



Republic of the Philippines
Department of Education
Region I



Office of the Regional Director

REGIONAL ORDER
No. 001, s. 2022

JUN 01 2022

POLICY GUIDELINES ON CHILD-MAPPING

To: Schools Division Superintendents
Chiefs of Functional Divisions
Heads of Units and Sections
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education, Regional Office 1 issues the enclosed guidelines on Child-Mapping for School Year 2021-2022 and the subsequent school years thereafter.
2. This policy aims to establish a system using a mapping tool to locate incoming school-aged learners to enroll in school, bring back school leavers and encourage them to stay in school.
3. All Regional Issuances which are inconsistent with these guidelines are hereby repealed or modified accordingly.
4. This ORDER shall take effect immediately.
5. Immediate dissemination of and strict compliance with this Order is directed.


TOLENTINO G. AQUINO
Director IV

Encl.: As stated.

Reference: DO No. 47, s. 2016
DO No. 3, s. 2018
DO No. 20, s. 2018
OM No. 018 s. 2022
RM NO. 321, S. 2022
RA 10157
RA 10533
1987 Constitution

To be indicated in the Perpetual Index

Under the following subjects:

CHILD-MAPPING	DATA	KINDERGARTEN	LEARNERS	POLICY
SCHOOL	SCHOOL LEAVER	TEAM		

PPRD/jmp/RM_2022ChildMapping
May 19, 2022

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(Enclosure to Regional Order No. __., s. 2022)

POLICY GUIDELINES ON CHILD-MAPPING

I. Rationale

The 1987 Philippine Constitution, Section 1 stipulates that the aim of education is for *“the state to protect and promote the right of all citizens to quality education at all levels and to take appropriate steps to make such education accessible to all.”*

Section 2 of Republic Act 9155 articulates the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level. Correspondingly, RA 10157 -the *Kindergarten Act* and RA 10533 – *Enhanced Basic Education Act* are legislations that oblige the provision of accessible, quality and relevant education.

The Department of Education actualizes these mandates through the issuance of policies and implementation of child-friendly and inclusive curricular programs to uphold the right of every Filipino child to education.

Performance indicators in DepEd Region`1 show that for the last three school years (SY 2018-2019 to SY 2020-2021), Net Enrolment Rate (NER)for Kinder are 72.84%, 57.10% and 67.88%, respectively, while School Leaver Rate (SLR) for elementary are 0.32%, 0.14, and 0.51%, respectively. For the secondary level, the SLR (Grades 7-12) in SY 2019-2020 and SY 2020-2021 are 0.81% and 3.15%, respectively. The data reveal low performance in the NER for Kindergarten and high school leaver rate.

DepEd Order No. 3, s. 2018 entitled “Basic Education Enrolment Policy” guarantees the right of every learner to enroll in public or private schools upon submission of minimum documentary requirements. The policy also prescribes early enrolment procedures and includes the

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identification of Out-of-School Children and Youth (OSC and OSY) so that they will be encouraged to register or enroll in schools.

DepEd Region 1 Basic Education Plan (RBEP) includes child-mapping as a mechanism to locate OSC, OSY and other learners who are vulnerable of leaving the school system. This is the initial step in addressing gaps in terms of access. The identification these learners and the reasons why they are not in school or why they do not intend to enroll are important information needed by the school, community, SDOs and the Regional Office in developing relevant interventions.

II. STATEMENT OF POLICY

DepEd Region 1 shall sustain and enhance existing programs and promulgate contextualized policies to uphold the right of every learner to accessible, quality and liberating education. The school-community, Schools Division Offices (SDOs) and the Regional Office (RO) shall collaboratively endeavor to locate and identify learners who are not enrolled in schools and as much as possible, provide relevant intervention to help these learners to enroll and stay in school.

Child Mapping Teams shall be organized at the school, SDO and RO level and a Child Mapping Database shall be established.

