

DEDP

2023-2028

DIVISION EDUCATION DEVELOPMENT PLAN
ACCESS - EQUITY - QUALITY - RESILIENCY & WELL-BEING - GOVERNANCE

"In DepEd Bohol, We Care for All, Behold Bohol"

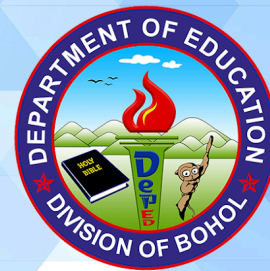


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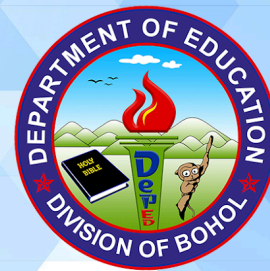
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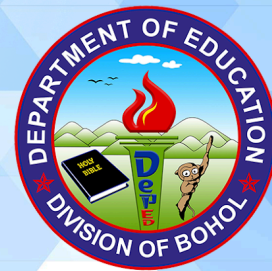
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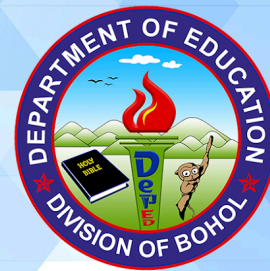
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List of Acronyms and Abbreviation

4Ps	Pantawid Pamilyang Pilipino Program
A&E	Accreditation and Equivalency
ADM	Alternative Delivery Mode
AIP	Annual Implementation Plan
AIR	Annual Implementation Review
ALIVE	Arabic Language and Islamic Values Education
ALS	Alternative Learning System
BAEd	Bureau of Alternative Education
BEA	Bureau of Education Assessment
BEDP	Basic Education Development Plan
BEFF	Basic Education Facilities Fund
BEIS	Basic Education Information System
BE-LCP	CP Basic Education - Learning Continuity Plan
BERA	Basic Education Research Agenda
BERF	Basic Education Research Fund
BESRA	Basic Education Sector Reform Agenda
BHROD	Bureau of Human Resource and Organizational Development
BLGU	Barangay Local Government Unit
BLR	Bureau of Learning Resources
BMI	Body Mass Index
CCAM	Climate Change Adaptation and Mitigation
CHED	Commission on Higher Education
CID	Curriculum Implementation Division
CLC	Community Learning Center
CLMD	Curriculum and Learning Management Division
CO	Central Office
COA	Commission on Audit
CPD	Continuing Professional Development
CPU	Child Protection Unit
CR	Completion Rate
CRE	Child Rights Education
CREDe	Child Rights in Education Desk
CSR	Cohort Survival Rate
CWD	Children with Disabilities
DBM	Department of Budget and Management

DEDP	Division Education Development Plan
DepEd	Department of Education
DILG	Department of Interior and Local Government
DO	DepEd Order
DO	Division Office
DOH	Department of Health
DOST	Department of Science and Technology
DPRP	Disaster Preparedness and Response Program
DPWH	Department of Public Works and Highways
DR	Dropout Rate
DRRM	Disaster Risk Reduction and Management
DRRMS	Disaster Risk Reduction and Management Service
DSWD	Department of Social Welfare and Development
DTFC-19	DepEd Task Force COVID-19
EBEIS	Enhanced Basic Education Information System
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
ELLNA	Early Language, Literacy, and Numeracy Assessment
EMIS	Education Management and Information System
EOSY	End of School Year
ESC	Education Service Contracting
EWS	Early Warning Systems
ExeCom	Executive Committee
FLT	Functional Literacy Test
FTAD	Field Technical Assistance Division
FY	Fiscal Year
GAA	General Appropriations Act
GASTPE	Government Assistance to Students and Teachers in Private Education
GCRV	Grave Child Rights Violations
GER	Gross Enrollment Rate
GIS	Geographic Information System
HEI	Higher Education Institution
HRDD	Human Resources Development Division
HRIS	Human Resource Information System
IATF-EID	Inter-Agency Task Force for the Management of Emerging Infectious Diseases
ICT	Information and Communications Technologies
IP	Indigenous Peoples
IPCC	Intergovernmental Panel on Climate Change



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IPeD	Indigenous Peoples Education
IQR	Interquartile Ratio
IRR	Implementing Rules and Regulations
JHS	Junior High School
KPI	Key Performance Indicator
KSAV	Knowledge, Skills, Attitudes, and Values
LAC	Learning Action Cell
LAS	Learning Activity Sheets
LC	Learning Competency
LGBT	Lesbian, Gay, Bisexual, and Transgender
LGU	Local Government Unit
LIS	Learner Information System
LMS	Last Mile Schools
LMS	Learning Management System
LR	Learning Resources
LRN	Learner Reference Number
LSB	Local School Board
LTE	Learning Tools and Equipment
LUCs	Local Universities and Colleges
LWD	Learner with Disabilities
M&E	Monitoring and Evaluation
ManCom	Management Committee
MEA	Monitoring, Evaluation, and Adjustment
MELCs	Most Essential Learning Competencies
MEP	Madrasah Education Program
MFAT	Multi-factored Assessment Tool
MHPSS	Mental Health and Psychosocial Support Services
MOOE	Maintenance and Other Operating Expenses
MOA	Memorandum of Agreement
MOV	Means of Verification
MPS	Mean Percentage Score
MT	Mother Tongue
MTB-MLE	Mother Tongue-based Multilingual Education
MTR	Mid-term Review
NAT	National Achievement Test
NC	National Certificate
NCAE	National Career Assessment Examination
NCCT	National Council for Children's Television
NCIP	National Commission on Indigenous People



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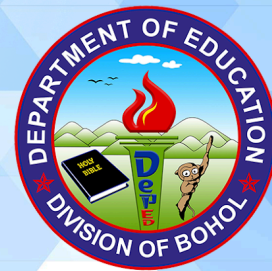
NCS	National Competency Standards
NDRRMC	National Disaster Risk Reduction and Management Council
NDRRMF	National Disaster Risk Reduction and Management Fund
NEAP	National Educators Academy of the Philippines
NEDA	National Economic and Development Authority
NER	Net Enrollment Rate
NGO	Non-governmental Organization
NIR	Net Intake Rate
NSBI	National School Building Inventory
OE	Outcome Evaluation
OPCRF	Office Performance Commitment and Review Form
OSA	Out-of-School Adults
OSC	Out-of-School Children
OSCY	Out-of-School Children and Youth
OSY	Out-of-School Youth
PAP	Programs, Activities, and Projects
PDP	Philippine Development Plan
PEAC	Private Education Assistance Committee
PIR	Program Implementation Review
PISA	Program for International Student Assessment
PMIS	Program Management Information System
PPAs	Programs, Projects, and Activities
PPRD	Policy, Planning, and Research Division
PPSSH	Philippines Professional Standards for School Heads
PPST	Philippine Professional Standards for Teachers
PQF	Philippine Qualifications Framework
PRC	Professional Regulations Commission
PSA	Philippine Statistics Authority
QAD	Quality Assurance Division
QPIR	Quarterly Program Implementation Review
QRA	Quarterly Results Assessment
QRF	Quick Response Fund
RA	Republic Act
RADaR	Rapid Assessment of Damages Report
RAT	Regional Achievement Tests
RBEP	Regional Basic Education Plan
RDC	Regional Development Council
RO	Regional Office



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SAAODB	Status of Appropriations, Allotments, Obligations, Disbursements, and Balances
SBFP	School-based Feeding Program
SBM	School-based Management
SDG	Sustainable Development Goal
SDO	Schools Division Office
SDS	Schools Division Superintendent
SEAMEO-Inno tech	Southeast Asian Ministers of Education Organization - Regional Center for Educational Innovation and Technology
SEF	Special Education Fund
SGC	School Governing Council
SGOD	Schools Governance and Operations Division
SHS	Senior High School
SIP	School Improvement Plan
SLM	Self-learning Module
SLR	Supplementary Learning Resources
SPED	Special Education
STEM	Science, Technology, Engineering, and Mathematics
SUCs	State Universities and Colleges
SY	School Year
TA	Technical Assistance
TEIs	Teacher Education Institutions
TESDA	Technical Education and Skills Development Authority
TIMSS	Trends in International Mathematics and Science Study
TLS	Temporary Learning Spaces
TM	Teachers' Manuals
TSS	Teacher Salary Subsidy
TVET	Technical and Vocational Education and Training
TVL	Technical-Vocational Laboratory
TVL	Technical-Vocational-Livelihood
TWG	Thematic Working Groups
TX	Textbook
TXPr	Textbook-to-Pupil Ratio
UN	United Nations
VP	Voucher Program
WFP	Work and Financial Plan
WHO	World Health Organization
WinS	WASH in Schools
WinS-OMS	WASH in Schools - Online Monitoring System



Foreword

The immediate impacts of the COVID-19 crisis created opportunities for the frontliners in the Division of Bohol to sharpen the saw when in the vast woods of education imperatives. For the past years, we have seen how Boholanos persistently handle the challenges, one after the other. This kind of hard work makes a leader confident that the plan, such as the 2022-2028 Division Education Development Plan will be carried out.

The 2022-2028 DEDP is our compass towards achieving the goals in a rippling perspective, from the United Nations' Sustainable Development Goals (SDG) 2030, to the country's Basic Education Development Plan 2030 and the region's Regional Development Plan. The mindset of oneness from the international goals to the DepEd Bohol Division goals provides opportunities to RISE amidst the Learning Recovery challenges through consistent enabling policies, relevant programs and projects, and clear targets. In the process, it has unveiled several needs from the bottom line which set a clear trajectory towards 2028. SDO Bohol meticulously designs this long-term plan to address the root cause of the province's educational problems on quality, to close the access gaps, to sustain and enhance relevant programs, and to introduce innovations in the long-term plan basis.

The aspirations and the 21st Century Skills of our Boholano learners are the very core of this endeavor. We believe our mission in basic education is to better prepare them to be globally competitive and resilient and become productive nation-loving citizens, provided with a nurturing and joyful experience.

We extend our sincere gratitude to all those who have contributed in the formulation of the SDO Bohol's DEDP for CY 2022-2028. To every

Boholano who shares the same hope of having a quality, accessible, relevant, and liberating basic education for all, we offer this to you.

We enjoin the entire DepEd Schools Division of Bohol family and our partners for a continued support in bringing out this long-term plan into a success. In our hearts, we keep this mantra.

In DepEd Bohol, We care for all. Behold, Bohol!

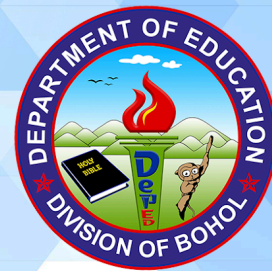
BIANITO A. DAGATAN, EdD CESO V

Schools Division Superintendent



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Executive Summary

The Division Education Development Plan (DEDP) is a six-year plan developed at the Division level which contains strategies on how assistance to schools and learning centers will be implemented. It is designed to address the immediate impacts of COVID-19, address the remaining access gaps, confront issues on quality, and anticipate what futures might bring in the implementation of basic education. The DEDP aligns with Regional Education Development Plan (REDP) strategies which anchor to the Basic Education Development Plan (BEDP) 2030 of the Department of Education (DepEd). It is a roadmap for the organization to follow in improving the delivery and quality of basic education to all DepEd units and offices.

In the contextualization of the implementation of its six-year strategic plan, SDO Bohol abides by the principle of “One Goal, Shared Outcomes, Common Programs, Different Strategies”. The Division Planning Team then uses BEDP and regional priorities as basis in developing DEDP, particularly the key strategic priorities, results framework, and strategies. The identified strategies are based on the Division’s unique needs and conditions, baseline outcome performance, profile of clients and the size of budget. The Division outputs is mainly execution of Programs, Activities and Projects (PAPs), and demand driven technical Assistance (TA) to schools and community learning centers (CLCs) in support in the implementation of curriculum. It focuses on efficient policy and plan implementation, equitable and efficient deployment and utilization of resources, human resource management, progress monitoring, providing targeted technical support to schools and learning centers, ensuring synchronicity of activities and building partnership.

DEDP directs the attainment of priority development areas of the Department: (i) Ensuring all learners attain learning standards in every key stage in the K to 12 program (Quality); (ii) Expanding access to education for groups in situations of disadvantage to ensure inclusive and equitable quality service delivery (Access and Equity); (iii) Strengthening the promotion of the over-all well-being of learners in a positive learning environment where learners exercise their rights and experience joy (Resiliency); (iv) Modernizing basic education governance that empowers learners to be resilient and acquire life skills.

The Division strategies and formulation of its contextualized PAPs as contributions to the priority development areas are laid out over a six-year period in two major Phases, Phase 1 from 2022 to 2025 and Phase 2 from 2025 to 2028. Phase 1 includes the response to the immediate impacts of COVID-19 on learning and participation. Phase 2 and onwards to 2030 focuses on sustaining the gains and evaluating programs. Interventions are identified for specific annual targets both physical and financial to impact intermediate outcomes and for feasible implementation.

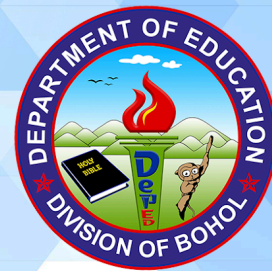
In the formulation of the plan the following methodologies were used: **1. Trending in the Key Performance Indicators** which involves identifying and analyzing trends for the past three (3) years to forecast targets and plan out strategies and interventions; **2. Situational Analysis** using the Strengths/Weaknesses/Opportunities/Threats (SWOT). Whereby, strengths and weaknesses of the internal stakeholders, as well as the opportunities and threats of the external stakeholders which contributed to the current performance of the Division were threshed out to help planners strategized appropriate steps to make interventions relevant and sustainable; **3. Forecasting Data and Targets**– is an intelligent projection of data and targets which is based on factual figures of prior performances and experiences; **4. The Education Sector Planning Process**– is a series of collaborative

workshops that produced the different parts of the plan as outputs following a prescribed format to guide the writers in their narratives of a particular part/chapter of the DEDP. Launching of the final DEDP shall be communicated through the Regional Management Committee, Stakeholder's Summit, Provincial Local School Board, Executive Conference, Districts, Schools, Local Government Units (LGUs) and others.

Adoption of the DEDP 2022-2028 at the school/CLC level is pertinent as basis in the alignment of their School Improvement Plan (SIP). School plan shall focus on curriculum implementation, creation of ideal learning environment, resource management, teacher professional development, improvement of instruction, classroom assessment and building local partnership. At the school level, the SIPs must be able to articulate the school's strategies on making the teaching and learning process more effective and inclusive.

Monitoring, Evaluation, and Adjustment (MEA) Framework outlines the scope of monitoring and evaluating outcomes, contextualized intermediate outcomes, strategies, intervention, and enabling mechanisms from 2022 to 2028. It also defines the indicators that will be used to measure performance and the processes that will be used to validate the achievements and accomplishments of the Division. The strategies and outputs will be mainstreamed through the School Improvement Plan.





Chapter 1- Introduction

Rationale

The pandemic situation is affecting the lives of many learners, families & communities. More so, it has glaringly highlighted the fragility of our education system which has not anticipated such radical change. In order to become better prepared for future crises and to live with such existing conditions, it is imperative that we not only recover from the pandemic, but we use this experience to be more flexible, adaptive, and agile in facing uncertainties.

Thus, the challenges on learning continuity and learning recovery are critical issues amid this on-going crisis to reverse the immediate impact this will cause to our learners such as learning gaps/loss, increased drop-out and participation, and many others all deterrent to quality education. Our job is to help everyone in providing quality education for all even in these exceptional times.

It is therefore crucial that innovation and creativity stimulated by this crisis be leveraged to make the education system more effective, complementary, and sustaining. To support this aim, DepEd Bohol needs to create a safe and supportive learning environment ensuring that learning must happen. With this in mind, the Basic Education Learning Continuity Plan (BE-LCP) and Enhanced Basic Education Learning Continuity Plan (EBE-LCP) were crafted in school years (SY) 2020-2021 to 2021-2022 employing various innovative strategies to effectively address the educational needs of all learners in this new normal.

The progressive expansion of face-to-face classes in the early part of 2022 has revealed a sad reality. Many learners have failed the mastery of basic skills and competencies such as writing, reading literacy,

numeracy, and basic arithmetic operations. Based on the results of monitoring and evaluation, it was found out that learners across levels experienced difficulty in learning the competencies set for their grade level because of learning gaps. Learning gaps refer to the discrepancy between what a learner has actually learned and what he or she was expected to learn at a particular age or grade level.

