Implementation Review and Performance Assessment (PIRPA).
- 3. The conduct of the PIRPA aims to:
 - a. report the status of the major programs, the program with procurement based on the implementation plan, and committed outputs;
 - b. present the status of completed outputs, ongoing outputs scheduled outputs, additional outputs and terminated outputs;
 - c. present the overall assessment of PPAs;
 - d. present the issues and concerns in the implementation of the PPAs;
 - e. present the reasons for underachievement/overachievement and the catch -up plan.



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CIP 5461/21/05/1163



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- 4. The schedule of quarterly SDO PIRPA in every Functional Division of the SDO, District and School, required reports, date of submission and reporting templates are found in the enclosures.
- 5. All Functional Divisions of the SDO, Districts and Schools are advised to submit the required PIRPA reports at least 7 days before the actual PIRPA using the reporting templates. Both hard and soft copies of the reports must be submitted to the Division Office attention: SGOD-SMME Section. E-copy should be sent to smme.sorosogonprov@depedsorsogon.com.ph.
- 6. For inquiries or any clarification, all concerned may contact Ms. Leah H. Peran, Senior Education Program Specialist, SMME through this email address: leah.peran00@deped.gov.ph or CP No. 09271835946.
- 7. For information, guidance and compliance of all concerned.

JOSE L. DONCILLO, CESO V
Schools Division Superintendent







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Schedule Conduct of PIRPA	PPAS AND KEY PERFORMANCE INDICATORS					Date of Submission of Report
	School	District	SGOD	CID	OSDS	
Quarter 3 (July-September 2023) September 21-29, 2023 SDO Actual PIR October 4, 2023	(G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learn least the minimum l Stage 2 literacy and standards (Grade6) *Percentage of G10 l	als achieving the ractice te ers achieving at evel of proficiency in numeracy tearners attaining at evel of proficiency in numeracy 12 learners eminimum level of 4 SHS core areas ols with functional	PPAs - GASS - HRTD -Other downloaded Funds EM #1 Proportion of schools achieving the ideal SBM level of practice EM#3Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Classroom -Teachers -Seats *Proportion of schools with: - connection to electricity - connection to internet - water and sanitation (WatSan) facility - water source *Proportion of Schools with functional School Governing Council (SGC)	PPAs - GASS - HRTD -Other downloaded Funds *Percentage of learners achieving at least the minimum level of proficiency in(G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards (Grade6) *Percentage of G10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy *Perentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas	PPAs - GASS - HRTD -Other downloaded Funds EM#3Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Multimedia package Proportion of schools with: - connection to internet * Proportion of SDO achieving ideal interquartile ratio (IQR) on teacher deployment *Budget Utilization * Procurement Report	September 29, 2023



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Schedule	T		PPAS AND KEY PERI	FORMANCE INDICATORS		Date of
Conduct of PIRPA	PIRPA		SGOD	CID	OSDS	Submission of Report
Quarter 4 (October- December 2023) December 14-22, 2023 SDO Actual PIR January 4, 2024	*Net Enrollment *Gross Enrolme *Net Intake Rate *Retention Rate *Transition Rate *Transition Rate *ALS Completion IO #3 *Completion Rate *ALS Completion Quality *Percentage of leat least the miniproficiency in (Completion Mother Tong Numeracy *Percentage of Lat least the miniproficiency in Stand numeracy se (Grade6) *Percentage of Completion *Percentage	nt Rate en Rate te n Rate te n Rate earners achieving imum level of tage 2 literacy trandards to learners the minimum acy in Stage 3 neracy trade 12 learners	PPAs - GASS - HRTD - Other downloaded Funds *Net Enrollment Rate *Gross Enrolment Rate *Net Intake Rate *Retention Rate *Dropout Rate *Transition Rate EM #1 Proportion of schools achieving the ideal SBM level of practice EM#3Proportion of schools and community learning centers (CLCs) achieving ideal ratio on - Classroom - Teachers - Seats *Proportion of schools with: - connection to electricity - connection to internet - water and sanitation (WatSan) facility water source BAR 1	PPAs GASS HRTD Other downloaded Funds IO #3 *Completion Rate *ALS Completion Rate Quality *Percentage of learners achieving at least the minimum level of proficiency in (G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards (Grade6) *Percentage of G10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy *Percentage of Grade 12 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy *Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas *Proportion of eligible private schools receiving government assistance (GASTPE) Education Service Contracting Teachers' Salary Subsidy(TSS)	PPAs - GASS - HRTD -Other downloaded Funds EM#3Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Multimedia package Proportion of schools with: - connection to internet * Proportion of SDO achieving ideal interquartile ratio (IQR) on teacher deployment *Budget Utilization * Procurement Report	December 22, 2023



