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Foreword

In 2006, the DepED submitted to the Department of Budget and Management (DBM) its "Proposal for Organizational Rationalization of the Department of Education (DepED)" pursuant to Executive Order 366 issued by the President of the Philippines on 04 October 2004, "directing a strategic review of the operations and organizations of the Executive Branch."

The review and crafting of a rationalization plan for DepED is necessary in the light of long term reforms needed in the education sector notwithstanding the developments in fast changing demands of the local and global environment. The "Philippine Education Commission Report" in 1991 which is the basis for the "Basic Education Sector Reform Agenda" or BESRA of DepED lists the following as the topmost issues in education: Poor Quality of Education, Poor internal efficiency, Weak System of Governance, Shortages in Educational Inputs and Concern over Quality of Teachers.

The Governance of Education Act of 2001, RA 9155 establishes authority and accountability of the various DepED levels and sought to provide a framework for the governance of education, decentralizing governance to the field and making the schools and learning centers the "heart" of the education system.

Then, in July 2010, a new management team in DepED engaged in two major initiatives which are:

- Reengineering the basic education curriculum to include kindergarten and Grades 11 and 12 or the K to 12
- Reviewing, enhancing and computerizing management and administrative systems and processes.

Both initiatives require the rationalization of the organization's functions and structure.

Thus, upon request of the DepED Executive Team, DBM returned the 2006 Rationalization Plan to "give the new management team of the department more time to thoroughly review the functions, the organizational structure and the staffing complement" with the reminders that the plan should be a) based on the core functions of the department, b) the resulting staffing pattern after rationalization should have the same or lower number of positions as compared to its filled items at the start of the rationalization effort in 2005, and c) it should not exceed the Personnel Services (PS) level of the department at the start of the rationalization effort in the aforesaid year. The DBM also requires the identification of names of employees who will be affected in the implementation of the new structure.

This Rationalization Plan of DepED is being submitted to the Department of Budget Management (DBM) in two phases. Phase One includes the mandate, functions and proposed organizational structure for the agency. It also shows the indicative staffing and costing for the proposed structure vis-a-vis the 2005 level. Phase Two shall include the names and positions of staff who will be affected by the rationalization effort of the organization.

DepED management requested DBM that it submit Phase One first and get the approval of DBM on the proposed structure and staffing pattern, before proceeding to Phase Two. This approach will lessen duplication of effort and avoid undue worry on the part of the employees who might or might not be affected based on DBM approval of the new structure and staffing pattern. Moreover, before employees can be assigned to their new offices in the proposed organizational structure, members of management and the employees themselves have to be prepared and guided to go through a personal and organizational change process.

This DepED Rationalization Plan document being submitted as Phase One – Proposed Functions, Structure and Staffing Pattern for the Department of Education complies with all three guidelines of the DBM. The plan allows the organization to focus on its core functions, proposes a lower number of positions as compared to its filled items at the start of the rationalization effort in 2005, and the cost does not exceed the Personnel Services (PS) level of the department at the start of the rationalization effort in the aforesaid year.

Thus, the revised rationalization Plan proposal is limited to staffing for Central Office, 16 Regions and 164 Schools Division which is the number of schools division in 2005. Staffing for the Autonomous Region of Muslim Mindanao (ARMM) is not included in this proposal). This proposal also excludes DepED items approved by the DBM after 2005

such as those for the Internal Audit Service (2008) at Central Office, Librarian I for the Library Hubs in the Schools Division (2007) and Bookkeepers (2011)

The goals of the DepED 2013 Rationalization plan are to achieve:

- o A leaner central office focused on agenda-setting, policy-making, research, standards formulation and overall leadership
- o A re-engineered regional office set up to provide field leadership in the enforcement of standards. Corollary to this, the regional office to be a technical support service hub for divisions
- o A re-engineered schools division office with a core competence in instructional leadership and supervision
- o High performing schools (as measured by high EFA performance indicators and high national test results)

This plan was crafted by the DepED Rationalization Plan Change Management Team (CMT)whose members were handpicked to represent the various DepED levels, positions, functions and disciplines . In crafting the plan the CMT followed a process that is consultative, participative, transparent and tested their recommendations against time proven principles in the field of management, and organization development.

DEPED RATIONALIZATION PLAN 2012

1.0   INTRODUCTION

1.1.   Background

In October 2004, the President of the Philippines, through the issuance of Executive Order 366 (EO 366) directed a strategic review of the operations and organizations of the Executive Branch. The initiative aims to: a) focus government efforts and resources on its vital/core services; and b) improve the quality and efficiency of government services delivery by eliminating/minimizing overlaps and duplication, and improving agency performance through the rationalization of service delivery and support systems, and organization structure and staffing.

In response to the directive of rationalizing the agencies, the Department of Education (DepED) organized a Change Management Team (CMT) and performed a review of its functions vis-à-vis its mandate and the 2006 flagship program, the Schools First Initiative. The efforts of the CMT concluded in the submission of DepED's Rationalization Plan to the Department of Budget and Management (DBM) in December 2006.

Following this, the current administration of the DepED requested DBM for an opportunity to conduct anew a thorough review of the Department's functions, organizational structure and staffing complement, the result of which will be a submission of a revised Rationalization Plan. Thus, the 2006 submission was recalled from DBM with the following expectations:

(a) The rationalization plan should be based on the core functions of the department

(b) The resulting staffing pattern after rationalization should have the same or lower number of positions as compared to its filled items at the start of the rationalization effort in 2005

(c) The cost value of the rationalized structure is not to exceed the Personnel Services (PS) level of the department at the start of the rationalization effort in the aforesaid year

1.2. Objectives and Guiding Principles

Given this context the DepED reconstituted the CMT in December 2011. The CMT is to revise and resubmit the Rationalization Plan that ascertains a structural reform which is relevant and responsive to new policies, strategic thrusts and major agency programs while ensuring effectiveness and efficiency in the governance and delivery of basic education. Annex A presents the List of CMT members and their terms of references.

In consonance with the objectives articulated in EO 366, DepED further defined the goals of its rationalization efforts, and these are to achieve:

a) A leaner, more efficient and effective central office focused on agenda-setting, policy-making, research, standards formulation and overall leadership;

b) A re-engineered regional office set up to provide field leadership in the localization of policies, enforcement of standards. Corollary to this, the regional office to be the technical support service hub for divisions;

c) A re-engineered schools division office with a core competence in instructional leadership and supervision and thus, focused on field leadership and supervision to better support our schools in delivering our education services to the learners; and

d) High performing schools (as measured by high EFA performance indicators and high national test results).

The development of the revised Rationalization Plan is guided by the following principles and directives which were identified and adopted by the CMT:

a) **Principles to guide content development**

1. **Effectiveness and Relevance** – The rationalized structure should be focused on core educational functions and Education for All (EFA) performance indicators (i.e., improvements in internal efficiency and external effectiveness). This consistent with the first statement in the framework stipulated in EO

366 which states, *"Focus government efforts on the exercise of its fundamental functions of establishing and providing the appropriate social, political and economic environment within which development can prosper".*

2. **Efficiency** – The second guideline in the rationalization frame in EO 366 says that rationalization efforts should *"Transform the bureaucracy into an effective and efficient institution for the delivery of core public services".* The preference, therefore, is to design an organization built on functions that promotes higher productivity and value-for-money in the discharge of essential operations.

3. **Prudent financial managemen**t –The structure ensures judicious use of resources with maximum impact on education outcomes

4. **Accountability and transparency** – The structure promotes clear, objectively describable, observable and measurable outputs

5. **Shared Governance** - Every unit in the rationalized structure commits to strategies / processes that contribute to a particular role, task and responsibility and together, as one education bureaucracy, are collectively accountable for process and results

6. **Sustainability** – The last guiding framework of EO 366 directs design efforts to *"Ensure the long term sustainability of core government services through resource mobilization and cost-effective public expenditure management".*

7. **Compliance to existing laws and pertinent documents** such as EO 366; DBM Supplemental Guidelines in the Preparation of Department / Agency Rationalization Plan; Republic Act No. 9155 (RA 9155) otherwise known as Governance Of Basic Education Act Of 2001 and its Implementing Rules and Regulations (RA 9155 - IRR), the Matrix of Roles and Responsibilities at different levels and units of DepED based on RA 9155; and RPlan 2006

b) **Existing laws and pertinent documents** such as EO 366; DBM Supplemental Guidelines in the Preparation of Department / Agency Rationalization Plan; RA 9155 and its IRR; the Matrix of Roles and Responsibilities at different levels and units of DepED based on RA 9155; and the Rationalization Plan of 2006 (R. Plan 2006)

c) **Principles of Organization Design and Development**

8. **Open Systems Theory.** As an Open System, an organization has inputs, which includes all the resources that get into the organization; throughput or transformation, the process or processes used by the organization in changing the inputs into products and services; and outputs, the products, skills or services flowed back into the environment from the organization. Open systems adapt quickly to the environment in which they live by possessing permeable boundaries through which new information and ideas are readily absorbed

9. The **core functions of the organization should be the focus of the units of the organization**. These are the "result-contributory" activities of the unit that have direct or indirect results to the performance of the organization. Core functions should never be subordinated to support functions. Core units should be found explicitly in the functions of the law, R.A. 9155.

10. **Support functions should be of service to the cores functions** of the organization. Support units are those that do not themselves produce the results related to the organization's main purpose but their outputs are necessary so that the core units could deliver their outputs. Support functions should never be mixed with the core or result-contributory functions of the organization.

11. **"Conscience functions" should be given importance.** These functions usually refer to the unit that sets standards of organizational outputs and means of measuring them (e.g. quality assurance and monitoring and evaluation functions), Conscience activities should never be subordinated to or placed with any other activities.

12. **"Form follows function".** This is a basic maxim in architecture but is applied to organizations as well. This is another way of saying that the structure is based on the identified functions of R.A. 9155. It

presupposes therefore that the proposed units should facilitate the implementation of School-Based Management, which is the mandate of the law.

13. **Clarity in responsibility ensures ease in demanding accountability from the Units** – Roles and responsibilities of each unit should be clearly written and understood by all in the same manner. The structure should facilitate the accomplishment of responsibilities and accountabilities of the units.

14. **Nearness to "client" and environment** – The structure should facilitate the provision of technical assistance to the next layer of the organization for which is mandated to assist (e.g. Schools Divisions as the region's clients). It should also facilitate the gathering of data and feedback and offer immediate intervention/s based on feedback received.

15. **Development of Multi-Skills Among Members** – The structure should develop multi-skills among the members of the each unit. Each member of the unit should be able to perform any function or responsibility of their unit; thus performance of the Unit should not be affected by the absence of one or two of its members. Eventually, this will expand the repertoire of competencies of members.

16. **Facilitation of Members' Growth and Development** – As an education institution and learning organization, the structure should provide the facility for continuing personal and professional growth of the members. It should also help make the members' life and work more purpose-driven, motivating and challenging.

17. **Increase Interaction and Teamwork** – The structure should provide for and facilitate interaction between and among members, and between and among units. Members should realize that the overall goal of the organization could not be achieved by their individual work alone but by the collaborative action of the members and of all the units.

1.3. DepED's Rationalization Process Framework

The process of preparing the Rationalization Plan for the Department of Education ensured its compliance to the DBM Supplemental Guidelines in the Preparation of Department / Agency Rationalization Plan. Further to this, a customized process framework was developed by the agency that considers the process of change from "unfreezing" to "transitioning" and to "instituting" the change that the rationalization program for the organization will bring about. The Process Framework developed last September 2011 consisting of the following phases in the DepED Rationalization Program:

Phase 1: Preparing the Supportive Environment

The start of the process was formalized with the issuance of DepED Order No. 271 series of 2011 "Reconstitution of the Rationalization Change Management Team (CMT) and the Formation of Sub-teams". This department order identified the members of the reconstituted Change Management Teams (CMT), their roles and responsibilities, and expected outputs. The CMT formed three Discussion Groups (DGs); each group focused on one of the three levels of governance in DepED: Central Office, Regional Office, and Division Office. DepED Executive members were also members of the CMT. The Secretary himself took the chairmanship of the CMT, officially.

Phase 2: Design Considerations

The Orientation incorporated inputs on Design Considerations guided by the principles of organizational design, development and management, the EO 366 and other DBM Guidelines, the 2006 DepED Rationalization Plan, the RA 9155 and its Implementing Rules and Regulations and the Matrix of Roles and Responsibilities of DepED levels. Following the principle of organizational design, "form follows function", the CMT developed the proposed DepED organizational functions, structures and staffing pattern for the three levels of DepED – CO, RO and DO.

Phase 3: Preparing the Organization

The CMT underwent an Orientation in Change Management and had teambuilding exercises to form them as a team with one mind set in approaching the task "Think DepED". While the CMT was developing the

Rationalization plan, it conducted several orientation and consultation sessions along the way. Thus, the process of discussing with representatives from the regions and division offices, from officers of the various DepED Associations, and representatives of reference groups already moved into the next phase. Such massive orientation and consultation made employees aware of the need for change and engaged and involved them in the process of change. It also took into consideration their ideas and perspectives regarding the functions, structures and staffing for the organization.

Phase 4: Obtaining Approval from the DBM on the Rationalization Plan

At this juncture, DepED awaits for the initial approval of the Rationalization Plan from the DBM.

Phase 5: Transitioning to the New Structure

Placement and Induction of Personnel into the New Structure immediately will start as soon as the DBM gives its initial approval of the proposed Rationalization Plan. All DepED employees have to be introduced to and oriented on their new functions and structures and shall be given the opportunity to individually choose the units they wish to work with through a "job matching" process. Help shall be provided for those who will opt to work with other government agencies and for those who will retire from government service.

Phase 6: Enabling the Organization.

Once they are given new assignments and are placed and inducted, they shall be trained on their new roles and responsibilities. Alongside with these efforts towards capability-building of its people, the DepED shall initiate improving its existing systems or develop new ones, mechanisms and tools for their new assignments. One key system that has to be developed urgently" is the Performance Management and Evaluation System of the department. With the changes in the organizational structure, it is imperative that all the other human resource systems have to be aligned with the new functions, roles and responsibilities and structure of DepED.

2.0   CONTEXT: CURRENT SITUATION AND STRATEGIC DIRECTIONS

2.1. Mandate, Vision and Mission

The design of the revised Rationalization Plan was primarily anchored on the following mandate and aspirations of the Department:

2.1.a.   Mandate per Section 1, Article XIV of the 1987 Philippine Constitution and the Republic Act 9155

Section 1, Article XIV, 1987 Philippine Constitution mandates the Government through the Department of Education to ensure every Filipino's right to quality of and accessibility to education. This responsibility includes (but not limited to) the provision and maintenance of a complete, adequate, and integrated system of free education relevant to the needs of the people and society; encourage learning systems and programs for various type of clientele; and establish and maintain a system of incentives for deserving learners as well as the underprivileged to access education

On a more specific note, the Governance of Education Act of 2001, RA 9155 establishes authority and accountability of the various DepED levels and sought to provide a framework for the governance of education, decentralizing governance to the field and making the schools and learning centers the "heart" of the education system.

2.1.b.   Vision and Mission Statements

The strategic review of the vision, mission and core services of DepED's vis-à-vis the mandates concluded in the following:

2.1.b.1.   Re-statement of the vision and mission of the agency to reflect a more relevant and strategic direction for the agency

The proposed vision and mission statements[1] of the Department are as follows:

VISION: DepED is a learner- and community-centered institution developing Filipinos with 21st century skills and that will enable them to be catalysts to social transformation.

MISSION: To provide access to quality and equitable basic education to all Filipinos where:
- Learners are immersed in a child-friendly, value-driven and challenging environment;
- Educators are empowered and responsive to emerging needs of the learners;
- Family, Community, Local Government Units, and other institutions are actively engaged and share responsibility for developing life-long learners.

Consequently, the re-statement of the vision and mission of the department included the enhancement of the core values of DepED with the identification of two additional values, namely: Service and Community[2]. Hence, the enhanced list of core values is as follows:

■ Excellence	■ Love of God, Country, People, and the Environment (Maka-Diyos, Maka-bayan, Maka-tao, Maka-kalikasan)	■ Service
■ Integrity		■ Community
■ Accountability		■ Inclusivity

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[1] The proposed vision and mission statements will still be subjected to further discussions with a wider range of participants, such as stakeholders and partners.

[2] "Community" as a value, refers to involving all stakeholders, building partnerships, linking and networking with individuals, organization, etc, for the achievement of a common purpose.

2.1.c. Articulation the critical Key Result Thrusts (KRTs) of DepED

In the strategic review, a CMT re-examined the areas that drive the generation of DepED's results. The output of the reflection was the identification of four (4) Key Result Thrusts (KRTs) that serves as a frame for the accountability of each level of the organization. The four (4) KRTs ensuing from the strategic review are as follows:

KRT 1: Curriculum

Sub-areas: *Curriculum and Instruction; Learning Resources and Instructional Materials; and Research*

This area ensures that the organization focuses its attention on its main function: the delivery of a relevant, responsive and effective basic education curriculum around which all other KRTs provide support. The basic education curriculum spells out the learning areas, and their content, to be offered by schools and learning centers. It describes in a continuous and seamless stream, whether taken in a formal or non-formal setting, the set of knowledge, skills and attitudes and experiences through which children grow to become the mature adults they should be. It prescribes the competencies that the learners must demonstrate to move to the next level achieve a particular level grade or standard. This KRT also focuses on forwarding teaching philosophies, perspectives, methods, and materials that are research-based and are responsive to the context of the times.

KRT 2: Quality

Sub-areas: *Quality Management; and Quality Assurance and M&E*

This area focuses on functions that the organization must do to fulfill its mandate of maintaining quality in all its operations and outcomes mindful of the fact that quality output (basic education) is a product of appropriate mindsets and behaviours, quality plans, inputs, systems and processes.

KRT 3: Organization and Development

Sub-areas: *Directions, Policies and Education Strategic Plans; Education Effectiveness; Linkages; and Research*

This KRT focuses on functions related to the planned development, improvement and reinforcement of the strategies, structures and processes that lead to organization effectiveness. It purports to improve the capacity of the organization to fulfill its authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education.

KRT 4: Finance and Administration

This KRT ensures that the organization fulfils functions related to internal management and support to operations as provided in the Administrative Code of 1987 and other legal issuances, and produces the reportorial requirements of government oversight agencies (e.g. DBM, CSC, COA, etc.)

2.2. Functions of each level of the Organization

Following the re-definition of the key result thrusts of the Department, was the review of the specific mandates, key roles and functions of each level of the organization. The **re-clarification of the organizational functions per level** was intended to achieve clearer delineation of accountabilities in supporting schools while ensuring an integrated approach to service delivery derived from the synergies of the central, region and schools division offices.

Further to this, the organizational functions were **checked for alignment** to the key result thrust to ensure that the performance of organization functions will lead to expected results / outcomes. The alignment of the functions to the KRTs was also done to:
- Ensure consistency and delineation of functions and roles per level in the agency
- Establish the continuum of how shared functions will be performed by each organization level

- Obtain a base for designing a function-based structure (with distinct organization level structure) that is leaner and more efficient and effective in providing the necessary support to learning centers by performing differentiated roles with definite accountabilities.

The following are the re-defined roles of the different organization levels of DepED

The **Central Office (CO)** provides over-all leadership for the Department in articulating national frameworks for setting policy directions and standards for education development and in the formulation of systems for unified operationalization of education programs and services for basic education.

The **Regional Office (RO)** provides over-all field leadership to schools divisions in setting regional policy directions, standards and strategies consistent with the national framework for the development and management of programs and projects relevant to the socio-cultural context of the region. It is responsible for the enforcement of standards and technical support service to schools divisions

As frontline office of the Department for the management of basic education delivery, the **Schools Division Office (DO)** provides instructional leadership to schools and learning centers which are the direct implementers of educational programs for learner development. This is carried out through a strategic division education plan in consideration of the needs and concerns of the division, districts, schools and learning centers and aligned with the regional education development plans

Section 2 - Figure 1: Illustration of the Key Functions of Each Organization Level

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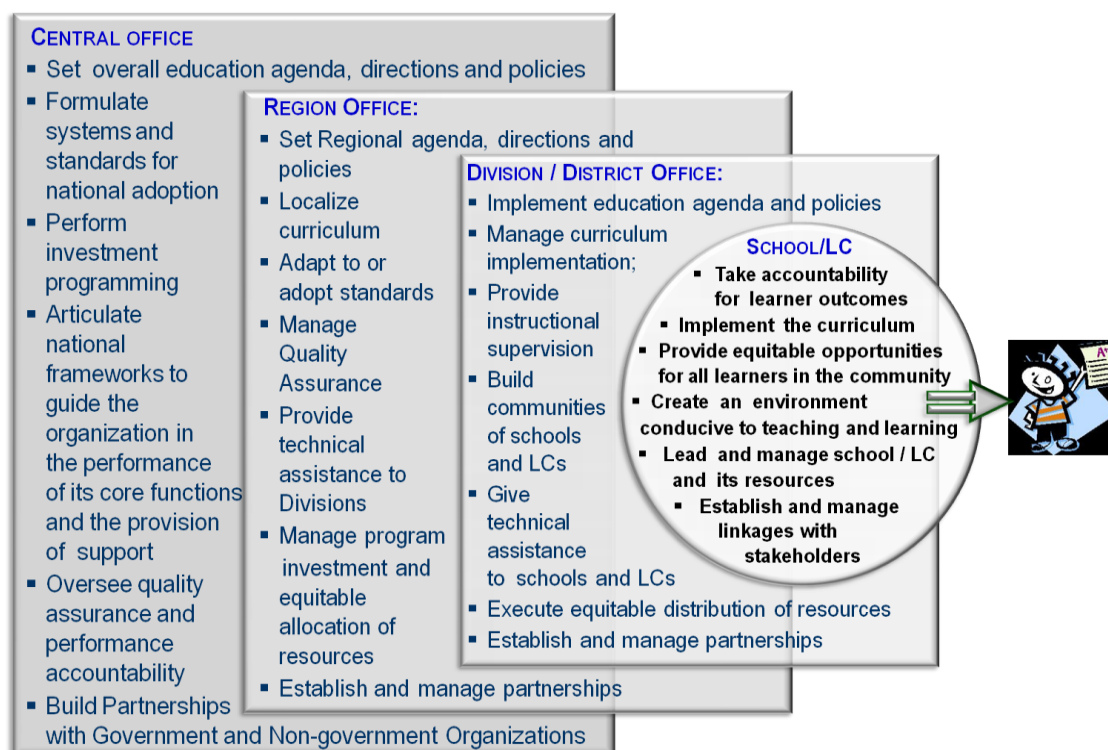
A more elaborate discussion on the specific roles of each level per KRT is discussed in Sections 4, 5 and 6, and "Annex C.2: Organizational Level Functions per KRT"

2.3. Current Situation and Challenges

In designing the proposed rationalized structure, the CMT is motivated by the desire to facilitate the agency's responsiveness and capacity to address the challenges confronting basic education delivery. The indicators for the

past decades show that the inputs to, and quality of education in the Philippines is diminishing. The following are the trends[3] in education inputs for the past 5 years:
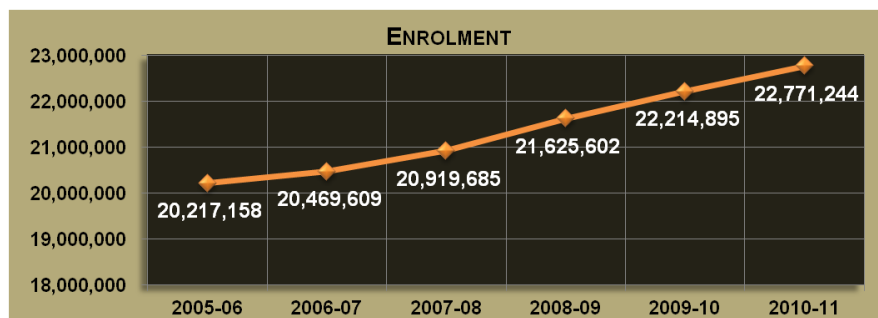
- 12.6 % increase in number of Enrolment in all levels

ENROLMENT

2005-06	20,217,158
2006-07	20,469,609
2007-08	20,919,685
2008-09	21,625,602
2009-10	22,214,895
2010-11	22,771,244

- 15% increase in number of schools – Elementary and Secondary

NUMBER OF SCHOOLS

2005-06	51,198
2006-07	52,839
2007-08	53,739
2008-09	54,757
2009-10	55,230
2010-11	58,914
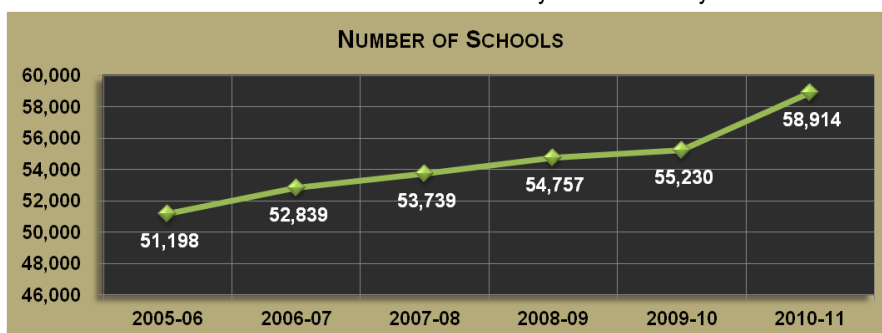
- 9.9% increase in number of elementary and secondary teachers

NUMBER OF TEACHERS

2005-06	559,836
2006-07	569,851
2007-08	582,351
2008-09	598,812
2009-10	608,070
2010-11	615,307
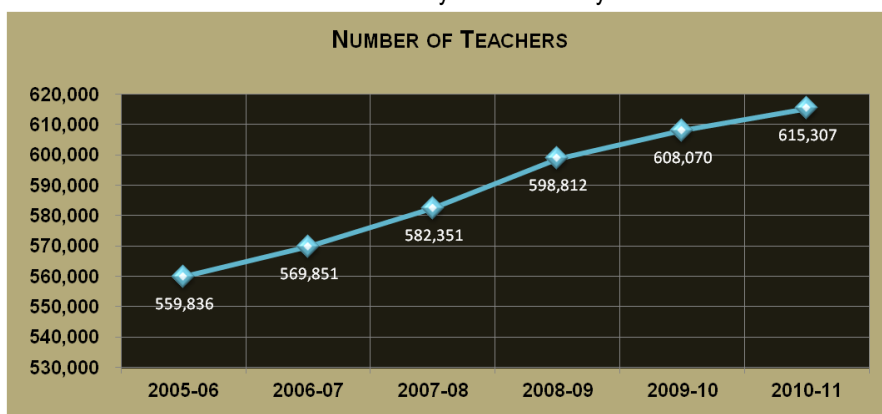
In terms of achievement, achievement rate at the Elementary level improved by 12.35% in the last 7 years. However, the current status of 67% (SY 2011-12) is still below the standard of 75%. Similarly, achievement rate at the Secondary level had improved by 4.67% since SY 2005-06. However, the current rate of 49% is also below the quality standard of 75%.

The organizational capacity to achieve improvements is becoming more of an issue due to factors such as the rapid increase in learner population and schools, the inadequate competencies of new and established teachers; and declining education budget that is overextended and inadequate to meet instructional and learning requirements.

The basic structure of the DepED has remained the same throughout these years in spite of all the new mandates (e.g. RA 9155 of 2001), programs and projects. To accommodate new functions, tasks, and activities (some mandated by law) ad hoc committees or Technical Working Groups (TWGs), secretariats, were formed, which currently seem to have become permanent structures in the organization. Some of these internally established units have outlived their

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[3] Data was derived from the DepED's Fact Sheet – November 2011, DepED's website.

purpose, duplicate the functions of other units, are overstaffed or understaffed while there are organizational functions that are left undone because no group or unit is made responsible to get it done.

2.4. Directions and Flagship Programs

2.3.a. Curriculum reform through the K to 12 Program

The Department is currently working on reforming the curriculum from a 10-year Basic Education to the K to 12 Basic Education Program. This flagship program is designed to offer a curriculum that is learner-centered, and will better prepare the learner for the world of work and higher education.

The goal of the Enhanced K+12 Basic Education Program is to create a functional basic education system that will produce graduates that possess 21st century skills, are holistically-developed Filipinos, and thus prepared for tertiary education, middle-level skills development, employment, and entrepreneurship.

To bring out the best in the learner, the K to 12 Curriculum was decongested to give sufficient time for the mastery of concepts and skills, and acquisition of values and attitudes. The additional two years bring an opportunity to spread and enhance the previous 10-year curriculum. It has also been enriched with the use of integrative, inquiry-based, and constructivist approaches. The curriculum is also flexible and balances the general academic program with special programs to meet the varied interests of students and to respond to the specific needs and opportunities of the community and local industry. This is in line with the agenda of the President Aquino of having quality education as a long-term solution to poverty.

