



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

**Office of the Schools
Division Superintendent**

June 8, 2026

DIVISION MEMORANDUM
No. 357 , s. 2026

**Adoption and Utilization of the SDO Bohol Values Education
Framework**

To: Assistant Schools Division Superintendent
Chief, CID and SGOD
All Others Concerned

- 1) **Rational.** Pursuant to the Department of Education's commitment to developing learners who embody Filipino values and 21st-century competencies, the Schools Division Office of Bohol adopts the SDO Bohol Values Education Framework as a guide in the implementation of values formation programs, projects, and activities across all public elementary and secondary schools. The framework serves as a unified direction in strengthening values education by integrating core values, positive attitudes, and desirable behaviors into teaching-learning processes, school management, community engagement, and learner development initiatives.
- 2) **Objectives.** The adoption and utilization of the SDO Bohol Values Education Framework aim to:
 - a) institutionalize a common values education framework in all schools within the division;
 - b) strengthen the integration of values education concepts across learning areas and school activities;
 - c) promote positive character formation among learners through contextualized and culture-responsive interventions;
 - d) enhance collaboration among schools, families, and communities in nurturing responsible, productive, and values-oriented citizens; and
 - e) support the attainment of the Department of Education's vision, mission, and core values.
- 3) **Coverage.** This memorandum covers all public elementary and secondary schools in the Schools Division of Bohol and shall involve school heads, teaching personnel, non-teaching personnel, learners, parents, and stakeholders.



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- 4) **Policy and Guidelines.** To ensure effective implementation, schools shall:
- 4.1 adopt the SDO Bohol Values Education Framework as a basis for values formation programs and activities;
 - 4.2. integrate the framework into classroom instruction, co-curricular and extracurricular activities, and school governance processes;
 - 4.3. align school-based projects, initiatives, and interventions with the framework's domains and indicators;
 - 4.4. conduct orientation and advocacy activities for teachers, learners, parents, and stakeholders;
 - 4.5. Establish monitoring and evaluation mechanisms to assess the effectiveness of implementation; and
 - 4.6. Submit accomplishment reports and best practices as may be required by the Division Office.

5. Roles and Responsibilities

School Heads shall:

- lead the implementation of the framework at the school level;
- ensure integration into school improvement plans and annual implementation plans; and
- monitor compliance and provide technical assistance.

Teachers shall:

- integrate values education concepts into daily instruction and learning activities;
- serve as role models of positive values and ethical behavior; and
- document learner development and best practices.

Parents and Community Stakeholders shall:

- support school initiatives that promote values formation; and
- participate in collaborative activities that reinforce desired values among learners.

6. Funding

Expenses relative to the implementation of this memorandum may be charged against available school funds and other lawful sources, subject to existing accounting and auditing rules and regulations.

7. Monitoring and Evaluation

The Curriculum Implementation Division and the Values Education Program Coordinators shall monitor the implementation of the framework and provide necessary technical assistance to schools.

8. Effectivity

This Memorandum shall take effect immediately upon issuance and shall remain in force unless otherwise amended, repealed, or superseded by subsequent issuances.



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Republic of the Philippines
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REGION VII - CENTRAL VISAYAS
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For information, guidance, and strict compliance.

9.Immediate and wide dissemination of this Memorandum is desired.


FAY C. LUAREZ EdD, PhD. TM, CESO V
Schools Division Superintendent 

FCL/CID/mvt



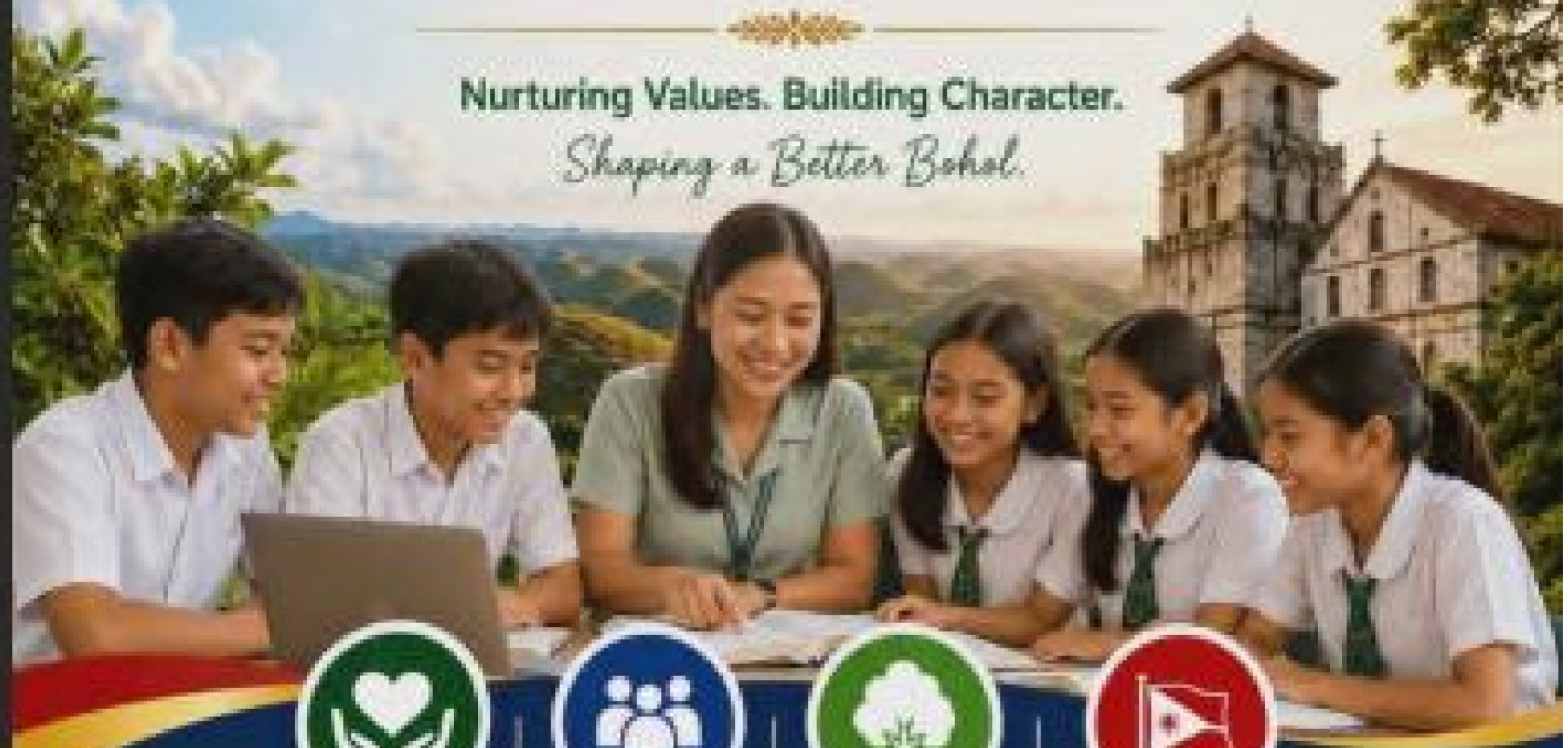
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SDO BOHOL VALUES EDUCATION FRAMEWORK

Nurturing Values. Building Character.
Shaping a Better Bohol.