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Enclosure No. 1 to Division Memorandum No. OCP, s. 2023

Quarterly SDO PIRPA Schedule and Required Reports

Schedule		PP/	S AND KEY PERFORM	ANCE INDICATORS		Date of
Conduct of PIRPA	School	District	SGOD	CID	OSDS	Submission of Report
Quarter 1 (January -March 2023) March 22-31, 2023 SDO Actual PIR April 4, 2023	PPA -MOOE Quality *Percentage of learner least the minimum level in (G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learner least the minimum level Stage 2 literacy and nu standards (Grade6) *Percentage of G10 lear least the minimum level Stage 3 literacy and nu *Percentage of Grade 1: attaining at least the minimum level Stage 3 literacy and nu *Percentage of Grade 1: attaining at least the minimum level Stage 3 literacy and nu *Percentage of Grade 1: attaining at least the minimum level Stage 3 literacy and nu *Percentage of Grade 1: attaining at least the minimum level stage 4 SEM #1 *Proportion of schools at ideal SBM level of practices.	rs attaining at el of proficiency in meracy eners attaining at el of proficiency in meracy 2 learners attaining at el of proficiency in meracy 2 learners attaininum level of el eners attaininum level of el eners achieving the	-GASS(6194) -HRTD -Other Downloaded Funds EM #1 *Proportion of schools achieving the ideal SBM level of practice EM#3Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Classroom -Teachers -Seats *Proportion of schools with: - connection to electricity - connection to internet - water and sanitation (WatSan) facility - water source *Proportion of Schools with functional School Governing Council (SGC)	PPAs - GASS - HRTD -Other downloaded Funds *Percentage of learners achieving at least the minimum level of proficiency in(G1-3) English Filipino Mother Tongue Numeracy *Percentage of Grade 6 Learners attaining at least the minimum level of proficiency in literacy and numeracy standards *Percentage of G10 learners attaining at least the minimum level of proficiency in literacy and numeracy *Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas	- GASS -HRTD -SMOOEKto6 -SMOOE7to10 -SMOOE11to12 - Other downloaded Funds EM#3Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Multimedia package Proportion of schools with: - connection to internet * Proportion of SDO achieving ideal interquartile ratio (IQR) on teacher deployment *Budget Utilization * Procurement Report	March 31, 2023