As more schools began to reopen for in-person learning in SY 2022-2023, DepEd-Bohol crafted the learning recovery plan (LRP) to be articulated as part of the post-pandemic effort. The LRP ensures that programs and interventions are effective so that all learners can catch up and accelerate their learning. The plan incorporated the support and enabling mechanisms that established and operational efficiency and effectiveness in learning delivery thus, addresses learning gaps/loss, improve learning outcomes, and the total well-being of the learners. The main goal is not only to bring all learners back to school but to keep them in school, organize effective remedial learning, support their well-being, train teachers, fill digital divides and equip youth with the skills for work.

The adoption of the BEDP 2030 as articulated in DepEd Order (DO) No. 024, s. 2022, catapulted the Division's plans into one comprehensive document, the DEDP, as a strategic planning devise which details the overall strategies mainstreaming across all governance levels. It is the strategic roadmap for the Department to follow to improve the delivery and quality of basic education and the experience of learners in the basic education learning environment. This DEDP document harmonizes with the BEDP 2030 of the DepEd Central Office (CO) and the REDP 2022-2028 of the Regional Office (RO).

Challenges and Issues



Confronting the basic education imperatives are the major challenges which hopefully will be addressed in the development plans: *the impacts of pandemic has exacerbated the continuing challenge on education quality, participation and delivery; situations of disadvantage hindering achievement of universal participation; the need for more resilient education system becomes pronounced during the school closures; innovations and good practices gained during distance learning provide evidence for policy and strategy adjustments and; Low proficiency of learners in reading and numeracy.* These are the results of the Basic Education Sector Analysis (BESA) which we need to confront head-on to put the education trajectory back on track.

The foreseen challenges of the Division's optimum implementation of the DEDP 2022-2028 covers Kindergarten to Senior High School including non-formal education are classified issues in access, equity, quality, resiliency and well-being, and governance. This is referred to as four pillars of BEDP 2030 which aims to address the current challenges faced by the basic education sector.

These issues emanated from the evidence-based analyses on the Division's internal and external strengths, weaknesses, opportunities, and threats (SWOT) in each pillar. For access, the issues were the incremental scale in participation that is yet to reach universal access, the prevalence of out-of-school children and youth in the province, and the lack of data on the school groups accommodating IPED learners and other learners in situations of disadvantage. Issues that involve the quality of education are highlighted by the indicators such as the Quarterly Assessment Results and the District and Division Monitoring and Evaluation on the key stages of the K to 12, particularly on the results on reading and numeracy, the inadequate coverage of 21st century skills in teaching affecting test performance results, and girls outperforming boys in attendance and learning proficiency. Both access to education and quality of education are also affected by the learning

environment and the learners' experience of joy in the learning environment. In the governance aspect, ICT-related innovations are perceived as the needed aspect in the efficiency of the service to its personnel. The vertical and horizontal integration in the HR management at the different levels of DepEd Bohol Division (Division, District and Schools) need to be strengthened, including the need to build the capacity of DepEd Bohol field units on the effective and efficient delivery of services and program implementation, strategy execution involving quality assurance, technical assistance provision, education planning, monitoring and evaluation, and program management. There is also a need to strengthen the complementarity between public and private schools and strengthen support to the private sector. Equity challenges were identified in terms of the need to address cultural differences in the pedagogical delivery.

Priority Development Areas

Derived from the challenges and issues confronted by the SDO which is the micro component of the BESA this DEDP highlights these priority development areas:

1. Pivoting to quality, ensuring that all learners attain learning standards in every key stage in the K to 12 programs;
2. Expanding access to education for groups in situations of disadvantage to ensure inclusive and equitable quality service delivery;
3. Empowering learners to be resilient and to acquire life skills; and
4. Strengthening the promotion of the overall well-being of learners in a positive learning environment where learners exercise their rights and experience joy, while being aware of their responsibilities as individuals and as members of the society.

The Boholano Learner: Culture-Embedded Competencies and Aspirations

Fundamental to the formulation of the DEDP process is the identity definition of Boholano learners, their capabilities and aspirations. Moreover, the unique cultural mark of every Boholano learner becomes the inspiration to the contextualized strategy formulation to rear them as Filipino learners fully equipped with the competencies enabling them to achieve their aspirations and become a contributing individual to a nation-building.

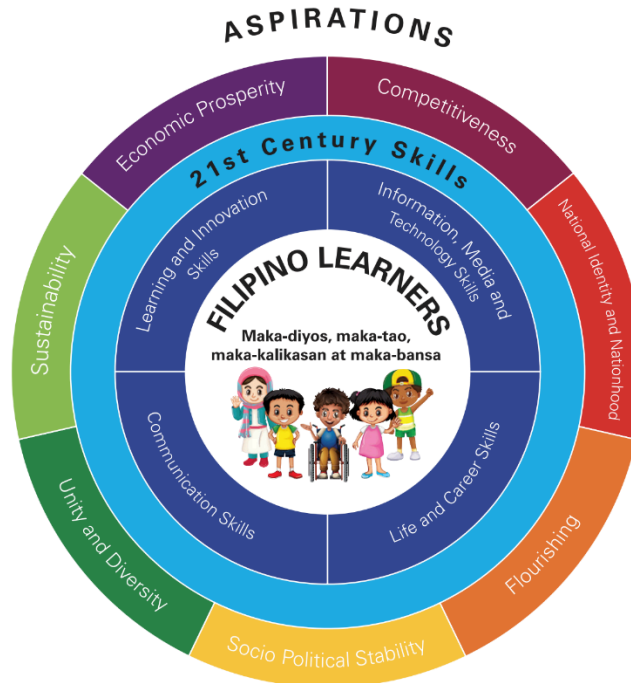


Figure 1.1. The Filipino Learners in the 21st Century Skills

How Boholano learners respond to the various educational threats such as the pandemic situation caused by COVID-19 and the natural calamities divulged the culture of resiliency among the affected families & communities of our learners. Thus, the DepEd-Bohol's educational imperatives zeroed in strategic direction- **R.I.S.E** amidst challenges:

RESILIENT - adopts necessary skills which allows school communities to learn and grow in all situations, inevitable obstacle, and the ability to bounce back in this time of pandemic and future crises, consistent with RO7 Enhanced BE-LCP PATH to LIVE initiatives.

INCLUSIVE - that in *DEPED-Bohol: We Care for All*. A holistic approach to education, which is inclusive and accessible that addresses learners learning, social and emotional needs in times of crisis and beyond.

STRATEGIC - provides realistic and comprehensive teaching and learning delivery, public service support, health, safety, and resurgence protocols for continuous improvement even in times of crises.

EQUITABLE - provides a socially just educational system that seeks to value and enhance learner's well-being and support their intellectual growth in this trying times.

It is therefore crucial that innovation and creativity stimulated by this crisis be leveraged to make the education system more effective, complementary, and sustaining. To support this aim, DepEd Bohol needs to create a safe and supportive learning environment ensuring that learning must happen. Consistent with the EBE-LCP and LRP, the Division formulated the DEDP and its strategies to contribute to the Department's Intermediate Outcomes (IO). These innovative strategies effectively address the educational needs of all learners in the new normal.

To ensure the achievement of the intermediate outcomes of the four pillars of the Department for all K to 12 learners, the Division mobilizes with new vigor the program **"BANATI"** which is the banner project that translates, **B**ridging **A**ctions to **N**avigate **A**cademe **T**ransformation and **I**nclusion.

RISE DepEd Bohol Framework

The ***RISE DepEd Bohol Framework*** (Figure No. X) outlines the priorities of the Division in terms of addressing the immediate and long-term challenges confronting basic education. ***Pillar 1*** on Access intends to address the remaining gaps in participation by expanding learning opportunities of school-age children and out-of-school youth and adults. ***Pillar 2*** on Equity will focus on addressing the needs of learners in situations of disadvantage. ***Pillar 3*** on Quality is designed to address the quality of education through various strategic means, particularly on curriculum, assessment, learning environment, and upskilling and reskilling of teachers and school leaders. ***Pillar 4*** on Resiliency will focus on building resilience among learners and capacitating them to exercise their rights in a positive learning environment, while being aware of their responsibilities as individuals and as members of society. The ***Enabling Mechanisms*** will allow the agency to achieve the results through the right policies and standards, systems and processes, human resource professional development, and partnerships.



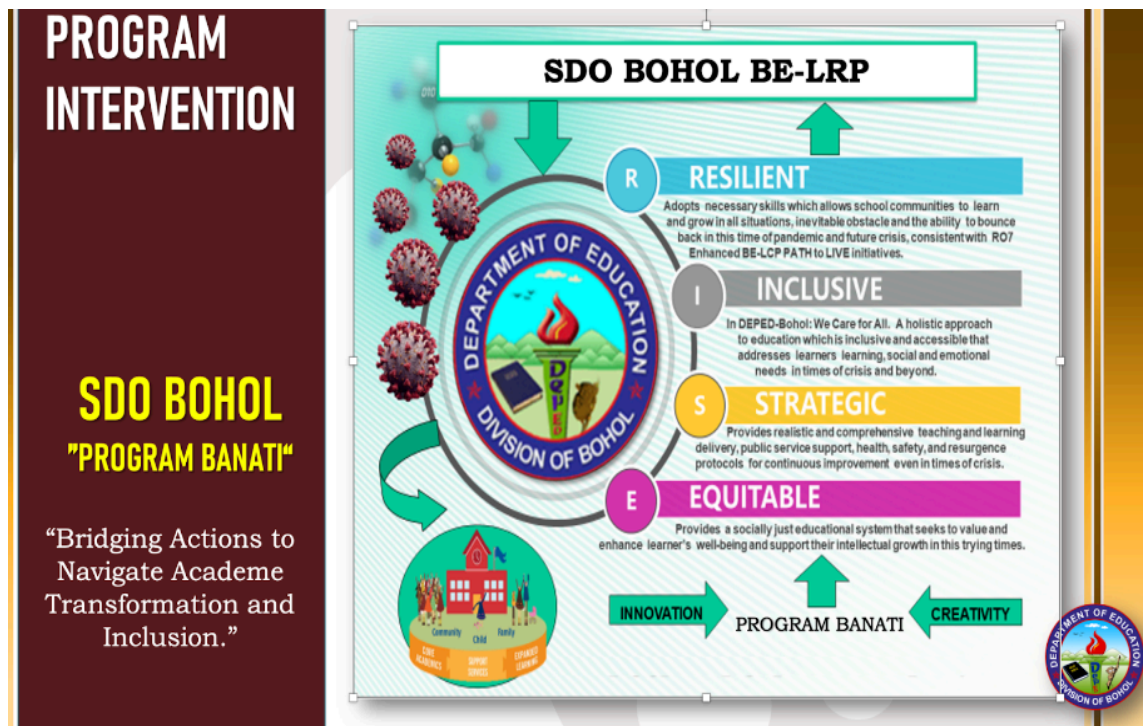


Figure 1.2. The RISE DepEd Bohol Framework

Consistent with the national strategic directions wherein Region 7's SMILE is derived from, the Schools Division of Bohol derived from the RO's strategic directions complementing the Department's mandate, DepEd RO VII establishes the strategic directions defined by the acronym SMILE, which means Strengthening Management, Instruction, and Leadership for Excellence. This initiative capitalizes on four pillars to articulate its objectives and purpose, namely: CAREs (Caring, 'Affectionate, and Respectful Employees), FEETGov (Fast, Efficient, and Transparent Governance), NICE (Nurturing Innovation and Culture for Excellence), and ITOps (Information Technology-Based Operations). The project SMILE is the brainchild of Director Salustiano Jimenez and Assistant Director Cristito A. Eco whose primary objective is to create a brand in the region reflecting its mantra, "Kay sa Siete, Una ang Bata Pirme".

Chapter 2- Profile and Situationer

The Bohol Province

Bohol is the 10th largest island provinces in the Philippines. The province is predominantly hilly and rolling with narrow coastal plains. It is composed of a mainland and 81 offshores islands and islets with an approximate total coastline of 654 kilometers. The coast is regular and smooth and usually fringed with coral reefs. About 6,245 sq. kilometers of municipal waters minerals as well as abundant non-metallic minerals such as limestone, guano, high-grade silica, and clay, among others. 73% of vegetation cover of Bohol is composed of grassland, coconut, and forest. Out of its total land area of 411.726 hectares, about 21% are protected land.

The province is composed of one city, Tagbilaran City serving as its capital, and 47 municipalities grouped into 3 congressional districts. Tagbilaran City is located on the southwest corner of the main island of Bohol, just across the smaller island of Panglao. Bohol is composed of 1,109 barangays. In Bohol, most if not all, of its barangay are further subdivided into sitios and puroks. Figure 1 shows the Bohol Location Map.

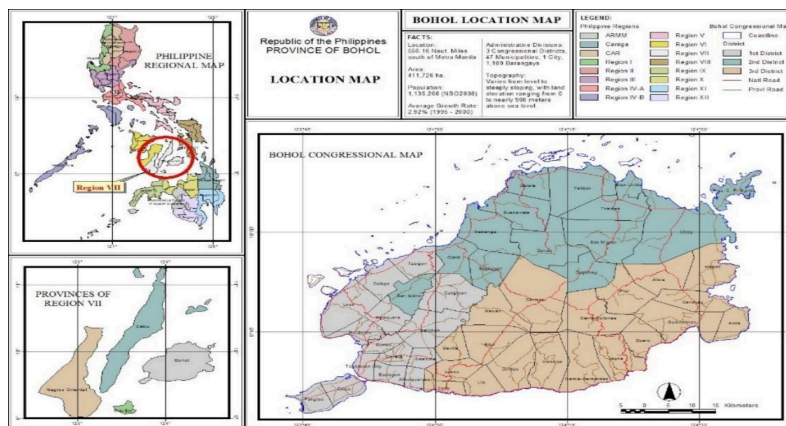


Figure 2.1. Bohol Location Map

Location and Accessibility

Located almost centrally in the Philippines archipelago, the island province of Bohol is about 1 hour and 45 minutes directly south of Manila and about 30 minutes southeast of Mactan Island, Cebu. Bohol is one of the 4 provinces of Region 7, which has the islands of Cebu at its northwest, and Leyte in the northeast. Access to Bohol can be by air or sea transportation direct from Manila and some Mindanao provinces or via Cebu. There are also small seacrafts plying the Bohol-Leyte route.

Natural Resources

The province is richly endowed with agricultural, fishery and mineral resources which, if properly managed and utilized, could bring significant development to Bohol. The coast is regular and smooth and minerals as well as abundant non-metallic minerals such as limestone, guano, high-grade silica and clay among others. 73% of vegetation cover of Bohol is composed of grassland, coconut, and forest.

With some 32 mangrove species identified, Bohol has possibly one of the most biologically diverse mangrove ecosystems in the Philippines. The largest and most biologically diverse area in Bohol is found in Cogtong Bay, covering a total area of 2,200 hectares. Banacon Island in Getafe. Bohol is known to be the Asia with about 1,750 hectares planted started in the 1950s. Today, this area is provided with community life tours.

The province is also the 2nd most populated province in Region 7, next to Cebu Province. Among the LGUs comprising Bohol, Tagbilaran City was the most populous with a population size making up 7.7 percent of the total provincial population in 2010. The municipality of Ubay was 2nd attributing 5.5% share, followed by the municipalities of Talibon (4.9 percent), Tubigon (3.6 percent), Carmen (3.5 percent), Inabanga (3.4 percent), Loon (3.4 percent) and Dauis (3.1 percent). The

rest of the municipalities contributed less than 3.0 percent each as shown in the map of Figure 2.