MAKA-DIYOS



MAKA-TAO



MAKA-KALIKASAN



MAKA-BANSA

VALUES INTEGRATION | CHARACTER FORMATION | HOLISTIC DEVELOPMENT

ACKNOWLEDGMENTS

The completion of the *SDO Bohol Values Education Framework* is the result of the collective leadership, expertise, and collaboration of key officials, education leaders, and stakeholders of the Schools Division Office of Bohol who remain steadfast in advancing values-oriented and learner-centered education.

The proponents respectfully acknowledges the Schools Division Superintendent, Dr. Fay C. Luarez, and the Assistant Schools Division Superintendents, Dr. Eduardo A. Ompad, Dr. Neil Michael G. Olaiivar. Officer In-charge, Curriculum and Implementations Division Chief Dr. Evelyn H. Codilla, and School Governance and Operations Chief, Dr. Wilfreda O. Flor, for their exemplary leadership, strategic guidance and sustained support, which provided the necessary direction and enabling environment for the development of this framework.

Sincere appreciation is likewise extended to the Education Program Supervisors (EPS) across all learning areas, including English, Mathematics, Science, Araling Panlipunan, Technology and Livelihood Education (TLE), Filipino, Values Education, and Music, Arts, Physical Education, and Health (MAPEH). Their technical expertise, curricular insights, and interdisciplinary perspectives were instrumental in ensuring the alignment, coherence, and relevance of the framework across subject areas and grade levels.

The proponents also recognize the invaluable contributions of the Public Schools District Supervisors and School Principals, whose administrative leadership and support facilitated meaningful consultation and contextual grounding of the framework at the school and district levels. Special acknowledgment is given to the Values Education (ValEd) District Coordinators and Teachers, whose professional experiences, instructional practices, and commitment to values formation significantly enriched the framework and strengthened its practical applicability.

Finally, gratitude is extended to all other stakeholders, partners, and members of the educational community whose collaboration, insights, and shared commitment contributed to the successful development of this framework. Their collective support underscores the shared responsibility of fostering morally upright, socially responsible, and values-driven learners in the Schools Division of Bohol.

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Executive Summary

The **SDO Bohol Values Education Framework** provides a comprehensive and strategic guide for nurturing the holistic development of learners by integrating values formation into the curriculum, school programs, and community engagement. Recognizing that education is not only the development of knowledge and skills but also the formation of character, the framework aims to produce morally upright, socially responsible, culturally grounded, and environmentally conscious Boholanos.

Values Education is a fundamental component of holistic learning in the Schools Division Office (SDO) of Bohol, as it shapes learners not only to become academically competent but also morally grounded, socially responsible, and culturally rooted individuals. In response to the evolving needs of learners and the unique socio-cultural context of Bohol, the SDO Bohol Values Education Framework is developed to provide a clear, unified, and contextualized guide for values formation across all learning areas and school activities.

Anchored on the Department of Education's vision, mission, and core values, the framework emphasizes the integration of the **four core values**—Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa—into all learning areas, co-curricular activities, and school initiatives. It outlines clear learner outcomes and values competencies, ensuring that students not only understand these values but also demonstrate them in their daily lives.

The framework provides guidance on **curriculum integration, teacher capacity building, assessment, and monitoring** to ensure that values education is systematic, measurable, and meaningful. Teachers are equipped with the knowledge, strategies, and tools necessary to model and instill values, while schools are supported in creating safe, inclusive, and values-centered learning environments.

To ensure **continuous improvement and sustainability**, the framework emphasizes regular assessment, feedback, professional development, and stakeholder engagement. Schools are encouraged to document best practices, share knowledge, and strengthen partnerships with parents and the community to maintain and reinforce values formation over time.

Ultimately, the SDO Bohol Values Education Framework envisions learners who embody integrity, empathy, social responsibility, patriotism, environmental stewardship, and resilience—preparing them to contribute positively to their families, communities, and the nation.

SDO Bohol Values Education Framework

Introduction

The Schools Division Office (SDO) of Bohol recognizes that education is not only the development of academic competence but also the formation of character and values that shape responsible, compassionate, and productive individuals. In response to the evolving needs of learners and the community, the SDO Bohol Values Education Framework serves as a unified guide in nurturing values that are deeply rooted in Filipino culture, Boholano identity, and national aspirations.

This framework is anchored on the Department of Education's vision, mission, and core values, while also integrating local realities, cultural heritage, and community strengths of Bohol. It aims to strengthen moral consciousness, social responsibility, respect for diversity, love of country, care for the environment, and faith in God among learners. Through intentional and consistent values integration across learning areas, co-curricular activities, and school programs, the framework ensures that values education is lived, practiced, and modeled rather than taught in isolation.

The SDO Bohol Values Education Framework provides direction for school leaders, teachers, parents, and stakeholders to collaboratively cultivate a safe, inclusive, and values-centered learning environment. Ultimately, it seeks to produce Boholano learners who are not only academically competent but also morally grounded, socially responsible, resilient, and ready to contribute positively to their families, communities, and the nation.

Anchored on the Department of Education's core values—*Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa*—the framework recognizes the rich Boholano heritage, strong family ties, community cooperation (*bayanihan*), and respect for faith, culture, and the environment. It emphasizes that values are best learned through meaningful experiences, consistent modeling, reflection, and active participation in school and community life rather than through instruction alone.

The SDO Bohol Values Education Framework serves as a reference for school leaders, teachers, and stakeholders in integrating values education into classroom instruction, co-curricular activities, school policies, and community partnerships. It promotes learner-centered, inclusive, and culturally responsive approaches that nurture positive behavior, ethical decision-making, emotional well-being, and civic responsibility among learners.

The development of the **SDO Bohol Values Education Framework** is grounded in the recognition that values formation is essential to the holistic development of learners, complementing academic learning and contributing to the formation of responsible, compassionate, and morally upright citizens. Baseline data and observations highlighted several factors that underscored the need for a formalized framework:

1. Observed Learner Needs

- Increasing cases of disrespect, indiscipline, bullying, and unethical behavior among students reported in schools.
- Learners demonstrated limited engagement in community service, environmental care, and civic responsibilities.
- A gap was noted in the consistent integration of values education across learning areas and school programs, leading to fragmented or inconsistent character formation.

2. Teacher and School Challenges

- Many teachers lacked formal training and structured tools for assessing and integrating values in daily instruction.
- Schools needed guidance to systematically embed values in lesson planning, co-curricular programs, and school activities.
- Monitoring of values education was sporadic, making it difficult to measure outcomes or identify best practices.

3. Community and Cultural Context

- Bohol has a rich cultural heritage and strong local values, yet these were not consistently reflected in formal school programs.
- There was a need to contextualize values education, aligning national core values (Maka-Diyos, Maka-tao, Makakalikasan, Makabansa) with Boholano cultural values to strengthen learners' sense of identity, pride, and community responsibility.