III. DEFINITION OF TERMS

For purposes of this Policy, the following terms are defined and understood as follows:

- a. Child-Mapping – activity or process in locating potential/prospective learners in an assigned community
- b. Child-Mapping Team – is a group who are responsible for providing technical support and assistance in the child-mapping activities at the school, division and regional level.
- c. Early Registration - the pre-registration of incoming Kindergarten, Grades 1, 7, and 11 learners which takes place prior to the opening of classes

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- d. Happy Schools Support Group- this group shall establish network or alliances with stakeholders to develop and implement relevant interventions to improve access of learners to schools.
- e. Kindergarten Learner – learner who should be five (5) years old based on the following requirements:
 - for school commencing their school year beyond June, the requirement that Kindergarten learners should be five (5) years old by June 1 and the extension period ending on August 31
 - for school commencing their school year in July, Kindergarten learners should be five (5) years old by July 1 and the extension period shall be until September 30
 - for school commencing their school year in August, Kindergarten learners should be five (5) years old by August 1 and the extension period shall be until October 31
- f. Net Enrollment Rate (NER) - the ratio of the enrolment for the age group corresponding to the official school age in the elementary or secondary level to the population of the same age group in a given year. Also known as Participation Rate
- g. Net Intake Rate (NIR) - the percentage of the population at the official elementary school-entrance age who are new entrants in the first grade of elementary education, and who are of the same age
- h. Out-of-School Children (OSC) – members of the population aged 6 to 14 years old who are not attending school
- i. Out-of-School Youth (OSY) - members of the population aged 15 to 30 years old who are not attending school
- j. Participation Rate - the ratio of the enrolment for the age group corresponding to the official school age in the elementary or secondary level to the population of the same age group in a given year. Also known as Net Enrolment Ratio (NER)
- k. Pre-registered - learners who underwent the early registration process but are not considered officially enrolled

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1. School Leaver – learner who do not finish a particular grade/year level as well as those who finish but fail to enroll in the next grade/year level the following school year
- m. School Leaver Rate (SLR) - is the proportion of pupils/ students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/ students enrolled during the previous school year

IV. OPERATIONAL GUIDELINES

A. Processes and Timeline

PROCESS	OFFICE/ PERSON- IN-CHARGE	TIMELINE (tentative due to flexible school calendar)
Prepare Regional Memorandum Re: conduct of the child-mapping activities	Regional Office (PPRD)	One month before the start of the early registration.
Disseminate the Regional Memo to schools	Schools Division Office (SGOD)	At least 2 weeks before the start of Early Registration
Organize and orient child mapping team/s.	School Head	At least 1 week before the start of Early Registration
Coordinate with the barangay officials and other stakeholders on the conduct of child-mapping activities	School Head	At least 1 week before the start of Early Registration
Conduct child mapping survey to <ul style="list-style-type: none">- Out-of-school children (OSC), out-of-school youth (OSY) or school leavers (as per V.A.b of DepEd Order No. 3, s. 2018) ;- New entrants for Kindergarten, Grades 1, 7 and 11 who did not pre-register;	Designated member/s of the SCMT	During Early Registration

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Encode data in the child-mapping database	Designated member/s of the SCMT	1 st Week after Early Registration
Consolidate and analyze of the result of the survey	SCMT, DCMT, RCMT	2 nd Week after Early Registration
Submit report including findings and recommendations to School Heads/ SDS/ RD.	SCMT, DCMT, RCMT	3 rd Week after Early Registration
Furnish report/findings and recommendations to the HAPPY SCHOOLS Support Group for interventions.	RCMT	One Month after Early Registration

B. Child-Mapping Teams

1. Regional Office

a. Composition of the Regional Child-Mapping Team (RCMT)

Chairperson: Assistant Regional Director

Co-Chairperson: Chief of Policy, Planning & Research Division

Members: Education Program Supervisor -PPRD

Attorney IV

Planning Officer III

Administrative Officer V- PAU

Information Technology Officer I

Project Development Officer IV - ESSD

Statistician I

Secretariat: Education Program Specialist II, Administrative Officer II,
Administrative Assistant I of PPRD

Adviser: Regional Director

b. Duties and functions of the Regional Child-Mapping Team:

- Develop and manage database system for the Child Mapping Project;
- Collect, monitor, consolidate and validate the data from the child-mapping database;

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- c. Analyze data from the online survey and give recommendations for planning and decision-making;
- d. Provide technical assistance to the Schools Division Offices (SDOs), schools and stakeholders;
- e. Forge partnership with stakeholders;
- f. Conduct research relative to the results of the child-mapping.

c. Duties and Functions of the Secretariat:

- a. Organize, coordinate, and document meetings and engagement activities of the team;
- b. Prepare complete staff work in support of the teams' functions as needed, and;
- c. Does related functions to be assigned by the Regional Child-Mapping Team.