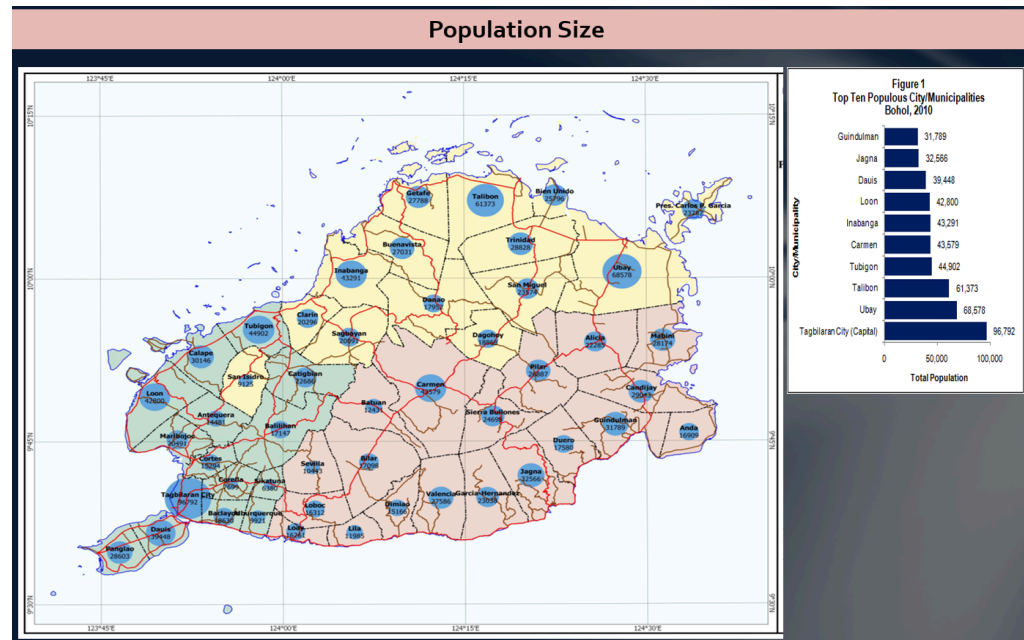


Figure 2.2. Bohol Population Map

The least populated area in 2010 was the municipality of Sikatuna with 0.5 percent share to the total population of the province. In 2000, the municipality of Corella was the least populated municipality. In the 2010 Census, Bohol had a total of about 262 thousand households with an average household size of 4.8 persons per household.

Geographical and Resource Endowment

Terrain Bohol's terrain varies from level to steeply sloping with land elevation ranging from 0-nearly 900 meters above sea level.

History/Language/Climate

History

Pre-historic Boholanos had already a system of writing, but most of the materials used were perishable like leaves and bamboo barks.

They had a language like that of the other Visayas islands. Bohol's people are said to be descendants of the last group of inhabitants of the country called "pintados", meaning the tattooed ones.¹ Before the Spaniards came in 1521, It is believed that Boholanos had already a culture of their own, as evidenced by artifacts dug in several areas in Bohol. Excavations in ancient burial grounds on the mainland have unearthed Tang Dynasty porcelain, Sung and Ming vases and other artifacts of considerable age, attesting to Bohol's early contact with travelers/traders from China and other Southeast Asian civilizations. Cotton and rice constitute the basis of the interior's agricultural economy. Local cotton, which was made into a "Lumpot", was most desired by the Chinese as a material for winter clothing since this has the same quality as wool. Cotton was critical to the economy in central Visayas for several hundred years prior to the arrival of the Spaniards, as it formed the basis for lucrative trade item to be bartered for Chinese porcelains (Echevarria, 1974). During the Spanish regime, two significant revolts occurred in Bohol. One was the Tamblot Uprising in 1621 led by a native priest of Babaylan. The other was the Dagohoy Rebellion, considered as the longest uprising recorded in the annals of Philippine history, led by Francisco Dagohoy from 1744 lasting until the year 1829. Bohol was the site of a blood compact, considered in the Philippines as its first international treaty of friendship with a foreign country, between a local chieftain and the Spanish Conquistador, Miguel Lopez de Lagazpi in 1565. It was during this regime that several big stone churches were built which still stand today, attesting to Bohol's colonization and Christianization. In 1879, Bohol was composed only of 34 municipalities having a population of 253,103. The Americans, led by Major Henry Hale of the 44th Infantry Battalion, arrived in Tagbilaran on March 17, 1990. The Japanese also occupied Bohol several years later during World War II. The American liberation forces arrived in Bohol on April 11, 1945.

Language/Dialect

The major dialer spoken in the province is Boholano, which is closely related to the Cebuano dialect. Of the total household population, 97% spoke Boholano at the earliest childhood (1995 census). The majority of Boholanos can speak and write the English language as well as the national language, Filipino.

Climate

Bohol's climate is generally fair, with rainfall evenly distributed throughout the year. The coastal area of the province is warm in contrast with its interior which is colder especially during the night. Mean annual temperature is recorded at 27o C. Cyclones seldom cross Bohol. Earthquakes rarely occur in the province, with the last earthquake recorded on October 15, 2013, at magnitude 7.2 of the Richter Scale.

Socio-economic Situationer

Employment in the Province was placed at 91 percent and is mostly agricultural (NSO, 2002). Agriculture is the main source of economic activity in Bohol with a greater number of its people engage in farming and fishing. It is Bohol's major industry occupying most of its vast tracts of land. The fish sanctuaries strategically located around Bohol contributed to high fishery yield. Further development of these industries, however, requires, among others, improvements in irrigation facilities and agricultural technology.

Bohol's poverty incidence (PI) is still high at 29% in Year 2003 (NSCB), a 21% decrease compared to the PI of Year 2000. Cited as some of the factors for the high poverty incidence are seasonal employment, particularly in agriculture; minimal opportunities for off-farm

employment compared to the national family annual average income of P123,162.00.

Bohol, however, has done relatively well about human development when compared with other provinces and countries, as measured by the Human Development Index (HDI), a composite measure of education, income, and life expectancy. Per the Philippine Human Development Report 2002, Bohol falls within the medium human development category and is comparable to that of Vietnam but slightly better than Indonesia. This positive trend shows that despite the limited cash income, Boholano families were still able to manage their resources well to minimize the impact of low income on their quality of life.

Tourism Infrastructure

Major infrastructure-support facilities were implemented in Bohol over the years, and more are still up for implementation as it seriously takes the challenges in being the leading provincial tourism destination of the country as well as an emerging transshipment point.

Road Links

Bohol is crisscrossed with roads that link major urban and rural centers of the province. It has a yearly average of 33 kilometers of road being constructed from 1993 to 2002. However, only about 3% of these roads are cemented/asphalted. Bohol's average vehicle increase per year was computed at 3,678 with private vehicles accounting much of the increase. Tricycles are the main mode of transport in the city, although a number of taxis are now serving the area.

Water & Power Supply

The main source of drinking water in the province is ground water with springs and rivers as alternate sources for domestics, agricultural and industrial use.



The combined capability of electric sources in Bohol in 2002 totaled 61.7 megawatts (MW) against its maximum demand 40.6 MW or a net reserve of 21 MW (NPC, 2002). Hydroelectric power sources account for 4 percent of Bohol's power source while geothermal power from Leyte Province provides 11 percent of its electricity, and the rest are sourced from diesel plants and a power barge. Electricity is available in all municipalities with about 90 percent of barangays in Bohol already energized in 2002. Power generation charge in Bohol in 2002 was P2.21 per kilowatt hour (KWH) while Transco charge for that same year was at P0.80/KWH. The bulk of Bohol's power demand comes from residential and commercial establishments while industrial consumption is projected to increase in the incoming years as a result of governments bullish efforts in investments promotion.

Labor Force/Working Population

Bohol's working age population constitutes about 60 percent of the total population of the province. Between 1998 and 2002, the working age population expanded at an average of 1.2 percent annually. With a good number of schools and training centers, Bohol's labor force is one of the country's highly skilled workers.

Industry Structure

Bohol's industry structure measured by employment is composed of 3 major sectors, namely, the agriculture, forestry and fishery sector, the manufacturing sector and the services sector. The agriculture sector continues to account for a greater portion of provincial employment. On the average, the agriculture sector provides employment to 54 percent of the total employed persons in the province. The services sector accounts for 30 percent while the industry sector at 16 percent. The manufacturing industries in Bohol are mostly categorized as micro and cottage industry types. The earliest and most dominant is its handicraft

industry. This industry in Bohol includes fashion accessories, shell craft, woodcraft, food processing, ceramics, hand-made paper, and novelty items.

Major Industrial Firms in Bohol

There are five major industrial firms in Bohol engage in producing galvanized sheets, in the quarrying of limestone for sintering iron, in the manufacturing of starch and glucose, in the production and distribution of prawn and milkfish (bangus) fries, and in soft drink bottling (Coca-Cola Bottlers Philippines Incorporated). Starch and limestone are among Bohol's products directly exported to other countries.

Wages Nominal

The prescribed minimum wage rate for all covered private workers and employees in Bohol is P185.00 or about US\$3.36 per person a day for agricultural and P200.00 or about US\$3.64 per person a day for non-agricultural worker.

Prices Indicators

The purchasing power of the peso in Bohol ranged from P0.79 in to P0.63 in 2002, an average of P0.03-centavo decrease. The province's inflation rate remained at single digit at about 3.7 percent in 2003, lower than the national inflation rate of 6 percent. Prevailing foreign exchange rate is at P55.00 per US\$1.00.

The Economy & Agricultural Productivity

The province's employment profile shows that it is mostly agriculture-led. Agricultural remains the biggest sector in the province in terms of working population and land use.

Total area devoted to agricultural use is 184,874 hectares or roughly 45% of the total land area of the province. Average farm size in Bohol is about 0.60 hectares.

Fishing is the second main source of income and alternative source of livelihood of Boholanos. With 30 coastal municipalities, approximately 33% of Bohol population is directly dependant on fishing. The fish sanctuaries strategically located around Bohol has contributed to high fishery yield.

Bohol's livestock and poultry industry is also a major contributor in the overall progress and development of the region's total production. In the coming years, it is expected that there will be an increase in agricultural land for other production like oil palm, mango, and other high value crops, which the province has been aggressively promoting. The completion of other irrigation and small water impounding projects may also play important roles in the shifting of farm utilization and crop planting prioritization in Bohol.

Tourism

Bohol offers a wide assortment of ecological and cultural points of interest. The existing major tourist attractions range from the geological to the historical, natural, and religious, making Bohol a magnet for those wishing to invest in the tourism business.

Bohol anchors its tourism package on what is called its tourism pillars; the Chocolate Hills (a National Geological Monument, the province's signature attraction); its white-sand beach areas of Panglao Island, dive spots in Balicasag and Cabilao Islands where one can marvel at the colorful and exotic display of marine life; the Philippine Tarsier (one of the smallest living primate and oldest land Species in continuous existence in the Philippines belonging to the primitive sub-order Prosimii dating around 45 million years); its heritage structure of coralline stone

erected during the Spanish era that include churches, convents, watchtowers, escuelas de niños fascinating culture and history rich in texture and y niñas, cabildo and presidencias; and Bohol's topography, dynamic arts and cultural traditions worth to treasure.

Within a single holiday, the tourist can swim with the fishes, dive in one of the world's finest coral reefs or be awed by the centuries-old stone churches and other structures. Bohol's natural attractions and rich culture history combine to make a visit to the province unique and worthwhile.

Agro-industrial Development

The province identified nine (9) priority sub-sectors for commercial production, namely: cereal, mango, coconut, tree enterprise, cut flower, root crops, vegetables, live stocks, and aquaculture. Particular areas for investment are high-value crop production, setting up of post-harvest facilities, feed mill and fruit/fishing of freshwater species culture (in selected/limited sites), and processing.

Manufacturing ventures will be largely Agri-based utilizing abundant raw materials in the area' i.e., processing of fish, meat, prawn, banana, root crops and mangoes. About 120,000 mango trees are currently fruit-bearing with another 80,000 trees yielding in 3 to 4 years. Bohol is also a leading seaweed producer in the country, a top supplier of carrageenan, a gelling agent use extensively as thickener or emulsifier in almost every commercial product from medicine, toothpaste, ice cream, chocolate, cosmetics and even beer.

Investments

The Provincial Government of Bohol is providing a conducive atmosphere for investment in the province. The Bohol Investment Code has been passed which establishes both fiscal and non-fiscal incentives,

and investment mechanism that are investor friendly. Special assistance services from the government will also be extended in its eco-zones.

Preferred Growth Areas

Two (2) sectors have been identified as Bohol's development growth focus in terms incentives, assistance, and public investment support by the province. These are:

- Tourism with emphasis on ecological and cultural tourism
- Agro-industrial Development

Investment inflows are foreseen in Bohol in the area of tourism and manufacturing ventures, which can serve as possible venues for future investment with the province. A tourism enterprise zone is proposed to be established in Bohol.

Preferred investment in Bohol is the setting up of the theme parks of golf courses and the development of nature and mountain resort for tourism that will generate investment in areas that will enhance Bohol's natural attractions; accommodation facilities, restaurants and food outlets, transportation services that will cater mostly to tourist and other tourism-related services.

Social Services, Amenities & Development

Education

Providing a significant role in the development of its manpower base, Bohol's 1,220 schools make available education to its citizenry. Completing these institutions of learning are five government skills training centers as well as a number of private establishments offering vocational/technical courses. Among Bohol's household population aged 5 years and over, more than half (51.59 percent) had attended or finished elementary education. Females dominated higher levels of education in Bohol has a literacy rate 92% (NSO-FLEMMS,2003).

Health

In Bohol, health care is provided by over 30 hospitals and clinics as well as through a network outpatient clinic, rural health centers and school health services including dental care facilities and a network of blood banks. Government health facilities include 48 Rural Health Units (RHUs) and 12 hospitals. Majority of patients in the province troop to government hospitals which offer free services with most patients spending only for supplies and medicines during their hospitalization.

The average life expectancy of a Boholano for both males and females increased from 69.81 years in 1999 to a projected 73 years in 2002 with the females having a higher life expectancy than males.



DEDP
2023 - 2028

DIVISION EDUCATION DEVELOPMENT PLAN

Source: Provincial Planning and Development Office, Province of Bohol,
<https://ppdo.bohol.gov.ph/profile/>

Educational Profile 2022-2023

Portrayed in the succeeding tables are the number of schools and the enrollment history of DepEd Bohol for the last 5 years from School Year 2016-2017 to School Year 2020-2021.

Table 1. Number of Schools

School Year	Elementary		Secondary		Total		
	Public	Private	Public	Private	Public	Private	Total
2016 - 2017	930	102	165	73	1,095	175	1,270
2017 - 2018	934	102	168	81	1,102	183	1,285
2018 - 2019	933	105	172	82	1,105	187	1,292
2019 - 2020	933	105	182	82	1,115	187	1,302
2020 - 2021	933	99	185	82	1,118	181	1,299

Table 2. Enrollment History for Kindergarten

School Year	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2016 - '17	9,335	8,568	17,903	940	795	1,735	10,275	9,363	19,638
2017 - '18	13,166	12,043	25,209	1,319	1,152	2,471	14,485	13,195	27,680
2018 - '19	12,964	11,898	24,862	1,098	1,141	2,239	14,062	13,039	27,101
2019 - '20	11,855	10,680	22,535	1,106	988	2,094	12,961	11,668	24,629
2020 - '21	13,035	11,915	24,950	639	710	1,349	13,674	12,625	26,299

Table 3. Enrollment History for Elementary

School Year	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2016 - '17	89,891	80,059	169,950	2,697	2,459	5,156	92,588	82,518	175,106

2017 – '18	83,230	74,315	157,545	3,010	2,667	5,677	86,240	76,982	163,222
2018 – '19	78,131	71,088	149,219	3,212	2,869	6,081	81,343	73,957	155,300
2019 – '20	76,972	70,329	147,301	3,563	3,178	6,741	80,535	73,507	154,042
2020 – '21	76,302	69,549	145,851	2,604	2,440	5,044	78,906	71,989	150,895

Table 4. Enrollment History for Junior High

School Year	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2016 – '17	39,365	39,052	78,417	10,074	9,686	19,760	49,439	48,738	98,177
2017 – '18	41,224	40,303	81,527	10,310	9,665	19,975	51,534	49,968	101,502
2018 – '19	45,786	43,708	89,494	11,157	10,297	21,454	56,943	54,005	110,948
2019 – '20	45,380	43,821	89,201	11,286	10,263	21,549	56,666	54,084	110,750
2020 – '21	44,660	42,287	86,947	10,400	9,765	20,165	55,060	52,052	107,112

Table 5. Enrollment History for Senior High

School Year	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2016 – '17	5,863	6,582	12,445	2,378	2,508	4,886	8,241	9,090	17,331
2017 – '18	11,557	12,864	24,421	4,653	4,974	9,627	6,836	17,838	24,674
2018 – '19	12,773	13,376	26,149	4,892	5,116	10,008	7,265	18,492	25,757
2019 – '20	14,148	14,482	28,630	5,122	5,145	10,267	7,458	19,627	27,085
2020 – '21	14,937	15,716	30,653	4,986	5,173	10,159	7,496	20,889	28,385

Portrayed in the succeeding tables are the key performance indicators (KPIs) of DepEd Bohol for the last 5 years from School Year 2016-2017 to School Year 2020-2021. The tables show comparative data on the average KPIs for the 4 years and the division targets.