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Conduct of PIRPA MOOE 10 #1 *Reten PLans 2023	School MOOE 10 #1 *Retention Rate *Transition Rate *ALS Completion Rate *Completion Rate	District	SGOD	CID	SOSO	Submission of Report
or 2 June 22-30,	OE ful ful ful ful ful ful ful fu					
er 2 June 22-30,	f1 tention Rate pout Rate usition Rate S Completion Rate #3 mpletion Rate #1		PPAS	PPAs	PPAs	
er 2 June 22-30,	control value pout Rate unsition Rate \$\text{S}\$ Completion Rate mpletion Rate #1 portion of schools achiev		- GASS	- GASS - HRTD	- GASS	*******
June 22-30,	resident Rate S Completion Rate #3 mpletion Rate #1		Other downloaded Funds	-Other downloaded Funds	-Other downloaded	June 30, 2023
22-30,	S Completion Rate #3 mpletion Rate #1		Net Enrollment Rate		Funds	
22-30,	f3 mpletion Rate #1 portion of schools achiev		Gross Enrolment Rate		闰	
	mpletion Rate #1 portion of schools achiev		Net Intake Rate	*ALS Completion Rate	M#3Proportion of	
	#1 oportion of schools achiev		Retention Rate	*Percentage of learners	schools and community	
2023 EM #1	oportion of schools achiev		Dropout Rate	achieving at least the	learning centers (CLCs)	
*Prot		ing the ideal	Transition Rate	minimum level of proficiency	achieving ideal ratio on	
SDO Actual PIR SBM	SBM level of practice		10 #3	in(G1-3)	-Multimedia	
	*ALS Completion Rate		Completion Rate	English	package	
,,,,,,	*Percentage of learners achieving at least	wing at least	EM #1 Proportion of schools	Filipino		
the n	the minimum level of proficiency in (G1-3)	mcy in (G1-3)	achieving the ideal SBM level of	Mother Tongue	Proportion of	
<u>ы</u>	English		practice	Numeracy	schools with:	
Œ.	Filipino		BAR 1	*Fercentage of Learners	- connection to	
- X	Mother Tongue		EM#3Proportion of schools and	attaining at least the	internet	
Z	Numeracy	•	community learning centers	minimum level of proficiency	* Proportion of SDO	
*Perc	*Percentage of Learners attaining at least	ning at least	(CLCs) achieving ideal ratio on	in Stage 2 literacy and	achieving ideal	
the	the minimum level of proficiency in Stage 2	ancy in Stage 2	-Classroom	numeracy standards (Grade6)	interquartile ratio (IQR)	
litera	literacy and numeracy standards (Grade6)	ards (Grade6)	-Teachers	*Percentage of G10 learners	on teacher deployment	
*Perc	*Percentage of G10 learners attaining at	attaining at	-Seats	attaining at least the	*Budget Utilization	
least	least the minimum level of proficiency in	roficiency in	*Proportion of schools with:	minimum level of proficiency	* Procurement Report	
Stage	Stage 3 literacy and numeracy	A:	 cormection to electricity 	in Stage 3 literacy and		
*Pere	*Perentage of Grade 12 learners attaining	ers attaining	- connection to internet	numeracy		
at le	at least the minimum level of proficiency in	f proficiency in	 water and sanitation 	*Perentage of Grade 12		
stage	stage 4 SHS core areas		(WatSan) facility	learners attaining at least the		
*Prof	*Proportion of Schools with functional	unctional	· water source	minimum level of proficiency		
Scho	School Governing Council (SGC)		*Proportion of Schools with	in stage 4 SHS core areas		
			functional School Governing			



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level of proficiency in stage 4	*Proportion of Schools	- Senior High School Voucher		l
SHS core areas	with functional School	Program (SHS VP)		i
EM #1	Governing Council (SGC)	- In-Service Training (INSET)		İ
*Proportion of schools achieving	, ,			1
the ideal SBM level of practice		Proportion of teachers in private		- [
*Proportion of Schools with		schools receiving teacher subsidy		ł
functional School Governing		(given to licensed teachers in ESC-]
Council (SGC)		participating JHs - TSS recipients.		1
(500)	1			1
		Percentage of recognized schools or		
		schools with recognition		i
				- 1
		Number of Schools with Permit to		1
		Operate		
ì	1			

Note: Changes in or additional KPIs/PPAs accomplishment data needed for the quarter shall be announced thru Advisory.



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Enclosure No. 2 to Division Memorandum No. OCP, s. 2023

PIRPA TEMPLATES

KPIs on ACCESS (Three-Year Data)

		(
Performance Indicators	SY 2020-2021	SY 2021-2022	SY 2022-2023
Gross Enrolment Rate			
Net Enrolment Rate			
Cohort Survival Rate			
Completion Rate			
Dropout Rate			
School Leaver Rate			
Transition Rate			
Retention Rate			

Note: ACCESS KPIs data shall be disaggregated into male and female from Kindergarten to Grade 12.