The Rationalized DepED supports this effort in ensuring the implementation of the K to 12 program as a curricular reform will be seamless. More specifically, by making sure that curriculum and instruction, as the core or vital business of the Department, are given premium in the rationalized structure across levels. The curricular program, particularly K to 12, will be strongly and properly supported to attain two goals – first the development of learners and second making schools and learning centers effective.

2.3.b. Strengthening of school-based management and operations (as prescribed by RA 9155) through the - "A Community- and Child (Learner)-centered Education System (ACCESs)"

Section 1.5 of RA 9155 promotes the application of shared governance as a principle in its management and operations of basic education delivery. This shift towards decentralized management as embodied in School-based Management (SBM) thrust, is made operational in the systems approach entitled "A Community- and Child (Learner)-centered Education System (ACCESS)". The approach espouses that the responsibility and accountability of education service delivery must be shared progressively with the local stakeholders until full decentralization is feasible. The objective is to enable the contribution of the local community in the attainment of the goal of universal education through participation in the setting of strategic directions, mobilizing resources, and providing inputs to curricular innovations. **ACCESS' Theory of Change is** anchored on the belief that the effective way to deliver basic education services is through involving communities and centering all efforts on the learner.

> *Schools First* acknowledges the need to reform the massive education bureaucracy in order to make it more effective at delivering outcomes. A key element to the success of this flagship initiative is the decentralization and local governance of education in the country. While the Department's central and regional offices focus on providing support to those in the field, the decentralization of education shall enable our frontline instructional leaders and teachers to have a greater stake in the delivery of Basic Education. Local governance shall enable them to engage their respective local communities in productive partnerships for school reform
>
> SFI Primer 2006

This is also consistent with the previous flagship programs of DepED such as the Schools First Initiative and the Basic Education Sector Reform Agenda (BESRA) that espoused policy reforms on SBM as key school management principle.

Most importantly, ACCESS is cognizant of the following sections of RA 9155:

Section 1.5. Shared Governance.

i)   Shared governance as a principle recognizes that every unit in the education bureaucracy has a particular role, task, and responsibility inherent in the office and of which it is principally accountable for outcomes.

iv) The communication channels of field offices shall strengthen and facilitate flow of information and expand linkages with other government agencies, local government units (LGUs) and non-government organizations (NGOs) for effective governance.

Section 1.2. Principles. Implementation of the Act and the application of these Rules shall be guided by the following principles:

iv) The parents and the community shall be encouraged for active involvement in the education of the child. The participation, coordination between and among the schools, the local school boards, the Parent Teachers Associations (PTAs) must be maximized;

v)   Volunteerism from among all sectors shall be emphasized and encouraged to ensure sustainable growth and development in education.

2.3.c. Basic Education Sector Reform Agenda (BESRA)

The Basic Education Sector Reform Agenda (BESRA) was conceptualized in mid-2005. BESRA is a package of policy reforms that as a whole seeks to systematically improve critical regulatory, institutional, structural, financial, cultural, physical and informational conditions affecting basic education provision, access and delivery on the ground. These policy reforms are expected to create critical changes necessary to further accelerate, broaden, deepen and sustain the improved education effort already being started by the Schools First Initiative. It seeks to reengineer a basic education sector for our country to achieve the Education for All (EFA) objectives by 2015.[4]

Specifically, BESRA Implementation Arrangement as directed through DepED Order 118, s. 2010, BESRA is pursuing policy actions in the following five Key Reform Thrusts (KRTs):

KRT 1:   Continuous school improvement facilitated by active involvement of stakeholders;

KRT 2:   Better learning outcomes achieved through standards-driven reforms in teacher education and development

KRT 3:   Desired learning outcomes enhanced by National Learning Strategies through Alternative Learning Systems, Indigenous Peoples/Muslim Education and Livelihood/Technical and Vocational Education;

KRT 4:   Quality Assurance and Accountability/Monitoring and Evaluation; and

KRT 5:   Changed institutional culture of DepED to better support the four key reform thrusts

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[4] Notes taken from the Report of the 8th Joint World Bank and AusAID's NPSBE/SPHERE Implementation Support Mission

3.0 IMPLICATIONS OF THE STRATEGIC DIRECTIONS TO THE ORGANIZATION DESIGN

The re-designing of the rationalization plan is deemed necessary given the renewed understanding of the Agency's mandate; re-clarified roles and functions both from the organization perspective and filed level lens; and long term reforms needed in the education sector notwithstanding the developments in fast changing demands of the local and global environment.

The review indicates the following key changes to be applied to the organizational structure given the current reform initiatives on the curriculum and strategic approach to education governance:

3.1. The organization design should be able to focus performance of functions on the following key outputs: (a) Education Quality; (b) Access; and (c) Good governance. Hence, the structure must facilitate the organization's capacity to develop and implement a basic education curriculum that is seamless, integrated, relevant, and inclusive. The agency should be structurally enabled to develop a "seamless and integrated curriculum and be able to identify holistic and strategic approaches to deliver the curriculum.

Conclusion: The organizational design should have structures for the following functions:

Strand: Curriculum and Instruction – focused on continuous improvement of the curriculum and actively seeking; understanding the "learner" to develop the appropriate delivery systems; ensure provision of learning resources and monitoring of quality

Areas of functions include:

(a) Curriculum development (seamless and integrated development and delivery)

(b) Managing Learning Delivery (all forms of learning systems)

(c) Education assessment and research

(d) Provision of Learning Resources (quality assurance, development, production, distribution, and storage) that covers all subjects and caters to all types of clientele

Strand: Education Governance and Operations – main intent is to ensure the capacity of the organization to continuously improve and be strategic in managing the environment for which "teaching and learning" takes place

Areas of functions include:

(a) Promoting non-curriculum-based learner development programs and services

(b) Advance services that promotes "learner readiness"

(c) Organization Development

(d) Quality assurance, specially on schools' effectiveness

(e) Developing Human Resources (separate the transactional aspects of work to enable focus on the developmental aspects)

(f) Managing disasters and risk factors that potentially affects the learning environment

Strand: Strategic Management – key focus is enabling the organization to focus on long term directions and interface with the internal and external environment

Areas of functions include:

(a) Policy development, enhancement and monitoring

(b) Planning and Programming

(c) Establishing and maintaining partnerships for the cause of Education

(d) Strategic communications

(e) Managing information and deriving learnings from data

(f) Designing technology solutions to key requirements of the agency

Strand: Legal and Legislative Affairs – the key focus is to enhance the capacity of the agency to deal with legal matters and be proactive in moving forward its legislative agenda and/or deal with related matters

Strand: Finance and Administration – the main intent is to ensure efficiency to support the organization as a whole to focus on its core business and thus attain its targets

Areas of functions include:

(a) Expand the scope of offices to improve the relevance of their services

This includes having support functions that are expanded in terms of scope and / or number to provide better technical assistance to technical positions:
- ↳ Education Facilities rather than Physical Facilities and Schools Engineering
- ↳ Management of Assets rather than Properties Division
- ↳ Payroll Deduction Services

(b) Strengthen the finance and administrative services with more relevant offices

3.2. Key responsibilities of the each layer should be evident in its functional chart. This implies a **"process-oriented structure"** to enable the organization to cope with changes and new requirements (e.g. new types of clients, content area, educ. technologies).

3.3. The Regional office should be structurally fit to absorb devolve functions from the Central level. (e.g. as prescribed by RA 9155, roles such as localization of policies; quality assurance and field technical assistance)

4.0 CHANGES IN THE ORGANIZATION OF THE CENTRAL OFFICE

4.1. Description

The Central Office (CO) provides over-all leadership for the Department in articulating national frameworks for setting policy directions and standards for education development and in the formulation of systems for unified operationalization of education programs and services for basic education.

Specifically, the CO is responsible for the development of the national strategic plan for the Department; the national curriculum standards and learning delivery systems for all learners; the conduct of education research and evaluation to inform or review policy, plans and strategies; a system for quality management; and for organizational and human resource development; to sustain continuous growth, efficiency, effectiveness and relevance. The delivery of services for basic education is supported at the Central Office through reinforced systems for information management and communication, rationalized finance and administrative services for ensuring accountability at all management levels and building partnerships for continued support.

Consistent with the provisions of RA 9155 and EO 366, the CO applies the principles of decentralization and shared governance ensuring accountability of all offices through clearly defined functions and organizational structure relevant to the context and development needs of the various field levels.

4.2. Organization Functions per Key Result Thrust

The review of organization functions at each level of the Department enabled the re-identification of four Key Result Areas (KRTs) to which the functions were categorized. The alignment of functions per KRT ensures that the performance of organization functions will lead to results. Further, the functions were reviewed to ensure alignment, consistency and delineation of roles per level in the agency. The summary of the organization functions of the Regional office per KRT are listed in the table below.

SECTION 4 – TABLE 1: ORGANIZATION FUNCTIONS OF THE CENTRAL OFFICE PER KRT

Key Result Thrust	Central office Organization Functions
KRT 1: CURRICULUM	
1.A. Curriculum and Instruction	**CO - KRT1-A.** Formulate a national policy framework and standards on curriculum and instruction for basic education A. 1. Develop the curriculum framework and standards for basic education in consultation with stakeholders A. 2. Develop a menu of instructional delivery modes, and learning management system A. 3. Develop models for capability building for implementers and instructional managers of the curriculum
1.B. Learning Resources and Instructional Materials	**CO - KRT1-B.** Formulate national policies and standards in the development and management of learning resources B. 1. Develop prototype learning resources B. 2. Evaluate, approve, produce and distribute learning resources and education technologies for national adoption
1.C. Research	**CO - KRT1-C.** Formulate national policy research agenda on curriculum and instruction C. 1. Undertake policy research and studies on curriculum and instruction C. 2. Disseminate and utilize research findings
KRT 2: QUALITY	

SECTION 4 – TABLE 1: ORGANIZATION FUNCTIONS OF THE CENTRAL OFFICE PER KRT

Key Result Thrust	Central office Organization Functions
2.A. Quality Management	**CO - KRT2-A. 1.** Establish a national quality management system framework for basic education to incorporate: a) National Quality Assurance and Accountability Framework b) National Assessment Framework c) Basic Education Sector M&E Framework d) Accreditation System for public, and private schools **CO - KRT2-A. 2..** Formulate national standards and policies on the establishment, operation , conversion, separation, integration, accreditation and management of Schools and Learning Centers (LCs) **CO - KRT2-A. 3.** Undertake research and studies to guide national policy formulation, standards setting and systems development for continuous improvement
2.B. Quality Assurance and M&E	**CO - KRT2-B. 1.** In aid of decision-making, policy review and formulation, assess/evaluate attainment on: a. Curriculum standards b. National learning outcomes c. National Programs and Projects implementation d. Resource utilization **CO - KRT2-B. 2.** Perform oversight functions on the implementation of the accreditation system for private and public schools **CO – KRT2-B. 3.** Monitor and assess the Implementation of a national HRMD Plan and other capability building efforts
KRT 3: ORGANIZATION DEVELOPMENT AND EDUCATION GOVERNANCE	
3.A. Directions, Policies and Ed. Strategic Plans	**CO – KRT3-A. 1.** Formulate national basic education strategic plan and its enabling policies - Assure the quality of the development and implementation of regional education development plans (REDP) **CO – KRT3-A. 2.** Define Basic Education Agenda for Legislation and for Research in consultation with stakeholders **CO – KRT3-A. 3.** Formulate policies, guidelines, standards and specifications for outcomes-focused resource mobilization and equitable allocation; such as: Human Resource; Finance; Equipment & Facilities; and Ancillary services.
3.B. Education Effectiveness	**CO – KRT3-B. 1. 1.** Develop and implement an Organization Development Framework for the Department **CO – KRT3-B. 1.2.** Formulate a National Strategic HRMD Master Plan on selection, recruitment, deployment, promotion, employee welfare and benefits[5,] performance management, career progression, and training and development, continuing professional education, etc **CO – KRT3-B. 2.** Establish the standards and systems to guide the efficient and effective implementation of the HRMD Master Plan **CO – KRT3-B. 3.** Implement the HRMD plan, policies, and guidelines that cover the CO personnel and 3rd level field officials Determine the organizational components of the Central Office and approve the proposed staffing pattern of the region.

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[5] Employee welfare and benefits covers items such as cooperative programs, mutual aid, provident fund, health care, housing programs, transportation, rewards and recognition, etc.

SECTION 4 – TABLE 1: ORGANIZATION FUNCTIONS OF THE CENTRAL OFFICE PER **KRT**

Key Result Thrust	Central office Organization Functions
3.B. Education Effectiveness (Continued)	**CO – KRT3-B. 4.** Determine the organization component of the regions and consolidate and monitor the staffing pattern of the regions. **CO – KRT3-B. 5. 1.** Define the HR and staffing and hiring standards, policies, and guidelines of the department ▪ Apply the standards in the CO ▪ Monitor implementation of standards in the regions **CO – KRT3-B. 5. 2.** Develop HRMD Systems ▪ install systems and manage implementation in the CO ▪ install systems in the regions and monitor implementation **CO – KRT3-B. 5. 3.** Undertake HRD related research projects **CO – KRT3-B. 4.** Formulate a policy guidelines on the management of EMIS in all levels of the Organization and the public ▪ Develop and maintain an ICT-enabled and unified education management information system architecture ▪ Establish the database and technology infrastructure of the UIS, and ensure its continuing operation to support decision-making at all levels **CO – KRT3-B. 5.** Manage and ensure the utilization of the relevant subsystems of the UIS ▪ For1mulate policies and guidelines on the use and application of the UIS in all levels of the organization and the public

KRT 3: ORGANIZATION DEVELOPMENT AND EDUCATION GOVERNANCE

Key Result Thrust	Central office Organization Functions
3.C. Linkages	**CO – KRT3-C. 1.** Strengthen partnerships with oversight agencies and funding institutions, both national and foreign **CO – KRT3-C. 2.** Perform oversight, management, coordination, and other related functions for inter- and intra-agency partnerships and initiatives
3.D. Research	**CO – KRT3-D. 1.** Undertake research and studies (includes piloting and developing models) to guide national policy formulation, standards setting and program development.

KRT 4: FINANCE AND ADMINISTRATION

Key Result Thrust	Central office Organization Functions
	CO – KRT4. 3. Develop and or install financial and administrative systems required to improve productivity and efficiency in transactions/operations **CO – KRT4. 4.** Monitor and assess/audit the Regions regarding: (a) resource mobilization and utilization; and (b) compliance to pertinent laws, rules and regulations regarding government operations **CO – KRT4. 5.** Manage and implement personnel action (hire, place and evaluate for promotion, suspension and termination) CO staffing and all third level positions in the field (RDs, ARDs, SDS, ASDS) **CO – KRT4. 6.** Evaluate performance of all third level positions in the department (and the field) and implement reward and recognition system **CO – KRT4. 7.** Evaluate performance of all employees in the CO (except Secretary and Undersecretary) and implement reward and recognition system **CO – KRT4. 8.** Provide technical assistance to the regional office on Administration, HRM and Finance matters.

4.3. Central Office Structure

4.3.a. Current Structure

The organizational structure is a crucial factor in ensuring the efficiency and effectiveness of delivering the department services. While the Central Office continuous to give premium to supporting "curriculum and instruction", the previous structure has relied heavily on the principle of centralization for many years. As the department grew in number and scope of responsibility, it resulted in slower decision-making and poor accountability and efficiency. The previous structure also posed limitations on the Central Office's ability to adapt and cope with change. This resulted in the establishment of various task forces and ad-hoc committees to address the additional responsibilities of the department throughout the years.

The following figure shows the 2005 Structure of DepED without the internally established offices.

Section 4 - Figure 1: Current Structure of the Department (per DBM)
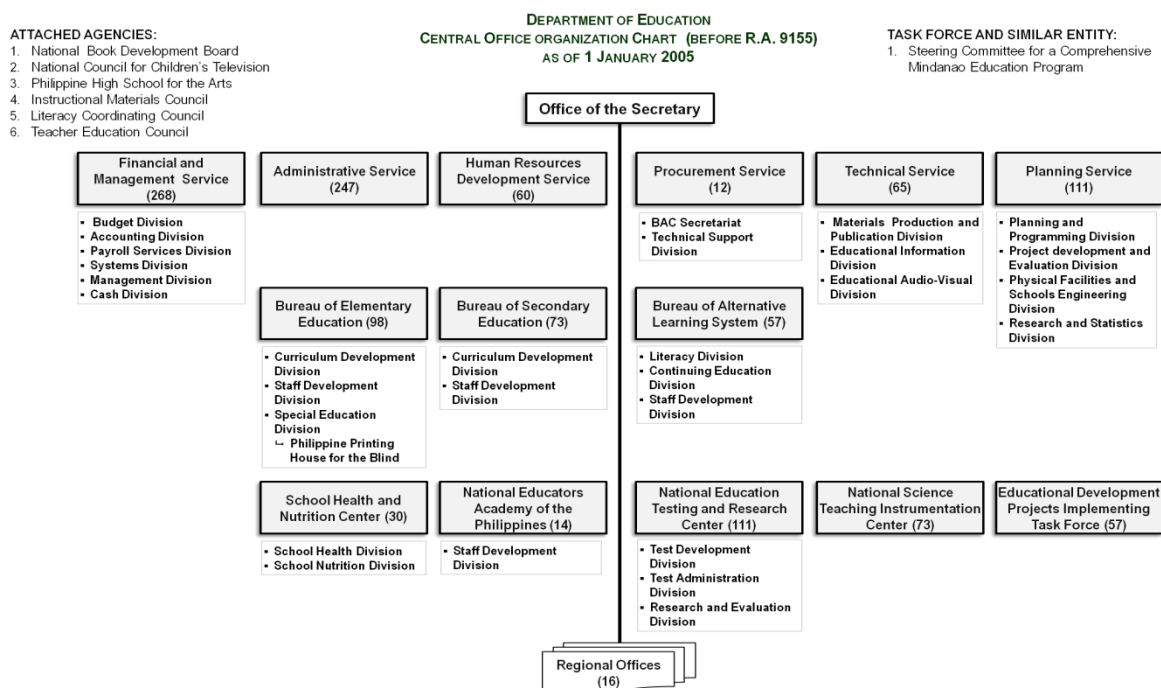
In 2005, the DepED is made up of the following offices:

Type:	2005 Structure
Service	**Six (6) - excludes IAS:** ▪ Planning Service ▪ Financial and Management Service ▪ Administrative Service ▪ Procurement Service ▪ Technical Service (TS) ▪ Human Resource Development (HRD) Service
Bureau	**Four (4) - includes BPESS:** ▪ Bureau of Elementary Education ▪ Bureau of Secondary Education

SECTION 4 – TABLE 2: LIST OF 2005 OFFICES

Type:	2005 Structure
	▪ Bureau of Alternative Learning Systems ▪ Bureau of Physical Education and School Sports (BPESS)
Center	**Three (3):** ▪ School Health and Nutrition Center (HNC) ▪ National Education Testing and Research (NETRC) ▪ National Science Teaching Instrumentation Center (NSTIC)
Academy	**One (1):** National Educators Academy of the Philippines (NEAP)
Task Force	**One (1):** Education development Projects Implementing Task Force (EDPITAF)

In total, there are Fifty six (56) -- including three (3) divisions of BPESS divisions across all the Services, Bureaus, Centers, Academy, Secretariats and Task Force.

4.3.b. The Proposed Structure

The proposed new structure allows the department to be more flexible and effective in dealing with innovations and changes in the environment, education sector and even in the directions of the government. This rationalization is very clear on the accountability and delineation of functions of each of the offices. It also clearly defines the communication lines and inter-relationships of the various offices among each other.

In essence, the proposed structure of the Central Office addresses the gaps of the previous structure, responds to the needs of the present, and provides the department enough elbow room to continually adapt to the changing environment. It builds on the principles of decentralization, shared governance and accountability in the efficient, effective and relevant delivery of education services.

The figure below illustrated the proposed structure, including the division under each office. Reflecting the divisions in each office is to highlight the specialization of each office, which will also determine the type and number of staff needed to perform the functions of the office. Annex B: "Proposed Actions on Offices" provides details on actions to apply on the 2005 Structure to achieved the rationalized design. The complete staffing pattern for the revised structure is provided in Annex D.1: "Central Office Staffing Standards and Pattern". The proposed actions on the positions are provided in Annex F.
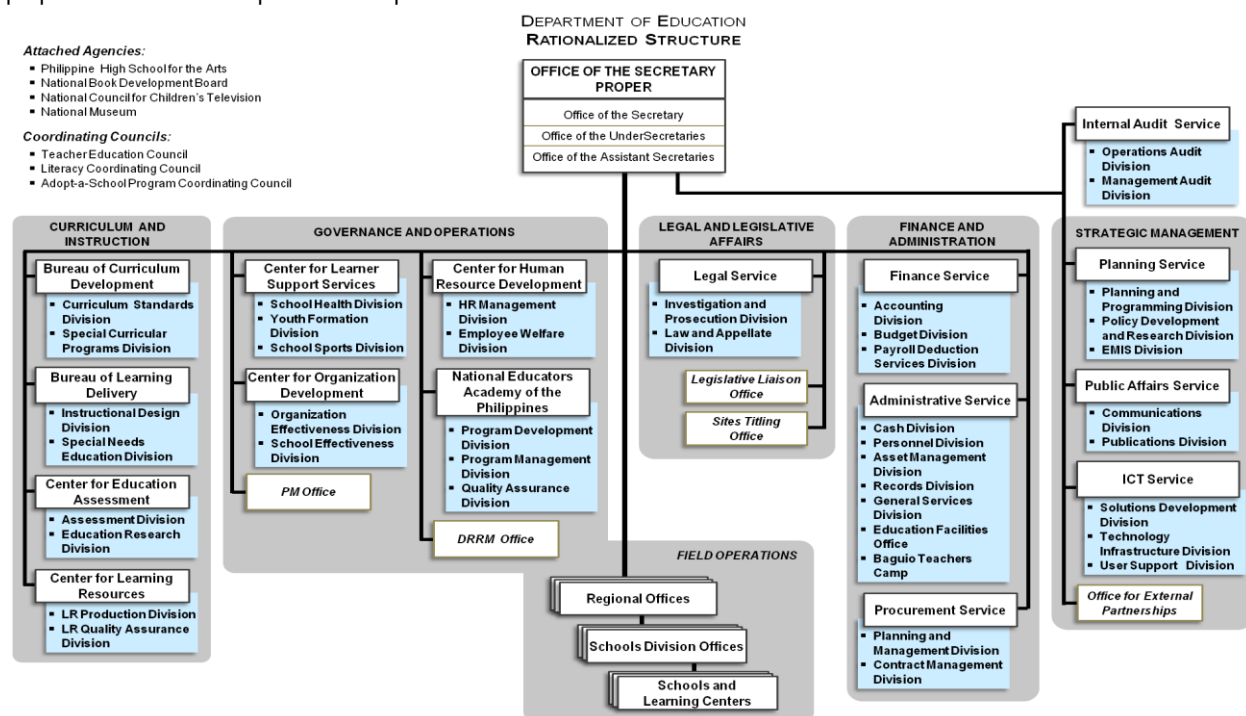
The following section provides a discussion of the changes in the Central office Structure.

4.3.b.1. Office Of The Secretary - Proper

The **Office of the Secretary – Proper (OSEC-Proper)** provides over-all leadership and direction to the department. This office is composed of the sub-offices of the Department Secretary, Undersecretaries and Assistant Secretaries.

Office of the Department Secretary

The Department of Education shall be headed by a Department Secretary who shall provide over-all authority and supervision over the operations of the department. As provided in Executive Order 292 Administrative Code (Book IV, Chapter II, Section 7), the functions of the Secretary are as follows:

a. Advise the President in issuing executive orders, regulations, proclamations and other issuances, the promulgation of which is expressly vested by law in the President relative to matters under the jurisdiction of the Department;

b. Establish the policies and standards for the operation of the Department pursuant to the approved programs of government;

c. Promulgate rules and regulations necessary to carry out department objectives, policies, functions, plans, programs and projects;

d. Promulgate administrative issuances necessary for the efficient administration of the offices under the Secretary and for proper execution of the laws relative thereto. These issuances shall not prescribe penalties for their violation, except when expressly authorized by law;

e. Exercise disciplinary powers over officers and employees under the Secretary in accordance with law, including their investigation and the designation of a committee or officer to conduct such investigation;

f. Appoint all officers and employees of the Department except those whose appointments are vested in the President or in some other appointing authority; Provided, However, that where the Department is regionalized on a department-wide basis, the Secretary shall appoint employees to positions in the second level in the regional offices as defined in this Code;

g. Exercise jurisdiction over all bureaus, offices, agencies and corporations under the Department as are provided by law, and in accordance with the applicable relationships as specified in Chapters 7, 8, and 9 of this Book;

h. Delegate authority to officers and employees under the Secretary's direction in accordance with the Administrative Code

The Secretary shall have a Chief of Staff (COS) with a rank of an Assistant Secretary on a co-terminus status. The Chief of Staff shall assist the Secretary in providing oversight functions to the four (4) offices under the Strategic Management Strand and overseeing the operations of the offices of the undersecretaries and assistant secretaries. The COS shall also take charge in managing the operations of the Office of the Department Secretary.

Office of the Undersecretaries

Republic Act 9155 provides the Department of Education with four (4) undersecretaries to assist the Secretary in managing the operations of the department. As stipulated in the Administrative Code (Book IV, Chapter II, Section 8), the functions of the undersecretary are the following:

a. Advise and assist the Secretary in the formulation and implementation of Department policies, plans and programs;

b. Oversee all the operational activities of the Department for which he will be assigned and held responsible by the Secretary;

c. Coordinate the programs and projects of the Department;

d. On the basis of an official designation, discharge temporarily the duties of the Secretary in case of the latter's inability to discharge his duties or in case of vacancy of the said office.

The area of assignment for the Undersecretaries shall be at the discretion of the Secretary which provides the Secretary the flexibility to assign the executive level officials in areas where they are most needed.

From 2005 to present, the agency has four regular Undersecretary positions and two co-terminus positions. The four regular undersecretary positions were intended for Programs and Projects, Regional Operations, Legal and Legislative Affairs, and Finance and Administration. The two co-terminus positions were intended for Muslim Affairs, and Teachers and Special Concerns. These two co-terminus position are currently unfilled positions.

In the rationalized structure, the proposal is to retain the four regular undersecretary positions as stipulated in R.A. 9155. The undersecretaries shall perform tasks in specific areas of concern such as, but not limited to, Curriculum and Instruction; Governance and Operations; Legal and Legislative Affairs; and Finance and Administration.

It is also proposed that one (1) undersecretary position with a co-terminus status (USec-CT) be retained while the remaining one (1) position be abolished in the DepED plantilla. Similar to the other USecs, the USec-CT shall assist the Secretary in the areas assigned to him/her. The CMT recommendation is that this position shall oversee the management of sector-wide external linkages in support of the major basic education reforms. These are the reforms that are in the initial and transitory stages which require extensive coordination and resource mobilization. In line with this function, the USec-CT shall also directly supervise the Office for External Partnerships under the Strategic Management Strand of the new structure.

Office of the Assistant Secretaries

Similar with the undersecretaries, the Department is provided with four (4) assistant secretaries to support and assist the Secretary in managing the operations of the department. The functions of the assistant secretary are also in accordance with the stipulations of the Administrative Code (Book IV, Chapter II, Section 8).

From 2005 to present, the agency has four (4) regular Assistant Secretary positions and one (1) co-terminus position. The four regular assistant secretary positions were intended Programs and Projects, Regional Operations, Legal and Legislative Affairs, and Finance and Administration. The co-terminus position is currently filled and utilized by the Chief of Staff of the Secretary.

In the rationalized structure, the proposal is to retain the four regular Assistant Secretary positions as stipulated in R.A. 9155. The assistant secretaries shall perform tasks in specific areas of concern where the Secretary believes they are most needed. It is also proposed that one (1) assistant secretary position with a co-terminus status (ASec-CT) be retained and another one (1) co-terminus position be created in the DepED plantilla.

The ASec-CT position to be retained shall be utilized by the Chief of Staff of the Secretary. It is the recommendation of the CMT that the Chief of Staff, with the rank of an ASec, shall also provide oversight functions to three out of the four offices under the Strategic Management strand namely Planning Service, Public Affairs Service, and ICT Service.

The ASec-CT position to be created shall assist the Secretary in the areas assigned to him/her. The CMT recommendation is that this position shall oversee the development and management of agency-wide organization and human resource development programs and initiatives. Given the size and scope of the agency, a holistic and integrated approach is needed to focus on the welfare and development of the employees and the organization as a whole. In line with this, the ASec-CT shall also provide oversight functions to the offices concentrating on these critical functions namely Center for Organization Development, Center for Human Resource Development, and the National Educators Academy of the Philippines.