Kindergarten. Below is the division's key performance for the kindergarten, which portrays the Gross Enrollment Rate and the Net Enrollment Rate. The GER fluctuates every year for the last four school years, which has an average of 85.15%. However, the Net Enrollment

Rate decreased in the second year and increased in the following two school years.

Table 6. Performance Level for Kindergarten

KPI	SCHOOL YEAR				AVERAGE
	2017 – '18	2018 – '19	2019 – '20	2020 – '21	
GER	91.34%	88.99%	78.63%	81.64%	85.15%
NER	78.55%	70.77%	57.17%	61.29%	66.95%

Elementary. The table below shows the history of the Elementary KPIs for the previous four school years which includes the GER, NER, Transition Rate, School Leaver Rate, Cohort Survival Rate, Completion Rate, Retention Rate, Repetition Rate and Promotion Rate. Most of the KPIs were increasing in the first second year of implementation but decreased in the following school year. The Retention Rate obtained the highest with an average of 99.40%, yet still has changed from school year to school year. The Net Enrollment Rate has the lowest performance among the KPIs with the average of 84.19%. Table 7 illustrates it below.

Table 7. Performance Level for Elementary

KPI	SCHOOL YEAR				AVERAGE
	2017 – '18	2018 – '19	2019 – '20	2020 – '21	
GER	96.11%	89.96%	87.61%	84.29%	89.49%
NER	86.97%	84.90%	83.86%	81.01%	84.19%
Transition Rate	99.17%	99.87%	99.98%	98.59%	99.40%
School Leaver Rate	0.78%	0.13%	0.18%	0.50%	0.40%
Cohort Survival Rate	97.23%	99.43%	99.14%	98.31%	98.53%
Completion Rate	96.87%	99.19%	98.89%	98.07%	98.26%

Retention Rate	99.01%	100.01%	99.63%	99.14%	99.45%
Repetition Rate	1.12%	1.06%	1.13%	1.37%	1.17%
Promotion Rate	98.10%	98.80%	98.68%	98.14%	98.43%

Junior High School. The GER, NER, Transition Rate, School Leaver Rate, Cohort Survival, Completion Rate, Retention Rate, Repetition Rate and Promotion Rate are the KPIs of the Junior High School and are similar with that of the Elementary. Among the KPIs, the GER has the highest rate obtained for the last four school years with an average of 99.14%, yet still fluctuated in the proceeding school years. The NER got the lowest rate in the previous school years with an average of 81.40% just like the elementary level. Table 8 below shows the details.

Table 8. Performance Level for Junior High

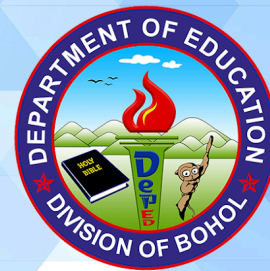
KPI	SCHOOL YEAR				AVERAGE
	2017 – '18	2018 – '19	2019 – '20	2020 – '21	
GER	93.55%	102.20%	102.03%	98.76%	99.14%
NER	75.68%	83.86%	84.36%	81.70%	81.40%
Transition Rate	91.16%	92.88%	94.17%	90.29%	92.13%
School Leaver Rate	4.70%	3.54%	5.36%	5.85%	4.86%
Cohort Survival Rate	87.26%	89.92%	85.40%	84.03%	86.65%
Completion Rate	86.28%	89.03%	84.80%	83.19%	85.83%
Retention Rate	94.80%	96.00%	93.79%	93.55%	94.54%
Repetition Rate	2.65%	2.68%	3.02%	3.09%	2.86%
Promotion Rate	92.65%	93.78%	91.62%	91.06%	92.28%

Senior High School. For the Senior High School KPIs, includes the net enrollment rate, gross enrollment rate, transition rate, school leaver rate, cohort survival rate, completion rate, retention rate, repetition rate,

and promotion rate. Of the nine KPIs, the NER obtained the lowest rate with an average of 45.99% but in the succeeding years it varies its performance. Given the details below, it shows that the KPIs for the Senior High School has a lower result compared to the elementary and junior high school.

Table 9. Performance Level for Senior High

KPI	SCHOOL YEAR				AVERAGE
	2017 – '18	2018 – '19	2019 – '20	2020 – '21	
GER	66.03%	69.34%	72.94%	75.67%	71.00%
NER	44.63%	47.46%	43.87%	47.99%	45.99%
Transition Rate	82.73%	89.17%	91.59%	90.88%	88.59%
School Leaver Rate	NDA	NDA	5.64%	6.69%	6.17%
Cohort Survival Rate	NDA	NDA	75.32%	70.78%	73.05%
Completion Rate	NDA	NDA	74.53%	69.05%	71.79%
Retention Rate	NDA	NDA	93.51%	92.67%	93.09%
Repetition Rate	NDA	NDA	2.27%	2.28%	2.28%
Promotion Rate	NDA	NDA	92.09%	91.03%	91.56%



Chapter 3- Education Situation Analysis and Strategic Direction

Pillar 1- Access

The years 2023 - 2028 will be years of opportunities and challenges for DepEd Bohol as it transitioned from the implementation years of the COVID-19 when targets shifted to implementing the Basic Education-Learning Competency Plan (BE-LCP). Now here comes the Department of Education (DepEd) Basic Education Development Plan (BEDP) to provide a strategic roadmap to improve the delivery and quality of basic education.

Access, as one of the pillars of the Department for basic education, covering formal education from 5 to 18 years old and non-formal education for youth and adults indicates the different developmental areas or key performance indicators which includes Gross Enrolment Rate (GER), Net Enrolment Rate (NET), Transition Rate, Core Strengths and Opportunities, and Core Weaknesses and Threats.

Aimed at continuing the goals of the Department for all Filipinos to realize their full potential and contribute meaningfully to a cohesive nation through the protection and promotion of the right to education, the plan looks into the current situation on access and analyzes what opportunities and challenges are at hand to design strategies and programs to address them especially immediate impacts of the pandemic on learning, participation, and education delivery, address the remaining access gaps, improve education quality and build resilience.

Baseline School Year 2020 - 2021 data spells the achievement of DepEd Bohol as it implemented the Basic Education- Learning Continuity Plan (BE-LCP) during the onset of the COVID 19 pandemic. Though challenging, we also gained success stories and experienced seasons of facing defeats as opportunities to grow.

In Access, our fluctuating Gross Enrolment Rate (GER) of 81.64%) and Net Enrolment Rate (NER) of 66.95% in Kindergarten for School Year 2020-2021 served as a baseline were deemed attributed to the new normal learning delivery due to the pandemic. Gross Enrolment Rate (GER) for elementary is decreasing and has the latest of 84.29%

Strengthening the school-community advocacies in education is one strategy to improve the Gross Enrolment Rate and Net Enrolment Rate across all key stages: kindergarten, elementary, junior, and senior high school. With this, the following are the programs that aim to improve access to quality education for all learners, regardless of their background or socio-economic status.

1. Improve access to technology: The department will prioritize the procurement of modern technology and digital resources to enhance learning and skills development. This will include the provision of tablets, laptops, and other devices to schools and students who do not have access to them. The department will also establish partnerships with tech companies to provide software and applications that can support learning.
2. Strengthen partnerships with community organizations and businesses: The department will collaborate with community organizations, businesses, and other stakeholders to enhance educational opportunities for learners. This will include partnerships with local businesses to provide scholarships and internships for students, as well as partnerships with NGOs to provide tutoring and mentoring programs.
3. Focus on teacher retention: The department will prioritize the retention of quality teachers by providing professional development opportunities and competitive compensation packages. The department will also establish a mentoring program to support new teachers and improve their retention.

4. Provide access to funding opportunities: The department will improve its grant writing and allocation process to maximize impact and provide access to external funding opportunities. This will include the establishment of a grant writing team and the implementation of a rigorous review process for grant proposals.
5. Establish a parent engagement program: The department will establish a program to engage parents and guardians in the education process. This will include the provision of regular updates on student progress, parent-teacher conferences, and training sessions for parents on how to support their child's learning.

These proposed programs and plans for the Department of Education Bohol Division in the Access pillar aim to provide a comprehensive approach to improve access to quality education for all learners. By prioritizing technology, partnerships, teacher retention, funding opportunities, and parent engagement, the department can ensure that all learners have access to the education and resources they need to succeed.

Pillar 2- Equity

The BEDP's equity pillar seeks to ensure that all learners have access to quality basic education that prepares them for their future roles in society. The plan aims to address the inequities that exist in the education system, particularly in terms of access to education, quality of education, and relevance of education.

The BEDP recognizes that learners from different backgrounds and circumstances may have different needs and challenges, and it seeks to provide targeted support to these learners to ensure that they have the same opportunities to succeed. This includes learners from marginalized

communities, learners with disabilities, learners from low-income families, and learners in conflict-affected areas, among others.

The BEDP's equity pillar also emphasizes the importance of stakeholder participation and collaboration. The plan recognizes that achieving equity in education requires the involvement of various stakeholders, including teachers, parents, communities, and government agencies. These stakeholders must work together to identify and address the factors that contribute to inequities in education.

DepEd Division of Bohol is responsible for the delivery of basic education across all schools. The continued minimal increase of enrollment even during the period of pandemic cannot reciprocate the promotional rate and cohort survival rate which are declining due to multiple factors. With the current situation, program management and service delivery are being institutionalized. Provision of inclusive, effective, culturally responsive, gender sensitive and safe learning environments are implemented to respond to the situation of disadvantaged school aged children. Different platforms for learning resources are created and established for accessible quality learning resources.

With this, the following are the programs that aim to improve equity in education by providing equal opportunities to all learners, regardless of their socio-economic status, geographic location, and other factors.

1. Develop an Equity Action Plan: The department will develop an Equity Action Plan that outlines specific strategies and programs to improve equity in education. This will involve a comprehensive analysis of the current state of equity in the department and the identification of key areas for improvement.
2. Provide targeted support for underperforming schools: The department will provide targeted support and resources for underperforming schools to ensure that they have the necessary



resources to improve student outcomes. This will include the provision of additional funding, professional development opportunities, and mentoring programs.

3. Address disparities in access to technology: The department will address disparities in access to technology by prioritizing the procurement of modern technology and digital resources for schools and students in underserved communities. This will ensure that all learners have equal access to technology and can benefit from online and distance learning opportunities.
4. Implement a community engagement program: The department will implement a community engagement program to engage parents, community leaders, and other stakeholders in the education process. This will involve the provision of regular updates on student progress, parent-teacher conferences, and training sessions for parents on how to support their child's learning.
5. Improve teacher diversity: The department will prioritize efforts to improve teacher diversity and increase the representation of underrepresented groups in the teaching profession. This will involve the development of recruitment strategies that target underrepresented groups and the provision of support and resources to promote their success in the profession.

These proposed programs and plans for the Department of Education Bohol Division in the Equity pillar aim to promote equity in education by providing equal opportunities to all learners. By prioritizing the development of an Equity Action Plan, targeted support for underperforming schools, addressing disparities in access to technology, community engagement, and teacher diversity, the department can ensure that all learners have the support and resources they need to succeed.



Pillar 3- Quality

Over the past few months and past two-quarters of SY 2022-2023, the Schools Division of Bohol is receiving inspiring feedback from the teachers, school administrators, and supervisors upon the full implementation of the full face-to-face classes. Everyone embraces the face-to-face delivery of instructions as what was longed for by the learners and the parents during the two-year blended modular distance learning.

Alongside the positive and inspiring feedback, are the challenges that are meant to be addressed so as not to cause further problems. Among the challenges are as follows: Inadequate textbooks and other learning resources as Bohol was devastated by Typhoon Odette. In Kindergarten, there were trained Kindergarten teachers who transferred to other schools and were assigned to teach in other grades. There are Master Teachers assigned as SICs without teaching loads/class advisories. In secondary schools, there are teachers assigned to teach in learning areas that are not their majors, resulting in skipping the difficult-to-teach competencies. Every quarter requires competencies to be taught; for this reason, teachers focus on the number of competencies to be delivered/covered for the quarter rather than the quality of learning. Based on feedback and data gathered during monitoring activities, school heads prioritize administrative functions rather than instructional ones. They spend most of their time on financial matters like the liquidation of school MOOE. Results of the assessment reveal that there are non-readers, non-numerates, academically challenged learners, or learners with special educational needs. With this, the following are the programs that aim to improve the quality of education provided to learners, with a focus on enhancing the skills, knowledge, and competencies of students.

1. Enhance teacher training and development: The department will prioritize the training and development of teachers to improve the quality of education provided to learners. This will include the provision of regular training sessions, professional development opportunities, and mentoring programs for new teachers.
2. Contextualize the curriculum: The department will review and contextualize the curriculum to ensure that it aligns with the latest research and trends in education. The contextualized curriculum will be designed to enhance critical thinking, problem-solving, and other 21st-century skills that are essential for success in the modern world.
3. Strengthen assessment practices: The department will establish rigorous assessment practices to measure the knowledge and competencies of learners accurately. This will include the use of formative and summative assessments, as well as the implementation of standardized testing to benchmark student performance.
4. Implement technology in the classroom: The department will prioritize the integration of technology in the classroom to enhance teaching and learning. This will include the provision of digital resources, such as e-books, educational apps, and learning management systems, to support learners and teachers.
5. Establish partnerships with industry leaders: The department will collaborate with industry leaders to provide learners with real-world experiences and exposure to various industries. This will include the establishment of internships, job-shadowing programs, and career fairs to give learners a better understanding of different career pathways.

These proposed programs and plans for the Department of Education Bohol Division in the Quality pillar aim to provide a



comprehensive approach to improving the quality of education provided to learners. By prioritizing teacher training and development, curriculum improvement, assessment practices, technology integration, and partnerships with industry leaders, the department can ensure that learners receive a high-quality education that prepares them for success in the modern world.

Pillar 4- Resiliency and Well-Being

The Department of Education, Division of Bohol is faced with challenges in the realm of resiliency and well-being. Undernutrition and stunting among learners, communicable and non-communicable diseases and ailments among learners and personnel, gender-related issues among adolescents, early parenthood, the impact of illegal drugs and substance use or abuse, violence, and social inequities, providing safe and conducive learning and working spaces and environments, ensuring child protection, fostering youth formation, and strengthening disaster risk reduction and management, alongside safeguarding the mental health and well-being of learners and personnel are among the priority concerns that need to be met in the next five years.

Answering the aforementioned challenges, calls for resiliency and well-being in holistic learning and enabling environments through integrating children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems, protecting learners and personnel from death, injury, and harm brought about by natural and human-induced hazards, ensuring learning continuity in the aftermath of a disaster or emergency, protecting education investments from the impacts of natural and human-induced hazards, providing learners with basic health and nutrition services, nurturing and protecting learners' mental and psychosocial health, and promoting learners' physical and socio-emotional skills development.



The contextualized strategies to strengthen resiliency and well-being can be achieved by the institutionalization of plans and policies that are materialized through programs, projects, and activities. Lead thrusts for health and well-being are the School-Based Feeding Program with Milk Feeding Component, WASH in Schools, Adolescent Reproductive Health and Comprehensive Sexuality Education, National Drug Education Program, School Mental Health Program, and various services through the medical, nursing, and dental disciplines under the umbrella of the Oplan Kalusugan sa DepEd. Safeguarding children's rights and protection are also given a paramount concern by Child Protection Policies while Disaster Risk Reduction Management enables schools and learning communities the preparedness and response to threats and events of natural and human-induced disasters. Youth Formation and development also aims to meet the challenges of mental health and well-being and instill life skills for resiliency among learners and personnel alike. All these initiatives and mechanisms combine and collaborate to provide a supportive and enabling learning environment of resiliency and responsiveness to emerging threats and obstacles.

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1. Provide mental health support services: The department will provide access to counseling services and other mental health support resources for students, teachers, and staff. This will include the hiring of additional guidance counselors and the establishment of mental health clinics in schools.
2. Promote a healthy lifestyle: The department will promote a healthy lifestyle by implementing programs and initiatives that encourage physical activity, healthy eating, and stress reduction. This will include the provision of healthy meals in schools, the implementation of physical education programs, and the establishment of mindfulness programs for students, teachers, and staff.
3. Address bullying and harassment: The department will implement programs and initiatives to address bullying and harassment in schools. This will include the establishment of anti-bullying policies, training sessions for teachers and staff on how to recognize and respond to bullying, and the provision of resources and support for students who have experienced bullying.
4. Establish a crisis management plan: The department will establish a crisis management plan to respond to emergencies and provide support to students, teachers, and staff in times of crisis. This will include the provision of training and resources for teachers and staff on how to respond to emergencies, the establishment of a crisis response team, and the implementation of protocols for communicating with parents and guardians in times of crisis.
5. Improve teacher and staff well-being: The department will improve the well-being of teachers and staff by providing opportunities for professional development, mentoring, and support. This will include the establishment of a teacher and staff wellness program, which will provide resources and support for managing stress, balancing work and personal life, and improving job satisfaction.