4. Alignment with DepEd Policies

- DepEd's National Framework for Values Education (DepEd Order No. 8, s. 2015) emphasizes holistic development and the integration of values across the curriculum.
- The SDO Bohol framework ensures localized, context-specific implementation of national policies, making values education more relevant, measurable, and sustainable.

Based on these findings, there is a clear need to develop a systematic, sustainable, and contextually relevant framework that:

- Provides clear core values and learner outcomes.
- Guides teachers and school leaders in integrating, assessing, and monitoring values.
- Strengthens partnerships with parents and the community.
- Ensures continuous improvement and sustainability of values formation in Bohol schools.

The SDO Bohol Values Education Framework addresses gaps in values formation, ensures contextualized and holistic development, and equips schools, teachers, and communities to produce morally upright, socially responsible, and culturally grounded Boholano learners.

Through this framework, SDO Bohol aims to strengthen a values-driven school culture that supports academic learning, fosters character development, and prepares learners to become responsible citizens who contribute positively to their families, communities, and the nation.

I. Vision

DepEd

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

SDO Bohol:

Learners who are Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa, morally upright, socially responsible, culturally grounded, and environmentally conscious.

II. Mission

DepEd

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.

SDO Bohol

To provide holistic and values-centered education that integrates moral formation, cultural identity, environmental stewardship, and civic responsibility across curriculum, school culture, and community partnerships.

III. Core Philosophy

The core philosophy of the SDO Bohol Values Education Framework is rooted in the belief that education is most effective when it develops both the mind and the heart. Learning is not limited to the acquisition of knowledge and skills; it is equally about forming morally upright, socially responsible, and culturally grounded individuals who can positively contribute to society.

This philosophy emphasizes that values are best learned through modeling, practice, and reflection, rather than taught in isolation. Every member of the school community—teachers, learners, parents, and administrators—plays a vital role in nurturing these values, creating an environment where ethical behavior, respect, compassion, and integrity are lived daily.

The framework integrates the Filipino core values of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa with the local Boholano identity, culture, and community practices. It recognizes the unique context of Bohol, promoting values formation that is relevant, contextualized, and responsive to the needs of learners and society.

By embedding these principles across the curriculum, school programs, and community activities, the philosophy ensures that learners are holistically formed—intellectually, emotionally, socially, and morally—and prepared to become responsible citizens, compassionate leaders, and active contributors to nation-building.

IV. Boholano Cultural Values

Boholano cultural values reflect the rich heritage, traditions, and community life of Bohol. Integrating these values into the SDO Bohol Values Education Framework helps learners develop a **strong sense of identity, pride, and social responsibility** while remaining connected to their local culture.

These values complement the national core values of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa.

1. Pagkamalahutay (Resilience and Perseverance)

Boholanos are known for their ability to face challenges with determination, patience, and hard work. This value teaches learners to

persist in the face of difficulties and remain committed to personal and community goals.

2. Pagkamaabibihon (Hospitality and Friendliness)

Hospitality is a hallmark of Boholano culture. Learners are encouraged to welcome others with warmth, kindness, and generosity, fostering inclusivity and positive social interactions.

3. Pagkamapainubsanon (Humility and Respect)

Boholanos value humility in actions and words, showing respect for elders, teachers, peers, and the community. This reinforces ethical behavior, empathy, and moral uprightness.

4. Pakig-ambit (Community Cooperation and Bayanihan Spirit)

The tradition of helping one another in times of need, also known as bayanihan, is central to Boholano culture. Learners develop teamwork, social responsibility, and civic-mindedness through collaborative activities and service to the community.

5. Pagpasalamat (Gratitude and Appreciation)

Expressing gratitude for blessings, opportunities, and support strengthens learners' emotional intelligence, moral consciousness, and positive relationships with others.

6. Pag-amuma sa Kalikupan (Environmental Stewardship)

Boholanos have a deep connection to nature, reflected in their care for the land, seas, and local environment. Learners are encouraged to protect and sustain natural resources, promoting environmental responsibility.

Integration in Values Education

These Boholano cultural values are integrated into the curriculum, co-curricular programs, school activities, and community engagement. By contextualizing values education within local culture, learners not only internalize ethical principles but also develop pride in their identity, love for their community, and a sense of belonging.

V. DepEd Core Values

The SDO Bohol Values Education Framework is founded on a set of core values that guide the holistic development of learners and the entire school community. These core values reflect the ideals of the Department of Education while embracing the unique cultural identity, faith traditions, and community spirit of the Boholano people.

The identified core values serve as moral anchors that shape learners' character, behavior, and decision-making in both academic and real-life situations. They promote respect for self and others, love of country, care for creation, social responsibility, and commitment to excellence. These values are intentionally integrated into teaching and learning processes, school policies, leadership practices, and community partnerships.

By consistently modeling, teaching, and reinforcing these core values, schools under SDO Bohol foster safe, inclusive, and nurturing learning environments. The framework envisions learners who embody these values in thought, word, and action—becoming responsible citizens, compassionate leaders, and proud Boholanos who contribute positively to society and nation-building. Reflected below are the core values anchored by this ValEd Framework:

- Maka-Diyos (God-centered)
- Maka-tao (Respect for human dignity)
- Makakalikasan (Environmental stewardship)
- Makabansa (Patriotism and civic responsibility)

VI. Learner Outcomes / Values Competencies

The SDO Bohol Values Education Framework aims to develop learners who demonstrate positive values, ethical behavior, and social responsibility. Upon completion of each key stage, learners are expected to manifest the following values competencies in their daily lives, both in and beyond the school environment.

1. Maka-Diyos

Learners demonstrate:

- Faith in God expressed through respect for religious beliefs and practices
- Integrity, honesty, and moral courage in words and actions
- Self-discipline and accountability for one's choices and behavior

2. Maka-tao

Learners demonstrate:

- Respect for self, peers, teachers, parents, and community members
- Empathy, kindness, and compassion toward others, especially the marginalized
- Cooperation, teamwork, and peaceful conflict resolution

3. Makakalikasan

Learners demonstrate:

- Care and responsibility for the environment and natural resources
- Participation in environmental protection, disaster preparedness, and sustainability initiatives
- Responsible use of resources in school, home, and community settings

4. Makabansa

Learners demonstrate:

- Love of country and pride in Filipino and Boholano identity
- Respect for national symbols, laws, and democratic processes
- Active citizenship through community involvement, volunteerism, and service

Cross-Cutting Values Competencies

Across all core values, learners are expected to develop:

- Critical thinking and ethical decision-making
- Resilience, perseverance, and adaptability
- Leadership, initiative, and accountability
- Respect for diversity and inclusive behavior

Expected Impact

Graduates of schools under SDO Bohol are envisioned to be academically capable, morally grounded, socially responsible, environmentally conscious, and patriotic Boholanos who contribute meaningfully to their families, communities, and the nation.