Manpower Requirements of the OSEC-Proper

Section IV of the Organization and Staffing Guidelines for the Government Rationalization Program, prepared by DBM-CSC as of 27 February 2006, presents the quantity of and the highest positions authorized for the support staff of the key officials of an agency. Aside from being the primary source, the DepED CMT further developed additional staffing standards to supplement the DBM guidelines.

Since 2005 until present, the staffing pattern of the OSEC-Proper has been a straight listing of plantilla positions for the Offices of the Department Secretary, Undersecretaries and Assistant Secretaries. In the rationalized

structure, the proposal is to set a standardized minimum staffing complement for the executive official of the department.

The Office of the Department Secretary shall have eleven (11) staff to provide technical and administrative support direct to the Secretary. The Chief of Staff shall also be provided with three (3) support staff to directly assist in his/her duties as COS. Each regular undersecretary shall have nine (9) staff while each regular assistant secretary shall have seven (7) staff. The Usec and ASec with co-terminus positions shall have support staff on a contractual basis or reassignments from the other offices.

Technical Staff for the executive offices shall be composed of Executive Assistants. Administrative support staff shall include the designated driver of the key official where the driver, holding an Administrative Aide position, is also expected to perform administrative assistance to the office in periods where the driving functions are not needed.

4.3.b.2. COUNCIL SECRETARIATS

There are two Council Secretariats that shall be administratively attached to the Department of Education through the Office of the Secretary. These are the secretariats of the Teacher Education Council (TEC) and the Literary Coordinating Council (LCC).

The **Teacher Education Council (TEC) Secretariat** shall be retained in the rationalized structure as prescribed by Section 8 of RA 7784, s. 1994 on Establishing the TEC. The Secretariat shall primarily provide technical and administrative assistance to the Council in preparing policy recommendations, executing its policies and programs; and coordinating with various Teacher Education advisory bodies. The TEC Secretariat shall have six (6) technical and administrative positions, including an Executive Director II to supervise the operations of the office.

The **Literary Coordinating Council (LCC) Secretariat** shall be regularized in the rationalized structure as prescribed by Republic Act 7165 and revised by RA10122 on the creation and strengthening of the LCC. The Secretariat shall primarily provide technical and administrative assistance to the Council in preparing policy recommendations, executing its policies and programs; and coordinating with the various advisory bodies. It shall coordinate with the member agencies and partner organizations to ensure the efficient and effective implementation of the council's programs and initiatives. The LCC Secretariat shall have a total of eight staff, headed by a Project Development Officer V, to supervise the operations of the office.

Since the reckoning of the Rationalization Plan is year 2005 the LCC Secretariat have not had any approved plantilla positions since then, it shall be considered as a new office for creation in the rationalized structure. This means that the number and corresponding cost of the plantilla positions to be proposed for this office shall not be included in the ceiling set for the Rationalization Plan.

4.3.b.3. Internal Audit Service

The **Internal Audit Service (IAS)** was established through DepED Order 80, s. 2010 on "Implementing the Internal Audit Service (IAS) in DepED. This was in compliance to DBM Circular Letter No. 2008-5 (issued April 14, 2008). The IAS primarily serves as the watchdog of the Department and shall directly report and is accountable only to the Secretary. Hence, this office shall be retained in the rationalized structure as created in 2008. IAS shall appraise existing procedures and related matters as to efficiency and adequacy and provide recommendations to improve operations and management control. The office shall also take charge in determining the degree of compliance with laws, regulations, managerial policies, accountability measures, ethical standards and contractual obligations with the purpose of detecting and preventing frauds or dishonesty. The Service shall retain its two (2) divisions namely Operations Audit Division and Management Audit Division.

The **Operations Audit Division** shall be responsible for the evaluation of operations performance of the activities, offices and personnel of the department to determine if the results are consistent with the established objectives and goals and whether or not such programs are being carried out as planned. It shall also ascertain the reliability and integrity of operational information and the means used to identify, measure, classify and report such information. This office shall also take the lead in developing and implementing mechanisms to prevent and detect fraud or dishonesty relevant to the operations and services of the department.

The Financial Audit Division shall be renamed to **Management Audit Division** and shall be primarily responsible for the evaluation of financial and management control effectiveness and determine the probable cause of control deficiencies. It shall take the lead in verifying and analyzing financial and management data to ascertain their reliability, integrity, accurateness and validity. This includes the review and evaluation of the soundness, adequacy and application of accounting, financial and management controls. Similar to the Operations Audit Division, this division shall also take the lead in developing and implementing mechanisms to prevent and detect fraud or dishonesty relevant to the financial and management aspects of the department.

The Internal Audit Service proposes a manpower requirement of twenty-eight plantilla items. The Service shall be headed by a Director III and supported by three (3) administrative staff. The two divisions shall have twelve (12) staff each, with an Internal Auditor V as chief of each division. Technical staff for the divisions shall be composed of internal auditors and auditing assistants.

Since the reckoning of the Rationalization Plan is year 2005 and IAS was only created in 2008 in compliance with the DBM Circular letter, it shall be considered as a new office for creation in the rationalized structure. This means that the number and corresponding cost of the plantilla positions to be proposed for this service shall not be included in the ceiling set for the Rationalization Plan.

4.3.b.4. Planning Service

The Planning Service (better known as OPS) will be retained and shall serve as the primary think tank of the department. The service shall take the lead in developing and providing the department with the national frameworks on Planning, Policy Development and Research. The service shall also serve as the clearinghouse of the department for all policies, research, budgets and plans to ensure consistency and alignment with the strategic directions of the department.

The OPS currently has four (4) divisions namely Planning and Programming Division, Research and Statistics Division, Project Development and Evaluation Division, and Physical Facilities and Schools Engineering Division.

As a special assignment, the Planning Service also performs secretariat and coordinating functions for various programs and initiatives such as BESRA, SBM, PRIME, and other inter-agency partnerships. A few of these assignments, which also take up a significant amount of time of the office, are by nature program management functions.

Upon review of the strategic directions and current functions of the Planning Service, it was deemed necessary to streamline and integrate the functions relevant to planning and policy development, and transfer other functions to the appropriate offices. In the rationalized structure, the Planning Service shall be composed of three (3) divisions namely Planning and Programming Division, Policy Development and Research Division, and EMIS Division.

The **Planning and Programming Division (PPD)** shall be retained but with strengthened functions. PPD shall take the lead in the formulation and review of planning standards and guidelines to facilitate the preparation of strategic education development plans at all levels in the department. In addition, the PPD shall take the lead in the preparation of the National Education Development Plan (NEDP) that shall serve as the over-arching strategic plan of the department consistent with government priorities. In collaboration with the Budget division, the PPD shall prepare DepED's annual plan and budget, and provide technical support to the central and regional offices in the preparation of their respective plans and budgets.

The Research and Statistics Division (RSD) shall be renamed to the **Policy Development and Research Division (PDRD)**. PDRD shall take the lead in the formulation and review of standards and guidelines on policy development and research. PDRD shall be the focal office to serve as clearing house of all policies to ensure no overlaps, conflicts and redundancies in the issuance of policies and conduct of research projects. In line with this, this division shall take the lead in formulating the department's national research agenda in consultation with internal and external stakeholders.

To facilitate the performance of these functions, PDRD shall absorb the functions of sector Monitoring &Evaluation, previously performed by OPS-PDED. PDRD shall monitor and evaluate the overall performance of the basic education sector vis-à-vis DepED's goals and targets including the preparation of sector-wide reports on DepED's progress in its long- and medium-term targets as well as all major programs and projects as required by the Office of the President, oversight agencies, Congress, international organizations, and donor/funding

institutions. The results of the M&E shall serve as inputs and recommendations in policy development, research agenda, plan formulation and program/project development.

The other functions of the Project Development and Evaluation Division (PDED) focused on education projects design and development shall be rationalized and transferred to the newly created Center for Organization Development. The Division shall thereby be renamed as Project Development Division (PDD).

The Database Management Unit under the RSD shall be strengthened and upgraded to become the **Education Management Information System (EMIS) Division**. The primary function of this office is to effectively manage all information systems of the department to support decision making, strategic planning and programming, and policy development. This division shall serve as the clearinghouse of all basic education data and information. To perform this function, the EMIS division shall develop standards, guidelines and other information requirements for the management of and access to basic education data. This office shall also be responsible for generating, analyzing, interpreting and disseminating basic education data and statistics for the purpose of planning and policy development; and monitoring the performance of the basic education system at different levels of the department.

The Physical Facilities and Schools Engineering Division (PFSED) shall be renamed as Education Facilities Division, with strengthened functions, and transferred to the Administrative Service. The investment programming and allocation of school facilities shall remain with the Planning and Programming Division of Planning Service. The construction and maintenance of all educational facilities shall be with the Administrative Service.

At present, the Planning Service also serves as secretariat to a number of programs and initiatives such as BESRA, SBM, PRIME, among others. In the rationalized structure, these secretariat functions shall be transferred to the Center for Organization Development (COD), specifically to the Organization Effectiveness Division. One of the core functions of this division is the management of Change Initiatives before these are institutionalized in the department. Thus, it is deemed appropriate that the Planning Service be divested of these additional functions so as to focus on its strengthened mandate.

Manpower Requirement of the Service

In the 2005 structure until present, the Planning Service is headed by a Service Chief with a rank of an Assistant Secretary. The Assistant Secretary not only provided direction and leadership for the service but also supervised the operations of the service and the 4 divisions. In the rationalized structure, the general direction is that assistant secretaries and undersecretaries shall manage more than one bureau, center or service to ensure alignment of inter-related functions. Thus in the proposed structure, the Planning Service shall be headed by a Director III, who shall report directly to the Assistant Secretary for Strategic Management. The service director shall be supported by three (3) administrative staff. The Planning and Programming Division shall be manned by sixteen (16) staff; the Policy Development and Research Division by fourteen (14) staff' and the EMIS Division to be manned by eleven (11) staff. Each of the three (3) divisions shall be headed by a division chief and supported by technical and administrative staff. Technical staff of the Planning Service shall be composed of project development officers requiring expertise in economics, social sciences, data analysis and interpretation, and project management, and education program specialists with education management background.

Listed below is the summary staffing complement of the Planning Service in the 2005 and proposed structures. In 2005, there were a total of 111 plantilla positions authorized for the Planning Service, however only 82 of which were filled up. In the rationalized structure, 45 plantilla positions are proposed to man the planning service. The staffing complement proposes a reduction of at least 37 filled positions, which can be attributed to the rationalization of the functions to the appropriate offices within and outside the Planning Service, as in the case of PDED and PFSED. Corresponding plantilla positions shall be allotted for the performance of the necessary functions in both offices. The quantity of administrative support staff has also been reduced through opting for lesser but higher administrative position levels, wherein administrative staff shall provide multi-tasking support for efficient office operations. Please refer to Annex D.1 for the detailed manpower requirements.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
Office of the Service Chief	2	Office of the Director	4

2005 FILLED ITEMS		RP PROPOSED ITEMS	
PPD	16	PPD	14
RSD	13	PDRD	16
Database Management Unit	14	EMIS	11
Sub-total	*45*		
PDED	20	*some positions transferred to Center for OD*	
PFSED	13	*transferred to Admin Service*	
Field Operations Unit	4	*transferred to Admin Service*	
TOTAL	**82**	TOTAL	**45**

4.3.b.5. Technical Service

The Technical Service, composed of three (3) divisions, is mandated to keep the public informed and establish the agency's image of efficiency and responsiveness thus strengthening coordination and engagement of stakeholders to the vision, mission, and goals of the agency. The three divisions namely (a) Educational Information Division, (b) Materials Production and Publication Division, and (c) Educational Audio-Visual Division, of this service are focused on the internal and external communications in the Department, such as: drafting issuances, and preparing and production of periodic publications / journals / brochures or advocacy materials

These functions are **similarly performed,** although in different media/approaches, by the following offices established internally in DepED namely the Communications Office which primarily handles internal and external communications and media relations for the Secretary, and the DepED Text (DETxt) Action Center (created internally by DepED Order No. 56, dated October 14, 2004). In the current structure, these three divisions of the Technical Service and the DETxt Action Center are under the supervision of the Communications Office.

Given the commonality in purpose, processes and clients, the proposal is to rationalize and consolidate these five (5) offices to a single service and appropriately name it as **Public Affairs Service**.

In the rationalized structure, the Technical Service shall be retained and renamed to Public Affairs Service to manage the external communications and public relations matters of the department. This service shall serve as the clearinghouse for all print and non-print materials for public release to ensure consistency and alignment. The Public Affairs Service shall also focus on developing advocacy and public affairs strategies to ensure higher public awareness and understanding of DepED initiatives, programs and projects. To perform these functions, the Service shall take the lead in the development of policies, standards, guidelines and protocols on communications and public relations to direct the central and regional offices. The Service shall also facilitate and manage the mechanism for receiving, processing and analyzing information received from internal and external parties, including the provision of timely and appropriate responses, in order to ensure the department's accessibility to all stakeholders and general public. The Public Affairs Service shall be comprised of three (3) sub-offices namely (a) Communications division, (b) Publications Division and (c) Public Assistance Action Center.

The Communications Unit, which is currently a special office under OSEC, shall be regularized and renamed as **Communications Division**. This office shall take the lead in ensuring greater public awareness of DepED initiatives, programs and projects. It will also be responsible for developing and managing public and media relations to ensure accurate information dissemination, diligent monitoring and pro-active response to media matters concerning the department. As a special function, the Communications Division shall provide direct support to the Secretary of Education on his media and public relations requirements such as media coverage and speeches

The three (3) divisions of the Technical Service namely Educational Information, Educational Audio-Visual, and Materials Production and Publications, shall be consolidated to create the **Publications Division**. This division shall develop and provide the department with standards and templates in style and format of official issuances, documentation and other branding concerns. This includes the development and management of a tracking system for official issuances including sequential numbering, digitization and indexing. The Publications division shall also provide technical and multi-media support to other Central Office units in the areas of coverage, documentation, recording, production, publication, and printing, among others.

The DepED Text (DETxt) Action Center, created internally through DepED Order No. 56 s.2004, shall be regularized to perform the necessary functions of providing public assistance services. This office shall be renamed **Public Assistance Action Center** (PAAC) to include management of the physical structure. PAAC shall develop policies, multi-media strategies and mechanisms to address issues and concerns raised by the public, monitor the implementation of such, and recommend policies to further improve the capacity of the department to address and resolve public concerns. The PAAC shall also ensure that public concerns raised are appropriately addressed and acted upon by the relevant DepED units and offices through clear coordination and monitoring of compliance to standards and policies. To effectively perform these functions, the PAAC shall need to communicate regularly with the relevant DepED units, government agencies, and other local and international organizations to facilitate information exchange and decision-making.

Manpower Requirements of the Service

Listed below is the summary staffing complement of the Technical Service in 2005 and the Public Affairs Service in the proposed structure. In 2005, there were a total of 65 plantilla positions authorized for the Technical Service, however only 57 of which were filled up. In the rationalized structure, 40 plantilla positions are proposed to man the Public Affairs Service. The staffing complement proposes a reduction of at least 17 filled plantilla positions. This does not include the number of staff who was reassigned from other offices to perform the functions of the Communication Unit and De-txt Action Center.

The Public Affairs Service shall be headed by a Director III and shall be supported by three (3) administrative staff. The Communications Division shall be manned by fifteen (15) staff, the Publications Division by thirteen (13) staff and the Public Assistance Action Center by eight staff. The first two divisions shall be headed by chief administrative officers while a supervising administrative officer heads the Public Assistance Action Center. They shall be supported by technical and administrative staff. Technical Staff for the Public Affairs Service shall be composed of News Analysts, Media Accreditation and Relations Officer, Cinematographers, Scriptwriters, and administrative officers with backgrounds in organizational communications, public relations and, media and creative arts. In line with the proposed Central Office staffing standards, the quantity of administrative support staff have also been reduced through opting for lesser but higher administrative position levels, wherein administrative staff shall provide multi-tasking support for efficient office operations. Please refer to Annex D.1 for the detailed manpower requirements.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
Office of the Service Chief	2	Office of the Director	4
EID	12	Communications Division	15
MPPD	30	Publications Division	13
EAVD	13	PAAC (Unit)	8
++ Manpower complement to handle functions of the Communication Unit and DE-Txt Action Center personnel re-assigned/detailed from other offices			
TOTAL	**57**	**TOTAL**	**40**

4.3.b.6. Systems Division upgraded to an ICT Service

The **Systems Division**, under the Financial and Management Service, is mainly tasked to develop information systems to increase efficiency of operations of the Department. However, the division became focused on the region-based payroll system rather than serve the agency in all of its information systems requirements. Current activities of the Systems Division include the monitoring of payroll services, which had been devolved to the regional offices.

The ICT Unit which was internally established by DepED Order No. 1, s. 2007 is the one currently handling the functions of managing information systems and developing technology solutions. The manpower of the ICT Unit

comes from various offices, such as the Technical Service, EDPITAF, Systems Division, etc. Experience indicates that the current set-up is insufficient to service the requirements of DepED.

Upon review of the original intent of the Systems Division and the functions of the ICT Unit, it was determined that the functions of managing information systems and developing technology solutions remain to be critical responsibilities that should be retained by DepED, and are all too important to be handled by an ad-hoc unit or to be assigned as secondary functions of an existing division.

Hence, in the rationalized structure, the proposal is to strengthen the functions of the Systems Division to include managing information systems and developing of technology solutions other than finance related systems, and upgrade the status of the division to a service. The office shall appropriately be named as the **Information and Communications Technology (ICT) Service** and shall be strategically positioned under the Strategic Management Strand.

The perceived advantages of setting up an ICT office that is independent of other services and positioned under the Strategic Management Strand are as follows:

a. As a separate service, it will be able to focus on its core services of developing solutions, establishing and maintaining technology infrastructure and providing equitable ICT support across bureaus, centers and other services. This will avoid the recurrence of "silo mentality" as experienced by Systems Division and Management Division, i.e. both narrowed down their services to support Finance.

b. The proximity of ICT service to Planning Service will facilitate the collaboration between these services to ensure a seamless process of strategic planning, programming, and developing relevant technology solutions

c. The positioning of the ICT Service in the Strategic Management Strand will give the vantage point for the ICT staff to be holistic in determining organizational requirements that are critical in designing, developing and implementing a unified, strategic and integrated technology solutions.

With this proposal, the primary function of the ICT Service is to enable improved process efficiencies and service delivery effectiveness in education governance through the use of ICTs. The Service shall support education specialists in developing ICT-enabled solutions that enhance teaching and learning, aand empower them in the use of ICTs. The ICT service shall also ensure the integrated and synchronized implementation of national ICT programs through regular communication with the field ICT units and national ICT teams. The proposed ICT Service shall be composed of three divisions, namely: (a) Solutions Development Division; (b) Technology Infrastructure Division; and (c) User Support Division.

The **Solutions Development Division** shall primarily provide technical assistance to the organic units in the development, construction, and installation of computer-based information systems and other ICT-enabled solutions in support of teaching and learning, and governance mandates. It shall be responsible for managing the operations and maintenance of the various ICT-based systems installed at the department data center facilities. It shall also provide technical support to the system owners in the conduct of periodic reviews throughout the lifecycle of the information systems. In the event of disruption of services, this office shall establish mechanisms and systems that will ensure business recovery within the shortest acceptable time. Through research endeavors, this division shall also provide management with recommendations relevant to the improvement of the department's application and use of ICT solutions.

The **Technology Infrastructure Division** (TID) shall primarily establish and manage the infrastructure operations of the department's electronic information (i.e. data network, data center). Moreover, the division shall ensure the availability, reliability and responsiveness of the ICT services to the evolving needs of the department. Specifically, the division shall provide technical assistance to the organic units to help them define their electronic information infrastructure requirements and install/deploy the infrastructure. The TID shall also provide network services to the agency units so that they'll gain appropriate access to the various information resources within the department. In relation to this, the office shall establish and maintain the necessary systems to secure the integrity of data assets to protect them from unauthorized access. In coordination with the two other divisions of the ICT Service, this office shall establish mechanisms and systems that will ensure business recovery within the shortest acceptable time when there is a disruption of services. This division shall also conduct research and

provide management with recommendations relevant to the improvement of the department's electronic information infrastructure in support of its governance and education delivery mandates.

The **User Support Division** (USD) shall primarily establish and manage the operations of a Help Desk service that will deliver timely and effective front-line support to users, implementers of various ICT-enabled information systems centrally managed by the department, and owners of end-point ICT technologies (i.e., computer equipment). To achieve this, the division shall develop capacity-building activities to offices and employees to support the implementation of the ICT-related programs and projects. This office shall also monitor and evaluate the implementation of ICT programs and projects, and provide coordination support amongst stakeholders in projects and activities including contract management, sourcing of expert knowledge and others. To support its Help Desk services function, this division shall establish and build a knowledge-base of all ICT-enabled information systems, its electronic information infrastructure, and technologies at the end-user of the department.

Manpower Requirement of the Service

In the 2005 structure, the Systems Division had a total of twenty-three (23) authorized positions, only twenty (20) of which were filled up. In the rationalized structure, the ICT service shall utilize the plantilla positions of the Systems Division and propose additional manpower to perform the functions of the service. A total of thirty-two (32) positions are proposed to man the offices under the ICT Service. The increase in the manpower requirement is attributed to the staff needed to perform the expanded and regularized functions of the ICT Unit, which were previously performed by personnel reassigned from other offices. The service shall be headed by a Director III, who shall report directly to the Chief of Staff / Assistant Secretary for Strategic Management. The Service Director shall be supported by three (3) administrative staff. The Solutions Development Division shall be manned by thirteen (13) staff, the Technology Infrastructure Division shall be manned by seven (7) staff and, the User Support Division shall be manned by eight (8) staff. The three divisions shall be headed by an Information Technology Officer III and supported by technical and administrative staff. Technical staff for this service shall be composed of information systems analysts, information technology officers, computer programmers, information systems researchers and computer maintenance technologists that have academic and experiential background in systems design, systems maintenance, programming, network management, and troubleshooting. The ICT service shall also have a project development officer III, with background in project management and communications, to manage and coordinate all the ICT-related projects implemented (i.e. capability-building activities; coordination with organic units, partners and stakeholders). For the detailed staffing complement, please refer to Annex D.1.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
Systems Division *(from FMS)*	20	Office of the Director	4
		Solutions Development Division	13
		Technology Infrastructure Division	7
		User Support Division	8
TOTAL	**20**	**TOTAL**	**32**

4.3.b.7. Office For External Partnerships

Currently there are two offices, both internally established in DepED, whose functions are directly related to expanding the network of the department to gather more partners and stakeholders to support the provision of education resources needed by the department.

The International Cooperation Office (ICO) was created through DepED Order No. 19, s. 2010 based on Admin Order No. 20, s 2011 of the Philippine Council for Regional Cooperation. The ICO is tasked to serve as the clearing house for all international transactions within the Department including bilateral and multilateral cooperation.

The Adopt-a-School Program (ASP) Secretariat was created through DepED Order No. 66, s. 2003 to comply with Republic Act 8525 (Adopt-a-School Act). The office is tasked to implement policies, guidelines and

mechanisms on resource generation, which includes monitoring and evaluation, and reporting of the utilization of the resources.

The necessity of the functions of both offices shall be regularized to create the Office for External Partnerships. The office shall be placed under the Strategic Management Strand to be in close proximity to the Planning Service and Public Affairs Service. Bilateral/multilateral agreements have a direct bearing on the national programs and strategies of the department. At the same time, the Office of External Partnerships can derive the strategic requirements of the department to be able to forge relationships that will respond to the requirements and the Public Affairs Service can assist in the branding and packaging of the resource requirements to be more attractive and feasible to possible partners.

The scope of the Office for External Partnerships shall cover international cooperation, adopt-a-school program, and local governance and concerns. Specifically, this office shall be responsible for the development and implementation of guidelines, standards and protocols on partnerships, resource generation and mobilization, and networking with stakeholders including but not limited to bilateral/multi-lateral agreements and pledges of commitments. It shall enhance Philippine participation and cooperation in bilateral and multilateral cooperation programs in education through acting as focal point for DepED in the planning and coordinating of international and regional programs and activities of SEAMEO, APEC, ASEAN, AUSAID, USAID, WORLD Bank, ADB, UNESCO and other international organizations. The Office shall also manage and coordinate with the relevant offices the compliance and completion of DepED commitments both local and international including commitments entered into with the political stakeholders. Furthermore, the office shall provide technical assistance to the Central and field offices on engaging and maintaining partnerships with local and international stakeholders.

The Office for External Partnerships shall be composed of seventeen (17) staff of which there will be one (1) Director, two (2) Administrative staff, and fourteen (14) Project Development Officers with academic and experiential background in varied areas such as marketing, entrepreneurship, and development management.

4.3.b.8. Bureaus

The core businesses of DepED are the development of the basic education curriculum and instructional policies, standards and designs; prototypes and models for instruction for various types of learners; and the determination of modalities and systems for delivering basic education. These are performed by the three Bureaus, namely: Bureau of Elementary Education (BEE); Bureau Of Secondary Education (BSE); and Bureau of Alternative Learning System (BALS).

Bureau of Elementary Education (BEE)

The BEE is currently focused on continuous upgrading of the basic elementary education curriculum and is independent of the Bureau of Secondary Education (BSE) and Bureau of Alternative Learning Systems (BALS). The primary responsibility of the BEE is to ensure that quality programs and projects address the needs of the pre-elementary and elementary children, including those with special needs, the indigenous people, Madaris and children in need of special protection. To achieve this responsibility, the BEE:
- Develops / enhances curriculum for the elementary programs, including establishing curriculum standards, policies and guidelines
- Provides technical assistance and staff development support to the field offices (including teachers) and other public and private entities;
- Develops prototype learning materials and instructional packages
- Formulates regulatory guidelines in the establishment and operations of public and private elementary schools

BEE is composed of three (3) critical divisions, namely: Curriculum Development Division (CDD); Special Education Division (SPED); Staff Development Division (SDD); and one unit for the Philippine Printing House for the Blind.

Bureau of Secondary Education (BSE)

The BSE performs very similar functions as that of BEE, but is directed to the continuous upgrading of the basic secondary education curriculum. The BSE is composed of two (2) critical divisions that are very similar to BEE,

these are: Curriculum Development Division (CDD); Staff Development Division (SDD). In addition are two (2) special units, namely: Population Education Unit under CDD and Population Education Unit under SDD.

Bureau of Alternative Learning System (BALS)

Similarly, the Bureau of Alternative Learning System is also responsible for the development of basic education curriculum standards, policies and guidelines for out-of-school clientele through a parallel learning system that is considered as a viable alternative to the existing formal educational instruction, and through non-formal sources of knowledge and skills.

PROPOSED ACTIONS ON THE BUREAUS

The strategic review of functions and form of DepED concludes that in general, the 3 bureaus have parallel functions and the primary difference amongst the bureaus are in the types of clients they serve. (i.e. BEE are focused on all learners in Grade School; the target of BSE are the students that are in secondary schooling; while BALS are targeting out-of-school youth and adults)

Obviously, the functions of curriculum designing / engineering; development of education policies for the delivery of basic education and establishing various forms and systems for curriculum delivery are responsibilities common to the three bureaus. However, the present set-up discourages a seamless and integrated curriculum development and impedes the establishment of various instructional modalities and learning systems that ensures an education that is of quality, inclusive, and relevant. Given the focus on the types of clientele they serve, the bureaus tend to work in silos rather than collaborate on developing a body of work that will address learning gaps within and across levels and across learning systems.

The proposal therefore, is to rationalize the three (3) bureaus that would place the performance of functions as a major consideration. The following are the proposed actions:

- *Consolidate the curriculum development functions of BEE, BSE and BALS to create the Bureau of Curriculum Development*

    The consolidation of the Curriculum Development Divisions of the bureaus is expected to achieve the development and continuous improvement of the basic education curriculum that is seamless, integrated and where learning areas are horizontally and vertically aligned within and across grade levels. This is consistent and supportive of the aims of current curriculum reforms and other possible future enhancements.

- *Consolidate the functions of the three bureaus relevant to designing and developing of models for instructional delivery and management for all types of learners – to create the Bureau of Learning Delivery*

    The rationalization of this function is to ensure that delivery of basic education responds to the teaching and learning requirements of all Filipino learners, recognizing the unique cultural diversity, linguistic heritage, and geo-political conditions, and the highly variable needs of learners. This is supportive of the principles of inclusive education and consistent with the aims of the current curriculum reforms.

- The *functions* relevant to professional development of the instructional leaders and teaching workforce, as performed by the SDD of each bureau, are transferred to NEAP.