These proposed programs and plans for the Department of Education Bohol Division in the Resiliency and Well-Being pillar aim to promote the mental health and well-being of students, teachers, and staff in schools. By prioritizing mental health support services, healthy lifestyles, bullying prevention, crisis management, and teacher and staff well-being, the department can create a safe, supportive, and resilient learning environment for all learners.

Answering the aforementioned challenges, calls for resiliency and well-being in holistic learning and enabling environments through integrating children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems, protecting learners and personnel from death, injury, and harm brought about by natural and human-induced hazards, ensuring learning continuity in the aftermath of a disaster of emergency, protecting education investments from the impacts of natural and human-induced hazards, providing learners with basic health and nutrition services, nurturing and protecting learners' mental and psychosocial health, and promoting learners' physical and socio-emotional skills development.

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Enabling Mechanisms

The governance framework for the Basic Education Development Plan (BEDP) in DepEd is essential for ensuring the effective and efficient implementation of the plan. The BEDP is a comprehensive plan that aims to improve the quality of basic education in the Philippines. It outlines the strategies, programs, and policies that DepEd will implement to achieve its goals.

The governance framework for the BEDP promotes integrity, accountability, and transparency in the management and decision-making processes of the agency. The framework provides clear guidelines for the allocation of resources and the implementation of programs to ensure that the BEDP is effectively and efficiently implemented.

Moreover, the governance framework for the BEDP emphasizes the importance of participation and collaboration. The agency recognizes the value of engaging stakeholders, including teachers, parents, students, and community leaders, in the development and implementation of the plan. This approach ensures that the BEDP is responsive to the needs and concerns of its stakeholders and that it reflects the diversity of learners and communities. With this, the following are the programs that aim to improve the governance and management of the education system, enhancing its efficiency and effectiveness in delivering quality education.



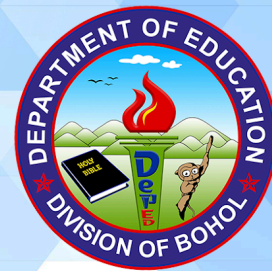
1. **Strengthen the School Governance System:** The department will establish a strong and effective school governance system by ensuring that each school has an active school governing council. The council will be responsible for developing and implementing school improvement plans, ensuring that teachers and students are safe, and monitoring the implementation of departmental policies.
2. **Implement a Performance-Based Management System:** The department will adopt a performance-based management system that focuses on results and accountability. This system will ensure that school administrators and teachers are evaluated based on their performance and that resources are allocated based on their effectiveness in achieving desired outcomes.
3. **Develop a Monitoring and Evaluation System:** The department will establish a monitoring and evaluation system that regularly collects and analyzes data on student learning outcomes, teacher performance, and school management. The data will be used to identify areas of weakness and develop targeted interventions to improve the education system.
4. **Strengthen Human Resource Management:** The department will focus on developing a strong and effective human resource management system, which includes effective recruitment and retention policies, professional development opportunities, and competitive compensation packages.
5. **Enhance Public-Private Partnership:** The department will establish partnerships with private organizations to leverage their expertise and resources to enhance the quality of education. These partnerships will involve the provision of resources, financial support, and technical assistance to schools and teachers.

These proposed programs and plans for the Department of Education Bohol Division in the Governance or Enabling Mechanisms pillar aim to improve the management and governance of the education system. By focusing on strengthening the school governance system, implementing a performance-based management system, developing a monitoring and evaluation system, strengthening human resource management, and enhancing public-private partnerships, the department can enhance the efficiency and effectiveness of the education system in delivering quality education.



DEDP
2023 - 2028

DIVISION EDUCATION DEVELOPMENT PLAN



Chapter 4- Performance Targets

This chapter presents the performance targets of DepEd Bohol for the two phases of the DEDP cycle- 2020-2024 and 2023-2038. These targets provide meaningful information about how DepEd can make improvements in its delivery system and outcomes in terms of performance, finances, and human resource development.

Table 10. Projected Enrollment

School Year	Baseline (2020-2021)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
KINDER	26,299	24,638	22,899	22,903	22,956	22,984	23,073	23,506
GRADE 1	25,118	26,967	23,630	23,128	23,132	23,186	23,214	23,304
GRADE 2	26,859	25,211	26,854	23,866	23,359	23,595	23,649	23,446
GRADE 3	27,123	27,012	25,066	26,825	25,131	23,357	23,361	23,415
GRADE 4	20,844	27,278	27,039	25,620	27,361	25,633	23,824	23,595
GRADE 5	24,822	20,973	27,167	27,309	26,133	27,908	26,146	24,301
GRADE 6	26,129	25,008	20,787	27,439	27,582	26,655	28,466	26,669
GRADE 7	25,799	25,902	23,855	23,898	24,019	24,123	24,197	24,233
GRADE 8	26,391	27,669	25,163	23,998	24,137	24,259	24,364	24,439
GRADE 9	29,308	27,553	26,486	26,421	24,094	24,378	24,502	24,608
GRADE 10	25,614	30,739	26,411	26,751	26,685	24,136	24,622	24,747
GRADE 11	21,736	27,629	28,766	28,799	28,842	28,896	29,009	29,097
GRADE 12	19,073	23,135	26,355	29,054	29,087	29,130	29,185	29,299
ALS	7,301	7,301	5,586	7,447	7,596	7,748	7,903	8,061

The projected enrolment is displayed in Table 10. One of the key metrics utilized by DepEd in allocating vital resources for its operations is expected enrolment. It aims to inform school systems, planning processes, and decision-makers on their resource requirements and allocation need so they can plan and respond effectively to ensure maximum impact on education services delivery. These predictions were made using the variable enrollment rate across 4 school years, resulting

in annual increments of 1 percent. Chapter 3 provides a detailed explanation of the creation and application of this indicator, as well as how it affects choices and policies.

SDO Targets

This section highlights the DepEd SDO Bohol performance targets for the next six years, 2023-2028. The indicators included in the targets are aligned to the Basic Education Development (BEDP) by the Central Office.

Performance Target is a specific planned level of a result to be achieved within an explicit timeframe with a given level of resources (U.S. Agency for International Development, 2021). The targets to be achieved covers the key performance indicators for the four stages such as Kindergarten, Elementary, Junior High School, and Senior High School, as shown in the succeeding tables. Along with the key performance indicators targets, are the indicators which define the four domains of the immediate outcomes such as access, equity, quality, resiliency, and well-being. The indicators for enabling mechanisms on governance are also considered to verify performance, and the processes to validate the achievements and accomplishments of DepEd SDO Bohol on enrolment, students dropping out, completion rate, promotion rate, and transition rate. With its expansion, it also includes the school-age population and further examines if education is accessible to all learners.

Table 11. Performance Targets for Kindergarten

KPI	Baseline	Physical Target		REDP Target
		Phase 1 (2023-2025)	Phase 2 (2026-2028)	
GER	85.15%	86.91%	88.66%	98.11%
NER	66.95%	69.77%	72.60%	78%

Table 11 shows the performance targets for the kindergarten level. The Gross Enrollment Rate (GER) and the Net Enrollment Rate (NER) targets for phases 1 and 2 were based on the historical data as the baseline. Considering that the REDP targets are quite high compared to DepEd Bohol's baseline, targets were adjusted accordingly.

Table 12. Performance Targets for Elementary

KPI	Baseline	Physical Target		REDP Target
		Phase 1 (2023-2025)	Phase 2 (2026-2028)	
GER	84.29%	92.09%	94.70%	100.66%
NER	81.01%	85.77%	87.36%	97.00%
Transition Rate	98.59%	99.81%	100%	89.97%
School Leaver Rate	0.50%	1.00%	0.75%	1.71%
Cohort Survival Rate	98.31%	98.33%	98.75%	90.00%
Completion Rate	98.07%	98.10%	98.15%	90.00%
Retention Rate	99.14%	99.18%	99.21%	97.00%
Repetition Rate	1.37%	1.30%	1%	2.00%
Promotion Rate	98.14%	98.23%	98.32%	92.00%

Table 12 shows the performance targets for the Elementary level. The phases 1 and 2 targets for the outlined KPIs were based on historical data for the last 4 school years. In the case of the GER and NER, targets were adjusted with realistic increments with reference to the baseline scores. The rest of the KPIs such as the Transition Rate, the School Lever Rate, the Cohort Survival Rate, the Completion Rate, the Retention Rate, the Repetition Rate, and the Promotion Rate, which are already above REDP targets, were adjusted to justifiable increments. DepEd Bohol believes that if targets were set higher than the REDP's will help cement the Regional Office's goals.

Table 13. Performance Targets for Junior High School

KPI	Baseline	Physical Target		REDP Target
		Phase 1 (2023-2025)	Phase 2 (2026-2028)	
GER	98.76%	98.80%	98.89%	107.74%
NER	81.70%	82.42%	83%	88.00%
Transition Rate	90.29%	91%	91.40%	83.32%
School Leaver Rate	5.85%	4.37%	4%	5.00%
Cohort Survival Rate	84.03%	84.85%	85.30%	80.00%
Completion Rate	83.19%	83.45%	83.80%	87.00%
Retention Rate	93.55%	94.18%	95.00%	95.00%
Repetition Rate	3.09%	2.95%	2.75%	4.00%
Promotion Rate	91.06%	91.91%	93.50%	92.00%

Table 13 shows the performance targets for the Junior High School level. Based on historical data from the previous 4 school years, the phase 1 and phase 2 targets for the above KPIs were set. With reference to the baseline scores, goals for the GER, NER, and CR were modified in reasonable increments. The other KPIs, which are already above REDP objectives which include the Transition Rate, School Lever Rate, Cohort Survival Rate, Completion Rate, Retention Rate, Repetition Rate, and Promotion Rate, was changed to justifiable increments.

Table 14. Performance Targets for Senior High School

KPI	Baseline	Physical Target		REDP Target
		Phase 1 (2023-2025)	Phase 2 (2026-2028)	
GER	75.67%	75.96%	76.60%	86.27%
NER	47.99%	48.48%	49.20%	52.00%
Transition Rate	90.88%	91.50%	92.30%	Not indicated
School Leaver Rate	6.69%	6.40%	6.00%	6.64%
Cohort Survival Rate	70.78%	71.15%	71.50%	Not indicated
Completion Rate	69.05%	69.50%	70.30%	88.50%
Retention Rate	92.67%	92.97%	93.20%	94.41%
Repetition Rate	2.28%	2.15%	2%	Not indicated
Promotion Rate	91.03%	91.48%	91.90%	Not indicated

Table 14 shows the performance targets for the Junior High School level. Based on historical data from the previous 4 school years, the

phase 1 and phase 2 targets for the above KPIs were set. Since the REDP targets had not yet been established, per KPI targets were modified to allowable increments.

Strategic Direction 1 (Access). Access indicators are expanded to include school-age children, learners in school, out-of-school children (OSC), and out-of-school youth (OSY). Most KPIs are currently verifiable in the Enhanced Basic Education Information System (EBEIS) except those indicators pertaining to incidences of OSC and OSY. Table 15 below highlights the regional targets on access KPIs in 2023 to 2028.

Table 15. Targets for Access

Development Areas / Key Performance Indicator	Baseline	DEDP Targets		REDP Targets
		Phase 1 (2023-'25)	Phase 2 (2026-'28)	
Intermediate Outcome (IO) #1: All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.				
SDO Strategic Direction: Expanding access for school-age children, out-of-school youth (OSY), and out of school adults (OSA) to basic education in the region.				
1.0.1 Percentage of school-age children in school- Net Enrollment (NER)				
Kindergarten	61.29%	69.77%	72.60%	78.00%
Elementary	81.01%	85.77%	87.36%	97.00%
Junior High School	81.70%	82.42%	83.00%	88.00%
Senior High School	47.99%	46.99%	47.65%	52.00%
1.0.2 Incidence of OSC & OSY				
Elementary Out-of-school rate	TBE			1.71%
Junior High School Out-of-school-rate	TBE			3.42%
Senior High School Out-of-school rate	TBE			4.84%
IO 1.1 All five-year-old children in school				
1.1.1 Percentage of five-year old in school- Net Intake Rate (NIR)				
Percentage of five-year old in school- Net Intake Rate (NIR)	TBE			
IO 1.2 All learners will stay in school and finish key stage				
1.2.1 Percentage of enrollees (Elem, JHS, SHS) in a given school year who will continue to be in school the following school year- Retention Rate				
Elementary	99.14%	99.18%	99.21%	97.00%
Junior High School	93.55%	94.18%	95.00%	94.00%
Senior High School	92.69%	92.97%	93.20%	94.41%
1.2.2 Percentage of currently enrolled learners but did not finish/complete the school year – Dropout Rate (DR)				
Elementary	0.45%	1.00%	0.75%	1.71%
Junior High School	5.85%	4.37%	4.00%	5.00%

Senior High School	6.69%	6.40%	6.00%	6.64%
IO 1.3 All learners transition to the next key stage				
1.3.1 Percentage of K/G6/G10 completers proceeded to next key stage – Transition Rate				
Kindergarten (K to Grade 1)	98.61%	98.90%	99.10%	97.70%
Elementary (Grade 3 to Grade 4)	98.78%	99.25%	99.43%	96.00%
Elementary (Grade 6 to Grade 7)	98.59%	99.81%	100.00%	89.97%
Junior High School (Grade 10 to Grade 11)	90.29%	91.00%	91.40%	93.32%
IO 1.4 All out-of-school children and youth participate in and complete formal or non-formal basic education learning opportunities				
1.4.1 Percentage of OSC and OSY who returned to school or participated in ALS – Participation Rate of OSC and OSY				
Out-of-School Children	TBE			
Out-of-School Youth	TBE			
1.4.2 Percentage of completers in ALS – completed sessions - ALS				
OUT-OF-SCHOOL CHILDREN-Completed Sessions – ALS	TBE			
OUT-OF-SCHOOL YOUTH-Completed Sessions – ALS	TBE			

Strategic Direction 2 (Equity). Equity recognizes that the personal or social circumstances of learners such as capability, gender, ethnicity, or status are not obstacles to achieving educational potential and that all learners master at least a basic common minimum level of skills. The table below shows DepEd's commitment to inclusion related to KPIs used to measure the involvement and performance of learners or groups in situations of disadvantage. Table 16 presents the targets considered for this pillar.

Table 16. Targets for Equity

Development Areas / Key Performance Indicator	Baseline	DEDP Targets		REDP Targets
		Phase 1 (2023-'25)	Phase 2 (2026-'28)	
Intermediate Outcome (IO) #2: Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives.				
SDO Strategic Direction: Improving the interest of disadvantaged school-age children and youth and adults in SDO Bohol through inclusive and suitable learning environment and equitable distribution of learning resources.				
2.0.1 Proportion of learners in situation of disadvantage transition to next key stage				
ELEMENTARY Percentage of Disparity in transition rate	TBE			
SECONDARY Percentage of Disparity in transition rate	TBE			
2.0.2 Gender participation-display in completion				
ELEMENTARY Gender Parity Index Completion	TBE		1.03%	1.03%
SECONDARY Gender Parity Index Completion	TBE		1.03%	1.03%
IO 2.1 All school-age children and youth and adults in situation of disadvantage are participating in basic learning opportunities and receiving an appropriate quality education				
2.1.1 Percentage of learners in situation of disadvantage continue to participate in basic education				
ELEMENTARY Retention Rate	TBE			
SECONDARY Retention Rate	TBE			
2.1.2 Percentage of learners in situation in disadvantage (disaggregated by group) achieved at least a fixed level of proficiency/mastery in (a) functional literacy, and (b) numeracy, and (c) 21 st century skills				
Functional Literacy- Percentage of learners with at least proficient level or better	TBE			
Numeracy- Percentage of learners with at least proficient level or better	TBE			
21st Century Skills- Percentage of learners with at least proficient level or better	TBE			

Strategic Direction 3 (Quality). Quality in education focuses on the holistic development of each learner (social, emotional, mental, physical, and cognitive) and prepares the learner for further education and employment, not just for testing. The over-all target on quality is set

at “learners attaining nearly proficient level or better on National Achievement Test administered by the Bureau of Education Assessment of DepEd while the A and E. The overall target on quality is set at “learners attaining nearly proficient level or better on National Achievement Test (NAT) administered by the Bureau of Education Assessment (BEA) of the Department of Education. While the Accreditation and Equivalency Test (A&E) will be used to assess the performance of learners in the Alternative Learning System (ALS). Table 17 details the targets on Quality of Learning.