2. School Division Office

a. Composition of the Division Child-Mapping Team (DCMT)

Chairperson: Assistant Schools Division Superintendent

Co-Chairpersons: Chief of School Governance and Operations Division

Members: Public Schools District Supervisors (PSDS)

Senior Education Program Specialist - Planning & Research

Senior Education Program Specialist – Social Mobilization

Planning Officer III

Information Technology Officer

Division Information Officer

Legal Officer

Secretariat: SDO Planning Team

Adviser: Schools Division Superintendent

b. Duties and Functions of the Division Child-Mapping Team (DCMT):

- a. Leads school in the child-mapping process;
- b. Assign/identify barangay assignments of particular schools for the child-mapping activities;
- c. Provide technical assistance to the school mapping team;

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- d. Engage potential partners;
- e. Monitor the schools conducting child-mapping activities;
- f. Ensure that the collected data are encoded in the online survey;
- g. Analyze the collected data from the online survey for planning and decision-making;
- h. Forge partnership with stakeholders;
- i. Conduct research and propose policies for program enhancement.

c. Duties and Functions of the Secretariat:

- a. Organize, coordinate, and document meetings and engagement activities of the team;
- b. Prepare complete staff work in support of the team's functions as needed, and;
- c. Does related functions to be assigned by the Division Child-Mapping Team.

3. School

a. Composition of the School Child-Mapping Team (SCMT)

Chairperson: School Head

Co-Chairperson: Assistant Principal/Head Teacher/ Master Teacher

Members: School Guidance Designate

EBEIS/LIS Coordinator

Grade Level Chairpersons (Elementary)

Curriculum Chairpersons (Secondary)

Open High School Program Coordinator

Drop Out Reduction Program Coordinator

Stakeholders – Barangay Representative/s

- School Governance Council (SGC) Representative/s
- Parents and Teachers Association Representative/s
- Alumni Representative/s

b. Duties and Functions of the School Child-Mapping Team:

- a. Organize and implement child-mapping activities in the community
 - Designate focal person/s to conduct child-mapping in the

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- community;
- Coordinate and seek the help of barangay officials, PTA and other stakeholders in the conduct of child-mapping activities;
 - Conduct child mapping survey (in-person or using on-line platforms);
- b. Provide technical assistance to the focal persons and partner barangay officials and stakeholders;
 - c. Sanitize the data from the consolidated information;
 - d. Encode information in the child mapping database;
 - e. Analyze the collected data for planning and decision-making;
 - f. Conduct research relative to the results of the child-mapping.

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C. Child-Mapping Tool

CHILD-MAPPING TOOL FOR CHILDREN AGE 5			
Barangay:		Division:	
Municipality:			
NAME OF CHILD	Last Name		
	First Name		
	Middle Initial		
	Extension (Jr.)		
DEMOGRAPHIC INFORMATION	Sex		
	Age		
	Date of birth (mm/dd/yyyy)		
	With Birth Certificate?		
	Sibling Order? (Eldest/2nd/3rd/4th/5th...)		
RESIDENCE	PERMANENT ADDRESS	House No.	
		Street/ Sitio/ Purok	
		Barangay	
		Municipality/ City	
		Province	
	PRESENT ADDRESS	House No.	
		Street/ Sitio/ Purok	
		Barangay	
		Municipality/ City	
		Province	
DISABILITY	Has a disability? (YES/NO)		
	If YES, Diagnosed by Medical Personnel or Observed?		
	If YES, specify type of disability ¹		
EARLY CHILDHOOD CARE & DEVELOPMENT (ECCD)	Provided with ECCD Services? (YES/NO)		
	If YES, specify ECCD facility		
FUTURE ENROLLMENT	Planning to study next school year? (YES/NO)		
	If YES, specify the name of prospective school		
	Address of the prospective school		
	If NO, state reason for not planning to study next school year		
NAME OF PARENT/GUARDIAN	Last Name		
	First Name		
	Middle Initial		
	Relationship		
	Contact No.		
	4Ps Recipient? (YES/NO)		
	Monthly Family Income?		
REMARKS			
*the data provided shall not be shared to persons outside the Department of Education (DepEd)			
*All information gathered will be used for the purposes of documentation			
TYPES OF DISABILITIES: (see DepED Order No. 2, s 2014 for detailed descriptions)			
1- Visual Impairment			
2- Hearing Impairment			
3- Intellectual Disability			
4- Learning Disability			
5- Speech/language Impairment			
6- Serious emotional disturbance			
7- Autism			
8- Orthopedic impairment			
9- Special health problems			
10- Multiple disabilities			
INTERVIEWER NAME AND SIGNATURE			
DATE OF INTERVIEW			