    This is to enable the bureaus to focus on their core businesses of curriculum development and learning delivery, management, monitoring and evaluation. *(Please refer to the section on NEAP for a full description of the functions)*

- **Similarly**, work on developing learning resources (e.g. outputs of the Philippine Printing House for the Blind) will all be transferred to the Center for Learning Resources (CLR). The proposed CLR is the result of consolidating NSTIC (organization code no. 83), IMCS (organization code no. 2), and Philippine Printing House for the Blind (organization code no. 41). (See discussions on CLR for details).

BUREAUS IN THE NEW STRUCTURE

Bureau of Curriculum Development

The **Bureau of Curriculum Development** shall primarily be responsible for the development and management of the national education policy framework on Curriculum Development and Management for the Department. It shall have two divisions focusing on Curriculum Standards and Special Curricular Programs.

The **Curriculum Standards Division** shall take the lead in formulating the national curriculum standards for basic education appropriate for all types of learners. The division shall conduct research on the basic education curriculum for the continuous improvement in education as the basis for policy development. It shall also be responsible for formulating the standards and guidelines on curriculum localization including time allotment per learning area. In relation to this, the Division shall also provide technical assistance to the field offices in designing and managing the curriculum localization process.

The **Specialized Curricular Programs Division** shall take charge of the design and development of special curriculum programs that address national and global thrusts appropriate for all types of learners (e.g. special science and math, arts, vocational-technical education, SPED, IPs, Madrasah, etc.). It shall be responsible for the formulation and implementation of enabling policies and standards for these programs that should be appropriate for all types of learners.

Bureau of Learning Delivery

The **Bureau of Learning Delivery** shall primarily be responsible for the development and management of the national education policy framework on learning management and delivery for all types of learners including those with special needs for the Department. It shall have two divisions focusing on Instructional Design and Special Needs Education.

The **Instructional Design Division** shall be responsible for designing and developing models of instruction, including assessment modes for basic education appropriate for all types of learners. It shall take the lead in the formulation of enabling policies and guidelines for the implementation of innovative teaching learning approaches and assessment modes for basic education aligned with the curriculum standards. This includes policies and standards on the organization, implementation and accreditation of the different learning systems (school-based, community-based and blended) in basic education. In relation to this, the division shall also provide technical assistance to the regions in the adoption or modification of learning models and strategies for various learning systems. To ensure the safety of the learners and employees, the division shall also define the learning environment requirements appropriate for delivering the basic education curriculum. This may include facilities, safety and security features, instructional and learning equipment, among others.

The Instructional Design Division shall also be responsible for defining the policies and guidelines for co-curricular programs that promote (a) the vision, mission and values of the department; and (b) awareness and appreciation to historical and cultural heritage. It shall take the lead in designing opportunities for convergence of learning through integrated application of knowledge, skills and attitude taught in the curriculum to advance mastery, specialization and higher level of learning competencies (e.g. Presscon, Festival of Talents, and Technolympics).

The **Special Needs Education Division** of the Bureau of Learning Delivery shall take the lead in formulating the enabling policies and guidelines for the organization and implementation of the special curriculum programs in public and private schools (e.g. special science and math, arts, vocational-technical education, SPED, IPs, Madrasah, etc.). It shall develop learning models and strategies for various learning systems appropriate for learners of special needs education. In relation to this, it shall also provide technical support to the regions in the adoption or modification of learning models and strategies for special needs education. This division has three sub-offices pertaining to specific types of learners. The Madrasah Education Office shall focus on the specific requirements to effectively deliver basic education to the Muslim learners and recipients of the Madrasah program. Similarly, the Indigenous Peoples (IP) Education Office shall ensure that the delivery of the basic education curriculum is adapted to the needs and requirements of IP learners and that there is improved access to the available IP curricular programs. The Education for Learners with Special Needs Office (LSNO) shall address the needs and requirements of the other types of learners not covered by the Madrasah and IP education offices. It shall ensure that the basic education curriculum is accessible and effective for the learners with special needs.

Manpower Requirements of the Bureaus

In 2005, the three bureaus had a total of 228 authorized positions, only 199 positions were filled up. In the rationalized structure, total proposed staffing for the two bureaus is 179 positions. The Bureau of Curriculum Development is proposing a staffing complement of 88 plantilla items, where eight items shall be with the Office of the Director, 56 positions shall be with Curriculum Standards Division and 24 items for the Specialized Curricular Programs Division. The Bureau of Learning Delivery proposes 91 plantilla items, where eight items shall be with the Office of the Director, 56 with the Instructional Design Division and 27 positions for the Special Needs Education Office. The decrease in the number of plantilla positions can be attributed to the option of getting higher administrative position levels that shall provide multi-skills support for efficient office operations. Technical staff of the bureaus shall be composed of Education Program Specialists with expertise in curriculum development, specialization in various subject areas and learning delivery models.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
BEE		**Bureau of Curriculum Development**	
Office of the Director	13		
Curriculum Development Division	33	Office of the Director	8
Staff Development Division	13	Curriculum Standards Division	56
Special Education Division	10	Specialized Curricular Programs Division	24
Philippine Printing House for the Blind	16	*Sub-total*	*88*
Sub-total	85		
BSE		**Bureau of Learning Delivery**	
Office of the Director	13		
Curriculum Development Division	26	Office of the Director	8
CDD – Population Education Unit	6	Instructional Design Division	56
Staff Development Division	12	Special Needs Education Division	27
SDD – Population Education Unit	6	↪ Madrasah Education Office ↪ IP Education Office ↪ Learners with Special Needs Office	
Sub-total	63		
BALS			
Office of the Director	10		
Continuing Education Division	16		
Staff Development Division	12	Sub-total	*91*
Learning Resource Development Division	13		
Sub-total	51		
TOTAL	**199**	**TOTAL**	**179**

4.3.b.9. Center For Education Assessment

The National Education Testing and Research Center (NETRC) is tasked with the development, refinement and assessment of evaluative instruments pertaining to local, international and/or current testing for all learners. It also formulates scoring procedures, analyzes test items and establishes norms of tests. There are currently three Divisions in the center, namely Test Development, Test Administration, and Research.

The **Test Development Division** is tasked to develop assessment and evaluative instruments for the five major subject areas for elementary and secondary levels. This division is also responsible for the development of standards and norms for testing and assessment from test development to release of test results, including the continuous refinement of the assessment instruments.

The Test Administration division is tasked to conduct the actual administration of testing and assessment, applying the norms and standards established by the Test Development Division. This division is also responsible for coordination with the field offices regarding test administration, and for developing mechanisms on the release of test results.

The **Research Division** is tasked to conduct studies and research relevant to curriculum standards, learning management, resources and services provided to students/learners, and other related areas to continuously improve basic education practices.

In the rationalized structure, the NETRC shall be called **Center for Education Assessment** with strengthened functions, and streamlined to only two (2) divisions: Assessment Division and Education Research Division

The **Center for Education Assessment** shall primarily be responsible for developing and managing the National Frameworks for Educational Assessment and Quality Assurance of the Curriculum and Instruction. It shall establish the enabling policies, standards and guidelines relevant to the Assessment and Quality Assurance of Curriculum and learning delivery processes.

In the rationalized structure, the Test Development and Test Administration divisions shall be merged to form the **Assessment Division** to establish a more integrated and efficient performance of the functions. This division shall take the lead in the development and management of the assessment system, including instrumentation, administration, analysis, interpretation and utilization of the assessment results. The office shall develop and implement mechanisms to accredit service providers of test development and/or data analysis. It shall also monitor compliance and provide technical support to the field offices in matters relating to the assessment system.

The Research Division shall be renamed to **Education Research Division** to emphasize the expanded functions on developing and managing the national framework for Education Research for the department. It shall develop the enabling policies and standards to guide the Central and field offices in the conduct of education research. This division shall continue to conduct research studies, and other research and development programs to improve basic education practices.

Manpower Requirement of the Center

In 2005, NETRC had a total of 111 authorized positions, only 95 were filled up. In the rationalized structure, 56 plantilla items are proposed to man the whole center. The Center shall be headed by a Director III, assisted by a Director II, with both of them supported with three administrative staff each. The Assessment Division shall have 25 staff and the Education Research Division shall have 23 staff. Technical staff of the center shall be composed of education specialists with expertise in learning measurement and assessments and statistics.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
NETRC		CEA	
Office of the Director	18	Office of the Director	8
Test Administration Division	25	Assessment Division	25
Test Development Division	26		
Research Division	26	Education Research Division	23
TOTAL	**95**	**TOTAL**	**56**

4.3.b.10. Center for Learning Resources

The Center for Learning Resources (CLR) shall be created to consolidate the efforts of the DepED in the production and distribution of all types of learning resources, -- teaching-learning instruments, written materials (e.g. books, supplementary materials that are both in digital and non-digital formats) and professional development materials -- that are delivered online or offline for all learning areas.

The strategic review of the organization showed that there are various units in the organization whose main function is related to the production and distribution of learning materials namely,

- the IM Council (IMC), created through EO 127, s. 1993, and tasked to formulate, adopt and prescribe policies, guidelines and priorities for the provision and use of instructional materials such as textbooks, supplementary and reference materials consistent with the approved,

- the National Science Teaching Instrumentation Center (NSTIC) which mainly develops and prescribes standards, prototypes, and user/experimentation manuals for science teaching materials and equipment organization

- the Philippine Printing House for the Blind (PPHB) which focuses on checking earning materials transcribed for the visually impaired.

- the Library Hub Project Team (internally established team under the Finance) for the management of the Library Hub Project.

Thus, the Center for Learning Resource shall be created by consolidating the NSTIC with IMCS, Library Hub and PPHB to form the Center for Learning Resources (CLR). This is based on the concept that *"Instruments for teaching and learning are considered part of <u>learning resources</u>*[6]*".* Thus, the consolidation is to ensure the strategic and seamless approach to the development, quality assurance, production and equitable distribution of all types of learning resources by rationalizing and integrating the offices performing these common functions.

The Center for LR shall be composed of two divisions, namely: LR Production Division, and the Quality Assurance Division. The technical staff will mostly be Education Program Specialists, Science Research Technicians, Creative Arts Specialists, and Project Development Officers specializing in LR production and distribution management.

The learning resources that will be developed, quality assured, and distributed by the Department shall be based on and supportive of (a) the curriculum standards developed by the Bureau of Curriculum Development; and (b) the delivery modes designed by the Bureau of Learning Delivery for different learning groups and types of learners. In addition, the Center shall provide technical assistance to the LR Centers of the DepED region and division offices

Therefore, the Center shall develop and manage the national education policy framework on learning resources development and management for the Department, formulate policies, standards and guidelines for the design, development, evaluation, production and utilization of learning resources as well as the acquisition, allocation, procurement and equitable distribution of learning resources across all levels of the organization. It shall also conduct research for continuous improvement, establish and maintain systems that promote and support access to quality learning resources online and offline, ensure the sustainable and efficient operation of the Center for Learning Resources in the regions.

The Center for LR shall be composed of two divisions, namely: LR Production Division, and the Quality Assurance Division. The technical staff will mostly be Education Program Specialists, Science Research Technicians, Creative Arts Specialists, and Project Development Officers specializing in LR production and distribution management.

LR Production Division

The LR Production Division shall have two sections: Design and Development and LR Production and Distribution.

The Design and Development Section coordinates with the two proposed bureaus to determine the requirements for learning resource and manage all aspects of the design and development of learning resource to apply standards developed by the LR Quality Assurance Division. They shall also manage the outsourced development

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[6] *Learning resources: those that are used for the purpose of learning at any level, including all digital and non-digital, teaching, learning and professional development materials delivered online or offline*

of learning resource, conduct research, provide training and advocate the effective utilization of learning resources.

The LR Production and Distribution manages and coordinates all aspects of the production of learning resources, including the project schedules for all LR production and ensures that standards and specifications are implemented and maintained. They also manage the budget (from preparation of proposals to execution) for the acquisition, development, procurement and distribution of learning resources.

This division will also maintain the systems and provide services to ensure efficient and effective access to learning resources in schools.

LR Quality Assurance Division

The LR Quality Assurance Division shall develop and manage the national education policy framework on ensuring quality of all learning resources development and management for the Department. It shall establish and implement systems and standards, specifications and processes to ensure quality of in-house developed, mass-produced and/or procured LR and communicate these to all offices and levels. It shall monitor and evaluate the utilization of the systems and application of standards to ensure effective and high quality learning materials used in implementing the basic education curriculum.

Manpower Requirements of the Center

In 2005, the total number of filled plantilla positions of the offices related to Learning Resources was 72. This is a combination of NSTIC which had a total of 33 positions, IMCS with 23 positions and PPHB with 16 positions. In the rationalized structure, the proposed staffing complement of the Center for Learning Resources is ninety (90) plantilla positions. This is distributed as 12 items for the Office of the Director, 61 items for the LR Production Division and 17 items for the LR Quality Assurance Division. The increase in manpower requirement can be attributed to the expansion of the scope of learning resources to be covered by the center.

2005 FILLED ITEMS		RAT PLAN PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
National Science Teaching Instrumentation Center (NSTIC)		**Center for Learning Resources**	
Office of the Director	4	Office of the Director	12
NSTIC Staff	29		
Instructional Materials Council Secretariat		LR Production Division	61
Office of the Director	2	LR Quality Assurance Division	17
Textbook Evaluation And Training Division	12		
Textbook Procurement Monitoring Division	*9*		
Printing House for the Blind (from BEE)	*16*		
Library Hub Project (no plantilla positions)			
TOTAL	**72**	**TOTAL**	**90**

4.3.b.11. Health And Nutrition Center

The Health and Nutrition Center (HNC) is mandated to focus on the development of standards, policies and programs and projects towards health and nutrition promotion to ensure physical readiness to learn of the public school learners through non-academic modalities.

However, the holistic development of the learner is not just limited to the areas of the academic and physical readiness to learn, it also includes nurturing the learners' physical development through after school sports; and learners' psycho-social and leadership formation. These are currently being addressed by other offices.

In the proposed structure, functions on supporting the learner in his/her holistic development aside from the academic shall be rationalized and integrated. The HNC shall be integrated with other units in the Central Office with similar functions – School Sports Events and Activities Unit (SSEAU), Center for Student and Co-Curricular Affairs (CSCA), and Culture and Arts Office (CAO). Hence, HNC shall be renamed to the **Center for Learner Support Services (CLSS)** and shall have expanded functions. The CLSS shall manage policy development standards setting, programs and projects that are directed to the:

a. Improvement of learner readiness in terms of physical health and proper nourishment

b. Character formation and preparation of the youth towards leadership roles and civic service

c. Development of mental discipline, psychomotor skills and social values through after-school sports programs

The CLSS shall also provide technical and resource support to program implementers in the field. The CLSS shall have three (3) divisions namely School Health, Youth Formation and School Sports divisions.

In the 2005 structure, HNC had two (2) divisions – The School Health Division and School Nutrition Division. In the proposed structure, The **School Health Division** shall be retained and shall absorb the functions of the School Nutrition Division. The focus of the expanded School Health Division is to ensure the learners' physical and mental readiness to learn. This division shall manage the design and development of health and nutrition programs in the department mandated by partner international and local organizations, and government agencies. The division shall attain this through developing guidelines, regulations and partnerships pertaining to school health and nutrition services. This division shall also provide technical assistance in the regions in developing strategies and mechanisms for the efficient implementation of health and nutrition programs in the field. This division shall be manned by eighteen (18) staff headed by a chief health program officer and assisted by technical and administrative staff. Technical staff of this division shall be composed of medical officer, dentist, nutritionist-dietician and health education and promotion officers with expertise in public health management, and education program specialists with background in research and education management.

The functions of the Center for Student and Co-Curricular Affairs (CSCA), a special office under the Office of the Secretary created internally through DECS Order no. 2 s.1998 and amended by DECS Order no.62 s.2000, shall be streamlined and regularized to form the **Youth Formation Division**. This office shall focus on the aspects of developing character formation, emotional maturity, social and leadership competence. This shall be done through developing the national policy framework, programs and strategies for youth and leadership formation to be implemented by the field offices. This includes engaging in partnerships with local, national and international youth-oriented organizations to gain more development opportunities for the learners. This division shall be manned by ten (10) people headed by a Project Development Officer V and assisted by technical and administrative staff. Technical staff shall be composed of project development officers with background in project management, youth organizing and leadership development. This office shall also have a Guidance Services Specialist position that requires expertise on the application of psycho-social development approaches and strategies for the holistic development of the youth and children.

The current functions of the Culture and Arts Office (CAO), created internally through DepED Order No. 71, s.2007, geared towards the learners as clients, shall be absorbed by the Youth Formation Division. However, it should be noted that functions of the CSCA and CAO relevant to co-curricular activities are to be transferred to the Bureau of Learning Delivery. The functions of CAO relevant to the employees as target clients shall be absorbed by the Employee Welfare Division under the Center for Human Resource Development.

The third division of the CLSS is the **School Sports Division** (SSD) to manage the sports development programs of the department. Currently, the School Sports Events and Activities Unit (SSEAU), created internally by DepED Memo no. 79, s. 2011, takes charge of managing the *Palarong Pambansa* and after school sports program, and coordination with field offices, Phil. Sports Commission and other sports-oriented organizations. In the proposed structure, the Schools Sports Division is formed to regularize the important functions of the SSEAU. Specifically, this office shall take the lead in developing sports, after-school sports and sports-related programs where learners shall develop mental discipline, psychomotor skills and social values. This office shall provide technical support to the regions in the implementation of the programs. SSD shall focus on establishing and maintaining partnerships with local, national and international organizations to create more opportunities for the public school learners to engage in sports and sports-related programs. The School Sports Division shall also perform secretariat functions

to the *Palarong Pambansa* Board. This office shall be manned by nine (9) staff, headed by a Chief Education Program Specialist and assisted by technical and administrative staff. Technical staff of this division shall be composed of education program specialists to provide expertise on the application of sports science education in non-academic formation through development of sports and after-school sports programs, and project development officers to focus on program management, partnerships and linkages.

In 2005, there was a total of thirty (30) plantilla positions authorized for the Health and Nutrition Center, only twenty-eight (28) of which were filled up. The CSCA and the SSEAU, by virtue of their being created internally by DepED, have not been given plantilla positions. The technical and administrative staff come from personnel reassigned from other offices or hired through contract-of-service arrangement. In the rationalized structure, a total of forty-five (45) positions are proposed to man the Center for Learner Support Services. The center shall be led by a Director III, who shall report directly to the Undersecretary or Assistant Secretary for Governance and Operations. The center director shall be assisted by a Director II, three division chiefs and, supported by technical and administrative support staff. The increase in the manpower requirement is attributed to the staff needed to perform the regularized functions on youth formation and sports programs, which were previously performed by personnel reassigned from other offices. The detailed staffing complement is shown in Annex D.1.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
Office of the Director (HNC)	7	Office of the Director	8
School Health Division	11	School Health Division	18
School Nutrition Division	10		
approved plantilla positions for CSCA lodged in the OSEC	2	Youth Formation Division	10
		School Sports Division	9
TOTAL	**30**	**TOTAL**	**45**

4.3.b.12. Center For Organization Development

DepED as the key agency of Government for the delivery of basic education should uphold itself to be a "learning organization". This is assured by structurally imbedding the conscious effort to:

- Continuously plan and develop the organization holistically through the application of systems thinking principles;
- Assure quality basic education service delivery, from the frontline (schools and learning centers) to the management that supports and promotes the relevance, effectiveness, and efficiency of basic education services. More than its usual purpose, quality assurance should be a means to locate and assess "organizational theories of actions" which will serve as basis for determining areas of organization development

In the 2005 structure until present, these functions on organization development, quality management and change management are being performed by different offices in the DepED Central Office. The following offices and groups whose functions are directly relevant to the above areas are Management Division tasked to focus on management reviews and organization improvement; a technical working group of the School-Based Management looking at effective school governance; Bureau of Secondary Education and Bureau of Elementary Education checking the quality of basic education services through the implementation of separate school accreditation systems specific for their target clients; and, another technical working group on the modeling stage of an integrated Philippine Accreditation System for Basic Education, among others. However, this does not yet include the management of many other programs focused on modeling, piloting or benchmarking new processes or systems before these are mainstreamed for national implementation have also been lodged with different offices. This has resulted in a fragmented approach to improve the quality, efficiency and effectiveness of the agency's operations.

In the proposed structure, the functions of these offices and groups shall be rationalized and integrated to create the new **Center for Organization Development**. The new center shall have the following primary functions:

(a) Develop and implement an Organization Development (OD) Framework for the Department

(b) Integrate and orchestrate the implementation of the organization development and management agenda and programs

(c) Design, manage, coordinate and implement OD initiatives in the context of the organization development framework and plan of the Department and ensure relevance, quality, completion and sustainability of results

(d) Develop and strengthen the in-house agency capability on the operation and management of organization development and change initiatives

(e) Generate knowledge and information derived from the implementation and evaluation of OD programs for future development and design initiative

The Center for OD shall have two divisions namely Organization Effectiveness Division and School Effectiveness Division.

MANAGEMENT DIVISION TO ORGANIZATION EFFECTIVENESS DIVISION

Based on DBM Budget Circular 2008-5 Sec. 2.11 issued on 14 April 2008, the Management Division of the Financial and Management Service is tasked to review and examine the administrative organization and manpower requirements for the continuous improvement of management systems and processes. The end goal of their function is primarily to achieve organization effectiveness.

As a special assignment, the Management Division currently handles the management of the Automatic Payroll Deduction System (APDS). This includes setting the guidelines for automotive payroll deductions system, accreditation and performance review of private lending institutions, and monitoring of APDS implementation in the field offices. This special assignment, which has taken up the bulk of the time of this division, is by nature a financial operations function.

Upon review of the functions, it was seen that there is a need to bring the focus of this division back to its original mandate rather than perform financial system operations of the APDS.

Thus, it is beneficial to the organization and helpful to the Management Division if this office is rationalized and aligned with other offices that are focused on the continuous improvement of the organization as well as the school. In this context, the proposal is to rename the Management Division to **Organization Effectiveness Division** and transfer it to the newly created Center for Organization Development.

On top of the regular functions of Management Division as defined by DBM Budget Circular *2008-5 Sec. 2.11* issued on 14 April 2008, this division shall perform expanded functions such as:
(a) Management systems development and improvement;
(b) Management of change initiatives; and
(c) Internal advocacy for culture building.

Specifically, the Organization Effectiveness Division shall take the lead in the formulation of the organization-wide development frame and design change interventions to sustain organization competence and ensure continuously organization learning. This office shall also take the lead in the development of organization development (OD) policies relevant to the continuous improvement of organization operations. To achieve this, the office shall undertake research in aid of policy and standards formulation, and benchmarking endeavours relevant to advancing the desired organization culture and image of the Department. In collaboration with the Communications and Public Affairs Service, this office shall also take the lead in managing the internal communication of information relevant to promoting awareness and unified understanding of change initiatives. This is to ensure that DepED employees are aware of and have the right information on the department's initiatives and programs, with the goal of them also becoming effective advocates for the department.

Functions related to APDS shall remain with the Finance Service through the creation of Payroll Deduction Services Division.

The Organization Effectiveness Division shall be manned by fourteen (14) staff, headed by a Project Development Officer V. The technical staff of this division shall be composed of project development officers and administrative officers to provide expertise in organization development or organization psychology, change management, operations management and communications.

SCHOOL EFFECTIVENESS DIVISION

Schools and Learning Centers are the frontline units of the department in delivering the basic education services to all learners nationwide. This underlines the importance of ensuring quality and continued practice of good governance in the schools and learning centers nationwide.

In the current set-up, there is fragmentation of approach and efforts in the department to address the critical functions of ensuring quality management, good governance and effective practice of school-based management. An ad-hoc technical working group, together with the Planning and Programming Division of Planning Service as program secretariat, manages the implementation of school-based management (SBM) from policy reviews and capacity-building to monitoring of SBM grants implementation. The three bureaus also look after school effectiveness only within the scope of their clientele, separate for elementary, secondary and out-of-school learners. This further aggravates the difficulty in standardizing policies, quality indicators, and establishing a holistic process for achieving school / learning center effectiveness.

In the strategic review of functions, it was acknowledged that the functions of ensuring quality and promoting good governance of schools and learning centers are too important to be handled by an ad-hoc group or to be assigned as a special assignment to an existing division.

In the rationalized structure, the proposal is to create a new division, **School Effectiveness Division,** under the Center for OD. The creation of this office is to integrate the efforts of DepED on developing and implementing policies and standards, programs and projects that will ensure quality of and promote good governance of schools and learning centers (e.g. school-based management, PASBE accreditation system).

The primary function of the School Effectiveness Division shall be to develop and manage the framework for school effectiveness and the standards for "governance" appropriate to support effective schools through periodic study of institutional leadership and management practices in the context of organization and systems development. Specifically, this division shall develop, manage and continuously improve the accreditation system for Schools and Learning Centres. It shall also develop and implement the system for the qualifying exams for education leaders and managers at various DepED levels for purposes such as school head promotion, achieving CESO eligibility among others. The division shall collaborate with the regions in overseeing the application and monitoring of compliance to school performance management standards and system.

The School Effectiveness Division shall be manned by nine (9) staff, headed by a Project Development Officer V. The technical staff of this division shall be composed of project development officers with experience in operations management and quality management, and a statistician to manage data consolidation and analysis based on the results.

Manpower Requirement of the Center

In the 2005 structure, the Management Division had a total of twenty (20) positions authorized, however only seventeen of which were filled up. The Center shall be headed by a Director III, who shall report directly to the Undersecretary/Assistant Secretary for Governance and Operations. The Center Director shall be assisted by a Director II and both shall be provided with three (3) administrative support staff each. Technical staff for the center shall come from the two divisions as discussed in the preceding sections.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
		Center for OD	
		Office of the Director	8
Management Division *(from FMS)*	17	Organization Effectiveness Division	14
		School Effectiveness Division	9
TOTAL	**17**	**TOTAL**	**31**

4.3.b.13. Center for Human Resource Development (CHRD)

The Center for Human Resource Development (CHRD) will be a newly created Center expanding the scope and functions of the current Human Resource Development Service (HRDS).

Currently, the HRDS has three (3) divisions:

- Staff Development Division that focuses on the professional development of non-teaching personnel nationwide and reports directly to the Undersecretary for Programs and Projects
- Employee Welfare and Benefits Division that focuses on the administration of welfare programs for all teaching and non-teaching personnel and reports directly to the Undersecretary for Finance and Administration
- Personnel Division that focuses on the implementation of personnel actions for Central Office employees and third level officials and reports directly to the Undersecretary for Finance and Administration

The review of the HRDS functions and services indicate that they had been limited to servicing the central office and selected levels of supervising officials. Further, not all integral services in the spectrum of Human Resource Development are being provided by HRDS to the DepED employees (e.g. induction, career management, performance management). The recommendation of the strategic review is for DepED to have a more complete, holistic and integrated approach in managing the welfare and development of the employees from their entry to DepED until their exit or retirement from the organization.

It is proposed that the HRDS will be converted to the Center for Human Resource Development (CHRD). As such, functions are strengthened / expanded to lead and consolidate initiatives relevant to the development of the human resource (both teaching and non-teaching) of the Department across organization levels.

The CHRD shall
- Formulate a National Strategic HRMD Framework and Master Plan on recruitment and selection; deployment; promotion; employee welfare and benefits; performance management; career progression; training and development; and continuing professional education and
- Develop HRMD policies, standards and systems for the department, establish the standards and systems to guide the efficient and effective implementation of the HRMD Master Plan and implement and enforce the HRMD plan, policies, and guidelines that cover the CO personnel and 3rd level field officials
- Undertake HRMD-related research projects
- Collaborate with the Center for Organization Development and NEAP on matters pertaining to HRMD

The CHRD will be headed by a Director and Assistant Director and is proposed to have 2 divisions. The offices comprising the Center will be: The Offices of the Director and Assistant Director, the Human Resource Management Division, and the Employee Welfare Division. The technical staff of the center must have academic and experiential background in the areas of behavioral and social sciences, human resource management and development and other related courses.

Offices of the Director and Assistant Director

In the 2005 plantilla, an Assistant Secretary position heads the office of the Service Chief for HRDS. The proposal in the rationalized structure is for this office to be retained and renamed as Office of the Director. Thus, it shall be headed by a Director III and Director II who will assume the positions of Director and Assistant Director, respectively, to manage and supervise the CHRD's operations and performance of functions; effective implementation of systems and processes; and ensure the effective delivery of results and outputs. The CHRD Directors shall be supervised by the Undersecretary/ Assistant Secretary for Governance and Operations, as are the Directors of the Center for OD and the NEAP.

HR Management Division

This new division in the proposed CHRD is tasked to lead and consolidate the strategic planning, policy formulation, programming of initiatives relevant to the development of the human resource (both teaching and non-teaching) of the Department across organization levels. This Division is also tasked to design, develop, install, maintain and continuously enhance systems and programs for:
- HR Planning
- Search, Assessment, Selection and Placement
- Succession Planning and Leadership Development
- Career Development and Management
- Performance Management
- Human Resources Management Information System (HRMIS)

Included as function of this division is the provision of technical support to the Central, Region and Division offices to ensure effective implementation of HR systems and programs. It should be noted that transactional matters related to HR will remain with the Personnel Division (which is proposed to be transferred to Administrative Service).