Table 17. Targets for Quality of Learning

Development Areas / Key Performance Indicator	Baseline	DEDP Targets		REDP Targets
		Phase 1 (2023-'25)	Phase 2 (2026-'28)	
Intermediate Outcome (IO) #3: Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.				
SDO Strategic Direction: Optimize basic literacy, in reading and writing, and numeracy skills in all stages, recover 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 in the division of Bohol.				
3.0.1 Percentage of learners pursued their chosen paths				
Percentage of Senior High School graduates proceeded to college	TBE			
Percentage of Senior High School graduates proceeded to employment	TBE			
Percentage of Senior High School graduates proceeded to entrepreneurship	TBE			
Percentage of Senior High School graduates proceeded to middle level skills training	TBE			
3.0.2 Percentage of learners in a cohort who completed Grade 6 / Grade 12- Completion Rate – (CR)				
Elementary	98.07%	98.10%	98.15%	90.00%
Junior High School	83.19%	83.45%	83.80%	85.00%
Senior High School	69.05%	69.50%	70.30%	88.50%
IO 3.1 Learners attained Stage 1 learning standards of fundamental reading and numeracy skills				
3.1.1 Percentage of learners attaining nearly proficient level or better in Reading and Listening Comprehension increased				

Percentage of learners achieving nearly proficient or better in English	TBE			
Percentage of learners achieving nearly proficient or better in Mother Tongue (excluding Tagalog speakers)	TBE			
Percentage of learners achieving nearly proficient or better in numeracy	TBE			
IO 3.2 Learners attain Stage 2 (Grade 6) learning standards of literacy & numeracy skills and apply 21st century skills to various situations				
3.2.1 Percentage of learners attaining proficient level or better in Stage 2 literacy standards (increase: 4 pp/yr)				
Percentage of learners attaining proficient level or better in Stage 2 literacy standards	TBE		66.09%	60.51%
3.2.2 Percentage of learners attaining proficient level or better in Stage 2 numeracy standards (increase: 4 pp/yr)				
Percentage of learners attaining proficient level or better in Stage 2 numeracy standards	TBE		57.15%	45.43%
IO 3.3 Learners attain Stage 3 (Grades 7-10) learning standards of literacy & numeracy skills and apply 21st century skills to various situations				
3.3.1 Percentage of G10 learners attaining nearly proficient level or better in Stage 3 literacy (increase: 4 pp/yr)				
Percentage of G10 learners attaining nearly proficient level or better in Stage 3 literacy	TBE		79.04%	60.00%
3.3.2 Percentage of G10 learners attaining nearly proficient level or better in Stage numeracy standards (increase: 4 pp/yr)				
Percentage of G10 learners attaining nearly proficient level or better in Stage 3 numeracy standards	TBE		63.58%	46.30%
IO 3.4 Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21st century competencies developed in their chosen core, applied, and specialized SHS tracks)				
3.4.1 Percentage of Grade 12 learners attaining nearly proficient level or better in Stage 4 core SHS areas (increase: 6 pp/yr)				
Percentage of Grade 12 learners attaining nearly proficient level or better in Stage 4 core SHS areas	TBE		80.23%	79.71%
IO 3.5- Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers				
3.5.1 Percentage of ALS learners pass the A&E test				
ALS A&E Passing Rate				98.94%

Strategic Direction 4 (Learners' Resiliency and Well-Being). The table below shows the targets and considers the KPI as factors in

planning for learners' resiliency and well-being and points out DepEd's commitments to advance the rights of learners. The targets are shown in Table 18.

Table 18. Targets for Learners' Resiliency and Well-Being

Development Areas / Key Performance Indicator	Baseline	DEDP Targets		REDP Targets
		Phase 1 (2023-'25)	Phase 2 (2026-'28)	
Intermediate Outcome (IO) #4: Learners are resilient and know their rights and have the like skills to protect themselves and exercise their education related rights, while being aware of their responsibilities as individuals and as members of society.				
SDO Strategic Direction: Empowering learners of the division of Bohol to be resilient and making them aware of their rights to education, promoting their well-being, and inform their responsibilities as individuals and as members of the society.				
4.0.1 Percentage of affected and displaced learners retained				
Percentage of affected and displaced learners retained	TBE			
4.0.2 Percentage of learners who reported violence committed against them by other learners (bullying) or adults (child abuse) based on intake sheets of schools				
Percentage of learners who reported violence committed against them by other learners (bullying) or adults (child abuse) based on intake sheets of schools	TBE			
4.0.3 Percentage of learners who are happy and satisfied with their basic education experience in relation to the enjoyment of their specific rights in school and learning centers				
Percentage of learners who are happy and satisfied with their basic education experience in relation to the enjoyment of their specific rights in school and learning centers	TBE			
4.0.4 Percentage of learners who know their rights TO and IN education, and how to claim them positively				
Percentage of learners who know their rights TO and IN education, and how to claim them positively	TBE			
4.0.5 Percentage of schools and learning centers significantly manifesting indicators of RBE in the learning environment				
Percentage of schools and learning centers significantly manifesting indicators of RBE in the learning environment	TBE			
4.0.6 Learners Satisfaction Rating on Rights-based education				
Learners' Satisfaction Rating on Rights-based Education	TBE			

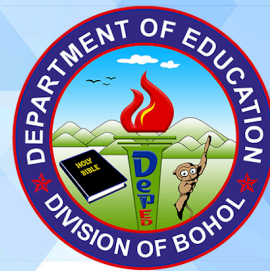
IO 4.1 Learners are served by a department that adheres to a rights-based education framework at all levels				
4.1.1 Percentage of CO offices, Ros, and SDOs significantly manifesting indicators of RB				
Percentage of SDOs significantly manifesting indicators of RBE	TBE			
4.1.2 Percentage of DepEd personnel in CO, RO, SDO, and schools/learning centers who know the rights of children and learners in relation to RBE, and can infuse them in their respective jobs/duties				
Percentage of DepEd personnel in SDO and schools/learning centers who know the rights of children and learners in relation to RBE, and can infuse them in their respective jobs/duties	TBE			
IO 4.2 Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards				
4.2.1 Percentage of learners equipped with capacities on what to do before, during, and after a disaster/emergency				
Percentage of learners equipped with capacities on what to do before, during, and after a disaster/emergency	TBE			
4.2.2 Percentage of learners in safe schools				
Percentage of learners in safe schools	TBE			
IO 4.3 Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life				
4.3.1 Percentage of students with improved health statistics				
Percentage of students with improved health statistics	TBE			
4.3.2 Percentage of learners with improved physical fitness level				
Percentage of learners with improved physical fitness level	TBE			

Strategic Direction 5 (Governance and Management). To ensure more inclusive and complete enabling mechanisms, DepEd ROVII adopts the expanded criteria for measuring the success of governance and management strategies. These include: (i) participative and inclusive management processes, (ii) strategic human resource management, (iii) investments in basic education, (iv) internal systems and processes, (v) stakeholders' participation, and (vi) public and private education complementarity. Table 19 defines the targets for this domain.

Table 19. Targets for Governance and Management

Development Areas / Key Performance Indicator	Baseline	DEDP Targets		REDP Targets
		Phase 1 (2023-'25)	Phase 2 (2026-'28)	
Intermediate Outcome (IO) #5: Efficient, nimble, and resilient governance and management processes.				
SDO Strategic Direction: Institutionalizing efficient, agile, and resilient governance, and management processes in the division of Bohol to effectively to carry out policies and programs in the department.				
Enabling Mechanism #1. Education leaders and managers practice participative and inclusive management processes.				
5.1 Proportion of schools achieving higher levels of SBM practice				
Elementary	TBE			
Secondary	TBE			
Enabling Mechanism #2: Strategic human resource management enhanced for consulting professional development and opportunities				
5.2 Proportion of offices across governance levels with very satisfactory and higher rating in the Office Performance Commitment and Review Form (OPCRF)				
Elementary	TBE	100%	100%	100%
Secondary	TBE	100%	100%	100%
Schools Division Office	TBE	100%	100%	100%
Regional Office	TBE	100%	100%	100%
Enabling Mechanism #3: Investments in basic education provide learners with the ideal learning Environment				
5.3 Proportion of schools achieving ideal ratio on:				
Classroom	TBE			
Teachers	TBE			
Textbooks	TBE			
Seats	TBE			
Science and Math equipment	TBE			
ICT Package/E-classroom	TBE			
5.4 Proportion of elementary schools with				
Functional library	TBE			
Connection to electricity	TBE			
Connection to Internet functional library	TBE			
5.5 Proportion of secondary schools with				
Functional library	TBE			
Connection to electricity	TBE			
Connection to Internet functional library	TBE			
5.6 Proportion of SDOs achieving ideal interquartile				
Percentage of SDOs achieving ideal interquartile ratio (IQR)	TBE			
Enabling Mechanism #4: Improve and modernize internal systems and processes for a responsive and efficient financial resource management				
5.7 Client satisfactory rating of DepEd offices' respective stakeholders (internal & external)				
School	TBE			
Schools Division Office	TBE			

Enabling Mechanism #5: Key stakeholders actively collaborate to serve learners better				
5.8 Percentage of financial contribution of international and local grant development partners vis-à-vis national education budget (including adopt a school, brigade eskwela)				
Local- % contribution	TBE			
International- % contribution	TBE			
Special Education Fund Utilization rate	TBE			
5.9 Proportion of schools with functional SGC				
Elementary	TBE			90.00%
Secondary	TBE			90.00%
Enabling Mechanism #6: Public and private education operate under a dynamic and responsive complementary framework				
5.10 Proportion of SDOs achieving ideal interquartile				
Percentage of private schools receiving government assistance (ESC)	TBE			58.47%
Percentage of private schools receiving government assistance (SHS Voucher)				88.56%
5.11 Proportion of SDOs achieving ideal interquartile				
Proportion of teachers in private schools receiving teacher subsidy	TBE			29.16%



Chapter 5- Organizational Capacity

Vision, Mission, and Core Values

Our Vision

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

Our Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment Teachers facilitate learning and constantly nurture every learner Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners

Our Core Values

Maka-Diyos

Maka-tao

Makakalikasan

Makabansa

Our Vision

A closer look at realizing our DepEd Vision

“We dream of Filipinos...”

Our vision is more than just the end-goal of a plan. It is a dream, a wish, a prayer – what we fervently hope for and what we diligently work towards. By envisioning we begin to fulfill our mandate and responsibilities stated in Republic Act No. 9155 and do our duty as Filipinos.

“...who passionately love their country...”

We want to develop learners who are true citizens and patriots, who have a strong desire to serve their country and work for its betterment.

As DepEd, how do we promote passionate love of country?

“...and whose values and competencies...”

We need to do two things: inculcate the values deemed necessary and desirable and train students to make sure they have the necessary competencies.

“...enable them to realize their full potential and contribute meaningfully to building the nation...”

Because as a learner-centered institution we want them to know how to improve themselves and realize their dreams, while keeping in mind the state of their country and the welfare of their people. In turn, Filipinos realize their potential, not for selfish gain, but to contribute to building a nation every Filipino deserves.

Our Vision

A closer look at our DepEd Mission in action

“To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:”




DEDP
2023 - 2028

DIVISION EDUCATION DEVELOPMENT PLAN

As stated in the 1987 Philippine Constitution, our mission states our duty as stewards of education to protect and promote the right of all citizens.

How do we fulfill our mission as the Department of Education in delivering quality, equitable, culture-based, and complete basic education?

 <p>“Students learn in a child-friendly, gender-sensitive, safe, and motivating environment”</p> <hr/> <p><i>Do we provide our learners a child-friendly, gender-sensitive, safe, and motivating environment?</i></p>	 <p>“Teachers facilitate learning and constantly nurture every learner”</p> <hr/> <p><i>Do our teachers ensure the development of each unique learner?</i></p>
 <p>“Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen”</p> <hr/> <p><i>Do our policies, systems, processes, and behaviors ensure an enabling and supportive environment for effective learning to happen?</i></p>	 <p>“Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners”</p> <hr/> <p><i>Do we actively practice shared governance of basic education with the entire community in developing all Filipinos?</i></p>

Our Core Values

A closer look at being an organization that embodies our DepEd Core Values.

<p>Maka-Diyos</p> <p>Maka-tao</p> <p>Makakalikasan</p> <p>Makabansa</p>	<p>Republic Act No. 8491 states that our national Motto shall be “MAKA-DIYOS, MAKA-TAO, MAKAKALIKASAN AT MAKABANSA.”</p> <hr/> <p><i>In adopting these as our 4 core values, what does it mean to be “Maka-Diyos”, “Maka-tao”, “Makalikasan”, and “Makabansa” in the context of the Department of Education?</i></p>
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Mandate

The Department of Education was established through the Education Decree of 1863 as the Superior Commission of Primary Instruction under a Chairman. The Education agency underwent many reorganization efforts in the 20th century to better define its purpose vis a vis the changing administrations and charters. The present-day Department of Education was eventually mandated through Republic Act 9155, otherwise known as the Governance of Basic Education act of 2001, which establishes the mandate of this agency.

The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs, and projects in formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private, and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.



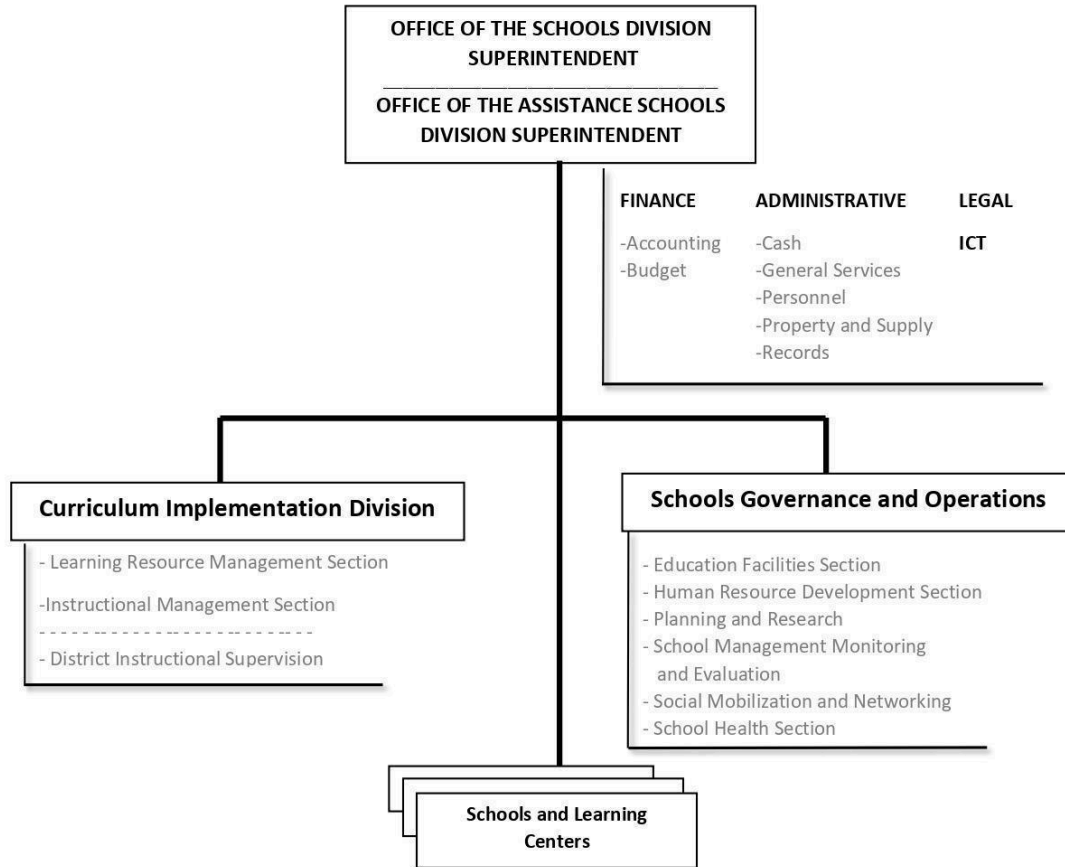
DEDP
2023 - 2028

DIVISION EDUCATION DEVELOPMENT PLAN

Department of Education

Schools Division of Bohol

Approved Organizational Chart



DEDP
2023 - 2028

DIVISION EDUCATION DEVELOPMENT PLAN

Office of the Schools Division Superintendent (SDS)

To ensure access to, promote equity in, and continuously improve the quality of basic education in the Schools Divisions under his/her care by leading in the development plans (**DEDP**), programs, and standards), building partnerships and networking with stakeholders of education, as well as by effectively and efficiently managing the financial, human, and physical resources of the Schools Division.