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CHILD-MAPPING TOOL FOR SCHOOL LEAVER			
Barangay: _____		Division: _____	
Municipality: _____			
NAME OF LEARNER	Last Name		
	First Name		
	Middle Initial		
	Extension (Jr.)		
DEMOGRAPHIC INFORMATION	Sex		
	Age		
	Date of birth (mm/dd/yyyy)		
RESIDENCE	PERMANENT ADDRESS	No.	
		Street/ Sitio/ Purok	
		Barangay	
		Municipality/ City	
		Province	
	PRESENT ADDRESS	Number of years in present address	
		No.	
		Street/ Sitio/ Purok	
		Barangay	
		Municipality/ City	
EDUCATIONAL STATUS	Province		
	Number of years in present address		
	Indicate new address if planning to move out		
	Educational attainment ¹		
FUTURE ENROLLMENT	Name of school last attended		
	School ID		
	If studied through ADM, specify type of ADM		
	State reason for not studying		
PARENT/GUARDIAN	Planning to study next school year? (YES/NO)		
	If YES, specify the name of prospective school		
	If NO, state reason for not planning to study next school year		
REMARKS	Last Name		
	First Name		
	Middle Initial		
	Relationship		
	Contact No.		
*the data provided shall not be shared to persons outside the Department of Education (DepEd)			
*All information gathered will be used for the purposes of documentation			
¹ EDUCATIONAL ATTAINMENT:			
CK- Completed Kindergarten			
C1- Completed Grade 1 C7- Completed Grade 7			
C2- Completed Grade 2 C8- Completed Grade 8			
C3- Completed Grade 3 C9- Completed Grade 9			
C4- Completed Grade 4 C10- Completed Grade 10			
C5- Completed Grade 5 C11- Completed Grade 11			
C6- Completed Grade 6 C12- Completed Grade 12			
SK- Some Kindergarten			
S1- Some Grade 1 S7- Some Grade 7			
S2- Some Grade 2 S8- Some Grade 8			
S3- Some Grade 3 S9- Some Grade 9			
S4- Some Grade 4 S10- Some Grade 10			
S5- Some Grade 5 S11- Some Grade 11			
S6- Some Grade 6 S12- Some Grade 12			
INTERVIEWER NAME AND SIGNATURE			
DATE OF INTERVIEW			

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V. MISCELLANEOUS PROVISIONS

A. SEPARABILITY CLAUSE

If any clause, sentence, provision, or section of this policy is declared illegal or rendered invalid by competent authority, those provisions not affected by such declaration shall remain valid and effective.

B. REPEALING CLAUSE

Any other guidelines, administrative order, office order, rule or regulation and/or parts thereof contrary to or inconsistent with the provisions of these Guidelines is hereby repealed, modified, or amended accordingly.

C. MONITORING AND EVALUATION

The Regional, Division, and School Child-Mapping Team shall conduct technical assistance, monitoring, and evaluation of the implementation of the child-mapping for continual improvement. The team shall conduct a review of this policy to identify area of improvement and to further enhances its processes and effectiveness.

D. EFFECTIVITY

These guidelines shall take effect immediately upon issuance.

E. REFERENCES

- a. 1987 Constitution
- b. Republic Act 9155
- c. Republic Act 10533
- d. DepEd Order No. 47, s. 2016
- e. DepEd Order No. 3, s. 2018
- f. DepEd Order No. 20, s. 2018
- g. DepEd RO1 OM No. 018, s. 2022
- h. DepED RO1 RM No. 321, s. 2022

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