Employee Welfare Division

Currently, the Employee Welfare and Benefits Division performs both transformational and transactional matters related to improving the welfare and benefits of the employees. The proposal is to separate EWBD's transactional tasks such as administration of benefits to the developmental aspects of employee welfare. The purpose to ensure that the division will be able to focus on being strategic and developmental in looking after employees benefits, e.g. policy and programming of strategies on occupational safety and health. Given this, it is the EWBD shall be aptly called as Employees Welfare Division (EWD).

The proposal further suggests placing the Employee Welfare Division (EWD) under the Center for Human Resource Development. This will position the EWD in proximity to the Human Resource Management Division which will facilitate an integrated approach to developing and managing DepED's personnel and the strategic delivery of HR services.

The proposed EWD shall then be tasked to:
- Design, develop, install, maintain and continuously enhance systems and programs for rewards and recognition; and employee wellness programs for the whole department (e.g. PRAISE and National Awards Search)
- Inculcate and sustain the department core values among the leaders and employees in the department
- Respond to the varied needs of group employees in the CO (e.g. women, mothers, high risk duties and responsibilities, detailed/ relocated employees, etc.)
- Promote physical, mental, psychological, social and spiritual well-being of employees
- Conduct induction and re-orientation programs for employees and managers, and an exit and retirement program for those leaving the organization
- Provide technical support to the regional HRD offices regarding the induction and re-orientation programs of field personnel

The following offices are proposed to handle the current transactional functions of EWBD:
- Benefits administration functions will be given to Personnel Division under the Administrative Service (e.g. PRAISE)
- The management of the Provident Fund will be given to the Payroll Deduction Services Division (proposed to be created) under the Finance Service

Listed below is the summary staffing complement of the HRDS in the 2005 and proposed staffing complement for the CHRD. In 2005, there was a total of sixty plantilla positions authorized for the HRDS, only 54 positions were filled up. In the rationalized structure, 32 plantilla positions are proposed for the HRDC. Staff Development Division shall be transferred to NEAP and Personnel Division to Administrative Services. Please refer to Annex D.1 for the detailed manpower requirements.

2005 FILLED ITEMS		RAT PLAN PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
Office of the Service Chief	6	Office of the Director	8
Staff Development Division	13	*Transferred to NEAP*	
Personnel Division	26	*Transferred to Admin Service*	
Employee Welfare and Benefits Division	9	Employee Welfare Division	9
		HRM Division	15
Sub-total	*54*	**TOTAL**	**32**

4.3.b.14. National Educators Academy of the Philippines (NEAP)

The strategic review of the functions of the National Educator's Academy of the Philippines, indicated the need to have a strategic, system-wide and integrated approach to professional development planning, operationalizing training and development frameworks; and ensuring quality of training and development interventions across all levels of the organization. The intent is to achieve needs-based, high quality and performance oriented, programs offered for the development of the human capital of the organization. The review also showed that NEAP lacks the appropriate number of staff with the appropriate technical competence to perform its mandate. Moreover, the strategic review of the whole organization showed various staff development divisions in DepED Central Office. Thus, rationalizing the organization entailed the merging of all staff development divisions of DepED under NEAP. NEAP shall expand its coverage to developing and maintaining training and development systems and offering training and development programs to teaching and non-teaching staff. Its major functions shall be to:

- Formulate a National Strategic Framework for the Professional Development of all DepED personnel and development of learning maps, training program designs and resource packages for various human resource groups
- Provide and manage needs-based and demand-driven professional development programs for the continuing education of the human resource of the Department (e.g. formal training programs, scholarship programs)
- Quality assure the NEAP in the regions including the accreditation / recognition of training programs, trainers and training service providers
- Link with the CHED and education institutions for the development and recognition of NEAP training programs for credit units at the graduate level or for specialization/certificate/degree programs

In order to achieve NEAP's purpose, the consolidation of the following offices under NEAP is proposed:
- Staff Development Division of HRDS (org. code 19)
- Staff Development Division of BEE (org. code 39)
- Staff Development Division of BSE (org. code 46)
- Staff Development Division - Population Education Unit of BSE (org. code 47)
- Staff Development Division of BALS (org. code 65)

The NEAP shall be headed by a Director and Assistant Director and shall have the following offices: Program Development, Program Management, Quality Assurance, Baguio Administrative Unit

Offices of the Director and Assistant Director

In the 2005 plantilla, a Director III position heads the NEAP. The proposal in the rationalized structure is for this office to be retained. Thus, in the proposed structure, it shall be headed by an Executive Director II and Executive Director I who will assume the positions of Director and Assistant Director, respectively, to manage and supervise the Academy's operations and performance of functions; effective implementation of systems and processes; and ensure the effective delivery of results and outputs. The NEAP Directors shall be supervised by the Undersecretary/ Assistant Secretary for Governance and Operations, as are the Directors of the Center for OD and the Center for HRD.

The **Program Development Division** shall ensure that programs developed and offered by NEAP are relevant and responsive to the needs of the whole organization especially to educational leaders, managers, and teachers. They shall focus on design and maintenance of training systems such as: Training and Development Needs Assessment System, Professional Development Planning System, Program Designing and Resource Development System. They shall also undertake research and utilize results for human resource development, establish linkages with the CHED and education institutions for the development and recognition of NEAP training programs for credit units at the graduate level or for specialization/certificate/degree programs and manage scholarship programs and partners' support to professional development.

The **Program Management Division** shall manage the implementation and continuous enhancement of the T & D Program Delivery System. Specifically, they shall implement national level and CO programs for education leaders and managers such as: RDs, ARDs, SDSs, ASDSs, RO Chiefs and RO-EPS; and CO managers & employees; However, they shall provide technical assistance to the NEAP in the Regions related to training program management, delivery and transfer of learning into the workplace , manage Trainer Development for various learning and development areas and manage the pool of nationally-accredited trainers, resource persons

and training providers. They shall also manage the operation of NEAP facilities to serve and consistent to the purpose of managing professional development programs, including the Baguio Administrative Unit.

The **Quality Assurance Division** shall ensure the quality and integrity of NEAP's operations, programs and projects and shall formulate a strategic framework for quality assurance of NEAP's products, services and operation, set and periodically update the standards for Training and Development. It shall also manage the Training and Development Information System (TDIS), a component of the HRMIS, in support to the provision of quality programs and the career management and development initiatives of the Center for HRD.

The technical staff of the NEAP will mostly be training and education specialists with background in education, behavioral and social sciences, human resource management and development and other related specializations.

Listed below is the summary staffing complement of the NEAP in the 2005 plantilla and proposed staffing complement for the rationalization plan. In 2005, there was a total of 14 plantilla positions authorized for NEAP, 12 of which was filled. In the rationalized structure, 40 plantilla positions are proposed for the NEAP. The drastic increase in the manpower requirement can be attributed to the expanded functions of NEAP, which absorbed the functions of the other staff development offices. Hence, possible plantilla positions for NEAP can come from the Staff Development Division of HRDS and the Staff Development Division of the 3 Bureaus. Please refer to Annex D.1 for the detailed manpower requirements.

2005 FILLED ITEMS		RAT PLAN PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
NEAP		NEAP	
Office of the Director	1	Office of the Director	8
NEAP Staff (straight listing)	13	Program Development Division	8
Sub-total	14	Program Management Division	8
HRDS – Staff Development Division	13	Quality Assurance Division	9
		Baguio Administrative Unit	7
TOTAL	**14**	**TOTAL**	**40**

4.3.b.15. PROGRAM MANAGEMENT OFFICE (regularization of EDPITAF)

The Education Development Projects Implementing Task Force (EDPITAF) is tasked to support the Department's goal for delivery of quality basic education through the implementation and management of foreign-assisted projects through its Technical Service Division and the Administrative and Financial Service Division. This office has been categorized as a task force for forty years since its inception in 1972.

The strategic review of DepED concludes that the functions of EDPITAF remain to be necessary, and thus should be regularized through the creation of the Program Management Office. This office will generally perform functions such as (but not limited to) the management, coordination, monitoring and evaluation of capital intensive and large scale projects that involve 2 or more units or agencies.

The creation of the PMO is also in compliance with the DBM NBC No. 485 (13 March 2003) on the Rationalization of Project Management Offices. The PMO shall have two divisions namely Project Development Division, which is transferred from the Planning Service, and Project Management Division, which is a consolidation of the two divisions in EDPITAF.

Project Development and Evaluation Division to Project Development Division

The Project Development and Evaluation Division (PDED) is responsible for development of and liaising for the major projects of the Department and at the same time perform sector monitoring and evaluation. In the 2005 structure until present, the PDED is one of the divisions of the Planning Service.

In light of rationalizing the function of project development with project management, coordination, monitoring and evaluation especially for those projects not yet institutionalized and mainstreamed, the proposal is to transfer PDED to the Program Management Office where it can work closely with the Project Management Division (as a renamed EDPITAF) where they share in commonality of purpose that project initiatives are all directed to the holistic and integrated development of the organization. With this end in point, the PDED is proposed to be the second division of the Program Management Office and renamed to Project Development Division. The other functions of the Project Development and Evaluation Division (PDED) focused on sector monitoring and evaluation shall be absorbed by the Policy Development and Research Division of the Planning Service.

Specifically, the **Project Development Division** shall take the lead in the development and packaging of national programs/project proposals for consideration of donor institutions/partners. This office shall develop guidelines and standards on program development and evaluation, and install measures, systems and structures to ensure the continuous and sustained implementation of programs and projects which have can be integrated into the regular structure and operations. In coordination with the Project Management Division, the PDD shall undertake regular monitoring of all major on-going programs and projects and in depth evaluation of selected on-going and completed programs and projects (both locally- and foreign-funded) for the purpose of policy formulation, long- and medium-term planning and re/designing of programs and projects. This office shall also manage post-project completion and mainstreaming of project concerns in regular activities.

The Project Development Division shall be manned by thirteen (13) staff, headed by a Project Development Officer V. The technical staff of this division shall be composed of project development officers to provide expertise in project management, stakeholder engagement and technical proposal writing; senior education program specialists to focus on research and technical writing and ensure faithfulness to education development goals; an Administrative officer to provide expertise in budget preparation and management tailor-fitted to the donor requirements; and an Information technology officer to focus on managing the information systems relevant to project management and implementation.

EDPITAF Divisions to Project Management Division

The two divisions of EDPITAF, Technical Service Division and the Administrative and Financial Service Division, shall be rationalized and consolidated to form the Project Management Division of the Program Management Office.

The Project Management Division (PMD) shall take the lead in the integration and harmonization of the organization development agenda and education development programs and projects (EDPPs) of the agency. Moreover, this division shall manage the relevance, quality, completion and sustainability of the various EDPPs at the various levels of the organization to determine the alignment and contribution of the initiatives to the strategic department targets. Specifically, PMD shall coordinate and collaborate with all relevant offices for the necessary expertise and resource support needed by the implementing units and stakeholders of the various EDPPs. This office shall provide technical assistance to the field offices in the areas of efficient planning, application and optimum use of resources to project operation and implementation. It shall also conduct activities to support the development and/or strengthening of the in-house agency's capability in the management, operations and implementation of EDPPs especially in sustaining partnerships with the donors and stakeholders.

This division shall be manned by twenty-one (21) staff, headed by a Project Development Officer V. The technical staff of this division shall be composed of project development officers to provide expertise in project management and resource mobilization; an Engineer IV and Architect II to provide expertise on construction management; an accountant and administrative officers to focus on managing the manpower and financial resources of the EDPPs. The technical staff of this division shall serve as the technical coordinators and liaison between the department and the funding agencies. The staff shall coordinate and work with the organic units in the central and field offices at the same time ensuring the needs and requirement of the funding agencies are addressed.

Manpower of the Office

EDPITAF had a total of sixty-seven (67) positions authorized, however only fifty-nine (59) of which were filled up. The OPS-PDED had a total of twenty-five (25) authorized positions, only twenty of which were filled up. Some of these positions shall also be retained with the Planning Service to also provide accountable staff to perform the

functions on sector monitoring and evaluation. In the rationalized structure, the Program Management Office shall be proposing a staffing complement of thirty-five (35) staff.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
EDPITAF Office of the Director	 8	*Program Management Office* Office of the Director	 1
Technical Service Division Administrative and Financial Services Division	20 31	Program Management Division	21
Sub-total	*59*		
PDED *(some positions retained with Planning Service)*	*20*	Program Development Division	13
TOTAL	**96**	**TOTAL**	**35**

4.3.b.16. DRRM OFFICE

In 2011, DepED internally established a Disaster Risk Reduction and Management (DRRM) Office through DepED Order No. 50, s.2011. This is to comply with RA 10121 on the Philippine DRRM Act of 2010. More importantly, the DRRMO office was established to enable DepED to be more proactive and responsive to frequent issues of disaster and emergencies, given the width and depth of responsibility of the Department to all schools in the country. Based on trends, the DepED is also cognizant that Government relies on DepED as one of the key agencies responding to cases of disasters and emergencies.

Hence, the proposal is to regularize the DRRM Office and place it under the Governance and Operations Strand in the rationalized structure to ensure policies, plans and programs are strategically carried out by offices that are part of the team handling education governance functions.

The DRRM Office shall be tasked to institutionalize the *culture of safety* at all levels, to systematize protection of education investments and to ensure continued delivery of quality education services. It shall serve as the focal and coordinative unit for matters on DRRM, Climate Change Adaptation (CCA) and Education in Emergencies (EiE). Specifically, the DRRMO shall perform the following functions:

a. Develop the operational framework, policies, standards, protocols to guide the CO and field offices in managing DRRM, EiE and CCA matters

b. Manage/ coordinate the implementation of programs and projects relevant to DRRM, EiE and CCA matters, including providing technical support to the regions and schools division offices

c. Initiate and coordinate cooperation and collaborative activities on DRRM/EiE/CCA matters with national government agencies (NGAs), non-government organizations (NGOs) and civil society groups (CSOs), inter-agency and cluster groupings (i.e. NDRRMC Technical Working Group, Education Cluster, Protection Group, etc) concerned with DRRM, EiE and CCA matters

d. Manage the monitoring and evaluation of program and project implementation including generating information relevant to DRRM/EiE/CCA matters for the purpose of implementation and policy formulation

e. Create and operate (in coordination with the field offices) Emergency Operation Centers (EOC) which will serve as the Department's operating and response facility during disasters;

f. Serve as clearinghouse for all DRRM/EiE/CCA-related transactions within the department

Given the scope of the functions and magnitude of responsibility, the head of the office is proposed to be a Director IV position, which can have the authority to make decision calls with the top officials of other agencies and organizations, and mobilize DRRM operations in the central and field offices. The DRRM Director shall be supported by eight (8) staff, composed of administrative support staff and project development officers to provide technical expertise in disaster management, project management, communications, partnerships and linkages. The office shall report directly to the Undersecretary for Governance and Operations.

4.3.b.17. Legal Service

Currently the Legal Division functions focus on the provision of legal advice to the department key officials and offices, interpretation of laws affecting its operations, and the investigation and prosecution of administrative cases and/or complaints against employees.

In the rationalized structure, the Legal Division will be upgraded to the **Legal Service** to strengthen the provision of technical support to the legal units that shall be established in the region and schools division offices. Upgrading the Legal division is also in compliance with Book 4, Chapter 3 of the Administrative Code. The Legal Service will be directly supervised by the Undersecretary for Legal and Legislative Affairs.

The Legal Service shall have two (2) divisions: 1) Investigation and Prosecution and 2) Law and Appellate. Expanded functions will include the development and management of the strategic framework on the provision of legal services to guide the operations of the Legal Offices for the Department, and the provision of technical assistance to the field legal units.

Specifically, the **Investigation and Prosecution Division** shall take charge of evaluating complaints, and conducting preliminary or fact-finding and formal investigations in administrative cases against employees in the department. This division shall deploy the department attorneys to act as prosecutor in *motu propio* administrative cases in the department. This office shall also be responsible in assisting the Solicitor General in suits or litigations involving the Department, its officers or employees, or acting as the principal counsel in all actions taken in the employees' official capacity before judicial or administrative bodies.

The primary responsibility of the **Law and Appellate Division** is to provide legal advice and render legal opinion to the Office of the Secretary, Undersecretaries, Assistant Secretaries, Bureaus and offices of the Department, and interpret laws and rules affecting the operations of the department, upon request of heads of offices. Another primary function of this office is to prepare decisions and resolutions in administrative cases, including appealed cases, based on the findings and recommendations of the Investigation and Prosecution Division. This office shall take charge in processing legal documents on correction of names in school records, duty free entry and tax exemption of importations of educational institutions. The office shall also prepare, review and interpret provisions of contracts, MOAs/MOUs and legal instruments to which the Department is a party to. In addition to reviewing and preparing resolutions on appealed cases, this office shall also be responsible for issuing clearances and certifications of no pending administrative cases when requested.

In the 2005 structure, the Legal Division had a total of twelve (12) authorized plantilla positions, only nine (9) of which were filled up. In the rationalized structure, a total of thirty-four (34) positions, for technical and administrative functions, shall be proposed to ensure the efficient delivery of legal services and technical support to the whole department. The service shall be headed by a Director III and supported by three (3) administrative staff.

The Investigation and Prosecution Division shall be manned by seventeen (17) staff while the Law and Appellate Division shall be manned by thirteen (13) staff. The divisions in the Legal Service shall be headed by an Attorney V position and supported by technical and administrative staff. The technical staff of this service shall be composed of attorneys, special investigators, and legal assistants to provide expertise on legal matters. Please refer to Annex D.1 for the detailed manpower requirements of the proposed Legal Service.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
Legal Division	9	Legal Service	
		Office of the Director	4
		Investigation & Prosecution Div.	17
		Law and Appellate Div.	13
TOTAL	**9**	**TOTAL**	**34**

4.3.b.18. Legislative Liaison Office

The Legislative Liaison Unit, created internally through DepED Order No.72 s.2007, shall be regularized to put premium on legislation and enhancing liaison functions. In the rationalized structure, the unit shall be called the

Legislative Liaison Office (LLO). While the LLO will continue to liaise with the offices of the Senators and Congressmen on their concerns related to basic education, the office shall also closely coordinate with the Presidential Legislative Liaison Office (PLLO) in advocating for the Executive Branch's Legislative Agenda especially on education matters.

Through the Legislative Liaison Office, the department shall be taking a more pro-active approach in pushing for relevant legislations geared towards increasing access and quality to basic education. The LLO shall take the lead in developing and recommending to the Secretary the legislative agenda of the department. Driven by data and in consultation with the stakeholders, the LLO shall draft legislations for basic education. The office shall also take charge in preparing comments and position papers on proposed legislations for submission to Congress.

In the 2005 structure, four (4) Department Legislative Liaison Specialists (DLLS) plantilla positions were lodged in the Office of the Secretary to handle the liaison functions with the Senate and House of Representatives. In the rationalized structure, the Legislative Liaison Office shall be manned by seven (7) staff, composed of Department Legislative Liaison Specialists supervised by a Chief Administrative Officer. The office shall report directly to the Undersecretary or Assistant Secretary for Legal and Legislative Affairs.

4.3.b.19. Sites Titling Office

The current National Task Force on School Sites Titling, created internally through DepED Order no.33 s.2011, focuses on firmly establishing the ownership of school sites occupied by public elementary and secondary schools nationwide.

In the rationalized structure, the National Task Force on School Sites Titling shall be regularized and expanded. The scope of the office will not only be ensuring DepED ownership of public schools and learning centers but will now include other DepED sites (i.e. Division offices, RELCs, etc). The strengthened Sites Titling Office shall take charge in developing guidelines and appropriate strategies to facilitate the titling process of all DepED sites and properties. The office shall closely coordinate with the appropriate agencies and the Office of the Solicitor General for matters concerning the titling process including but not limited to addressing adverse claims, court cases, and illegal settlers.

This office shall provide technical and legal assistance to the regions regarding the transfer of ownership of education sites in the name of DepED. It shall also manage all records and database of education sites matters to provide reports and other needed information to the Secretary, to DepED units and other appropriate agencies.

In the current structure, there are no plantilla positions approved yet for the Sites Titling Office. The personnel performing the functions of this office have been reassigned to this office. In the rationalized structure, the Sites Titling Office shall be provided with technical and administrative staff headed by a Supervising Administrative Officer and supported by three (3) administrative staff. The office shall report directly to the Undersecretary for Legal and Legislative Affairs.

4.3.b.20. Finance Service

The **Financial and Management Service (FMS)** is responsible for providing the Department with staff advice and assistance on budgetary, financial, and management improvement matters. The Service is composed of five divisions namely Budget, Accounting, Management, Systems, and Payroll Services Divisions.

The proposal in the rationalized structure is to transfer the functions relevant to management and systems improvement to the proposed Center for Organization Development. Thereby, the FMS shall be renamed **as Finance Service** to focus on budgetary and financial matters. The Service shall be composed of the Budget Division, Accounting Division and the proposed Payroll Deduction Services Division.

The **Budget Division** shall continue to be the office responsible for the implementation of the four (4) phases of the budget process: 1) budget preparation; 2) budget legislation and authorization; 3) budget execution; and 4) budget accountability and reporting. The Division shall regularly coordinate with the Planning and Programming Division of the Planning Service and the corresponding planning and budget units of the field offices for the efficient implementation of the budget process. The Division shall be manned by 33 staff including the division chief.

The **Accounting Division** shall continue to provide the department with pre-audit, bookkeeping and audit services to ensure proper utilization of fund allocations in accordance with existing COA rules and regulations. This includes monitoring the utilization of funds transferred to Regional and Division offices and non-government organizations for education-related programs and projects. Thus, the Accounting Division shall continue to provide technical assistance and supervision to the field offices relevant to the allocation, utilization and accounting of the funds of the department. The Division shall be manned by ninety staff composed of Accountants and administrative support staff. The decrease in the staffing complement is due to the change in work flow and assignments within the division. The Accounting Division shall be adopting a process-based structure instead of being client-based.

The main function of the Payroll Services Division was transferred to the regional offices due to the decentralization of governance as mandated by RA 9155. The Payroll Services Division then focused on the gradual transfer of these services to the regions. Hence, in the rationalized structure, the Payroll Services Division in the Central Office will be abolished. The preparation of the payroll for Central office employees shall be with the Personnel Division.

The **Systems Division** is mainly tasked to develop information systems to increase efficiency of operations of the Department. However, the division became focused on the region-based payroll system rather than serve the agency in all of its information systems requirements. Current activities of the Systems Division include the monitoring of payroll services, which had been devolved to the regional offices. Upon review of the original intent of the Systems Division, it shall be integrated with the internally-established ICT Unit and upgraded to form the Information and Communications Technology (ICT) Service in the rationalized structure (Please refer to the section on the ICT Service for a full description of the functions).

Upon review of the functions of Management Division as defined in the DBM Budget Circular 2008-5 Sec.2.11, it was determined that the end goal or purpose of their functions is primarily to achieve organization effectiveness. Hence, the proposal is to transfer the division to the new Center for Organization Development and appropriately rename the office as   Organization Effectiveness Division (Please refer to the section on the Center for Organization Development for a full description of the functions). Furthermore, the special assignment of the Management Division on managing the Automatic Payroll Deduction System (APDS) is by nature a financial operations function and is thus proposed to be retained in the Finance Service.

To regularize the functions on matters related to payroll deduction services, the proposal is to create the **Payroll Deduction Services Division (PDSD)**. This new division shall also absorb the functions of the Employee Welfare and Benefits Division (EWBD) related to the loaning operations of the Provident Fund (*Please refer to the section on the Human Resource Development Service).* Hence, this new division shall primarily focus on managing and implementing the automatic payroll deduction system and the loaning operations of the Provident Fund. This includes setting the guidelines for loaning operations and automotive payroll deductions system, accreditation and performance review of private lending institutions, and monitoring of implementation in the field offices. This office shall also manage other loan sources to be utilized by DepED for its employees in the future. The proposed staffing complement of the PDS Division is eleven staff administrative officers and assistants with background in financial management, accounting and business administration.

Manpower Requirements of the Service

In the 2005 structure until present, the Financial and Management Service is headed by a Service Chief with a rank of an Assistant Secretary. The Assistant Secretary not only provided direction and leadership for the service but also supervised the operations of the service and the 5 divisions. In the rationalized structure, the general direction is that assistant secretaries and undersecretaries shall manage more than one bureau, center or service to ensure alignment of inter-related functions. Thus in the proposed structure, the Finance Service shall be headed by a Director III, who shall report directly to the Undersecretary / Assistant Secretary for Finance and Administration. The service director shall be supported by three (3) administrative staff. The technical staff of the Finance Service shall come from its divisions and will mostly be specialists in accounting, budget and financial operations.

Listed below is the summary of the staffing complement of FMS in 2005 and its counterpart proposal in the rationalized structure. In 2005, there was a total of 268 authorized plantilla items for the FMS, however only 236 positions were filled up. Since 2005, the number of filled items has also significantly decreased due to the

decentralization of Payroll Services to the regions, which greatly affected the Systems and Payroll Services Divisions. In the new structure, the Finance Service has a proposed staffing complement of 138 plantilla items to be distributed among the Office of the Director and the three divisions.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
Financial and Management Service		*Finance Service*	
Office of the Director	4	Office of the Director	4
Budget Division	24	Budget Division	33
Accounting Division	94	Accounting Division	90
Systems Division	20	*Upgraded and transferred to the proposed ICT Service*	
Payroll Services Division	77	*Abolished per devolution of payroll services to the regions*	
Management Division	17	*transferred to the proposed Center for Organization Development*	
		Payroll Deduction Services Division *(new)*	11
TOTAL	**236**	**TOTAL**	**138**

4.3.b.21. Administrative Service

The Administrative Service is responsible for providing the Department with economical, efficient and effective services relating to, records, property, supplies, equipment, cashiering, housekeeping and maintenance. In the 2005 structure until present, the Administrative Service is composed of five offices namely General Services, Cash, Property, Records, and Teachers Camp.

In the rationalized structure, the proposal is to expand the scope of Administrative services to include administration of personnel actions, welfare and benefits programs, and education facilities. The seven (7) proposed offices under the Administrative Service are namely General Services Division, Cash Division, Asset Management Division, Records Division, Personnel Division, Baguio Teachers Camp, and Education Facilities Office.

The **General Services Division (GSD)** shall be responsible for providing the Central Office with economical and efficient delivery of various support services on the following areas: a) motor pool b) housekeeping c) engineering d) medical e) dental f) library and g) security. It shall take the lead in developing and implementing policies, guidelines, plans and programs related to the operationalization of the support services in line with the existing government rules and regulations pertaining to the Building Code of the Philippines, Clean Air Act, Waste Management, Clean and Green Program, Occupational Safety and Health, rules on the proper use of government vehicles, among others.

In 2005, the GSD had a total of 89 authorized positions, only 80 of which were filled up. In the rationalized structure, a total of 57 staff is proposed to man the division. The reduction in the number of staff can be attributed to the option of getting higher administrative position levels that shall provide supervisory and/or multi-skills support for efficient office operations. The type of positions per unit shall depend on functions served i.e. Librarians for the Library Unit and Administrative Aides for ground maintenance. Additional manpower for the GSD can be done through outsourcing and contracting an agency to render the services.

The **Cash Division** shall be responsible for the management and accounting of disbursements, cash receipts, deposits, cash advances and checks of the funds of the department. It shall continue to render accountability reports for all receipts and financial transactions under its custody and responsibility. In 2005, the Cash Division had a total of sixteen positions authorized with all of them filled up. In the new structure, the Cash Division shall be manned by fifteen staff composed of administrative officers with background in finance and cashiering.

The Property Division takes charge of the procurement, distribution, recording, reporting, inventory of supplies, materials and equipment, and for the disposal of unserviceable property. In the rationalized structure, the office

shall be renamed as **Asset Management Division** with strengthened and expanded functions to include the fixed or land assets. This office shall consolidate a national inventory of all DepED assets and manage the ICT-based Asset Management System. With the expanded functions, the Asset Management Division shall be manned by 21 staff composed of administrative officers with backgrounds in merchandising, inventorying, and data management. The proposed staffing complement is an increase of seven staff, from a staffing complement of eleven staff.

The **Records Division** shall continue to implement a records management program in the creation, maintenance, use and disposition of records and files. It shall be responsible for receiving and releasing mail, distributing official communication with prompt dispatch to the field and other concerned offices. In 2005, the division had a total of twenty authorized positions, only eighteen of which were filled up. In the proposed structure, the Records Division shall be manned by sixteen staff composed of administrative officers and assistants.