- Understand core values (faith, integrity, empathy, environmental stewardship, civic responsibility)
- Demonstrate values in action through daily behaviors
- Reflect on moral choices and consequences
- Actively participate in family, school, and community life

VII. Curriculum Integration

The SDO Bohol Values Education Framework is integrated across the curriculum to ensure that values formation is holistic, continuous, and meaningful. Rather than being confined to a single subject, values education is embedded in all learning areas, learning competencies, teaching strategies, assessment practices, and school activities.

Teachers intentionally integrate values such as integrity, respect, responsibility, faith, nationalism, environmental stewardship, and compassion into lesson objectives, learning tasks, and classroom interactions. Core learning areas such as Araling Panlipunan, Edukasyon sa Pagpapakatao, Filipino, English, Science, and MAPEH serve as key platforms for contextualizing values through real-life situations, local issues, and Boholano cultural experiences.

Co-curricular and extracurricular programs—including homeroom guidance, school clubs, student leadership activities, community immersion, disaster preparedness activities, and environmental programs—reinforce values learned in the classroom. These experiences allow learners to practice values through service, collaboration, and civic engagement.

Assessment of learning includes not only academic performance but also observable values-based behaviors such as cooperation, honesty, empathy, and respect for others. Teachers model positive values and create a classroom culture that promotes inclusivity, discipline, and mutual respect.

Through consistent curriculum integration, the SDO Bohol Values Education Framework ensures that values are lived and demonstrated daily, shaping learners into morally upright, socially responsible, and culturally grounded Boholanos.

- Embed values across learning areas (ESP, Araling Panlipunan, Science, MAPEH, Language)
- Integrate co-curricular and community-based programs (service learning, environmental projects, cultural activities)

VIII. Teaching–Learning Approaches

Values Education plays a vital role in shaping the character and moral development of learners in the Schools Division Office (SDO) of Bohol. As education extends beyond academic achievement, Values Education helps learners develop desirable attitudes, ethical behavior, and social responsibility that guide them in their daily lives. In the Boholano context, where strong family ties, community cooperation, and respect for culture and faith are deeply rooted, teaching–learning approaches in Values Education must be meaningful, relevant, and responsive to learners’ real-life experiences.

Effective teaching–learning approaches for SDO Bohol learners emphasize contextualized and learner-centered strategies that nurture the core values promoted by the Department of Education—*Maka-Diyos*, *Maka-tao*, *Makakalikasan*, and *Makabansa*. These approaches recognize learners’ diverse backgrounds, community realities, and cultural heritage, ensuring that values are not only taught but also practiced and internalized. By employing appropriate pedagogical strategies, teachers can create engaging learning environments that encourage reflection, empathy, responsible decision-making, and active participation in community life.

Teaching–Learning Approaches for Values Education

(SDO Bohol Context)

1. Contextualized & Localized Learning

- Use Boholano culture, traditions, festivals (e.g., Sandugo, community fiestas), and local stories to teach values like respect, cooperation, and gratitude.

- Integrate mother tongue (especially in lower grades) for better understanding and relevance.
2. Experiential Learning
 - Learning through real-life experiences, reflection, and application.
 - Activities:
 - Community clean-up drives
 - School-based gardening
 - Helping programs (e.g., “Bayanihan” activities)
 - Focus on values such as responsibility, care for nature, and service.
 3. Reflective Learning
 - Encourage learners to think about their actions, feelings, and decisions.
 - Strategies:
 - Reflection journals
 - Values diaries
 - “What did I learn today?” sharing
 - Helps develop self-awareness and moral reasoning.
 4. Storytelling and Literature-Based Approach
 - Use local folktales, short stories, Bible stories (for private schools), and age-appropriate narratives.
 - Follow-up with guided questions focusing on:
 - Right vs. Wrong
 - Consequences of actions
 - Empathy and kindness
 5. Collaborative and Cooperative Learning
 - Group activities that promote:
 - Respect for others’ opinions
 - Teamwork
 - Fairness
 - Examples:
 - Role-playing moral dilemmas
 - Group discussions
 - Peer mentoring
 6. Values Integration Across Subjects
 - Integrate values naturally in:
 - Araling Panlipunan – nationalism, citizenship
 - Science – care for the environment
 - English/Filipino – empathy through stories
 - Reinforces values beyond the Values Education class.
 7. Inquiry-Based and Problem-Based Learning
 - Present real-life moral situations common in the community or school.
 - Let learners analyze, discuss, and decide:
 - “What should you do?”
 - “What value is involved?”
 - Develops critical thinking and moral judgment.
 8. Modeling and Teacher-as-Example Approach
 - Teachers consistently model positive values such as:
 - Respect
 - Honesty
 - Fairness
 - Learners often learn values more from what teachers do than what they say.

SDO Bohol Values Education Outcomes, Indicators, Targets, and Major Strategies

Outcome	Indicators	Targets	Major Strategies
1. Learners demonstrate core values (Maka-Diyos, Maka-tao, Makakalikasan, Makabansa) in daily life	<ul style="list-style-type: none"> ➤ Observable ethical behavior in class, school, and community ➤ Participation in values-based activities and community service ➤ Learner reflections/journals showing moral reasoning 	90% of learners consistently demonstrate core values by end of school year	<ul style="list-style-type: none"> ❖ Integrate values education across all subjects ❖ Conduct co-curricular and extracurricular activities (e.g., community service, environmental projects) ❖ Facilitate learner reflection and self-assessment sessions ❖ Recognize and reward positive behavior
2. Teachers are competent in delivering values education and assessing learner outcomes	<ul style="list-style-type: none"> ➤ Teachers trained in values integration ➤ Use of observation checklists, rubrics, and portfolios ➤ Participation in professional learning communities 	100% of teachers attend training and utilize assessment tools effectively	<ul style="list-style-type: none"> ❖ Conduct regular workshops and seminars on values integration and assessment ❖ Implement mentoring and coaching programs ❖ Establish teacher PLCs for sharing best practices
3. Schools create a values-centered environment	<ul style="list-style-type: none"> ➤ Presence of school policies and programs promoting values ➤ Student and teacher participation in school-wide values initiatives ➤ Positive school climate surveys 	100% of schools have documented values programs and initiatives	<ul style="list-style-type: none"> ❖ Develop school values policies and guidelines ❖ Organize regular school-wide activities that promote values ❖ Monitor and evaluate school climate regularly
4. Parents and community actively support values education	<ul style="list-style-type: none"> ➤ Parent and community participation in school programs ➤ Collaboration in service projects and activities ➤ Feedback from stakeholders 	At least 75% of parents and community members participate in values-related programs	<ul style="list-style-type: none"> ❖ Conduct orientation and advocacy programs for parents and community ❖ Engage LGUs, NGOs, and local organizations in school activities ❖ Establish home-school-community partnerships for values reinforcement
5. Continuous improvement and sustainability of values education	<ul style="list-style-type: none"> ➤ Regular monitoring and evaluation reports ➤ Documentation of best practices and lessons learned ➤ Improvements in values competencies over time 	All schools implement continuous improvement measures annually	<ul style="list-style-type: none"> ❖ Conduct annual assessment and review of values programs ❖ Document and share best practices ❖ Update teaching guides, tools, and activities based on feedback and evaluation

9. Use of ICT and Multimedia (When Available)
 - Short videos, digital stories, and presentations showing positive values.
 - Especially effective for visual and auditory learners.
10. Home–School–Community Partnership
 - Involve parents and community leaders in reinforcing values.
 - Activities:
 - Parent reflection tasks
 - Community interviews
 - Family-based values activities

Outcomes: The desired changes in learners, teachers, schools, and the community.