Legal Services. Provide legal advice and render legal opinions to the SDS, ASDS, officials of the School Division in relation to the performance of their functions. Interpret laws and rules affecting the operation of various programs of the Schools Division. Handles legal and investigation matters concerning the Schools Division office and its employees, including those delegated by the Regional Office.

Information and Communication Technology (ICT) Services. Manage and maintain the Information and Communication Technology (ICT) Systems and Infrastructure of the Schools Division to effectively support operations. Manage and implement ICT Programs and projects in the Schools Division to ensure data validity and effectivity utilization of the systems.

Finance Service. To provide SDO Management with economical, efficient, and effective accounting and budgeting services to ensure the cost-effective utilization of financial resources of the Schools Division

Administrative Services. To provide management with economical, efficient, and effective administrative services on personnel, properties, cash, facilities, and materials to support operations of the Schools Division.

Curriculum Implementation Division

To ensure full implementation of articulated basic education curriculum (Pre-school, elementary, secondary and ALS), through localization / indigenization and innovations in teaching the various subject-areas towards improvement in the quality of learning outcomes. To improve provision and availability of quality learning and teaching resource materials for students and instructional support materials for teachers in the Division. To conduct research studies and utilize research findings. To provide technical assistance to schools in the areas of Curriculum Implementation, Instructional Supervision, Resource Generation and Social Mobilization and SIP Implementation. To improve access to basic / functional literacy skills and raise the level of literacy in the deprived, disadvantaged, and underserved areas.

School Governance and Operations Division

Provide strategic direction and technical inputs to the management of the schools division towards efficient and effective governance and operation of the schools in collaboration with the Curriculum and Implementation Division.

School Management Monitoring and Evaluation. Primarily accountable for the implementation of standards and policies relevant to managing schools and to ensure that the following are provided to / implemented in schools for the purpose of effectiveness to Quality Management System Implementation, Assessment, and Technical Assistance.

Social Mobilization and Networking. To ensure the provision of resources needed by the Schools Division Office, School and learning centers, compliance to standards towards good governance, and effective operations.

School Health and Nutrition. To serve the Division and School Populace through the implantation of health programs, provision of basic health and nutrition services, and establishment of a healthful school environment. Build and sustain partnerships for resource generation and social mobilization towards the development of physically and mentally healthy school children who are ready to learn. Develop healthy lifestyle habits and practices among teachers and non-teaching personnel for them to become more efficient and effective workers.

Educational Facilities. To provide services to ensure structurally and physically safe buildings, grounds, and facilities for the Division Office, Schools, and Learning centers to maintain a conducive physical environment.

Human Resource Development. To implement efficient and effective Human Resource Development Systems to ensure the availability of competent education leaders, teaching, and non-teaching personnel for the schools, learning centers, and Schools Division Office always.

Planning and Research. To facilitate the formulation and implementation of the education plan, standards, policies, and guidelines in all areas of basic education in the Division. To develop and maintain Division Education Planning and Data Management Systems and conduct research studies to provide critical inputs as bases for management strategic and operational decisions.



Current Educational Profile

DepEd Bohol is composed of District School Office, each is headed by Public Schools District Supervisor. There are 58 districts. Table 20 shows the current educational profile and Table 21, the plantilla of personnel.

**Table 20. Education Profile
(School Year 2022-2023)**

#	District	CD	Number of Schools					ALS	
			Enrol-ment	Kinder-garten	Elemen-tary	Junior HS	Senior HS	Enrolment	Community Learning Center
1	Albuquerque	1	2,634	7	7	1	1	58	4
2	Alicia	3	6,643	17	17	4	4	68	9
3	Anda	3	3,438	17	17	3	3	85	13
4	Antequera	1	2,676	16	17	3	3	96	5
5	Baclayon	1	3,544	12	12	2	2	78	8
6	Balilihan	1	3,678	17	17	3	3	95	3
7	Batuan	3	3,539	15	15	3	3	152	15
8	Bien Unido	2	7,970	14	14	6	3	94	6
9	Bilar	3	4,017	18	18	2	2	94	8
10	Buenavista 1	2	4,026	15	15	2	2	97	6
11	Buenavista 2	2	4,595	16	16	2	2	15	4
12	Calape	1	7,597	18	19	4	4	188	13
13	Candijay	3	7,759	22	22	6	6	114	18
14	Carmen 1	3	3,441	11	11	4	3	102	6
15	Carmen 2	3	3,202	14	14	2	2	62	7
16	Carmen 3	3	4,827	9	9	3	3	73	5
17	Catigbian	1	5,019	22	22	4	4	104	11
18	Clarin	2	4,774	17	17	3	3	149	6
19	Corella	1	2,363	8	8	1	1	79	4
20	Cortes	1	1,983	12	12	3	2	68	5
21	Dagohoy	2	4,709	15	15	2	2	66	8
22	Danao	2	5,700	21	21	4	4	95	1
23	Dauis	1	9,151	12	12	3	3	85	2
24	Dimiao	3	3,034	15	15	2	2	97	12

25	Duero	3	3,843	21	21	2	2	77	13
26	Garcia Hernandez	3	4,239	18	18	3	3	102	12
27	Getafe 1	3	3,809	12	12	2	2	39	6
28	Getafe 2	3	6,760	12	12	2	2	15	3
29	Guindulman	3	6,885	20	20	3	3	97	12
30	Inabanga North	2	6,586	26	26	4	4	95	7
31	Inabanga South	2	4,588	20	20	5	5	80	4
32	Jagna	3	6,192	22	22	5	5	80	8
33	Lila	3	2,619	10	10	1	1	93	8
34	Loay	3	2,573	12	12	1	1	76	9
35	Loboc	3	3,702	16	16	3	3	81	4
36	Loon North	1	5,161	20	20	5	3	111	6
37	Loon South	1	2,994	18	19	1	1	138	8
38	Mabini	3	5,285	22	22	6	5	110	10
39	Maribojoc	1	3,516	20	21	2	2	165	4
40	Panglao	1	9,109	12	12	2	2	143	4
41	Pilar	3	8,675	21	21	5	2	140	13
42	Pres. CPG	2	7,211	23	23	8	4	51	5
43	Sagbayan	2	5,424	21	21	6	4	200	13
44	San Isidro	2	2,624	12	12	4	4	29	3
45	San Miguel	2	7,619	19	19	4	4	87	10
46	Sevilla	3	2,567	13	13	3	3	63	4
47	Sierra Bullones	3	7,015	22	23	4	4	94	8
48	Sikatuna	1	1,596	5	5	1	1	119	3
49	Talibon I	2	8,537	15	15	4	4	67	10
50	Talibon II	2	11,879	15	15	8	7	109	8
51	Trinidad 1	2	4,398	11	11	3	2	67	6
52	Trinidad 2	2	4,265	13	13	3	3	53	4
53	Tubigon East	1	2,998	16	17	2	2	137	6
54	Tubigon West	1	6,065	13	14	2	2	53	2
55	Ubay I	2	8,526	16	16	5	5	152	3
56	Ubay II	2	5,376	12	12	3	3	58	5
57	Ubay III	2	7,358	17	17	5	3	140	4

5 8	Valencia	3	6,546	21	21	4	2	126	15
GRAND TOTAL			296,859	926	933	193	170	5,461	419

Table 21. Personnel Complement

Personnel Category	Plantilla Position	Total Number of Personnel
Teaching Related Personnel	Schools Division Superintendent	1
	Assistant Schools Division Superintendent	2
	Education Program Supervisor I	11
	Public Schools District Supervisors	33
	Elem. School Principal I-IV	322
	Elem. Head Teacher I-III	214
	Librarian I-II	4
	Sec. School Principal I-IV	111
	Sec. Assistant School Principal 2	3
	Sec. Head Teacher I-VI	29
	SUB-TOTAL Teaching Related Personnel	730
Teaching Personnel	Elem. Master Teacher I-II	604
	Elem. School Teacher I-III	6,742
	Elem. SPED Teacher	41
	Elem. Madrasah I-III	3
	Elem. IP Teacher I-III	111
	Elem. IP Master Teacher I	2
	Elem. Preschool Teacher	413
	Elem. School Librarian Teacher I	1
	Sec. Master Teacher I-II	238
	Sec. Guidance Counselor I-III	71
	Sec. School Teacher I-III	5,294
	Special Science Teacher I	205
	SUB-TOTAL Teaching Personnel	13,725
ALS Learning Facilitators	ALS Personnel	122
Non-Teaching Personnel	Chief, Education Program Supervisor	2
	Senior Education Program Specialist	4
	Education Program Specialist	8
	Medical Officer III (MDOF-3)	1
	Dentist II	9
	Public Health Nurse I	38
	Dental Aide	10
	Administrative Officer V	2
	Accountant III	1
	Attorney 3	1
	Engineer 3	1
	Planning Officer II-III	2
	Information Technology Officer 1	1
	Administrative Officer IV	4

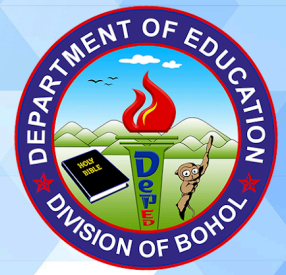
	Project Development Officer I-II	5
	Legal Assistant 1	1
	Registrar I	12
	Administrative Officer II	99
	Administrative Assistant I-III	23
	Elem. Admin. Asst. II-III	189
	Sec. Admin. Asst. I-III	345
	Administrative Aide I-VI	35
	Security Guard 1	3
	Elem. Administrative Aide I-IV	11
	Statistician Aide	1
	Elem. Security Guard	15
	Elem. Admin. Aide I	51
	Sec. Administrative Aide I-IV	53
	Sec. Security Guard 1	12
	SUB-TOTAL Non-Teaching Personnel	939
TOTAL Personnel		15,516

Research Agenda

In support to the Department of Education efforts toward recovering learning gaps and to address other issues and concerns related to teaching-learning

Table 22. Research Agenda

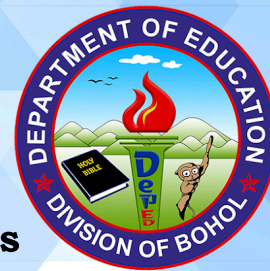
c/o Maam Amy



Chapter 6- Risk Management

c/o Maam Amy





Chapter 7- Monitoring and Evaluation (M & E) Framework and Indicative Timelines

The SDO Bohol's Monitoring and Evaluation (M&E) Mechanism and its indicative timeline are the focal points of discussion in this chapter. Generally, the Basic Education Monitoring and Evaluation Framework (BEMEF) guides the SDO Bohol in contextualizing its M&E development which captures the division-specific outcomes. With this office-outcomes mechanism of the SDO's M&E, it creates an enabling environment which shall contribute to the realization of Intermediate Outcomes (IOs), organizational outcome, and the societal goal of the Department. Its structure, procedure and tools will be elaborated in this chapter on how to efficiently and effectively monitor and evaluate its division office and school operations. It also itemizes the process of gathering information particularly on how the Basic Education services are being effectively delivered in the schools and how the division assists these schools for the continuous improvement of the learning outcomes.

The following terms are discussed in this chapter and are provided with its functional definitions:

Monitoring explains the efficiency and effectiveness of operations while evaluation provides information on the benefits achieved.

Monitoring results provide bases for critical management decisions such as resource allocation or realignment, target setting, remedial/corrective actions or strategy development.

Evaluation results provide valuable lessons and insights that can be used by managers in crafting strategic decisions for the

future such as in designing organizational changes or future programs and/or projects.

DepEd Monitoring

The Program Management Information System (PMIS) is one of the mechanisms in doing monitoring and currently the official source of data on programs, projects and activities (PPAs) from planning to implementation. In support of monitoring and evaluation, Program Implementation Review (PIR) is established as the reporting platform. The PIR is conducted on a quarterly basis to report the accomplishments of outputs in terms of efficiency, and corresponding utilization of the budget.

Results Evaluation

This is an evaluation approach that focuses on measuring the realization of results. It seeks to assess the outcomes and changes brought about by program or project interventions. • Findings from this type of evaluation are used as the baseline situation for the next planning cycle.

Process Evaluation

Determines the effectiveness and efficiency of the implementation processes and systems. This could be conducted at any phase of the plan implementation and could be combined with other types of monitoring. Through this evaluation, issues and challenges in program, project, and activity deliveries can be addressed.

Division Monitoring and Evaluation Mechanism

The division level monitoring and evaluation process flow is illustrated in Figure X. The Division Monitoring and Evaluation Team (DMET) consolidates the District M&E reports from the District M&E Team. It focuses on determining the effectiveness and inclusiveness of schools in providing basic education services. It also serves as a mechanism for reflection on the SDO's capacity to provide timely and needs-based basic education support services to its schools.

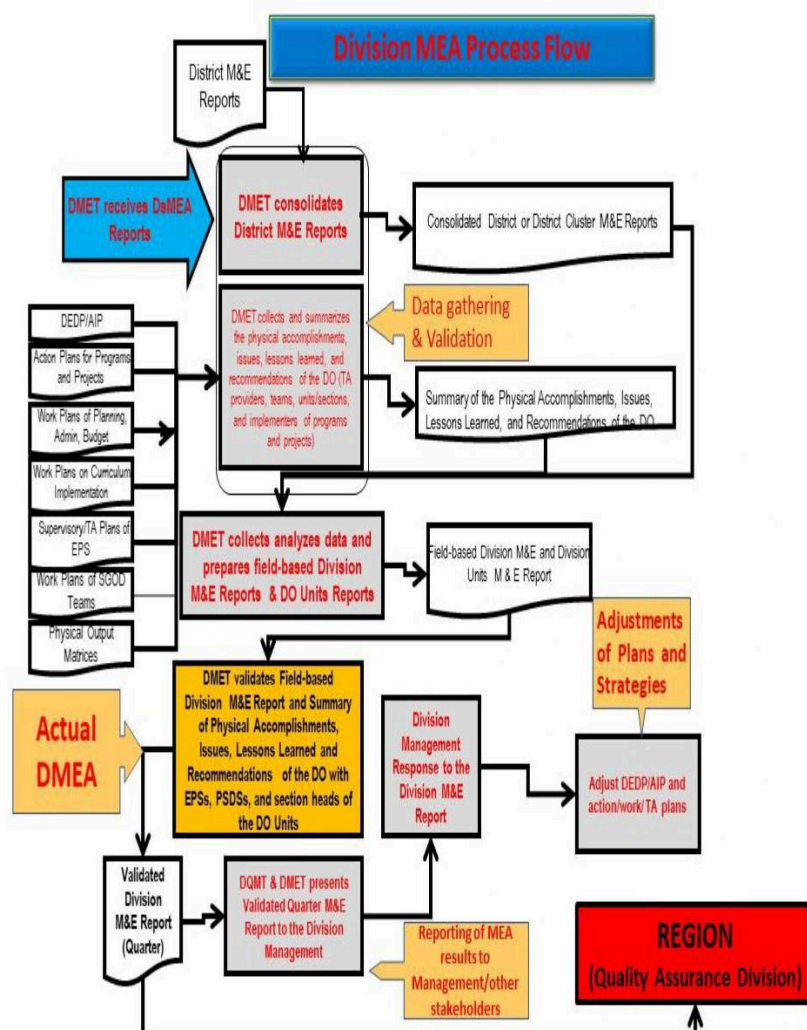


Figure X. Division M&E Process Flow

District Level Monitoring and Evaluation Mechanism

The districts of this division take a salient part in the monitoring and evaluation process flow as illustrated in Figure X. It is the districts wherein the District Work Plan or AIP is being prepared. The Public Schools District Supervisors (PSDSs), together with the School Heads and the ICT staff prepare and submit quarterly the report on accomplishments to the SDO.