The Teachers Camp was envisioned to be a comprehensive teacher training facility of the department. Currently, Teachers Camp services are limited to billeting and housekeeping services, and provision of function rooms for DepED and non-DepED clients. Upon review of its functions, the proposal is to strengthen and expand the core services of the camp to the following:

(1) Marketing and client relations management;

(2) Client services covering training, lodging and housekeeping; and

(3) Food and beverage

Hence, the proposal is to rename the Camp as "**Baguio Teachers Camp**" to distinguish this from any future / possible development of a teacher training facility of DepED. The camp shall have regular staff in the following units:

- Offices of the Superintendent and Assistant Superintendent
- Client Relations Management
- Client Services
- Finance and Administration
- General Services

In 2005, the camp had 91 authorized positions, only 86 were filled up. With the strengthened functions, the camp is proposed to be manned by 72 staff. Similar to GSD, the decrease in the staffing complement is meant to give way for higher position levels that can provide multi-skills support and supervise the contractual personnel for more efficient office operations. The camp shall have the option of hiring additional manpower through outsourcing and contracting an agency to render the services needed especially during full bookings at the camp.

New Offices in the Administrative Service

In the rationalized structure, two offices are proposed to be transferred under the Administrative Service namely Personnel Division from the Human Resource Development Service and Physical Facilities and Schools Engineering Division (PFSED) from the Planning Service.

The **Personnel Division** focuses on the implementation of personnel actions for Central Office employees and third level officials. Specifically, this office develops and administers a personnel program that includes selection, appointments, transfers, details/reassignments, reinstatements, and any other movement of personnel; leaves such as vacation, sick, maternity, terminal and study; separation from the service; salaries; and, certificates of employment and service records. This includes the maintenance and updating of the plantilla of personnel, 201 files, service cards and leave cards of the DepED central office personnel and CES officials specifically the Regional Director, Assistant Regional Director, Schools Division Superintendents and Assistant Superintendents. This division also implements Human Resource Management (HRM) systems such as Merit Selection Plan (MSP), Performance Appraisal System (PAS) and Qualification Standards (QS).

In the rationalized structure, the proposal is to retain the transactional aspects of the Personnel Division and transfer the developmental aspects of the work to the (proposed) HR Management Division of the Center for Human Resource development (CHRD). Furthermore, the division shall absorb the functions of administering the employee benefits programs for Central Office personnel, which is currently being performed by the Employees Welfare and Benefits Division (EWBD). To perform its functions, the Personnel Division shall be supported by 27 staff composed of administrative officers with background in human resource management.

The Physical Facilities and Schools Engineering Division (PFSED), originally under the Planning Service, is focused on establishing standards and policies only for school and learning center building programs; mapping, planning, programming and implementing school/learning center infrastructure works; and providing technical assistance to the field for the same purpose.

The proposal is to expand its coverage to include all other physical assets of the Department (e.g. Region and Schools Division Offices, libraries, DepED-owned training facilities, etc.), and thus, appropriately rename it to **Education Facilities Office (EFO).** The primary responsibility of the EFO shall be the formulation and enforcement of policies, standards and guidelines for the effective and efficient programs and projects implementation directed towards the provision of appropriate educational facilities and environment most conducive to teaching and learning activities.

A Director I position shall be assigned as head of the EFO due to the expansion of scope and volume of work and services. The office will be manned by regular personnel who will be assigned in research, planning and design functions; assessment and school mapping functions; and in quality assurance and technical assistance to field operations. The EFO shall be manned by 25 staff, with technical staff composed of Engineers, Architects, and Computer Operators (for AutoCAD) as well as Project Development Officers with background in Construction Management. This proposes a reduction of fifteen staff which can be attributed to the decentralization of functions to the field offices. In the proposed structures of the field offices, there shall also be an education facilities unit, with corresponding staff, in each region and schools division office.

Manpower Requirements of the Service

In 2005, The Administrative Service with its sub-offices had a total of 246 authorized positions, only 223 of which were filled up. For the purpose of the comparative analysis of the staffing complement and corresponding costs, the total filled items for the Administrative Service shall be 257 filled items, which already includes the authorized staffing pattern of the Personnel and PFSED divisions, and excludes the Legal Division as its positions shall be utilized in the proposed Legal Service.

In the rationalized structure, The Administrative Service shall 237 plantilla items for the Office of the Director and the seven offices. The Service shall be headed by a Director III and supported by three administrative staff.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	**NO. OF ITEMS**	**OFFICE**	**NO. OF ITEMS**
Administrative Service		*Administrative Service*	
Office of the Director	3	Office of the Director	4
Cash Division	16	Cash Division	15
Property Division	11	Asset Management Division	21
Records Division	18	Records Division	16
General Services Division	80	General Services Division	57
Baguio Teachers Camp	86	Baguio Teachers Camp	72
Legal Division		*Transferred to Legal Service*	
Sub-total	214		
Personnel Division (from HRDS)	26	Personnel Division	27
PFSED (from Planning Service	17	Education Facilities Office	25
TOTAL	**257**	**TOTAL**	**237**

4.3.b.22. Procurement Service

The Procurement Service ensures compliance to the policies, standards and guidelines for the procurement of goods, consulting services and contracts for infrastructure projects, pursuant to RA 9184 (Government Procurement Reform Act) and other relevant rules and regulations. Currently, the Service is composed of two sub-offices namely Technical Support Division and the BAC Secretariat.

The proposal in the rationalized structure is to comply with the DBM Circular No. 517 dated December 22, 2008 on the structure and functions of the Procurement Office in an agency. This means that the primary function of the Procurement Service shall be to direct all activities of the Department pertaining to procurement planning,

purchasing, contract management, and monitoring. To perform this function, the service shall have two sub-offices, namely Procurement Planning and Management Division, which includes the BAC Secretariat functions, and the Contract Management Division.

The **Procurement Planning and Management Division** shall set implementing standards and guidelines related to the procurement processes of the agency in accordance to RA 9184. It shall coordinate and monitor all procurement activities of the agency, whether in the central (including those of its staff bureaus) or regional level. This division shall also perform the functions of the BAC Secretariat, including overseeing the work of other BAC Secretariats and providing technical support to when necessary.

The Technical Support Division shall be renamed to **Contract Management Division** with expanded functions as stated in the guidelines of DBM Circular No. 517. The division shall be responsible for monitoring the compliance of providers to the terms and conditions of the procurement contract. It shall coordinate with the end-users for the acceptance of goods and services, and with the Finance Unit for the payment of contracts. When necessary, this office shall initiate sanctions against erring suppliers, contractors and consultants, including the forfeiture of performance security and blacklisting. The Contract Management Division shall oversee post-award contract management activities of the regional offices and provide technical support when necessary.

Manpower Requirements of the Service

In the 2005 and in the proposed structures, the Procurement Service shall still be headed by a Director III, who shall report directly to the Undersecretary / Assistant Secretary for Finance and Administration. The service director shall be supported by three (3) administrative staff. The technical staff of the Procurement Service shall be composed of administrative officers with background in procurement services, finance and business management.

Listed below is the summary of the staffing complement of Procurement Service in 2005 and its counterpart proposal in the rationalized structure. In 2005, there was a total of eighteen authorized plantilla items for the Service, however only fifteen positions were filled up. Since 2005, there has been a great increase in the volume of procurement activities entered into by the department to provide the needed basic education resources. In the new structure, the Procurement Service has a proposed staffing complement of thirty plantilla items to be distributed among the Office of the Director and the two divisions.

2005 FILLED ITEMS		RP PROPOSED ITEMS	
OFFICE	NO. OF ITEMS	OFFICE	NO. OF ITEMS
Procurement Service		*Procurement Service*	
Office of the Director	2	Office of the Director	4
BAC Secretariat	6	Planning and Management Division	14
Technical Support Division	7	Contract Management Division	12
TOTAL	**15**	**TOTAL**	**30**

In summary, the offices in the 2005 Structure vis-à-vis the proposal are as follows:

Category of Office	2005 Structure	Proposed Rationalized Structure	Remarks
Service	**Six (6) - excludes IAS:** ▪ Planning Service ▪ Financial and Management Service ▪ Administrative Service ▪ Procurement	**Seven (7) -- excludes IAS:** ▪ Planning Service ▪ Financial and Service ▪ Administrative Service ▪ Procurement	Of the six (6) services in 2005: ▪ Three (3) were retained: Planning, Administrative and Procurement Services ▪ One (1) -- Finance and Management Service was modified to Finance Service ▪ One (1) – Technical Service was renamed as Public Affairs ▪ One (1) – HRD Service was converted into a Center

Category of Office	2005 Structure	Proposed Rationalized Structure	Remarks
	Service ▪ Technical Service (TS) ▪ Human Resource Development (HRD) Service	Service ▪ Public Affairs Service ---- ▪ ICT Service ▪ Legal Service	The **Public Affairs Service** is proposed for the intent of keeping the public informed and ensures the agency's efficiency and responsiveness to the public as a whole which should result in a strengthened coordination and engagement of stakeholders to the vision, mission and goals of the agency. The two (2) additional Services for creation are: (1) **Legal Service** - created in compliance with Book IV, Chapter 3 of the Administrative Code of 1987 (2) **ICT Service – created based on the need of** DepED for a support service that will perform the functions of managing information systems and developing technology solutions
Bureau	**Four (4) - includes BPESS:** ▪ Bureau of Elementary Education ▪ Bureau of Secondary Education ▪ Bureau of Alternative Learning Systems ▪ Bureau of Physical Education and School Sports (BPESS)	**Two (2):** ▪ Bureau of Curriculum Development ▪ Bureau of Learning Delivery	The Bureaus were rationalized to primarily support the curriculum reforms and to achieve a seamless, holistic and integrated approach to learner development, in whatever learning system they are engaged. The intent of the new layout of the Bureaus is to ensure focus on functions and work processes that promote inclusive education that is relevant to the community. BPESS is abolished per RA 9155. However, the BPESS and its plantilla items are still in the PSIPOP up to present. Thus, it is included in the 2005 inventory as ceiling for the rationalization

Center	**Three (3):**
	▪ School Health and Nutrition Center (HNC)
	▪ National Education Testing and Research (NETRC)
	---- 	
	▪ National Science Teaching Instrumentation Center (NSTIC)
		Five (5):
		▪ Center for Learner Support Services (expanded HNC)
		▪ Center for Education Assessment (renamed NETRC)
		▪ Center for Learning Resources (merged NSTIC and IMCS)
		▪ Center for Organization Development
		▪ Center for HR Development (instead of HRD Service)
			The additional Centers are:
			(1) **Center for Organization Development (COD)** – this is the result of the recognition to have a focus on organization development and quality assurance to achieve the organizational effectiveness that:
			  a. Is a result of strategic and systems-wide approach to development and quality assurance; and
			  b. Directed towards supporting schools / learning centers' effectiveness and its positive impact to learner development
			(2) **Center for Human Resource Development (CHRD)** – The proposal is to convert the HRD Service into the **Center for Human Resource Development (CHRD).**
			DepED, with an estimated half a million employees, should have a complete, holistic

Category of Office	2005 Structure	Proposed Rationalized Structure	Remarks
			and integrated approach in managing the development and welfare of the employees. Hence, it is envisioned that through the CHRD, DepED should be able to lead and consolidate initiatives relevant to the development of the human resource (both teaching and non-teaching) of the Department **across organization levels.**
Academy	**One (1)**: National Educators Academy of the Philippines (NEAP)	**One (1)**: National Educators Academy of the Philippines	Retained but with expanded coverage and functions
Task Force	**One (1):** Education development Projects Implementing Task Force (EDPITAF)	**None**	Special note: The rationalized structure includes a proposal for the creation of six (6) offices, to wit:
The total number of Divisions across all the Services, Bureaus, Centers, etc.	**Fifty six (56) -- including three (3) divisions of BPESS** *(Note: these are divisions with an organizational code per DBM's record. Hence, all offices that were internally created an issuance of DepED Order is excluded in the count)*	**Fifty six (56)**	▪ External Partnerships Office – manage and monitor national and foreign commitments ▪ Disaster Risk Reduction and Management office (DRRMO) – in compliance with RA 10121 ▪ Program Management office - in place of EDPITAF which is in compliance with DBM's NBC No. 485 (13 Mar. 2003) ▪ Legislative Liaison Office – to manage and monitor legislative concerns of DepED ▪ Sites Titling Office – to manage titling concerns of DepED's properties (considering the volume of assets) ▪ Education Facilities Office -- manage the policies, standards and initiatives relevant to establishment, maintenance and repair of DepED's assets (not limited to schools)
Secretariat	**Three (3):** ▪ Teacher Education Council Secretariat (TECS) ▪ Instructional Materials Council Secretariat (IMCS) ▪ Bids and Awards Committee (BAC) Secretariat	**One (1)** ▪ Teacher Education Council Secretariat (TECS)	Only the TECS remain to be a Secretariat. The IMCS will be consolidated with NSTIC to rationalize all functions and initiatives on learning resource and instruments development, quality assurance, production, acquisition, distribution, maintenance and storage. This will ensure an integrated, holistic and systematic approach to the provision of learning resources that is much needed by the learners. The functions of the BAC Secretariat will be absorbed by the Planning and Management Division of the Procurement Service.

In terms of items, the rationalized structure requires a total of 1,196 items. This is a reduction of 22 items compared to the 1,218 filled items in 2005 (ceiling prescribed by EO 366). Although the reduction in items is just about 1.8%, the types of positions required in the proposed structure are more technical in nature. A comparison of plantilla items between the proposed and 2005 (filled and unfilled items) shows that there is a reduction of 12% in administrative

types of position and an increase of 11% in positions that are by nature key, technical and support to technical positions. The table below provides the details of the comparison.

SECTION 4 – TABLE36: DISTRIBUTION OF CENTRAL LEVEL OFFICES' STAFF PER POSITION TYPES: COMPARISON OF 2005 AND THE PROPOSED RATIONALIZED STRUCTURE

| POSITION TYPES: | DBM'S CATEGORIZATION OF POSITION | | | | | |
	ALL 2005 POSITIONS AT THE CENTRAL LEVEL	%	RP PROPOSED STAFFING FOR THE CENTRAL LEVEL	%	CHANGE:
Key	77	6%	84	7%	+ 1%
Technical	380	27%	389	32%	+ 5%
Support to Technical	151	11%	193	16%	+ 5%
Administrative	786	56%	531	44%	- 12 %
Totals:	1,394	100%	1,197	100%	
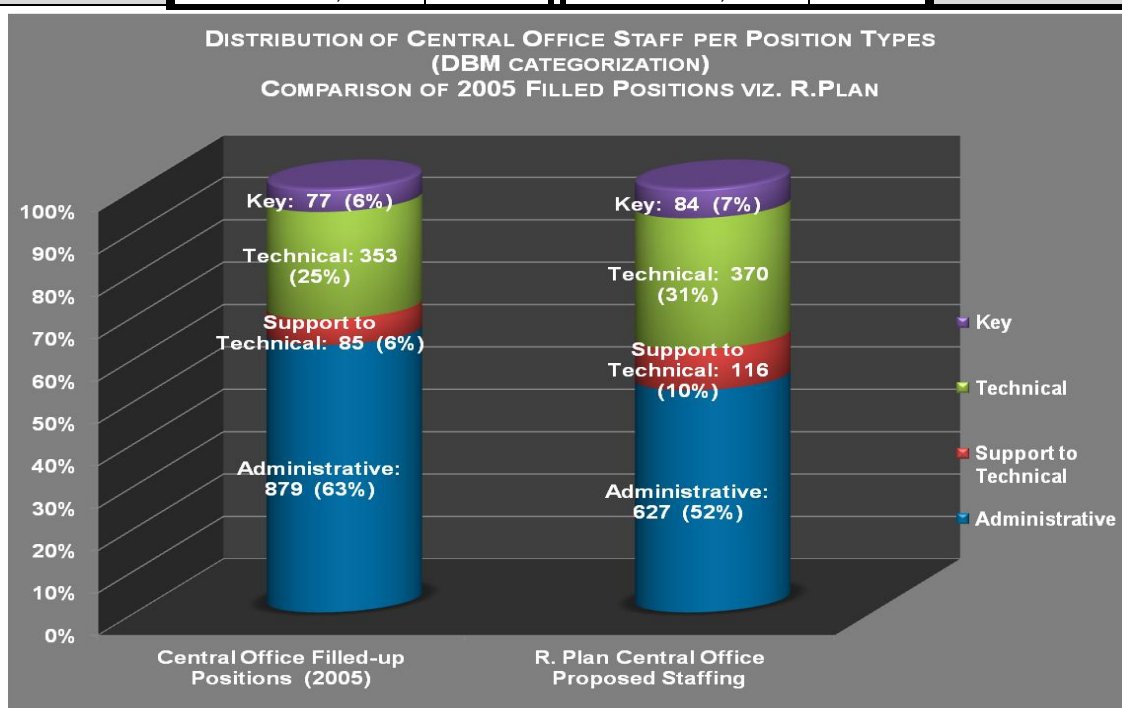
5.0 Changes in the Structure: Region Office

5.1 Description

The Regional Office (RO) of the Department of Education ensures and is accountable for the achievement of the goals and targets of the department in a specific geographical area in the country. It works with the local government units and educational stakeholders to develop a policy framework that reflects the needs, opportunities and aspirations of the regional community.

The re-engineered Regional Office performs functions corollary to the policies and standards set by the Central Office along Curriculum and Instruction, Quality Management, Organization Development and Education Governance, and Finance and Administration services. It provides over-all field leadership to Schools Divisions by setting regional policy directions, standards and strategies consistent with the national framework for the development and management of programs and projects relevant to the socio-cultural context of the region.

The Regional Office is responsible and accountable for the building of a community of Schools Divisions and their continuous development in order to create a collective effort to achieve the region's goals. In order to achieve these goals, the RO focuses on the development and the implementation of a regional education development plan; the localization of the national curriculum; research and development; quality assurance of education processes in compliance with standards; the development of its human resources including those of the Schools Divisions.

While the RO continues to give premium to supporting "Curriculum and Instruction", the proposed new structure also takes into account the rationalization of functions that look after "learner readiness", the "learning environment" and partnerships and projects for education support. The new structure ensures comprehensive delivery of support to the Schools Divisions in the region through an organized provision of technical assistance. It is a "process-oriented structure" as it enables the organization to cope with changes and new requirements, i.e., new types of clients, new content area, new technology, etc.

5.2 Organization Functions per Key Result Area

The review of organization functions at each level of the Department enabled the re-identification of four Key Result Areas[7] (KRTs) to which the functions were categorized. The alignment of functions per KRT ensures that the performance of organization functions will lead to results. Further, the functions were reviewed to ensure alignment, consistency and delineation of roles per level in the agency. The summary of the organization functions of the Regional office per KRT are listed in Table #.

SECTION 5 - TABLE 1: ORGANIZATION FUNCTIONS OF THE REGIONAL OFFICE

Key Result Area	Regional Office Organization Functions
KRT 1: CURRICULUM	
1.A. Curriculum and Instruction	**KRT1-A.** Define a regional educational policy framework consistent with that of CO and which reflects the needs and aspirations of the region A.1. Oversee the implementation of the national and localized curriculum A.2. Approve localized curriculum, innovations in the curriculum and delivery modes A.3. Develop curricula and delivery models through research A.4. Provide technical assistance to the Division to strengthen their capacity to manage the implementation of the curriculum and supervision of schools
KRT 1: CURRICULUM	
1.B. Learning Resources	**KRT1-B.** Evaluate, quality assure and approve localized learning resources for regional us

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[7]**Key Result Areas (KRT)** – these are areas where performance and results directly affect attainment of the mission of the organization; also, these are critical areas truly worthwhile to invest time, energy, and resources as they directly contribute to results

SECTION 5 - TABLE 1: ORGANIZATION FUNCTIONS OF THE REGIONAL OFFICE

Key Result Area	Regional Office Organization Functions
and Instructional Materials	B.1. Develop, produce and distribute learning resources for region-wide adoption, and when appropriate endorse to Central office for national use B.2. Manage the equitable distribution of learning resources in the region B.3. Ensure compliance with the guidelines, policies, standards and specification in the development, procurement, production and utilization of learning resources
1.C. Research	**KRT1-C.** Formulate a Regional Research Agenda on curriculum and instruction C.1. Undertake regional researches on curriculum and instruction C.2. Provide technical assistance to the DO in the conduct of researches on curriculum and instruction C.3. Disseminate and utilize research findings
KRT 2: QUALITY	
2.A. Quality Management	**KRT2-A. 1.** Manage a regional quality management system to support the delivery of basic education services meeting quality standards a national quality management system framework for basic education. **KRT2-A. 2.** Adapt the national education standards and policies on the establishment, operation, conversion, separation, integration, accreditation and management of Schools and Learning Centers (LCs) in the region and monitor their implementation at the Division Level **KRT2-A. 3.** Conduct research studies and policy reviews on regional standards and programs

2.B. Quality Assurance and M&E	**KRT2-B. 1.1.** Quality assure the systems and processes in the region and division in compliance with standards and guidelines
	KRT2-B. 1.2. Monitor and evaluate regional performance along :
	   a. Education outcomes
	   b. Education services
	   c. Education resources
	KRT2-B. 2. Manage the accreditation system for public & private schools based on national standards and guidelines
	KRT2-B. 3. Quality assure the implementation of prescribed national criteria for the development of the Human Resource (e.g. recruitment, selection and training of all staff in the region and Division)
	KRT2-B. 4. Monitor and evaluate effectiveness and efficiency of division-based INSET programs and other services of the NEAP in the Regions
	KRT2-B. 5. Monitor compliance of the Division Office to the staffing pattern set by the region

KRT 3: ORGANIZATION DEVELOPMENT AND EDUCATION GOVERNANCE	
3.A. Directions, Policies and Ed. Strategic Plans	**KRT3-A. 1. 1.** Define a regional educational policy framework. **KRT3-A. 1. 2.** Develop and implement a regional basic education plan (REDP) to ensure the implementation of academic and education support services. **KRT3-A. 1. 3.** Oversee the development and implementation of the division education development plan (DEDP)) **KRT3-A. 2.** Develop and recommend to CO, and other agencies and LGUs in coordination with the RDC, legislative agenda and educational research **KRT3-A. 3** Provide the mechanisms to implement policies, standards and guidelines for outcome-focused resource mobilization **KRT3-A. 4.** Formulate in coordination with RDC the budget to support regional education development plans **KRT3-A. 5.** Ensure the provision of support services for learning readiness such as

SECTION 5 - TABLE 1: ORGANIZATION FUNCTIONS OF THE REGIONAL OFFICE

Key Result Area	Regional Office Organization Functions
	Gender & Dev., Health and Nutrition, Mitigating Climate Change, IPs, Educational Facilities, etc
3.B. Education Effectiveness	**KRT3-B. 3. 1.** Manage RO-based INSET programs (e.g. training of region & division staff)
	KRT3-B. 3. 2. Coordinate and mobilize resources available at the regional level to support division-and school-level INSET targets
	KRT3-B. 4. Determine the organization component of the divisions and districts and approve the proposed staffing pattern in the divisions and districts
	KRT3-B. 5. Apply the HR standards and if appropriate, localize the application of the HRD standards, policies and guidelines
	KRT3-B. 5. 2. Undertake HRD related research projects and develop and manage region wide projects
	KRT3-B. 4. Manage and utilize the Education Management Information System (EMIS)
3.C. Linkages	**KRT3-C. 1.** Establish a communication system to strengthen relationships with external partners
	KRT3-C. 2. 1. Ensure proper participation of DepED in the Regional Development Council, and other partnerships with GOs and NGOs
	KRT3-C. 2. 2. Establish & maintain **partnerships** with external partners / stakeholders for mobilization of resources to support the delivery of basic education services
3.D. Research	**KRT3-D. 1.** Develop a Regional Research Agenda that is responsive to local context
	KRT3-D. 2. Undertake regional research to assess needs as basis to formulate designs, standards, regional policies, innovations; localized curriculum and ; models of instruction
KRT 4: FINANCE AND ADMINISTRATION	
	KRT4. 1. Formulate, in coordination with the RDC, the budget to support the regional educational plan which shall take into account the educational plans of the divisions
	KRT4. 2. Plan and manage the effective and efficient use of all personnel, physical and fiscal resources of the regional office in accordance with existing rules.
	KRT4. 3. Develop and establish procedures in monitoring and supervision of region's and schools divisions' physical and fiscal resources
	KRT4. 4. Coordinate and mobilize resources available at the regional level to support division-and school-level INSET and other program targets
	KRT4. 5. Install and implement in the region the required financial and administrative systems for improved productivity and efficient /timely completion of government transactions
	KRT4. 6. Monitor and assess the schools divisions regarding: (a) resource mobilization and utilization; and (b) compliance with the existing rules and regulations
	KRT4. 7. Manage and implement personnel action (Hire, place and evaluate for promotion, suspension and termination) of all employees in the regional office, except for RD and ARD
	KRT4. 8. Evaluate performance of all SDS and ASDs in the region and make recommendations to CO for personnel action (placement, promotion, suspension, termination)
	KRT4. 9. Evaluate performance of all employees in the region and implement reward and recognition system
	KRT4. 10. Establish a mechanism to implement national policy on personnel assistance program
	KRT 4. 11. Provide technical assistance to the division offices

5.3 Regional Office Structure

The structure of the Regional Office has been its official structure since its creation in 1975. At that time there were 13 regional offices and 127 schools divisions. Even in 2001, when RA 9155 was signed into law and differentiated the roles, authority, responsibilities and accountabilities, of the various DepED levels and mandated the abolition of Physical and School Sports Division pursuant to this legislation, the organizational structure and functions performed by the region has not changed. Today, there are 17 regional offices with the addition of CAR, ARMM, and CARAGA and the splitting of Region IV into IV-A and IV-B.

5.3.a. The Current Structure

In the **current structure,** the Regional Office is headed by the Office of the Regional Director who is assisted by an Assistant Regional Director. The Regional Director is supported in the execution of his/her managerial and administrative functions by five (5) divisions which are the Elementary Education (EED), Secondary Education (SED), Alternative Learning System (ALS), Budget and Finance, and Administrative Services and three units: a Health and Nutrition Unit, a Planning Unit and a Legal Unit; the last two are under the Directorate.

The three Divisions, Elementary, Secondary and ALS are structured according to target groups of learners such as school age learners enrolled in the formal system (elementary and secondary) and out of school children, youth and adults (alternative learning system). This structure mirrors that of the Central Office and the three bureaus (Elementary, Secondary and ALS) and allows the EED, the SED and the ALS divisions to separately perform their functions for the learners of the elementary, secondary or ALS respectively. Thus, monitoring the operationalization of the basic education curriculum, managing of education programs and projects and reporting are done by each of the divisions in the Regional Office. Training and development is done by each division separately and as mandated by the bureaus in the CO. Most often, collaboration is non-existent.

Except for Budget and Finance and Administrative Services Divisions, not one division is responsible for the functions pertinent to Curriculum and Instruction, Quality, Organization Development and Education Governance. This results to the creation of task forces and ad hoc assignments for programs and projects that management consider as thrusts such as SBM, ICT, Quality Management, Disaster Risk, Reduction and Mitigation, Kindergarten, Multi-grade, IP and Madrasah among others.