PPAs under ACCESS

PPA/Line Item	Physical				
·	Physical Target	Accomplishmen	t (Q1+Q2+Q3+Q4)		
	Annual	2023	%		
Basic Education Facilities (BEFF&QUICK respond Fund)					
Conservation and restoration of Gabaldon and other Heritage					
School Buildings					
Government Assistance Subsidies (GAS) - ESC					
Government Assistance Subsidies (GAS) – SHSVP					
Improvement and Acquisition of School Sites					
Last Mile School (LMS)					
New School Personnel Positions (NSPP)					
School-Based Feeding Program (SBFP)					

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KPIs on QUALITY (Three-Year Data)	Three-Year Data)		-
Line Item	SY 2019-2020	SY 2020-2021	SY 2021-2022
Proportion of Students in Grade 2 achieving at least a minimum proficiency level in mathematics			
Proportion of Students in Grade 3 achieving at least a minimum proficiency level in mathematics			
Proportion of students in Grade 2 achieving at least a minimum proficiency level in reading		•	
Proportion of students in Grade 3 achieving at least a minimum proficiency level in reading			
Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics			
Proportion of students in Grade 3 achieving at least a minimum proficiency level in reading			
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in			
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading			·



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PPAs under QUALITY

		Physical		
PPA/Line Item	Physical Target	Accomplishment (Q1 to Q4)		
	(Annual)	2023	%	
Basic Education Curriculum (BEC)				
DepEd Computerization Program (DCP)				
Learning Tools Equipment (LTE) - Science and Mathematics (SM)				
Learning Tools Equipment (LTE) – Tech-Voc and Livelihood(TVL) Equipment				
Early Language Literacy and Numeracy				
National Literacy Policies and Programs				
MOOE - JHS (Grade 7 to Grade 10)				
MOOE - SHS (Grade 11 to Grade 12)				
Textbooks and Other Instructional Materials				
National Assessment Systems for Basic Education				
Policy and Research Program				
Flexible Learning Options - Learning Resources				



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PPAs under EQUITY

	Physical				
Line Item	Physical Target	Accomplish	ment (Q1-Q4)		
	(Annual)	2022	%		
Special Education Program (SPEd)					
Indigenous Peoples Education (IPEd) Program					
Multigrade Education (MG)					
Alternative Learning System (ALS)					
FLO-ADM					
Madrasah Education Program (MEP)					

KPIs on Resiliency & Well-being (Three-Year Data)

Performance Indicators	SY 2019-2020	SY 2020-2021	SY 2021-2022
Learners' satisfaction rating on Rights-based Education (RbE)			



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PPAs under RESILIENCE AND WELL-BEING

	Physical				
Line Item	Physical Target	Accomplishme	nent (Q1+Q2+Q3+Q4)		
	(Annual)	2022	%		
Administrative of Personnel Benefits (Cash Allowance, SRI, Spe. Hardship Allowance, NEU)					
Basic Education Curriculum					
Operation of Schools - SHS (Grade 11 & Grade 12)					
General Management and Supervision (GAS					
MOOE – JHS (Grade 7 to Grade 10)					
World Teacher's Day Incentive Benefit					
MOOE – Elementary (K – G6)					
Planning and Management Information Systems	·				



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PPAs under QUALITY

		Physical	
PPA/Line Item	Physical	Accomplishmen	t (Q1 to Q4)
	Target (Annual)	2023	%
Curriculum Programs, learning management models, standards, and strategy development			
Development and Promotion of Campus Journalism			
Human Resource Development for Personnel in Schools and Learning Centers			
Joint Delivery Voucher for SHS TVL Specializations			



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Sorsogon KPIs on Equity (Three-Year Data)