- **Indicators:** Observable signs that the outcomes are being achieved.
- **Targets:** The level of achievement expected within a specific timeframe (usually annual).
- **Major Strategies:** Key interventions, programs, and actions that ensure the outcomes are met.

IX. School Culture and Environment

A values-centered school culture and environment is essential to effectively nurture learners' character, behavior, and moral development. The SDO Bohol Values Education Framework emphasizes creating a school environment where core values are modeled, reinforced, and practiced daily, making the school a living laboratory for values education.

1. Key Features of a Values-Centered School Culture

- **Shared Vision and Values:** All members of the school community—teachers, learners, staff, and administrators—understand and embrace the core values of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa, as well as Boholano cultural values.
- **Modeling of Values:** Teachers and school leaders consistently demonstrate integrity, respect, empathy, and responsibility in their actions, serving as role models for learners.
- **Safe and Inclusive Environment:** Classrooms and school spaces are welcoming, inclusive, and free from bullying, discrimination, and other forms of harm.
- **Positive Relationships:** Healthy relationships among teachers, learners, staff, parents, and the community are nurtured through collaboration, communication, and mutual respect.
- **Recognition and Reinforcement:** Schools recognize and celebrate learners' demonstration of positive behavior and values through awards, recognition boards, or other incentives.
- **Cultural and Environmental Awareness:** The school promotes respect for local traditions, heritage, and the environment, encouraging learners to be responsible citizens and stewards of the community.

2. Strategies to Foster a Values-Centered School Culture

- Integrate values education in daily routines, classroom management, and learning activities.

- Conduct school-wide programs and activities such as flag ceremonies, service projects, environmental campaigns, and cultural celebrations.
- Establish student leadership programs and peer mentoring to promote responsibility, teamwork, and ethical behavior.
- Encourage parent and community involvement to reinforce values beyond the classroom.
- Monitor and evaluate the school climate regularly, using feedback to improve policies, practices, and programs.

3. Expected Outcomes

- Learners demonstrate ethical behavior, empathy, and social responsibility consistently.
- Teachers and school leaders model positive values, strengthening learners' moral development.
- The school becomes a safe, inclusive, and nurturing environment that supports holistic growth.
- Values education becomes institutionalized, sustainable, and reflective of both national and Boholano cultural values.
- Safe, inclusive, and child-friendly spaces
- Values-rich routines, traditions, and policies
- Promotion of cultural heritage and environmental care

X. Stakeholder Engagement

Effective values education requires the active involvement of all stakeholders—teachers, learners, parents, school administrators, community members, local government units (LGUs), and other partners. The SDO Bohol Values Education Framework emphasizes collaboration to ensure that values are consistently modeled, reinforced, and practiced both inside and outside the school.

1. Key Stakeholders and Roles

Stakeholder	Roles and Responsibilities
Learners / Students	Practice core values in daily life; participate in values-based activities, projects, and reflection sessions; serve as role models among peers.
Teachers / Educators	Integrate values education in lessons, co-curricular programs, and classroom management; assess and monitor learner values competencies; model positive values.
School Heads / Administrators	Lead the development and implementation of values-centered programs; allocate resources; monitor school climate; support teacher capacity building.
Parents / Guardians	Reinforce values at home; participate in school programs, meetings, and advocacy campaigns; collaborate with teachers in guiding learners' character formation.
Community / LGUs / NGOs / Faith-Based Organizations	Support school programs and activities; provide opportunities for learners' civic engagement, community service, and environmental stewardship; partner in promoting Boholano cultural values.
Division Office (SDO Bohol)	Provide policy guidance, training, monitoring, and evaluation; ensure alignment with DepEd mandates; support resource provision and continuous improvement.

2. Strategies for Stakeholder Engagement

- Conduct orientation programs and advocacy campaigns to raise awareness about the importance of values education.
- Establish home-school-community partnerships to reinforce values beyond the classroom.
- Involve stakeholders in planning, implementing, and monitoring values-based activities.
- Encourage community service and volunteer programs where learners, parents, and community members collaborate.
- Regularly gather feedback from stakeholders to improve programs, monitor progress, and identify emerging needs.

3. Expected Outcomes

- Learners experience consistent reinforcement of values across school, home, and community.
- Teachers and administrators gain support for values education programs.
- Parents and community members actively participate in shaping learners' character and civic responsibility.
- Schools and communities collaboratively create a sustained culture of values, making the framework more effective and long-lasting.

XI. Assessment and Monitoring

Assessment and monitoring are essential components of the SDO Bohol Values Education Framework to ensure that values education is effectively taught, learned, and demonstrated in real life. These processes help teachers, school leaders, and stakeholders evaluate both the acquisition of values competencies and their practical application by learners.

1. Assessment of Learner Values Competencies

Values education is assessed through multiple methods to capture both observable behaviors and reflective understanding:

a. Direct Observation – Teachers, advisers, and mentors observe learners' behavior in class, during school activities, and in community interactions to assess honesty, respect, responsibility, empathy, and other core values.

b. Performance Tasks / Practical Applications – Learners demonstrate values through service projects, collaborative activities, environmental programs, leadership roles, and other real-life applications.

c. Reflection and Self-Assessment – Learners reflect on their actions, decisions, and experiences through journals, portfolios, or guided reflections to develop self-awareness and moral reasoning.

d. Peer and Community Feedback – Feedback from classmates, school staff, and community members helps validate learners' demonstration of values in social and civic contexts.

2. Monitoring Strategies

To ensure consistency and sustainability, schools employ systematic monitoring of values education implementation:

- **School-Level Monitoring** – Principals and coordinators track school-wide initiatives, programs, and integration of values in the curriculum, extracurricular activities, and classroom management.

- **Teacher-Level Monitoring** – Educators document learners’ progress in values competencies using observation checklists, rubrics, and portfolios.
- **Learner-Level Monitoring** – Learners actively participate in self-monitoring and reflection to internalize values and track personal growth.
- **Division-Level Monitoring** – The SDO conducts periodic reviews, school visits, and reporting to ensure that the Values Education Framework is effectively implemented and aligned with DepEd policies.

3. Tools and Instruments

Schools may use the following tools to assess and monitor values education:

- Observation checklists and behavior rubrics
- Learner reflection journals or portfolios
- Service project reports and community involvement logs
- Peer and self-assessment forms
- School-wide monitoring reports

4. Using Assessment Data

The data collected through assessment and monitoring are used to:

- Identify learners’ strengths and areas for growth in values formation
- Inform instructional planning and program development
- Recognize exemplary learners and reinforce positive behavior
- Improve school policies and initiatives for a values-centered learning environment

This ensures that values education is not just theoretical but measurable, actionable, and sustainable, producing learners who live out the SDO Bohol core values in all aspects of life.

