

**SUMMARY OF SITUATIONAL ANALYSIS: TARGETS-STRATEGIES-PAPS**

Pillar No.4- RESILIENCY AND WELL-BEING:												
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.												
SUMMARY OF SITUATIONAL ANALYSIS RESULTS	TARGETS (Phase 1)									STRATEGIES	PAPS	
	KPIs	SY 2022-2023			SY 2023-2024			SY 2024-2025				
Major Challenges/ Concerns		Kinder	Elem	Sec	Kinder	Elem	Sec	Kinder	Elem	Sec		
Lack of system for m & e of child protection issues											Include in the M & E system of the division	Crafting of the M & E tool responsive to the Child Protection In-take sheet.
											CPU and CPC structures are established	Revisiting and Inclusion of Gender-neutral concepts of Child Protection and schools code of conduct.
Lack of proper coordination of agencies involving Child Protection Policy Implementation (PNP, DSWD)											Child Protection Policy (D.O. 40 s. 2012) is properly implemented.	Capacity building and re-orientation on the Child Protection Policy to members of the CPC (Schools & Division)
											Standard mechanism in the implementation of Child Protection Policy and Referral System through MOA.	MOA signing and Oath of commitment.
Lack of advocacy materials and activities by grade/year level on the concept of												
											Tie up with Child Protection NGO Advocates	Publication of Comic/Cartoon style

## Division of Bohol

bullying and its corresponding interventions											on contextualized and promotional materials of child abuse, bullying concepts in accordance to grade/year level.	advocacy materials for K-3 Levels, Printing of Poster style for Grade 4 to SHS.
(DRRM)												
The need for practical training to equip learners with capacities on what to do before, during, and after a disaster/emergency											Personnel, stakeholders and learners are capacitated on DRRM, CCAM and peacebuilding.	CB activities for student leaders (SSG)/YES-O members/learners
Undernutrition and stunting among Kindergarten and Elementary learners		22,642	12,615		26,562	10,218		26,828	9,196		<ul style="list-style-type: none"> <li>· Provide learners with basic health and nutrition services</li> <li>· Promote learners' Physical and Socio-emotional skills development</li> </ul>	<ul style="list-style-type: none"> <li>· School-Based Feeding Program</li> <li>· WASH in Schools</li> <li>· Project FEED</li> <li>· TA-MAC (Technical Assistance-Mentoring and Coaching)</li> </ul>
Communicable and Non-communicable diseases and ailments among learners		22,642	154,619	129,371	26,562	153,912	150,879	26,828	156,992	153,897	<ul style="list-style-type: none"> <li>· Provide learners with basic health and nutrition services</li> <li>· Protect learners and personnel from death, injury, and harm brought about by natural and human-induced hazards</li> </ul>	<ul style="list-style-type: none"> <li>· School Deworming</li> <li>· School-Based Immunization</li> <li>· Oplan Kalusugan sa DepEd</li> <li>· Non-communicable Diseases Prevention and Control Program and Workplace Wellness Program</li> <li>· Basic Occupational Safety and Health</li> <li>· Other Medical-Nursing and Dental Services</li> </ul>

## Division of Bohol

												TA-MAC (Technical Assistance-Mentoring and Coaching)
Mental Health and Well-being of learners		22,642	154,619	129,371	26,562	153,912	150,879	26,828	156,992	153,897	Nurture and protect learners' mental and psychosocial health	<ul style="list-style-type: none"> <li>· School Mental Health Program</li> <li>· Mental Health and Psychosocial Support Services</li> <li>TA-MAC (Technical Assistance-Mentoring and Coaching)</li> </ul>
Menstruation-related Iron Deficiency Anemia among adolescent female learners				40,149			49,952			41,771	Provide learners with basic health and nutrition services	<ul style="list-style-type: none"> <li>· Weekly Iron-Folic Acid Supplementation Program</li> <li>TA-MAC (Technical Assistance-Mentoring and Coaching)</li> </ul>
Teenage Pregnancies among learners				188			159			162	Protect learners and personnel from death, injury, and harm brought about by natural and human-induced hazards	<ul style="list-style-type: none"> <li>· Adolescent Reproductive Health and Comprehensive Sexuality Education Program</li> <li>· Project Teen CAMP</li> <li>TA-MAC (Technical Assistance-Mentoring and Coaching)</li> </ul>
Involvement of learners in illegal drugs and related activities				ND			ND			ND	Protect learners and personnel from death, injury, and harm brought about by natural and human-induced hazards	<ul style="list-style-type: none"> <li>· National Drug Education Program</li> <li>· Barkada Kontra Droga</li> <li>· Student Organizations/Clubs</li> <li>TA-MAC (Technical</li> </ul>



**Division of Bohol**

Lack of a unified digital system for data recording and reporting.												
Limited reach of virtual platforms.												
Inadequate number of health and nutrition personnel and other non-teaching personnel.												
Diminished funding/insufficient funding for DepEd Health, Wellness and Resiliency programs												
M & E mechanism for Child Protection Issues in Schools												
Lack of Orientation for School Heads/PSDSs on CPP												

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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 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.

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.