Performance Indicators	S	7 2019-202	20	s	¥ 2020-20	21	s	Y 2021-20	22
Proportion of learners in situation of disadva	ntage tra	nsition to	next ke	y stage					
	Male	Female	Ave	Male	Female	Ave	Male	Female	Ave
ELEMENTARY: % Disparity in transition rate									
SECONDARY: % Disparity in transition rate									
Retention rate of learners in situation of disadvantage									
Percentage of learners in situations of disadvan	tage (disa	ggregated	by grou) achiev	ed at least	the minim	um level	of proficier	ncy in:
(a) functional literacy									
(b) numeracy									
(c) 21st century skills									
Percentage of learners in									
Reading literacy: % of learners with at least the minimum level of proficiency									
Numeracy: % of learners with at least the minimum level of proficiency									
21st century skills: % of learners with at least the minimum level of proficiency									



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PPAs under RESILIENCE AND WELL-BEING

		Physical	
Line Item	Physical Target	Accomplishment	(Q1+Q2+Q3+Q4)
	(Annual)	2022	%
Organizational and Professional Development for Non-Teaching Personnel			
Learner Support Programs (Youth Formation)			
Management and Administration of Learning Resources			
Education Information and Communication Services			
Building Partnerships and Linkages Program			
Computerization Program			
Curricular Programs, Learning Management, Model, Standards, and Strategy Development			
Development and Management of Bilateral and Multilateral Education Projects(NA)			
Human Resource Development for Personnel in Schools and Learning Centers			
Legal Service and Development of Education-Related Laws and Rules			
National Assessment Systems for Basic Education			



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Suggested PIR & PA Reporting Templates for PIR & PA

A.1. Status of Major Program (Utilization of School MOOE and other Downloaded Funds)

Program Name: __

Committed	Output Indicator	FY		Physical		Remarks/Reasons for
Output	Output indicator		Target	Actual	%	Variance
Output 1		Total				
		Current				
		Carry-Over				
Output 2		Total				
		Current				
		Carry-Over				
Output 3		Total				
		Current				
		Carry-Over				
Output N		Total				
		Current				
		Carry-Over				

Note: The reporting template can be changed as long as all of the relevant fields are included in the adjusted template. The PIR technical working group may also prescribe an updated or new template, which would be communicated by an issuance.



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A.2. Status of the Program with Procurement

(Based on the Implementation Plan)

Program Name:

Particulars	Preliminary	y Activities		Stages of Bio	lding		Actual Implementation/	Payment	Remarks
	Determining the Goods to be procured & preparing the Tech'l Specs	Conduct Market Survey, determining the ABC, and preparing the List of Recipient Schools	Pre-Bidding or Pre- Procurement Activities	Publication/ Advertisement	Bid Opening	Award/ Issuance of NTP	Delivery		
Output 1									
Output 2									

Note: Narrate the actual status and the date of the particulars. Ex. Not yet started, on-going, completed/done, re-scheduled/moved, deferred/terminated/cancelled etc. The reporting template can be changed as long as all of the relevant fields are included in the adjusted template. The PIR technical working group may also prescribe an updated or new template, which would be communicated by an issuance.



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A.3. Status of Committed Outputs

Committed Output	Completed	Ongoing	As Scheduled	Rescheduled	Additional	Terminated

Please input your committed outputs and put an "x" to the appropriate status as to date.

Definition of Terms (Status of Committed Outputs)

Committed Outputs - Are outputs committed to be delivered by the program proponents that are also reflected in the approved WFP

Completed - Are committed outputs completed or considered done for the quarter

On-going - Are committed outputs not yet done within the quarter but are still on-going implementation/delivery

As scheduled - Are committed outputs that are not yet conducted but will be implemented as scheduled and as planned

Re-scheduled - Are committed outputs that will be conducted or moved in other schedule (quarter or month)

Additional - Are outputs not committed by the proponents but are added and deemed necessary to be implemented

Terminated - Are committed outputs that will no longer be conducted within the year.

Note: The reporting template can be changed as long as all of the relevant fields are included in the adjusted template. The PIR technical working group may also prescribe an updated or new template, which would be communicated by an issuance.



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A.4. Detailed Status of Completed Committed Outputs

Remarks					
	%				
ent	Q1 to Q4				
ccomplishm	2				
Actual Physical Accomplishment	63				
Act	62				
	01				
Quarter 4_	Target				
Annual	Target				
Committed	Output				

Note: The reporting template can be changed as long as all of the relevant fields are included in the adjusted template. The PIR technical working group may also prescribe an updated or new template, which would be communicated by an issuance.