- Behavioral observations, portfolios, journals, self- and peer-assessment
- Formative and reflective assessment emphasizing growth and improvement
- Monitoring of school-wide values initiatives

A. Levels of Assessment and Monitoring

Level	Focus / Purpose	Methods / Tools	Frequency
Learner	Measure values competencies and moral behavior	Observation checklists, rubrics, reflection journals, portfolios, peer/self-assessment, service project reports	Daily, weekly, quarterly
Teacher	Evaluate effectiveness of values integration and instruction	Lesson plan audits, classroom observation, mentoring feedback, teacher portfolios	Quarterly, per semester
School	Assess school culture, environment, and program implementation	School climate surveys, program monitoring reports, activity documentation, recognition records	Biannual, annual
Division / SDO Bohol	Monitor compliance, progress, and outcomes across schools	School reports, monitoring visits, division-level evaluation, data dashboards	Annually, or as scheduled by SDO

B. Key Assessment Indicators

1. **Learner Behavior:** Respect, honesty, empathy, responsibility, environmental stewardship, and civic engagement.
2. **Teacher Performance:** Integration of values in lesson planning, instruction, and assessment; modeling of core values.
3. **School Programs:** Implementation of values-based co-curricular and extracurricular activities; culture of recognition and reinforcement.
4. **Community Engagement:** Participation of parents, LGUs, NGOs, and stakeholders in values activities; reinforcement at home and community.

C. Major Strategies

- Develop and provide **standardized assessment tools** (checklists, rubrics, journals, portfolios) for teachers.
- Conduct **training and mentoring** on effective observation, assessment, and feedback.
- Integrate **monitoring reports** into school improvement planning.
- Use **learner, teacher, and school data** to guide decisions, recognize achievements, and address gaps.
- Establish a **feedback loop** for continuous program enhancement.

D. Expected Outcomes

- Accurate measurement of learners' values competencies and progress.
- Enhanced teacher capacity in values integration and assessment.
- Strengthened school culture and programs that support values education.
- Evidence-based decisions for continuous improvement and sustainability of the framework.

XII. Teacher Capacity Building

Effective values education relies on teachers who are not only knowledgeable but also morally grounded and skilled in nurturing learners' values. Teacher capacity building ensures that educators have the competencies, attitudes, and resources to integrate values seamlessly across the curriculum and model them in daily practice.

1. Goals of Capacity Building

Teacher capacity building aims to:

- Strengthen teachers' understanding of values education principles, core values, and learner outcomes.
- Equip educators with strategies to integrate values in all learning areas and co-curricular activities.
- Enhance teachers' ability to assess, monitor, and document learners' values development.
- Foster teachers' personal growth in character, leadership, and professionalism to serve as role models.

2. Strategies for Capacity Building

To achieve these goals, SDO Bohol employs the following strategies:

a. Training and Workshops

- Values integration seminars for lesson planning and classroom implementation.
- Workshops on assessment and monitoring of values competencies.

- Training on using reflective practices, portfolios, and observation rubrics.

b. Mentoring and Coaching

- Peer mentoring and coaching for effective values education teaching practices.
- Support from master teachers, guidance counselors, and school heads in lesson enhancement and values integration.

c. Learning Communities

- Establishment of Professional Learning Communities (PLCs) to share best practices, experiences, and resources in values education.
- Collaborative action research on innovative ways to teach and assess values.

d. Resource Provision

- Access to teaching guides, modules, multimedia resources, and local cultural materials to contextualize values education.
- Continuous updating on DepEd policies, programs, and initiatives related to values formation.

3. Monitoring and Evaluation of Teacher Capacity

- Regular classroom observations to ensure values integration in instruction.
- Assessment of teacher performance in implementing values education through portfolios, lesson audits, and peer feedback.
- Reflection sessions and feedback mechanisms to guide professional growth.

Component	Description	Activities / Strategies
Training and Workshops	Formal sessions to enhance knowledge and skills in values education	<ul style="list-style-type: none"> ✧ Values integration seminars ✧ Workshops on assessment and monitoring tools ✧ Classroom management for values-based learning
Mentoring and Coaching	Support and guidance from experienced teachers or school leaders	<ul style="list-style-type: none"> ✧ Peer mentoring ✧ Classroom demonstration and observation ✧ Feedback sessions on lesson delivery and values integration
Professional Learning Communities (PLCs)	Collaborative platforms for sharing best practices and innovations	<ul style="list-style-type: none"> ✧ Regular meetings to discuss challenges and solutions ✧ Collaborative action research on values education ✧ Resource and material sharing
Resource Provision	Access to teaching guides, modules, and contextualized learning materials	<ul style="list-style-type: none"> ✧ Values education teaching guides ✧ Boholano cultural resource materials ✧ Multimedia and digital tools for instruction
Monitoring and Reflection	Assessment of teacher performance and continuous professional growth	<ul style="list-style-type: none"> ✧ Classroom observation checklists ✧ Self-reflection and peer evaluation ✧ Documentation of best practices and lessons learned

Expected Outcome:

Teachers become competent, reflective, and values-driven educators who consistently model positive values, facilitate learners' moral development, and contribute to a school culture that fosters integrity, social responsibility, environmental stewardship, and patriotism.

The Teacher Capacity Building ensures that teachers are equipped, motivated, and competent to integrate values education effectively in all aspects of schooling. Teachers are the primary facilitators and role models of values, making their continuous development essential for the success of the framework.

The **SDO Bohol Values Education Structural Framework** is a localized model developed by the Department of Education – specifically the **Schools Division Office (SDO) of Bohol** – to guide how values are taught, formed, and lived out in schools.

Here's a clear breakdown of its structure and meaning:

Core Idea

The framework is designed to **holistically form the learner**—not just academically, but morally, socially, spiritually, and culturally—anchored in Filipino values and local Boholano identity.

Main Components of the Framework**1. Core Values (DepEd Values)**

At the heart are the national core values promoted by DepEd:

- **Maka-Diyos** (God-centered)
- **Makatao** (Humane)
- **Makakalikasan** (Environmentally responsible)
- **Makabansa** (Patriotic)

These serve as the **foundation** of all values education activities.

2. Boholano Cultural Values

SDO Bohol contextualizes learning by integrating local values such as:

- **“Bol-anon” identity and pride**
- Respect for tradition and community
- Strong family ties and faith

This ensures values education is **relevant and culturally grounded**.