SECTION 5 - FIGURE 1: CURRENT REGION OFFICE STRUCTURE

Special Notes:
a) "Adhoc" assignments / structures:
  - SBM Coordinator & Task force
  - ICT Coordinator
  - Regional Quality Management Team
  - DRRM coordinator/ team
b) **Planning & Legal is under the directorate**
c) **1 Contract of Service - Engineer is assigned from CO**
d) **Training is done by each division as mandated by CO**

Office of the Regional Director

Office of the Assistant Regional Director

Health & Nutrition Unit

Elementary Education Division | Secondary Education Division | Alternative Learning System Division | *Physical Education & School Sports Division** | Budget and Finance Division | Administrative Services Division

Field Divisions
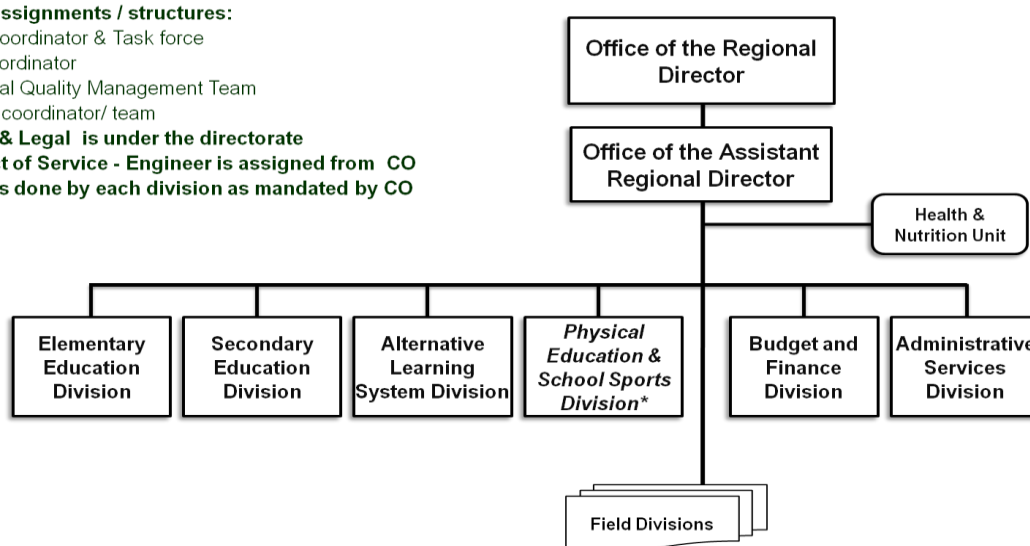
* Abolished per RA 9155

5.3.b. The Proposed Structure

The **proposed structure** is function-based. This structure will enable this level to focus its efforts and services on core services, provide field leadership in the enforcement of standards and technical support service to the schools divisions and   improve quality and efficiency. This supports the principle that "the core functions of the organization should be the focus of the unit". There are six (6) divisions and they are: Curriculum and Learning Management, Education Support Services, Quality Assurance and Accountability, Field Technical Assistance, Policy, Planning and Research, and Human Resource Development (including the management of NEAP in the Region). Each division is responsible for the performance of functions pertinent to each of the cited KRTs in collaboration with other divisions. As a matrix organization, members of the regional office officially belong to one of the functional divisions but they are coordinated by the Field Technical Assistance Division in the delivery of service to the Schools Divisions.

SECTION 5 - FIGURE 2: PROPOSED RATIONALIZED STRUCTURE (AS OF FEBRUARY 2013)

DEPARTMENT OF EDUCATION
RATIONALIZED STRUCTURE OF THE REGIONAL OFFICE
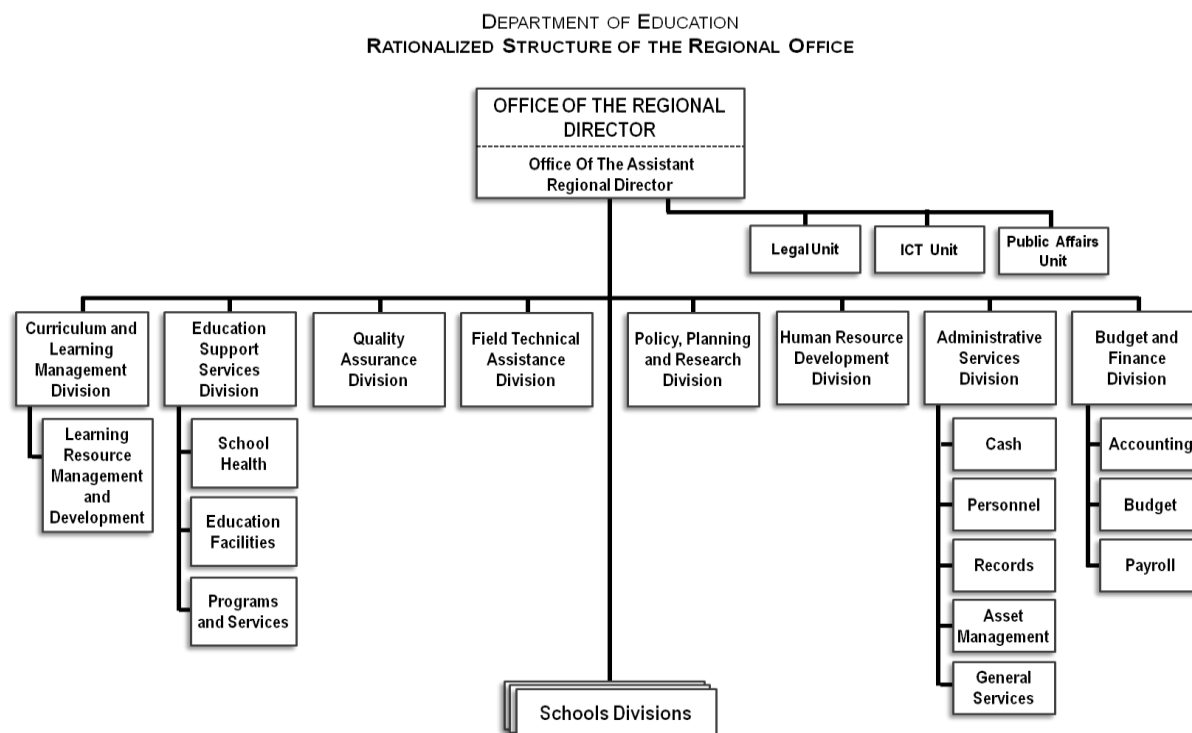
As shown in the proposed structure which is similar to current structure, the Cash, Personnel, Records, Asset Management (Supply Office) and General Services Units are in the Administrative Services Division while Accounting, Budget and Payroll Units are in Budget and Finance Division. The Legal Unit and Communications and Public Affairs Unit are new offices under the directorate.

5.4 Description of Offices at the Regional Level

The Region shall be organized as follows:

5.4.a   Office of the Regional Director (RD)-

The Regional Director is an educational leader of the region under his/her care and is the manager of the Regional Office. His/her main responsibility is to provide leadership in defining the regional educational policy, plans, and directions, maintain oversight and supervision of Schools Divisions, build partnerships among educational stakeholders, and manage the financial, human and physical resources of the region.

In the Office of the RD are:

5.4.a.1 Office of the Assistant Regional Director (ARD)

The ARD assists the Regional Director in the management of the region. He/she may be assigned specific areas of responsibilities and be delegated the necessary authority to perform the task by the RD.

5.4.a.2 Legal Unit

The legal unit provides legal assistance and advice to the Regional Director (RD) on matters pertinent to contracts, Memorandum of Agreements (MOAs), Memorandum of Understanding (MOUs) and other legal documents, assists the RD in resolving administrative cases and complaints and in coordination with the FTA Division, provides technical assistance to the division offices as regards legal services. The establishment of a Legal Unit shall improve the process of handling or resolving the legal concerns/cases encountered by the regional office or brought up to the region by the schools divisions.

5.4.a.3 Communication and Public Affairs Unit

The Communication and Public Affairs Unit is responsible for establishing communication system to strengthen relationships with external partners and inform the public of the status and accomplishments of the region. It ensures involvement of DepED in the Regional Development Council (RDC), and partnerships with other government organizations (GOs) and non-government organizations (NGOs). It establishes and maintains partnerships with external partners or stakeholders for mobilization of resources to support the delivery of basic education services.

There are other divisions in the regional office that support the RD in his/her task of managing the region. As previously mentioned in the current structure, there are three technical divisions: EED, SED, ALS, and two support divisions: Budget and Finance and Administrative Services Divisions. **This clustering of technical services however is based on target clientele and not on functions.** As a result, the three divisions focusing on target clientele overlap in their functions especially in the delivery of services to the field creating confusion among field personnel. Moreover, there are no offices in the region that would take care of the other major concerns of the region like Quality Assurance, SBM, policy formulation, and other programs or projects that would directly help in accomplishing department goals and targets.

Based on the mandate, the core and allied services of the regional office can be clustered into six major areas which are: Curriculum Learning Management, Education Support Services, Quality Assurance and Accountability, Field Technical Assistance, Human Resources Development and Policy, Planning and Research. These six areas are now the foci of the functional divisions in the proposed organizational structure for the Regional Office. The divisions on Budget and Finance and Administrative Services remain as support divisions.

5.4.b Curriculum and Learning Management Division (CLMD)

This is the division in the regional office responding directly to the core function and unique mandate of DepED. It is in charge of ensuring the full implementation of the articulated basic education curriculum in all levels of the formal system and of the non-formal system. It is the responsibility of the CLMD to increase access to quality and varied learning resources. It is also mandated to localize and indigenize the curriculum to improve the quality of learning outcomes. It is headed by a chief with twelve (12) Education Supervisors specializing in different subject areas and managing the LRMD Center.

The CLMD shall oversee the implementation of nationally developed models of instruction and the integration of local learning systems, innovations and delivery modes developed/piloted by the region and divisions in adherence to national policies and standards. It shall develop a regional educational curriculum framework on the localization and implementation of the basic education curriculum consistent with the national policies and standards. It shall also manage the development of the localized curriculum and special curriculum programs for all types of learners and oversee its implementation, monitoring and evaluation as well as the implementation of accreditation schemes for different learning systems, e.g. accreditation and equivalency testing.

Another function of the CLMD is to provide technical assistance to the schools divisions in: a) developing/ managing appropriate learning environment, learning management, delivery systems and assessment modes for all types of learners; b) strengthening their capacity to manage the implementation of the curriculum and supervision of schools; c) managing the organization, and monitoring the implementation of programs for the special needs education in public and private schools consistent with national policies and guidelines; and c) implementing learning models and strategies for special needs education.

The CLMD shall also monitor and evaluate the a) pilot implementation of learning models and strategies for special needs education (such as Madrasah education, IP education, and education for differently-abled learners) to inform adoption for region-wide implementation and b) pilot implementation results and region-wide implementation of any modification or newly developed features of the curriculum. It shall manage the conduct of field research on curriculum and instruction in support of the delivery of a quality basic education for curriculum development. The Division shall submit quarterly and annual accomplishment reports to the Directorate.

5.4.b.1. Learning Resource Management and Development (LRMD)

The CLMD has a Learning Resource Management and Development Center (LRMDC) whose function is to develop, produce and distribute localized learning resources for region-wide adoption after they had been evaluated, quality assured and approved. The Center shall manage the equitable distribution of learning resources in the region and shall ensure compliance to policies, guidelines, and standards in their development, procurement, production and utilization and the Learning Resource Management and Development System (LRMDS) set. It shall conduct research on the utilization of learning resources and provide technical assistance to the schools divisions in the development, production, and distribution of learning resources for division-wide adoption. The Center's functioning will ensure that learners will continue to have access to learning resources they need for learning despite the lack of textbooks.

5.4.c. Education Support Services Division (ESSD)

ESSD shall give support to the delivery of basic education through non-curricular programs and projects, and the provision of needed resources to Schools Divisions in order to create an environment conducive to learning and ensure learner readiness to learn
.
Specifically, it shall establish localized standards, structures, and mechanism to implement policies on management and implementation of special programs and projects that provide support to the delivery of basic education. It shall provide technical assistance to the Schools Divisions in project proposal preparation for funding and request for other support services to facilitate the realization of the programs and projects of the Schools Divisions.   It shall coordinate mobilization of human, financial and material resources across the region, ensure equitable distribution of resources in the schools divisions and arrive at recommendations for maximum utilization towards building a regional community of practice among Schools Divisions. It shall also develop and implement advocacy strategies or programs to utilize resources generated by partnerships with education stakeholders. Furthermore, it shall oversee, monitor and provide technical assistance to the Schools Divisions in the implementation of the programs approved by the Region such as programs along health and nutrition, physical facilities, disaster and risk mitigation and response, and special events and programs in the region.

The Division shall be manned by six (6) technical personnel including the Division Chief for a large region. They shall coordinate closely with the CLMD to ensure that "time on task" of teachers are not jeopardized with the conduct of these extra-curricular activities. The Division shall periodically evaluate the results of the programs and projects implemented by the schools divisions and submit quarterly and annual accomplishment reports with recommendations to the Directorate.

5.4.d. Quality Assurance and Accountability Division (QAAD)

According to R.A. 9155, one major role of the regional office is to ensure quality in basic education both in content and in delivery. Monitoring and evaluation and ensuring quality of DepED's service is therefore lodged at the

DepED regional office. This becomes a "conscience function" and should be given importance. This Division shall ensure compliance with standards of quality basic education by assessing, monitoring and evaluating the Regions' and Schools Divisions' performances to guide decision making and development of policy directions in the Region towards continuous improvement in the delivery of basic education. It is manned by a division chief and six (6) education program supervisors. Its functions focus on the areas of Assessment, Monitoring and Evaluation and Quality Assurance. The Division shall submit quarterly and annual accomplishment reports to the Directorate.

Assessment - In the area of Assessment, the QAA Division shall manage the operationalization of the national assessment framework in the Region and Schools Divisions in terms of needed processes and tools. The Division shall oversee the implementation of the regional assessment program in the Schools Divisions and provide them with technical assistance in the utilization of national and regional assessment results for improving resource allocation and provision of intervention programs.

Monitoring and Evaluation (M&E) - The QAA Division shall lead in the development of an M&E system framework for the region and manages a Regional Monitoring, Evaluation and Adjustment (RMEA) strategy following the framework. It shall develop processes and tools for monitoring regional services to support basic education and organizational performance. It shall monitor and evaluate progress and results of Regional and Schools Division performance along the following: a) education programs and projects, b) education services, c) education resources, d) organizational effectiveness, and e) organizational support. It shall submit quarterly and annual accomplishment reports to the regional management. The QAA Division shall provide technical assistance to Schools Divisions in developing and managing the Division Monitoring, Evaluation and Adjustment (DMEA) process.

Quality Assurance - The Division shall manage a regional quality management system to ensure a) quality education planning, b) quality assured processes for implementation of programs and projects, and c) quality control of education outcomes across schools divisions. It shall develop evaluative criteria and standards on the implementation of both instructional and non-instructional education programs. It shall also quality assure the systems and processes in the region and division in compliance with standards and guidelines on the following: a) the establishment, operation, conversion, separation, integration, accreditation and management of both public and private schools and learning centers (LCs); b) the provision of technical assistance to the schools divisions in coordination with the FTA Division; c) implementation of division-based INSET programs & other services of the NEAP-R; d) compliance of the schools division offices to the staffing pattern set by the region; e) allocation and utilization of resources by the schools divisions; and f) all other services affecting curriculum and learning delivery. The Division shall likewise conduct research studies and policy reviews on regional standards and programs. The Division shall be manned by a Division Chief and a maximum of seven (7) Education Program Supervisors for a large region.

5.4.e. Field Technical Assistance Division (FTAD)

This is the division in charge of coordinating and integrating the provision of technical assistance to all schools divisions in order to facilitate the delivery of quality basic education and create an enabling environment in the schools and learning centers. All the technical personnel of the region shall be grouped into Technical Assistance teams. Each team is assigned to specific Schools Divisions to ensure that the latter can perform their functions well and achieve their goals. Each TA team is composed of members from the different functional divisions and shall be headed by a Chief of the other RO divisions. This set-up utilizes the matrix form of organizational structure.

The matrix form of organizational structure highly utilizes the team-based approach; thus it is motivating and exciting as it helps people gain the skills needed to make it work and enables teams to produce more than if working alone. Utilization of regional personnel is maximized as they do technical work as required of their functional division focused on creating policy recommendations for the region to adopt. At the same time, they also monitor and provide technical assistance to the field divisions so that they can continuously help schools to improve learner outcome.

Furthermore the matrix form of structure increases learning and develops multi-skills among the regional personnel, one of the guiding principles in organization design. The structure encourages them to move from action to reflection and then application. When they go to the field divisions to interact with the divisions, they gather and analyze data wherein identified gaps become the basis for providing technical assistance. At the same time, as an ES for a functional division in the region, the data gathered in the field as it relates to his/her function is evaluated and becomes the basis for policy recommendation. Upon adoption and application of a policy, the ES continuously examines its effectiveness leading to a process of continuous learning and improvement. In doing all these, the ES develops a multitude of skills both technical and behavioural – data gathering and analysis, process consultation, developing partnerships, working with teams, etc., not to mention learning about the other RO functional division's technical work through interacting with them in the field. Other skills that the matrix form requires are high levels of interpersonal and team skills, conflict management skills, dealing with role ambiguity, self-direction and group decision-making skills.

The matrix form of organizational structure Increases contact time the field divisions and ensure that all are given timely attention and provided appropriate technical assistance through the field technical assistance teams who are accountable for the success of the field divisions assigned to them. Most of all, the matrix form of organizational structure offers ease in demanding accountability for management. Management can easily identify or pinpoint responsible persons or teams of any specific Schools Division at any given time. These two results are clear manifestations that the new structure abides with the organization design principles of ensuring "nearness to the client" and "facilitating ease of demanding accountability" from the regional staff in performing their functions.

In the proposed organizational structure of the Regional Office, the RO personnel belonging to the different functional divisions are accountable to the head of the RO division in terms of their functions. At the same time, they are also accountable to the Field Technical Assistance Division for the delivery of technical assistance to their assigned Schools Divisions based on the needs of the latter.

The FTA Division shall ensure that each Schools Division is provided with appropriate and timely data-based technical assistance by the assigned TA team, i.e., based on the development needs of each Schools Division. The FTA teams shall work collaboratively with their assigned Schools Divisions in validating the needs, identifying the root cause and conceptualizing the interventions needed to respond to their identified needs.

It is the function of the FTA Division to enhance the capability of, provide support to, and seek for and mobilize resources to help the TA teams respond to the needs of target clients. It shall consolidate and integrate research-based feedback and reports from the TA teams for policy consideration and management decision of the regional or schools division offices. The FTA Division shall consolidate and submit for approval by the Regional Office management, an annual Regional Technical Assistance Plan (RTAP). The FTA Division shall likewise monitor, assess, and evaluate the outputs and outcomes of TA actions and interventions to the Schools Divisions. The RTAP is reviewed and adjusted quarterly via the Regional Monitoring, Evaluation Adjustment process. To perform all these, the FTAD is manned by a Division Chief and two (2) Program Supervisors or Specialists. The FTAD shall submit accomplishment reports – quarterly and annual to the Directorate.

5.4.f. Policy Planning and Research Division (PPRD)

The PPRD is tasked to facilitate the formulation and implementation of educational plans, policies, standards and guidelines in all areas of basic education in the region through the conduct of research studies and the development and maintenance of the Regional Education Planning and Data Management Systems in order to inform and guide management's strategic and operational decisions in the delivery of quality basic education.

Specifically, the PPRD shall lead in the development of the Regional Education Development Plan (REDP) and maintenance of the Regional Education Planning System. It shall facilitate the formulation of plans, policies, standards and guidelines based on data and research findings within the region and lead in the maintenance and updating of the Management Information System. It shall lead the development of the regional education planning framework that integrates the local context and in the preparation/updating of the Regional Education Development Plan (REDP) and the Annual Implementation Plan (AIP) of the Region. It shall prepare the region's

budget including required reports in coordination with the Regional Budget and Finance Division (BFD). It shall spearhead and guide the regular preparation of work plans per division, per section and per unit in the regional office.

Serving as the clearing house for regional basic education data/information, it shall generate and disseminate timely, accurate and relevant basic education statistics to both internal and external stakeholders. It shall provide guidance to the other units in the RO in the utilization of the EMIS for planning and decision-making and quality assure the processes for regional data management (collection, validation and processing). Furthermore, it shall lead in the development of the regional research agenda to guide the conduct of research by the functional divisions and provide technical assistance to the schools divisions in the preparation of their respective division education development plans (DEDPs). The PPRD is manned by a Division Chief and a maximum of eight (8) technical personnel for a large region. The Division shall submit quarterly and annual accomplishment reports to the Directorate.

Information and Communication Technology (ICT) Unit - The Information and Communication Technology (ICT) unit manages the ICT System and infrastructure to effectively support operations, ICT-related plans and programs of the divisions/units within the region. It is also tasked to formulate and implement the ICT Plan as part of the Regional Education Development Plan (REDP) to effectively allocate the necessary ICT resources of the region to support regional strategy, operations, programs and projects. It develops and sustains partnerships with ICT service providers in the operationalization of the ICT infrastructure and the delivery of support services (e.g. internet connection). It also adopts/adapts and monitors implementation of ICT policies and procedures for strategic use of ICT. In coordination with the FTA Division, it provides technical assistance to the division offices as regards ICT.

5.4.g. Human Resource Development Division (HRDD)

To ensure and supply the regional and schools division offices of competent personnel and staff, the HRDD shall implement and manage an efficient and effective training and development system geared towards improved professional competencies and organizational performance in the delivery of basic education.

Specifically, it shall develop regional HRD policy framework, standards, guidelines and strategic plan for the operations of the HRDD and NEAP in the Region consistent with national policies and standards. It shall manage the implementation of the HRD services, oversee the implementation of the applicable HRD Systems including the Human Resources Management Information System (HRMIS) in the Region, and utilize the relevant components of the system for operations and decision-making. In keeping with the Regional Research Agenda, it shall undertake HRD-related research, and monitor programs for the varied needs and well-being of group employees in order to continuously improve the system. Furthermore, it shall adopt or customize national systems for rewards and recognition for personnel in the region and provide technical assistance to the Schools Divisions on the implementation of the Employee Benefits Programs and the HRD systems.

NEAP in the Region (NEAP-R) - As the implementing arm of the HRDD, the National Educators Academy of the Philippines in the Region (NEAP-R) shall manage all the training and development sub-systems. The HRDD shall handle its operations, develop and manage needs-based professional development programs and material resources for its clientele. The Division shall monitor and evaluate the Schools Divisions' compliance to T&D System standards and the performance of NEAP-R.

Specifically, the Division shall manage the scholarship programs of and for the region and provide technical assistance and mobilize resources for the operations of the T&D System in the Schools Divisions. Likewise, the Division is tasked to link with the Regional CHED and education institutions for the development and recognition of NEAP-R training programs for credit units at the graduate level or for specialization certificate, diploma and degree programs. It shall adopt NEAP standards for Training and Development, accreditation of programs and service providers. In support of the provision of quality programs, it shall also manage the Training and Development Information System (TDIS), a component of the HRMIS. The Division shall be managed by a Division Chief with a maximum of seven (7) technical personnel (supervisors or specialists) for a large region. The Division shall submit quarterly and annual accomplishment reports to the Directorate.

5.4. h. Administrative Services Division (ASD)

The ASD provides the regional office with efficient, economical, and effective services relating to personnel, records, receipt and release of correspondence, supplies, equipment, collection, disbursement, security and custody of property, and reportorial work to oversight agencies.

Specifically, it is tasked to provide administrative services and ensure continuous improvement in the delivery of services, by installing and implementing in the region the required administrative systems such as recruitment and selection, performance appraisal, personnel action and records, welfare and benefits administration, supplies, equipment and services procurement, recording and disposal of resources , ground and building maintenance, security, and a reporting system for greater work efficiency and effectiveness.   It provides the Regional Director with the necessary and timely advice, assistance, and services on personnel action and gives administrative and technical support in the evaluation of performance of all SDS and ASDs and regional personnel. It plans and manages the effective giving of work assignments and efficient utilization of all personnel of the regional office in accordance with existing rules.

It manages and implements personnel action to all employees in the regional office, except for RD and ARD and makes recommendations to CO for personnel action.   It supports the implementation of the performance appraisal system for all employees in the region and implements rewards and recognition system in coordination with the division chiefs or heads of sections and units in the regional office. It establishes a mechanism to implement the national policy on personnel assistance program. In coordination with the FTA Division, it provides technical assistance to the Schools Division offices as regards administrative services. The Division shall submit quarterly and annual accomplishment reports to the Directorate.

5.4.i. Budget and Finance Division (BFD)

This regional Division is in charge of the formulation of the budget, in coordination with the Regional Development Council (RDC), to support the REDP taking into account the educational plans of the schools divisions within the region. It is headed by a Finance Officer with a Budget Officer IV and Accountant IV as section heads and a support staff.

The BFD shall plan and manage the effective use of all fiscal resources of the regional office. It shall develop, install and manage the implementation of financial systems such as monitoring and evaluation system of schools divisions for improved productivity and timely completion of government transactions. It shall coordinate and mobilize resources available at the regional level to support Regional program targets. The Division shall submit quarterly and annual accomplishment reports to the Directorate.

5.5 Staffing Standards

It is rather unfortunate that DepED even today, does not have staffing standards for its regional offices. The number of staff in the Regional Offices ranges from 64 to 152 or an average of 123 in the regions. Among all the existing 17 regional offices, four have a total staffing complement way below this average because they are only 55% filled. They are Regions 4A, 4B, CAR and CARAGA. Moreover, the actual staffing complement among the regional offices does not consider the size of each region considering the number of schools divisions they serve.

The proposed staffing standards for the Regional Office are based on staffing requirements to fulfill its mandated functions and the number of schools divisions under its care. This is to ensure that the Regional Office can provide its main services and produce the outputs it is accountable and responsible for. These standards are also based on mandated government standards as stated in the guidelines issued by the oversight agencies such as the DBM and CSC.

Moreover, a minimum required number of Technical and Administrative staff is assigned per office. Standard Administrative positions levels are assigned to offices in the region. Regional Offices shall now be categorized to Large, Medium, and Small considering the number of Schools Divisions served as follows:

SECTION 5 - TABLE 2: CATEGORIZATION OF THE REGIONAL OFFICES (BASED ON NO. OF SCHOOLS DIVISIONS SERVED)

Size of Regions	Large (15 & above Schools Divisions)	Medium (11-14 Schools Divisions)	Small (10 below Schools Divisions)
Regions	1. Region III (18) 2. Region VI (18) 3. Region VII (19) 4. NCR (16) 5. Region IV-A (15)	1. Region I (13) 2. Region V (13) 3. Region X (13) 4. ARMM (12)	1. Region II (8) 2. Region IV-B (7) 3. Region VIII (10) 4. Region IX (8) 5. Region XI (10) 6. Region XII (9) 7. Region XIII (9) 8. CAR (7)
Total No. of Regional Offices (17)	5	4	8

This categorization has a direct impact on the number of Education Supervisors and Specialists as well as Program Officers recommended for a Regional Office.

The following staffing standards for the Regional office are proposed:

5.5.a. **The Regional Office shall be led and managed by a Regional Director and assisted by an** Assistant Regional Director. Both shall be responsible and accountable for managing the performance of the regional office and of the whole **region**, including Schools Divisions. It shall be staffed as follows:

(1) The Regional Director shall have a position of a Director IV with a salary grade level of 28. S/he shall have three (3) support staff with the following provisions:

(2) Only one (1) person may hold the position of Senior Administrative Assistant III with a salary grade level of 15, and who shall be the lead support staff of the regional director

(3) The other support staff shall hold positions at least one salary grade level lower than the lead support staff.

(4) The Assistant Regional Director shall have a position of a Director III with a salary grade level of 27 with two (2) support staff.

(5) Each region shall have Legal and Communications and Public Affairs (CPA) technical personnel that shall provide the Regional Director with the neccesary advice and resources needed for efficient decision-making.

(6) The Legal Unit shall be headed by an Attorney IV with a salary grade level of 22.

(7) The Communications and Public Affairs (CPA) Unit shall be headed by an Information Officer IV with a salary grade level of 22.

(8) There shall be two (2) technical staff for the Legal Unit and one (1) technical staff for the Communications and Public Affairs Unit to provide technical and administrative support.

5.5.b. There shall be eight (8) functional divisions in the division in the region namely: Curriculum and Learning Management Division, Quality Assurance and Accountability Division, Human Resource Development Division, Policy, Planning and Research Division, Education Support Services Division, Field Technical Assistance Division, Administration Division, and Budget & Finance Division.

(1) All functional divisions in the regional office shall be headed by a Division Chief. All Division chiefs must have the same salary grade level of 24.1.

(2) The number of Education Program Supervisors and/or Education Program Specialists (aside from the Division Chief) considers the size of the region based on the following table:

SECTION 5 – TABLE 3: NO. OF EDUCATION SUPERVISORS/ SPECIALISTS PER FUNCTIONAL DIVISION FOR EACH SIZE OF THE REGION

Functional Division in the RO	Large (15 & above Schools Divisions)	Medium (11-14 Schools Divisions)	Small (7-10 Schools Divisions)
QAAD	7	6	5
PPRD	6	5	4
HRD	7	5	4

Only these three functional divisions in the regional office are directly affected by the services of technical personnel such as Education Program Supervisors or Specialists or Program Development Officers. The other functional divisions are not dependent on the size of the region but mainly by the number of sub-systems they apply or utilize to perform their functions.

(3) All sections under a division shall be headed by a Chief with a salary grade 18.

(4) The number of sub-systems per division and size of schools divisions serviced determine the number of Education Program Supervisors, Education Program Specialists, and Program Development Officers.

(5) All Divisions must be represented in the matrix for Field Technical Assistance.

(6) All Division offices in the region shall have an Administrative Assistant I to take charge of official communications and provide other administrative support to the division.