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A. 5. Detailed Status of Ongoing Outputs

Remarks			
Estimated Time of Completion			
Physical Target			
Output			

A.6. Detailed Status of As Scheduled Outputs

Output	Physical Target	Estimated Time of Completion	Remarks
Note: The renorting template can be changed as long as al	ned as long as all of the relevant fields ar	of the relevant fields are included in the adjusted template. The PIR technical working aroup may also	PIR technical working group may also

Note: The reporting template can be changed as long as all of the relevant fields are incliprescribe an updated or new template, which would be communicated by an issuance.



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A.7. Detailed Status of Additional Outputs

Output	Physical Target	Estimated Time of Completion	Remarks

A.8. Detailed Status of Terminated Outputs

Output	Physical Target	Reasons/Justification

Note: The reporting template can be changed as long as all of the relevant fields are included in the adjusted template. The PIR technical working group may also prescribe an updated or new template, which would be communicated by an issuance



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A.9. Overall Assessment of Programs, Projects, and Activities (PPAs)

	% Accomp. VS Annual Target	% Q_Accomp. VS Q_ Target	Obligation Rate	Disbursement Rate	based on the timeline outlined in the WFP	
Current						
Output 1						
Conducted MEA quarterly						
Output 2 Conducted CapB on QAME						For procurement and implementation
Carry-Over						
Output 1	A March Lands I Mar		21642 2542 24			
Output N						

Color Legend of the cells for Physical and Financial Accomplishments:

%	
9	
7	
9	
1	
	124
	7.4
	177

Yellow

51-75 %

Orange

26-50 %

0-25 %

8 2 11 6

Note: The reporting template can be changed as long as all of the relevant fields are included in the adjusted template. The PIR technical working group may also prescribe an updated or new template, which would be communicated by an issuance.



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A.10. Issues and Concerns in the Implementation of PPAs

Expected Outputs		Reasons for the Delay		Action taken or to be
	Operational Issue	Policy Issue	Issues that are needing management decisions and recommendations	taken
····		· · · · · · · · · · · · · · · · · · ·		

A.11. Reasons for Underachievement/Overachievement

Reason for Under/Over Achievement (Physical)	Reason for Low Financial Obligation	Reason for Low Financial Disbursement

Note: The reporting template can be changed as long as all of the relevant fields are included in the adjusted template. The PIR technical working group may also prescribe an updated or new template, which would be communicated by an issuance.



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A.12. Catch-up Plan

Output Indicators (with Backlog)	Physical Target	Reasons for Delay	Action Plan	Office/Person-in- Charge	Output Indicators (with Backlog)

Note: The reporting template can be changed as long as all of the relevant fields are included in the adjusted template. The PIR technical working group may also prescribe an updated or new template, which would be communicated by an issuance.



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Bottlenecks, Challenges and Constraints (BCC) in Achieving the KPI Targets

EQUITY		Reason for low or to non-contribution of the PAP in the achievement of targets		
		l	 	
ACCESS		PPAs not contributing to the achievement of target KPIs		

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Bottlenecks, Challenges and Constraints (BCC) in Achieving the KPI Targets

WELL-BEING		itribution of the PAP in		
RESILIENCY AND WELL-BEING		Reason for low or to non-contribution of the PAP in	tne acmevement of targets	
QUALITY		PPAs not contributing to the achievement of target		



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Bottlenecks, Challenges and Constraints (BCC) in Achieving the KPI Targets

GOVE	CRNANCE
PPAs not contributing to the achievement of target KPIs	Reason for low or to non-contribution of the PAP in the achievement of targets



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Operational and Policy Issues and Recommendations/Actions Needed from CO/RO/SDO

BEDP Pillar (Access, Equity, Quality, Resiliency)	Operational or Policy Issue	Recommendation of the SDO	Decision and Actions Needed from CO/RO/SDO

Ayraux C