3. Domains of Development

The framework typically addresses multiple dimensions of the learner:

- **Spiritual Development**
- **Moral/Ethical Development**
- **Social Development**
- **Emotional Development**
- **Environmental Awareness**

4. Key Learning Areas & Integration

Values are not taught in isolation but are **integrated across subjects**, including:

- Values Education (EsP – Edukasyon sa Pagpapakatao)
- Araling Panlipunan
- Filipino
- Science (especially environmental stewardship)

5. Teaching-Learning Processes

The framework promotes:

- **Experiential learning** (real-life application)
- **Reflective activities** (journals, discussions)
- **Community involvement** (outreach, service)
- **Modeling by teachers**

6. Stakeholder Involvement

It emphasizes collaboration among:

- School leaders and teachers
- Parents and families
- Community and church
- Local government units

7. Expected Output: The Ideal Boholano Learner

A learner who is:

- God-loving and morally upright
- Socially responsible and respectful
- Environmentally conscious
- Proudly Filipino and Boholano

Conceptual Framework: SDO Bohol Values Education Framework

The conceptual framework presents the interconnected relationship among foundational inputs, implementation processes, stakeholder participation, and intended outcomes that collectively support the development of values-centered learners.

Core Principle

At the center of the framework is the development of:

“Holistically Developed and Values-Oriented Boholano Learners”

These learners demonstrate:

- moral integrity,
- civic responsibility,
- respect for culture and diversity,
- environmental consciousness,
- academic excellence with character, and
- spiritual and emotional resilience

The framework recognizes that values formation is a shared responsibility among schools, families, communities, and institutions.

Major Components of the Framework

1. Foundational Inputs

These are the guiding foundations that shape the implementation of the Values Education Framework.

a. National and Educational Policies

- DepEd Vision, Mission, and Core Values
- MATATAG Agenda
- Values Education Curriculum Standards
- Child Protection and Inclusive Education Policies

b. Boholano Cultural and Community Context

- Boholano traditions and heritage
- Indigenous and local community values

- Faith-based and spiritual practices
- Community participation and bayanihan spirit

c. Learner Development Needs

- Social-emotional learning
- Mental health and well-being
- Ethical decision-making
- Leadership and citizenship development

d. Stakeholder Support

- Teachers and school leaders
- Parents and guardians
- LGUs and community organizations
- Religious and civic groups

2. Implementation Processes

These processes operationalize the framework within schools and communities.

a. Curriculum Integration

Values education is embedded across:

- Classroom instruction
- Learning competencies
- Co-curricular and extracurricular activities
- School-wide programs and campaigns

b. Teaching and Learning Strategies

- Reflective learning
- Experiential and service learning
- Values clarification activities
- Collaborative and inquiry-based learning
- Contextualized and culture-responsive instruction

c. School Culture and Environment

- Positive discipline approaches
- Inclusive and safe learning spaces
- Role modeling by educators
- Recognition of exemplary behavior

d. Community and Family Engagement

- Parent involvement programs
- Community outreach activities
- Partnerships with local institutions
- Cultural and environmental advocacy initiatives

e. Monitoring and Evaluation

- Learner behavior assessment
- Feedback mechanisms
- School values integration evaluation
- Continuous improvement planning

3. Mediating Factors

The success of the framework is influenced by several mediating factors:

- Leadership effectiveness
- Teacher competence and commitment
- Availability of learning resources
- School-community collaboration
- Learner participation and motivation
- Cultural responsiveness and inclusivity

These factors either strengthen or hinder the implementation and sustainability of the framework.

Expected Outcomes

Short-Term Outcomes

- Increased learner awareness of core values
- Improved classroom behavior and relationships
- Stronger participation in school and community activities
- Enhanced teacher integration of values education

Intermediate Outcomes

- Development of socially responsible and ethical learners
- Improved school climate and learner well-being
- Strengthened school-community partnerships
- Greater appreciation of Boholano culture and identity

Long-Term Outcomes

- Formation of resilient, compassionate, and responsible citizens
- Sustainable culture of values-centered education in SDO Bohol
- Learners who embody the ideals of maka-Diyos, makatao, makakalikasan, at makabansa
- Positive contribution to community development and nation-building

Theoretical Anchors

The framework is anchored on the following theories and educational principles:

1. Social Learning Theory (Albert Bandura)

Learners develop values through observation, modeling, imitation, and interaction with significant individuals such as teachers, parents, and peers.

2. Constructivist Theory

Values are internalized through meaningful experiences, reflection, and active engagement in authentic situations.

3. Ecological Systems Theory (Urie Bronfenbrenner)

Learner behavior and values formation are influenced by interconnected environments including family, school, community, and society.

4. Humanistic Education Theory

Education must support the holistic development of learners by addressing emotional, moral, social, and spiritual dimensions.

Paradigm of the Framework Input-Process-Output (IPO) Model

Inputs

- Policies and educational standards
- Boholano cultural values
- Stakeholder support
- Learner developmental needs
- School resources

Process

- Curriculum integration
- Values-based instruction
- Community engagement
- School culture enhancement

- Monitoring and evaluation

Outputs/Outcomes

- Values-oriented learners
- Positive school climate
- Strong community partnerships
- Responsible and ethical Boholano citizens

Framework Overview

Framework Area	Description
Core Principles and Components	Focuses on holistic learner development, moral integrity, cultural identity, environmental stewardship, civic responsibility, and stakeholder collaboration.
Input–Process–Output IPOIPOIPO Model	Presents the relationship among foundational inputs, implementation processes, and intended learner outcomes.
Implementation Processes and Stakeholder Roles	Highlights curriculum integration, school culture, teaching strategies, monitoring systems, and the participation of teachers, parents, community leaders, LGUs, and partner institutions.
Expected Outcomes	Identifies short-term, intermediate, and long-term outcomes related to learner behavior, school climate, and community impact.
Theoretical Foundations and Educational Anchors	Anchored on Social Learning Theory, Constructivist Theory, Ecological Systems Theory, and Humanistic Education Theory.
Academic Conclusion	Emphasizes the importance of contextualized and collaborative values education in forming responsible and values-oriented Boholano learners.

The proposed SDO Bohol Values Education Framework emphasizes that values formation is not confined to a single subject area but is integrated into the entire educational experience. Through collaborative participation among schools, families, and communities, the framework aims to cultivate learners who are academically competent, morally grounded, culturally aware, socially responsible, and committed to nation-building.

By contextualizing values education within the unique identity and aspirations of Bohol, the framework supports the realization of a transformative and inclusive educational environment that nurtures both character and competence among learners.

XIII. Continuous Improvement and Sustainability

The SDO Bohol Values Education Framework is designed to be dynamic, reflective, and sustainable, ensuring that values education continues to evolve and remain relevant to the needs of learners, schools, and the community. Continuous improvement and sustainability guarantee that the framework is not only implemented but also refined over time for maximum impact.

1. Continuous Improvement

Continuous improvement involves systematic review and enhancement of values education programs, policies, and practices. This includes:

- **Regular Assessment and Evaluation:** Periodic evaluation of learner outcomes, teacher practices, and school initiatives to identify strengths, gaps, and areas for enhancement.
- **Feedback Mechanisms:** Gathering input from teachers, learners, parents, and community stakeholders to inform program adjustments.
- **Professional Development:** Ongoing training, workshops, and mentoring for teachers and school leaders to strengthen competencies in values integration and assessment.
- **Innovative Practices:** Encouraging the adoption of research-based strategies, creative approaches, and technology-assisted learning to enrich values education.