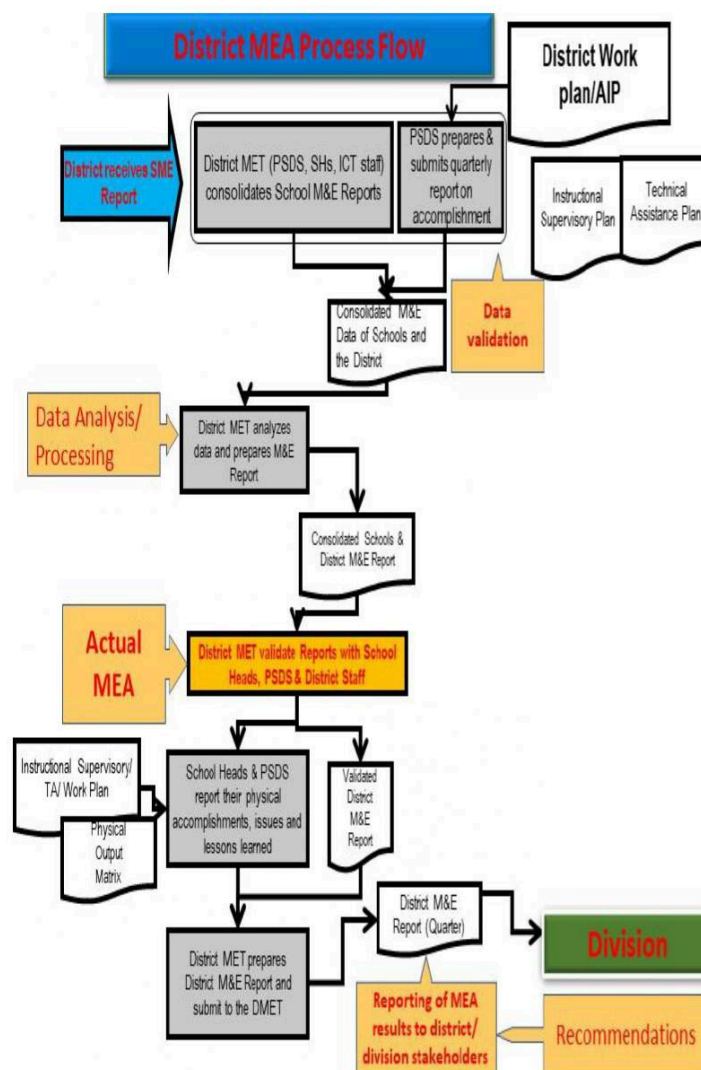


Figure X. District M&E Process Flow

School Level Monitoring and Evaluation Mechanism

The School Level M&E Mechanism is illustrated in Figure X. The School M&E Team (SMET) comprises two teacher-members and a School M&E Coordinator. The SMET assures quality in the teaching and learning process which considers having a learner-centered with the school-based management which is both effective and inclusive. It provides the platform for shared governance in developing, implementing, and sustaining effective inclusive schools. Furthermore, it provides school heads, teachers, non-teaching staff, and communities with critical insights, lessons, and timely information on the performance of all learners.

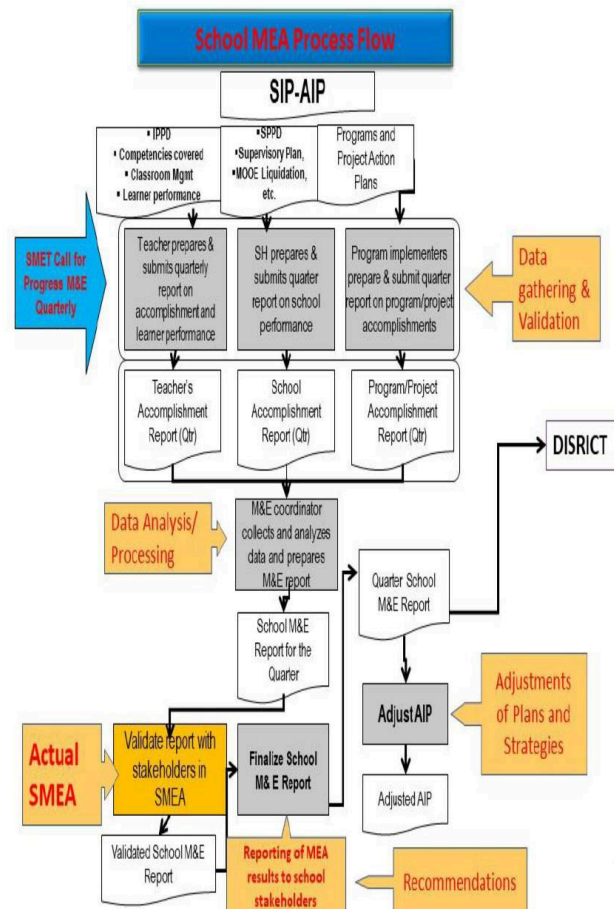


Figure X. School M&E Process Flow

A. Background (Baselines Process)

Structure

The M&E structure operates in three levels, the School Monitoring and Evaluation Team (SMET), District Monitoring and Evaluation Team (DsMET), Division Quality Assurance, Monitoring and Evaluation Team (DQAMET).

The SMET is composed of the school head as the chairman and two teachers as members, preferably Master Teacher and School M&E Coordinator. The DsMET is composed of the PSDS as the chairman, District ICT Coordinator, Elementary and Secondary District M&E Coordinator and all Elementary and Secondary School Heads as members. The DQAMET is composed of the Chief of the School Governance and Operations Division (SGOD) as the chairperson and the members are the Planning Officer, Senior Education Program Specialist, Education Program Specialist II, Education Program Supervisors/Division Program Coordinators, PSDSs/OIC PSDSs and selected Secondary and Elementary School Heads.

Procedures

A. Task Levels

Monitoring and Evaluation procedures specify the implementation details in carrying out the monitoring process from the school, district to the division. It has the following task levels which clearly define how progress and delivery of results are monitored and evaluated as basis for plan adjustment:

Progress (Formative) Level

- **Input Level** - is concerned with tracking of the resources required to implement programs and projects.
- **Output Level** – is focused on tracking the efficiency and effectiveness in the implementation of the strategies, interventions, programs and projects.

Results (Summative) Level

- **Intermediate Results Level** – captures the initial gains in attaining the desired education outcomes and identify lessons learned and promising practices for replication and institutionalization.
- **Results Level** - tracks the accomplishments of the education outcome indicators and its collective contribution to the attainment of the educational goals and gathers the cumulative lessons learned and promising practices for replication and institutionalization.

Reporting Mechanism

The M&E System adopts the Monitoring, Evaluation and Adjustment (MEA) mechanism. It employs the technology of participation and is done through conference workshops at the school, district, sub-division and division levels.

- **School Monitoring, Evaluation and Adjustment (SMEA).** The School Monitoring and Evaluation Team facilitates its conduct and participated by the different program coordinators and teachers. Physical and Financial Outputs at the school level are counted with means of verification (MoVs) using the Physical Output template and Regional M&E templates. Gaps vis-à-vis targets and accomplishments are analyzed. Issues and concerns, lessons learned, promising practices as well as their corresponding recommendations are threshed out and are

shared. It is conducted monthly, quarterly and annually. Results shall be the basis for plan adjustment.

- **District Monitoring, Evaluation and Adjustment (DsMEA).**

This is done at the District Level. The participants are the District Monitoring and Evaluation Team and all Elementary Cluster Heads and Secondary School Heads. They bring with them the School M&E Report for the period covered with the Means of Verifications (MoVs). The DsMET validates the outputs and facilitates the MEA process. NOTE: While the schools and districts are having the SDMEA, Division Section Heads are required to gather and submit to their functional division heads (CID, SGOD, HRMO, and Finance) the accomplishments vis a vis targets in their Work and Financial Plan. The section heads of HRMO and Finance, Chiefs of CID and SGOD consolidate the data and submit the report with the Means of Verification (MoVs) to the DQAMET for validation during the conduct of the Division Monitoring, Evaluation and Adjustment (DMEA) conference workshop.

- **Division Monitoring, Evaluation and Adjustment (DMEA).**

This is conducted after the SDMEA. The participants are all Public Schools District Supervisors, Division Section Heads, Education Program Supervisors, CID and SGOD Chiefs, ASDS and SDS. The DQAME Team facilitates the MEA process. Gaps vis-à-vis targets and accomplishments are analyzed. Issues and concerns, lessons learned, promising practices as well as their corresponding recommendations are threshed out and are shared. Issues within control are addressed by SDO while issues beyond control are elevated to the Regional Office. It is conducted quarterly and annually. Results shall be the basis for plan adjustment.

B. M&E Reports

M&E Reports are data-driven information that are needed for management decisions. The main outputs of the M&E process are:

1. School Monthly, Quarterly, Annual and SIP End of Cycle Reports
2. District Quarterly, Annual and SIP End of Cycle Reports
3. Division Quarterly, Annual, DEDP Mid of Cycle and End of Cycle Reports

Indicative Timeline

M&E Reporting Schedule follows the organizational structure so that critical and valuable information are reported and disseminated. In this manner, timely and relevant information are communicated to the management and stakeholders.

The DQAMET/DsMET/SMET teams shall be guided by the following suggested M & E reporting schedule to ensure the submission of required reports on time.

Table 23. M & E Report Template

ACTIVITY	PERSONS INVOLVED	DURATION	SCHEDULE OF ACTIVITY	TO WHOM
1. Data collection and analysis (monitoring activity at the School Level)	TA Providers (School Head, PSDSs)		Last week of every Month	
2. School Monitoring, Evaluation and Adjustment (SMEA)	TA Providers (EPs, PSDSs)		within the third week after the Periodic Test/Quarterly Examinations	School Head, PSDS

3. District Monitoring, Evaluation and Adjustment (DsMEA)	DsMET, Cluster Heads	1 day	within the fourth week after the Periodic Test	School Head, PSDS
4. Writing the District Quarterly Accomplishment Report	DsMET	2 days	After the DsMEA	PSDS
5. Submission of the District Quarterly Accomplishment Report	DsMET		2 days after the Report Writing	DQAME
6. Conduct Pre-work for the Consolidation of DsMEA Result, PSDS's WFP, and functional Division/Unit performance progress	DQAMET		week before the conduct of DMEA	
7. 7. Division Monitoring, Evaluation and Adjustment (DMEA)	DQAMET, PSDSs, SDS/ASDS, Section Heads	1 day	within the first week of the succeeding month after the Periodic Test/Quarterly Examinations	
8. Writing the Division Quarterly Accomplishment Report	DQAMET	2 days	Every after the DMEA	
9. Division Quarterly Accomplishment Report Submission	DQAMET Chair		Every 1st day of the 1st month of the following quarter	SDS, RQMT
10. District Regular Annual Review	DsMET, Cluster Heads	1 day	Every 2 nd Monday of April	
11. Writing the District Annual Accomplishment Report	DsMET	2 days	2 days after the Annual Review	
12. District Annual Accomplishment	DsMET Chair		Every 3 rd Monday of April	DsMET

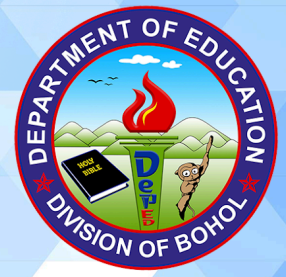
Report Submission				
13. Division Regular Annual Implementation Review	DQAME, SDS, ASDS, Section Heads	1 day	Every 4 th Monday of April	
14. Writing the Division Annual Implementation Accomplishment Report	DQAME	2 days	2 days after the Annual Review	
15. Division Annual Accomplishment Report Submission	DQAME Chair		every last Friday of April	SDS, RQMT
16. SIP Terminal Review (SIP End of Cycle) District Consolidation	DsMET, Cluster Heads	1 day	4th Monday of April (last 3-year cycle of the SIP)	
17. Writing the SIP Terminal Review Report	DsMET	3 days	A week after the Terminal Review	
18. SIP Terminal Review Report Submission	DsMET Chair		1st week of May (last 3-year cycle of the SIP)	DQAME T Chief
19. DEDP Mid-Term Review (3-year DEDP Implementation)	DQAMET, SDS, ASDS, Section Heads	3 days	2nd week of May (on the third year of the DEDP)	
20. Writing the DEDP Mid-Term Review Report	DQAMET	3 days	A week after the Mid-Term Review	
21. Submission of the DEDP Mid-Term Review Report	DQAMET Chair		Last week of May (on the third year of the DEDP)	SDS, RQMT
22. DEDP End of Cycle Review	DQAMET, SDS, ASDS, Section Heads	4 days	2nd week of May (on the sixth year of the DEDP)	
23. Writing the DEDP End of Cycle Report	DQAMET	4 days	A week after the DEDP End of Cycle Review	

24. Submission of the DEDP End of Cycle Report	DQAMET Chair		Last week of May (on the third year of the DEDP)	SDS, RQMT
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DEDP
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DIVISION EDUCATION DEVELOPMENT PLAN



Appendices

SWOT and Situational Analysis



Planning Team

Chairman	Schools Division Superintendent
Co-Chairman	Assistant Schools Division Superintendents Chief, School Governance and Operations Division Chief, Curriculum Implementation Division
Members	SEPS, Planning and Research Planning Officer SEPS, Monitoring and Evaluation EPSvr Representative ALS Coordinator/ Supervisor Administrative Officer (Admin) Administrative Officer (Budget) President, PSDS Association President, Secondary School Heads Association President, Bohol Teachers Association President, Non-Teaching and Employees Association
Secretariat	Selected Personnel

Technical Working Group SDO-Bohol DEDP CY 2023-2028

Bianito A. Dagatan, EdD, CESO V
Overall Chairman

Danilo G. Gudelosao, EdD, CESE
Co-Chairman
Pillars 1, 4, and Governance

Faustino N. Toradio, PhD
Co-Chairman
Pillars 3 and Pillar 2

Program/ Content Management/ Layout/ Secretariat

Amelia L. Cortidor, PhD
Chairman

Ma. Vibeth L. Bulacan, EdD
Co-Chairman

Fernando B. Enad
Member

Niel John S. Bulacan
Member

Data Bank/ Provider

Ma. Maulette M. Yap
Chairman

Karyl P. Manlangit
Member

Engr. Eva D. Sagrario
Member



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DIVISION EDUCATION DEVELOPMENT PLAN

Pillar 1: Access

Lope S. Hubac
Chairman

Evelyn H. Codilla, PhD
Co-Chairman

Renato D. Calamba, PhD
Cesar C. Jamero
Ma. Luisa F. Tolop
Members

Pillar 2: Equity

Josephine D. Eronico, PhD
Chairman

Jupiter I. Maboloc, PhD
Co-Chairman

Marcela C. Bautista, EdD
Grace C. Mendez, PhD
Victor T. Tumanda
Members

Pillar 3: Quality

Carmela M. Restificar, PhD
Chairman

Generosa T. Castillo, PhD
Co-Chairman

Kenneth Regene B. Blasco
Marites M. Cimeni, PhD
Felix C. Galacio, PhD
Pablito D. Villalon, PhD
Members

Pillar 4: Resilience and Well-Being

Atty. Vanessa H. Quijano
Chairman

Dr. Ma. Aurora D. Lumaad
Co-Chairman

Guy G. Aranjuez
Clinio L. Galviso
Atty. Ralf Renz A. Rapirap
Mark Cyril G. Potane
Angelette A. Remolador
Ralph Rey C. Supremo
Philip Marcelo R. Vigonte
Members

Enabling Mechanism: Governance

Debra P. Sabuero
Chairman

Fermin M. Albutra
Co-Chairman

Ma. Victoria M. Jaspe
Analiza B. Laurel
Evelyn C. Marapao
Jeffrey S. Montejo
Elizabeth J. Pido
Gerry S. Sagayno
Members



DEDP
2023 - 2028

DIVISION EDUCATION DEVELOPMENT PLAN

Documentation

DIVISION EDUCATION DEVELOPMENT PLAN (DEDP) CRAFTING CY 2023-2028 WORKSHOP

December 12-14, 2022

Solea Resort, Danao Panglao, Bohol



The SDO Bohol crafted its Division Education Development Plan (DEDP) for the 2022-2028 in two phases. The first phase of its crafting included the formation and orientation of the Technical Working Group, presentation and analyses of the Division data from the Division Planning and Research Team.



DEDP
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DIVISION EDUCATION DEVELOPMENT PLAN

Documentation

DIVISION EDUCATION DEVELOPMENT PLAN (DEDP) CRAFTING CY 2023-2028 FINALIZATION WORKSHOP

January 5-6, 2023

Metro Centre Hotel, Tagbilaran City, Bohol



The second phase of the DEDP crafting for the CY 2022-2028 is the finalization of the draft that was initially created. It consisted of the presentation of the Performance Targets and Situational Analyses of the four Pillars: Access, Equity, Quality, and Resilience and Well-Being, with the Enabling Mechanism- Governance.



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DIVISION EDUCATION DEVELOPMENT PLAN