2. Sustainability

Sustainability ensures that the framework's benefits are long-lasting and institutionalized. Key strategies include:

- **Institutionalization:** Embedding values education into school policies, curricula, routines, and programs to ensure consistency across grades and years.
- **Resource Management:** Providing and maintaining adequate teaching and learning resources, learning materials, and facilities that support values-based activities.
- **Leadership Commitment:** School heads and administrators consistently champion values education, model core values, and allocate time and resources for implementation.
- **Community and Stakeholder Engagement:** Building partnerships with parents, local government units, religious organizations, and civic groups to reinforce values education beyond the classroom.
- **Documentation and Knowledge Sharing:** Recording best practices, success stories, and lessons learned to inform future programs and guide new schools or teachers in values education implementation.

3. Expected Outcome

Through continuous improvement and sustainability, the SDO Bohol Values Education Framework ensures that learners consistently demonstrate core values, teachers remain effective and motivated, and schools become thriving, values-centered learning communities. This results in morally upright, socially responsible, culturally grounded, and environmentally conscious Boholanos who can positively contribute to society and nation-building.

IX. Risk Management

The effective implementation of the SDO Bohol Values Education Framework requires proactive identification and management of potential risks that may hinder values formation in schools. Risk management ensures that challenges are addressed systematically, allowing learners to consistently internalize and demonstrate core values.

1. Potential Risks

- a) **Limited Teacher Competency** – Some teachers may lack sufficient training, strategies, or confidence to integrate values into the curriculum effectively.
- b) **Inconsistent Implementation** – Variability in school leadership, resources, and monitoring may lead to fragmented or uneven delivery of values education.

- c) **Low Learner Engagement** – Learners may not consistently practice or appreciate values if activities are not meaningful, contextualized, or connected to real-life experiences.
- d) **Resource Constraints** – Schools may have limited teaching guides, materials, and tools necessary for values integration, assessment, and monitoring.
- e) **Community and Stakeholder Support** – Lack of parental or community involvement may weaken reinforcement of values outside the school environment.
- f) **Environmental and Social Challenges** – Natural disasters, socio-economic issues, or social conflicts may disrupt programs and reduce learners’ opportunities for values practice.

2. Risk Mitigation Strategies

- **Teacher Capacity Building** – Conduct regular training, mentoring, and workshops to equip teachers with knowledge and practical strategies for values integration.
- **Standardized Implementation Guidelines** – Develop clear policies, lesson templates, and activity guides to ensure consistency across all schools.
- **Learner-Centered Programs** – Design interactive, culturally relevant, and community-based activities that promote active engagement in values practice.
- **Resource Provision and Sharing** – Allocate teaching and learning materials, digital tools, and locally contextualized modules to support classroom and co-curricular activities.
- **Community and Stakeholder Engagement** – Encourage partnerships with parents, LGUs, NGOs, and faith-based organizations to reinforce values beyond school.
- **Contingency Planning** – Develop alternative learning modalities and adaptive programs to maintain values education during environmental or social disruptions.

3. Monitoring and Review

- Regular assessment of program implementation to identify emerging risks and adjust strategies accordingly.
- Use of feedback from teachers, learners, parents, and community members to strengthen risk response measures.
- Documentation of best practices and lessons learned for continuous improvement and sustainability.

2. Risk Identification and Mitigation

Risk	Impact	Likelihood	Mitigation Strategies
Limited teacher competency in values integration	Low quality or inconsistent values education	Medium	Conduct regular trainings, mentoring, PLCs, and provide teaching resources
Inconsistent program implementation across schools	Uneven learner outcomes and weak school culture	Medium	Develop standardized guidelines, lesson templates, and monitoring tools
Low learner engagement	Learners fail to internalize values	Medium	Implement interactive, contextualized, and culturally relevant activities; recognize positive behavior
Insufficient resources (materials, guides,	Hinders teaching, learning, and	Medium	Allocate budget, provide digital and print resources,

Risk	Impact	Likelihood	Mitigation Strategies
tools)	assessment		encourage sharing of materials
Lack of community and parental support	Weak reinforcement of values outside school	Medium	Conduct advocacy, orientation programs, and partnerships with parents, LGUs, and NGOs
Environmental and social disruptions (e.g., disasters, socio-economic issues)	Interruptions in school programs	Low	Develop contingency plans, alternative learning modalities, and adaptive programs

Risk Management Process

1. **Identification** – Regularly review school, teacher, learner, and community data to identify emerging risks.
2. **Analysis** – Assess the likelihood and impact of each risk on values education outcomes.
3. **Mitigation** – Develop and implement strategies to prevent or reduce risks.
4. **Monitoring** – Track risk indicators and assess the effectiveness of mitigation strategies.
5. **Review and Improvement** – Adjust strategies based on feedback, lessons learned, and changes in context.

Outcome:

Through proactive risk management, the SDO Bohol Values Education Framework ensures effective, consistent, and sustainable values education, enabling learners to develop into morally upright, socially responsible, and culturally grounded Boholanos, despite challenges.

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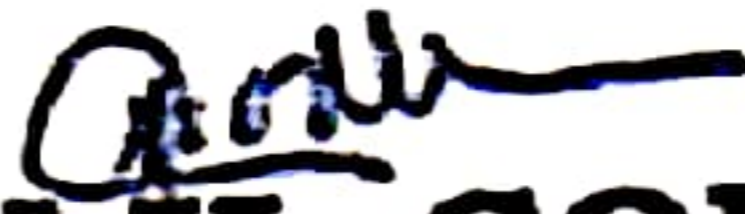
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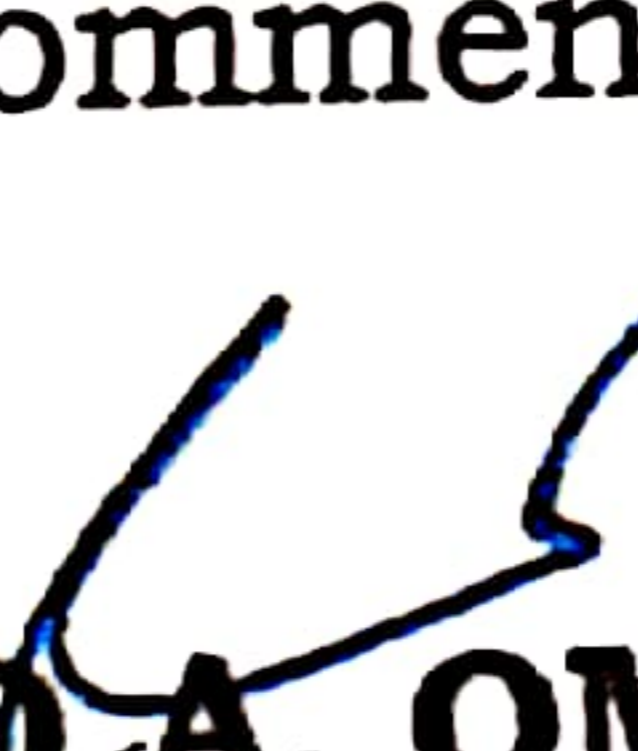
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