5.6 Staffing Pattern

In 2005, the total number of filled positions in the regional offices was 20,539 while the total number of approved positions in the region was 21, 427. In other words, the regions were only 95% filled then. In the proposed Rationalization Plan, the total number of staff in the regional offices is only 14,750, which is only 69% of the ceiling based on 2005 data. This is shown in the Table that follows:

SECTION 5 – TABLE 4: TOTAL NUMBER OF POSITIONS IN THE REGION: 2005 VS. PROPOSED RATPLAN:

Items	Staffing Complement	Percentage of Total in 2005
Total No. of Positions in the Regional Office in 2005	**21, 427**	
Total No. of Filled Positions in the RO	**20, 539**	**95%**
Total No. of Positions in the Proposed Rat Plan	**14, 750**	**69%**

Considering the sizes of regions in the proposed staffing complement the table below shows the total number of approved positions vs. filled positions in 2005 vs. the number of positions in the proposed rationalization plan. It shows that based on the total number of approved positions for the regional office, the number of staff in the proposal is less by 245 positions.

SECTION 5 – TABLE 5: COMPARISON OF 2005 FILLED AND TOTAL POSITIONS VIS-À-VIS THE PROPOSED RATIONALIZED STRUCTURE

Items	In 2005	In the Proposal for the RO			Total No. of Staff (items x 16 Regions) (excludes ARMM)
		Large	Medium	Small	
Average Filled No. of Staff per RO	123	----	----	----	1,975
Total No. of Approved Positions	132	----	----	----	2,105
In the Proposed Rationalization Plan	----	121	117	113	1,860

In terms of the distribution of regional office staff per position type, the following table shows a comparison of the staffing complement in 2005 vis-à-vis in the proposed rationalization plan based on DBM's categorization of positions. Key officials refer to all those who hold positions responsible for a specific office, like Division Chiefs and higher. Together with the technical personnel, they form the thinking group for the office. The number of key, plus technical and support to technical staff has improved from 35% in 2005 to 44 in the proposed staffing or by 44% while the number of administrative staff in the proposal has reduced 9% from 65% in 2005 to 56%. It should be noted that the preparation of the payroll for all teachers is still the responsibility of the regional office; hence the number of administrative personnel still remains rather high in the Regional Office.

SECTION 5 – TABLE 6: DISTRIBUTION OF REGION OFFICES' STAFF PER POSITION TYPES: COMPARISON OF 2005 AND THE PROPOSED RATIONALIZED STRUCTURE

POSITION TYPES:	DBM'S CATEGORIZATION OF POSITION					
	ALL 2005 POSITIONS AT THE REGION LEVEL	%	RP PROPOSED STAFFING FOR THE REGION LEVEL	%	CHANGE:
Key	124	6%	160	9%	+ 3%
Technical	494	23%	524	28%	+ 5%
Support to Technical	124	6%	128	7%	+ 1%
Administrative	1,363	65%	1,048	56%	- 9 %
Totals:	2,105	100%	1,860	100%	

DISTRIBUTION OF REGION OFFICES' STAFF PER POSITION TYPES
(DBM CATEGORIZATION)
COMPARISON OF 2005 FILLED POSITIONS VIZ. R.PLAN

Key: 124 (6%)
Technical: 494 (23%)
Support to Technical: 124 (6%)
Administrative: 1,363 (65%)

Key: 160 (9%)
Technical: 524 (28%)
Support to Technical: 128 (7%)
Administrative: 1,048 (56%)

- Key
- Technical
- Support to Technical
- Administrative

Region Offices TOTAL Positions (2005)
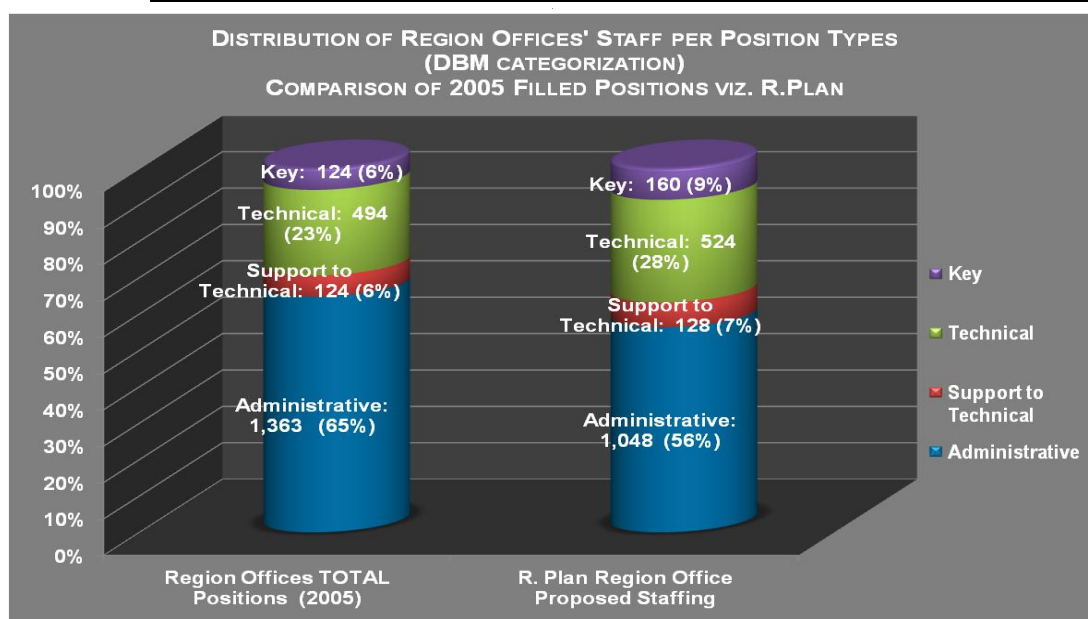
R. Plan Region Office Proposed Staffing

The following table shows the staffing pattern in the region per office which shows that vis-à-vis the 2005 figures, the proposed staffing is less that than 2005 ceiling. A more detailed chart is found in Attachment D.2.

SECTION 5 – TABLE 7: PROPOSED STAFFING PATTERN PER OFFICE IN THE REGION (AS OF FEBRUARY 2013)

Regional Office		Large		Medium		Small	
TOTAL of Staff per Regional Office Size:			*121*		*117*		*113*
1) **Directorate**		14			14		14
1.0) Office of the Regional Director	4			4		4	
1.1) Office of the Assistant Regional Director	3			3		3	
1.2) Legal Unit	4			4		4	
1.3) Communications & Public Affairs Unit	3			3		3	
2) **Curriculum & Learning Management Division (CLMD)**		16			16		16
2.0) Office of the Division Chief	12			12		12	
2.1) LRMD Center	4			4		4	
3) **Field Technical Assistance Division (FTAD)**		4			4		4
3.0) Office of the Division Chief	4			4		4	
4) **Quality Assurance & Accountability Division (QAAD)**		9			8		7
4.0) Office of the Division Chief	9			8		7	
5) **Human Resource Development Division (HRDD)**		11			9		8
5.0) Office of the Division Chief	11			9		8	
6) **Policy, Planning & Research Division (PPRD)**		12			11		10
6.0) Office of the Division Chief	9			8		7	
6.1) ICT Unit	3			3		3	
7) **Education Support Services Division (ESSD)**		9			9		9
7.0) Office of the Division Chief	3			3		3	
7.1) Health & Nutrition	2			2		2	
7.2) Education Facilities	2			2		2	
7.3) Special Programs & Events	2			2		2	
8) **Budget and Finance Division (BFD)**		26			26		25
8.0) Office of the Division Chief	2			2		2	
8.1) Budget Section	6			6		5	
8.2) Accounting Section	6			6		6	
8.2.1) Payroll Unit	12			12		12	
9) **Administrative Services Division (ASD)**		20			20		20
9.0) Office of the Division Chief	2			2		2	
9.1) Personnel Section	4			4		4	
9.2) Cash Section	3			3		3	
9.3) Records Section	3			3		3	
9.4) Asset Management Section	4			4		4	
9.5) General Services Unit (Reports directly to the Chief AO)	4			4		4	
Total No. of Staff per Category			605		351		904
Overall Total No. of Staff							1,860
Total No. of Staff in 2005							2,105

6.0 CHANGES IN THE STRUCTURE: SCHOOLS DIVISION OFFICE

6.1 Description

As frontline office of the Department for the management of basic education delivery, the Division Office provides instructional leadership to schools and learning centers which are the direct implementers of educational programs for learner development. This is carried out through a strategic division education plan in consideration of the needs and concerns of the division, districts, schools and learning centers and aligned with the regional education development plans as well as community, city and provincial development plan.

Specifically, the DO manages the implementation of the localized curriculum in the schools; supervises, monitors, and quality assures the implementation processes for programs and projects following national and regional standards and guidelines; and provides relevant support systems for instructional, human, and physical resource development. It extends technical assistance to schools and learning centers to implement school-based management as its development strategy.

The DO is responsible and accountable for the effective and efficient management and equitable distribution of services and resources to its schools and learning centers. By working with the local government units and other education stakeholders, the Division Office builds vibrant communities of districts, schools and learning centers

6.2 Organization Functions per Key Result Thrust

The review of organization functions at each level of the Department enabled the identification of four Key Result Thrust[8] (KRTs). The alignment of functions per KRT ensures that the performance of organization functions will lead to results. Further, the functions were reviewed to ensure alignment, consistency and delineation of roles with other levels in the agency. The summary of the organization functions of the Schools Division office per KRT are listed in Section 6 - Table No.1 below.

SECTION 6 – TABLE 1 : ORGANIZATION FUNCTIONS OF THE DIVISION OFFICE

Key Result Thrust	Division Office Organization Functions
KRT 1: CURRICULUM	
1.A. Curriculum and Instruction	**KRT1-A** _Manage the implementation of the curriculum and instruction in compliance to standards A. 1. Manage the implementation of the approved localized curriculum in specific identified communities A. 2. Approve and recommend for division-wide use of localized curriculum, and innovations in the curriculum and delivery modes A. 3. Provide learning support in terms of programs, projects and services to schools and LCs towards improving learning outcomes and learning environment
1.B. Learning Resources and Instructional Materials	**KRT1-B.** Review and endorse for regional approval (the) locally and school-developed learning resources B. 1. Evaluate, quality assure and approve localized learning resources for division and school use B. 2. Manage the implementation of policies, guidelines, standards and specifications in the procurement, development, production and utilization of learning resources
1.C. Research	**KRT1-C.** Develop a Division research agenda on curriculum and instruction C. 1 Undertake Division researches on curriculum and instruction C. 2. Provide technical assistance to the districts, schools, and LCs in the conduct of researches on curriculum and instruction

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[8] **Key Result Thrusts (KRT)** – these are areas where performance and results directly affect attainment of the mission of the organization; also, these are critical areas truly worthwhile to invest time, energy, and resources as directly contribute to results

SECTION 6 – TABLE 1 : ORGANIZATION FUNCTIONS OF THE DIVISION OFFICE

Key Result Thrust	Division Office Organization Functions
	C.3 Disseminate and utilize research findings
KRT 2: QUALITY	
2.A. Quality Management	**KRT2-A. 1.** Implement a quality management system to support the delivery of quality basic education services at the Division level
	KRT2-A. 2. Manage the implementation of standards and policies on the establishment, operation, conversion, separation, integration, accreditation and management of Schools and Learning Centers (LCs) and monitor their implementation at the School level
	KRT2-A. 3. Manage the implementation of research results and policy reviews within the Division, where applicable

2.B. Quality Assurance and M&E	**KRT2-B. 1.** Monitor and assess compliance to standards of division accomplishments along:
	    a. Education outcomes
	    b. Education services
	    c. Education resource

	KRT2-B. 2. Recommend to the Region the accreditation of public and private schools
	KRT2-B. 3. Monitor the implementation of policies and application of guidelines for the professional development of Division and District personnel
	KRT2-B. 4. Monitor and evaluate the efficiency and effectiveness of school-based INSET Programs
	KRT2-B. 5. Use standards set as focus of school supervision (CBTS and CBSHS for school heads)
KRT 3: ORGANIZATION DEVELOPMENT AND EDUCATION GOVERNANCE	
3.A. Directions, Policies and Ed. Strategic Plans	**KRT3-A. 1. 1.** Develop and implement a division education development plan (DEDP)
	KRT3-A. 1. 2. Recommend educational policies, programs, plans & standards as bases for the regional and national educational policy framework
	KRT3-A. 1.3. TA: Oversee and provide technical assistance to schools / LCs in the development of their school improvement plans (SIP) and generation/ mobilization of the development & implementation of the school improvement plans (SIP)
	KRT3-A. 2 Develop and recommend to RO in coordination with LSB, LGUs and Congressional District legislative agenda and educational research
	KRT3-A. 3.1. Implement policies, standards and guidelines for outcomes-focused resource mobilization.
	KRT3-A. 3. 2. TA: Provide technical assistance to schools/LCs in the generation/mobilization of resources in carrying out various programs & projects in the schools/LCs
	KRT 3-A. 4. Ensure that all schools/LCs in the city are engaged in planning and budgeting related to SEF
3.B. Education Effectiveness	**KRT3-B. 1.** Develop the division (includes district) master plan for the continuous professional development of school heads, teachers and division staff based on needs analysis results
	KRT 3-B 2. 1. Install, implement, and manage the HRD System in the Division
	KRT3-B. 2. 2. Implement policies and guidelines for the professional development of Division, District and School personnel
	KRT3-B. 3. 1. Manage DO-based INSET programs
	KRT3-B. 3. 2. Provide opportunities for broad-based capacity building for leadership to

SECTION 6 – TABLE 1 : ORGANIZATION FUNCTIONS OF THE DIVISION OFFICE

Key Result Thrust	Division Office Organization Functions
	support school-based management
	KRT3-B. 4. Manage, ensure data validity and utilize the Division Education Management Information System (EMIS)
3.C. Linkages	**KRT3-C. 1.** Establish and nurture partnerships with external stakeholders to mobilize resources to support the delivery of basic education
	KRT3-C. 2. Ensure proper representation of DepED in the Provincial / City School Board
3.D. Research	**KRT3-D. 1.** Undertake educational research projects and develop & manage division-wide projects which may be funded through funding agencies both local and national
KRT 4: FINANCE AND ADMINISTRATION	
	KRT4. 1. Plan and manage the effective and efficient use of all personnel physical and fiscal resources of the division in accordance with existing rules
	KRT4. 2. Monitor and ensure proper reporting of the generation and utilization of funds by the schools/LCs
	KRT4. 3. Tap resources available at the division level to support the implementation of school/LC and division based INSET
	KRT4. 4. 1.. Operationalize the required systems to improve productivity and efficient / timely completion of government transactions and reports
	KRT4. 4. 2. Strengthen the internal control system to ensure the completeness of supporting documents and validity of transactions
	KRT4. 4. 3. Provide capacity building program for school heads on fiscal management
	KRT4. 5. Monitor and evaluate the utilization of funds provided by the national government and by LGUs to the schools & clusters including funds generated by the schools and LCs.,
	KRT4. 6.Monitor and assess/audit the schools regarding: (a) resource mobilization and utilization; and (b) compliance with the existing rules and regulations

6.3 Structure

The Schools Division Offices and Regional Officers were established with the final implementation of the reorganization plan of July 1, 1975 creating the Regional and Provincial/ City Offices of the Ministry of Education and Culture. There were then 13 regions, 127 Provincial and City Schools Division and 1,900 District Offices whose main functions were education programs promotion and instructional supervision. The inclusion of administrative functions for these offices was the first attempt at "decentralization".

Twenty six years later, in 2001, R.A. 9155 was passed into law. Also known as the "Governance of Basic Education Act", it further defined the governance authority, accountability and responsibility of the various governance levels of the agency putting the schools "at the heart of the formal education system".

The other levels, most specifically, **the Divisions Office** as the office closest to the schools, **must "*ensure that schools and learning centers receive the kind of focused attention they deserve and that educational programs, projects, and services take into account the interests of all members of the community"**. The other levels must also "*encourage local initiatives for the improvement of schools and learning centers"* and *"provide the means by which these improvements may be achieved and sustained"*

While programs, projects, initiatives have been conceived and implemented through the years and tasks forces, committees, and "technical working groups" have been formed to implement the law and decentralized governance,

the structure and staffing complement of the Schools Division Office have not changed to enable it to function more efficiently and effectively according to its new mandate.

Moreover, the Schools Division Office's client population (teachers, school heads and schools) have increased since 1975 while technology has not been fully utilized to enable the organization to meet the increasing demands of its environment. Between 2005 and 2011 alone the increase in the Schools Division Office's client population of schools has increased by 6%, while teachers have increased by 17% and enrolled pupils and students have increased by 13%. Section 6 Table 2 below shows the increases in the number of schools divisions, districts, schools, teachers and enrollment in the span of six years.

SECTION 6 – TABLE 2: NUMBER OF SCHOOLS DIVISION, DISTRICT, SCHOOLS AND TEACHERS IN 2005 AND 2011

	2005	2011	INCREASE IN 5.5 YEARS FROM 2005	
				%
No. of Schools Divisions	162	186	24	**15%**
No. of Districts	2,146	2,379	233	**11%**
No. of Schools	40,950	43,267	2,317	**6%**
No. of Teachers	420,719	492,049	71,330	**17%**
Enrolment (Elementary and Secondary)	15,841,187	17,828,611	1,987,424	**13%**

6.3.a. 2005 Structure of the Schools Division

In the current structure of the Schools Division Office, as illustrated in Section 6 Figure 1, the Schools Division Superintendent is assisted in the execution of his/her managerial and administrative functions, by at least one Assistant Schools Division Superintendent and three functional groups: the Promotional Staff (composed of Education Program Supervisors who presumably are subject area specialists), the Health and Nutrition Unit (medical, dental, nursing staff) and the Administrative Support Staff. A Schools Division regardless of its size has an average of forty (40) staff plus varying numbers of Public Schools District Supervisors (PSDS) and health workers.

Each Schools Division Office has one organization code and a straight listing of items. Thus, the SDS may assign work to any of the staff and may form groups as needed. When new programs, assignments , or new tasks need to be done (usually downloaded from Central Office or the Regional Office), the SDS/ASDS either assigns the work to a staff or forms an ad hoc teams (committee, working groups, task force), etc. . Examples of such task force or ad hoc teams are: the SBM Task Force, Division Quality Management Team, Disaster Risk Reduction Coordinating Team. Specific assignments such as ICT coordination, brigade eskwela or adopt a school, are given to individuals to manage. This is over and above their current functions/ assignments .

Thus, while the structure appears simple, creation of task forces, committees and working groups proliferates in any given Schools Division Office to accommodate current work demands.. A staff assigned to committees or working groups takes on the tasks as "ad hoc" and "add on" assignments. More often than not, such assignments take on greater priority over the main function of the staff. However, these "ad hoc" tasks and assignments are becoming part of the regular functions of schools divisions as the organization takes on these tasks in response to the challenges of a changing environment where stakeholders want more involvement, population is increasing, resources are always needed, and flexibility and responsiveness are demanded by clients. Such tasks include but are not limited to: training and human resource development, partnering with stakeholders, sourcing and allocating resources, monitoring schools and learning centers and providing school heads with technical assistance in instructional supervision and school governance.

Every schools division is now expected to provide such functions. And yet, there is no unit or person in the Schools Division Office with such functions in their "job descriptions. As an example, there is no person or unit dedicated to the strategic aspect of training and human resource development. Training focused on the technical aspect of the work, is managed by any of the promotional staff in charge of the project /program just as monitoring and evaluation is done by any or all as the need arises on an "ad hoc" assignment/arrangement. In

terms of providing technical assistance to educational sites, an engineer from the central office is assigned to clustered divisions to lend technical assistance on matters related to physical facilities.

There are functions that are now critical but not evident in the current structure, such as Planning. ICT, Legal. In the current structure one or two individuals are assigned the planning function which, at the time this structure was conceived, was mainly focused on integrating data gathered from the schools to be submitted to the region and central office. The function was under the supervision of the SDS, the ASDS or Administrative Staff/Administration varying from one schools division to another.

Today, there are various sizes of Schools Divisions ranging from "very large divisions" supporting and enabling a minimum of **1,000** schools and school heads and close to **10,000** teachers (with varied and complex needs and requirements) to small city Schools Division serving around 5 schools with **109** Teachers. Undeniably the needs and requirements of the schools divisions vary according to their sizes. But the current structure of the Schools Division Office has not evolved to enable it to meet and sustain its responses to current and future challenges.

SECTION 6 - FIGURE 1: CURRENT SCHOOLS DIVISION OFFICE STRUCTURE

Special Notes:
a) "Adhoc" assignments / structures:
- SBM Coordinator & Task force
- ICT Coordinator
- Division Quality Management Team
- DRRM coordinator/ team
b) Planning is under the SDS or Admin
c) 1 Contract of Service - Engineer is assigned from CO
d) Training is through the initiative / managed by any of the Promotional Staff
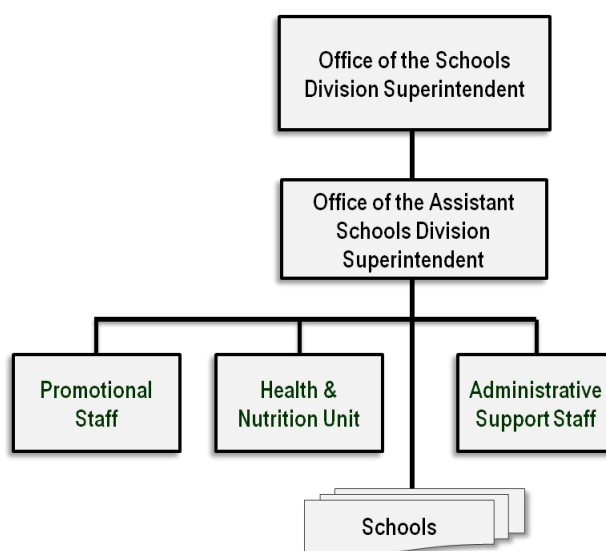
6.3.b. The Proposed Rationalized Structure

In the reengineered and rationalized structure being proposed for the Division Office, the SDS will be supported by the ASDS and five functional groupings: Curriculum Implementation with three units under it, Governance and Operations with two units, Education Support Services with four units, Administrative Services with five units and the Finance Services with two units. The functional groupings ensure that the organization will perform and produce results in areas the Division Office is accountable for: curriculum implementation, quality in school governance and operation, provision of support to schools, financial and administrative services for the division offices and technical assistance to schools.

The functional structure and staffing level for the Schools Division Office are based on the key result areas (KRT) and functions identified to produce the outputs in the identified KRT. It also takes into consideration the size as well as the geographic and topographical characteristics of the province or city. Thus, there is a standard structure and staffing for medium to very large divisions and another for small divisions. Classification of the divisions according to size is based on a study and discussions between DepED and DBM in 2006. The rationale for the classification is found in Attachment D.3 Staffing Standards and Staffing Pattern. Moreover, the staffing level of the Schools Division Office was created based on certain assumptions about the staffing standards of elementary schools and certain high schools.

The reengineered Schools Division Office focuses on the core and support functions related to the delivery of basic education and provision of a supportive environment to learning. It also ensures complete geographic coverage in terms of supervision and provision of technical assistance to schools through its team of division and district supervisors and other professionals (health workers, engineers, bookkeepers).

The principle "form follows function" guided the resulting structure. The structure easily and graphically communicates the main functions of the schools division office as defined in R.A. 9155. It also communicates a sense of "identify" and "significance" to members of each functional unit as they see their own tasks in the context of the purpose of the organization.

While the Schools Division continues to give premium to supporting "curriculum and instruction", the proposed new structure takes into account the following:

- "**Oversee the management of schools**" as also a core function of the Division. Thus ,a specific office is accountable for ensuring adherence to management standards of an effective school / learning center. This is the Governance and Operations composed of: Social Mobilization and Networking and School Effectiveness M&E.

- Support the schools and learning centers
  - Ensuring the physical and mental **"readiness of learners"** to learn through health and nutrition programs and interventions on health and nutrition
  - Creating an appropriate and conducive physical **"learning environment"** and
  - Establishing **partnerships with education stakeholders for education support.**
  - Rationalizing the approach to managing the development of the human resource (teachers, education managers and non-teaching personnel) through the **HRD Division**

  This is done through the units: Health and Nutrition, Educational Facilities, Planning, and Human Resource Development.

- Ensure the comprehensive delivery of support to Schools by the schools division through **"Field Technical Assistance"** formed by cross-functional teams of Education Supervisors, District Supervisors, Health Workers and other professionals to assess needs and provide interventions and programs to clusters of districts and community of schools under their care.

- Ensure that the structure of the Division will able to accommodate "special projects " (rather than the usual practice of "adding-on" special assignments to education supervisors)

- Utilize a **"function-based structure"** to enable the organization to cope with changes and new requirements (e.g. new types of clients, content area, educ. technologies). Currently, in the DBM Personal Services Itemization and Plantilla of Personnel (PSI-POP), the Schools Division is composed of a straight list of personnel without organizational units. Thus, each Schools Division may organize units to take care of specific concerns according to their own reason and perceived need. The proposed structure recommends a minimum set of functional units to ensure that all Schools Division Offices perform their mandated function as they continuously respond to new challenges from the environment.

- The proposed structure likewise considers the provision in RA 9155 with regard the district supervisors. The district supervisors whose defined role is on instructional supervision fit well in the District Instructional Supervision Unit which is under the Curriculum Implementation. They work closely with the division education program supervisors who are subject specialists in providing technical assistance to school heads on instruction supervision. In city divisions, the district supervisors hold office in the division while in provincial divisions, they are deployed in the municipalities and take on additional function as co-chair of the municipal school board as provided for in the Local Government Code. This time they work with the School Governance unit of the Division Office.

From the proposed structure illustrated in Section 6-Figures 2.A and 2.B, the competencies required of the division are also easily identified and evident.

SECTION 6 - FIGURE 2.A : PROPOSED RATIONALIZED SCHOOLS DIVISION STRUCTURE – MEDIUM TO VERY LARGE

DEPARTMENT OF EDUCATION
RATIONALIZED STRUCTURE OF SCHOOLS DIVISION
for MEDIUM TO VERY LARGE sized divisions

.
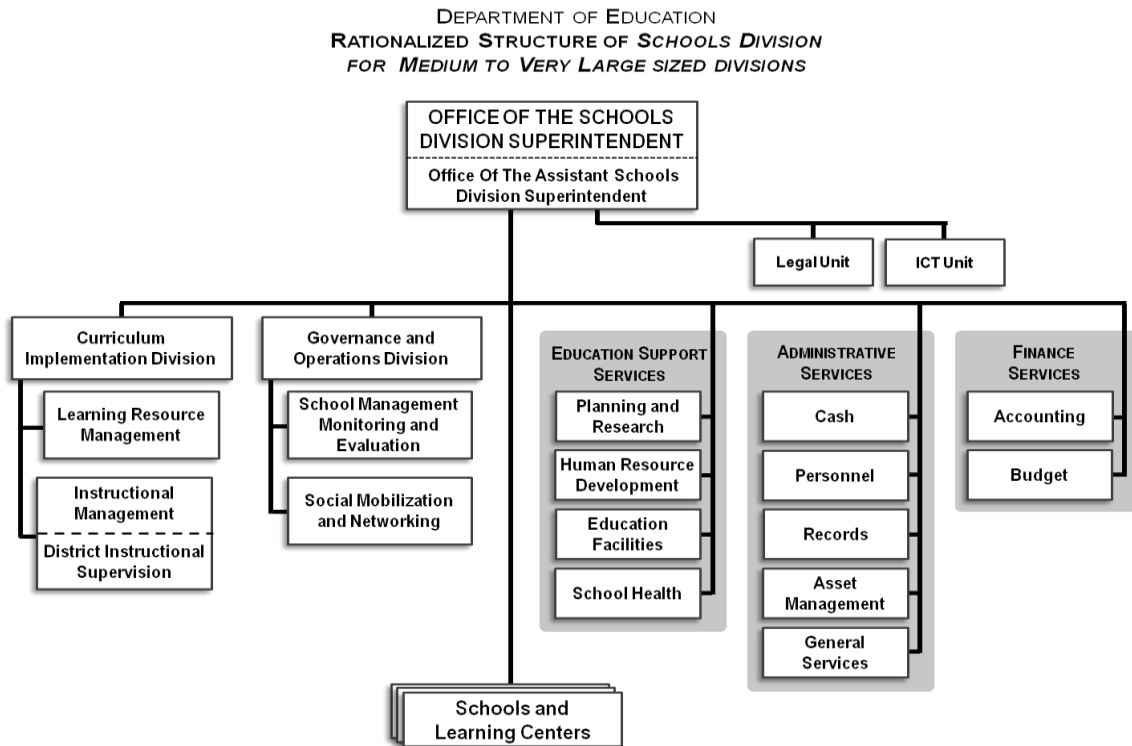
SECTION 6 - FIGURE 2.A : PROPOSED RATIONALIZED SCHOOLS DIVISION STRUCTURE – SMALL PROVINCIAL AND CITY DIVISIONS

DEPARTMENT OF EDUCATION
RATIONALIZED STRUCTURE OF SCHOOLS DIVISION
for SMALL PROVINCIAL DIVISIONS AND SMALL CITY DIVISIONS
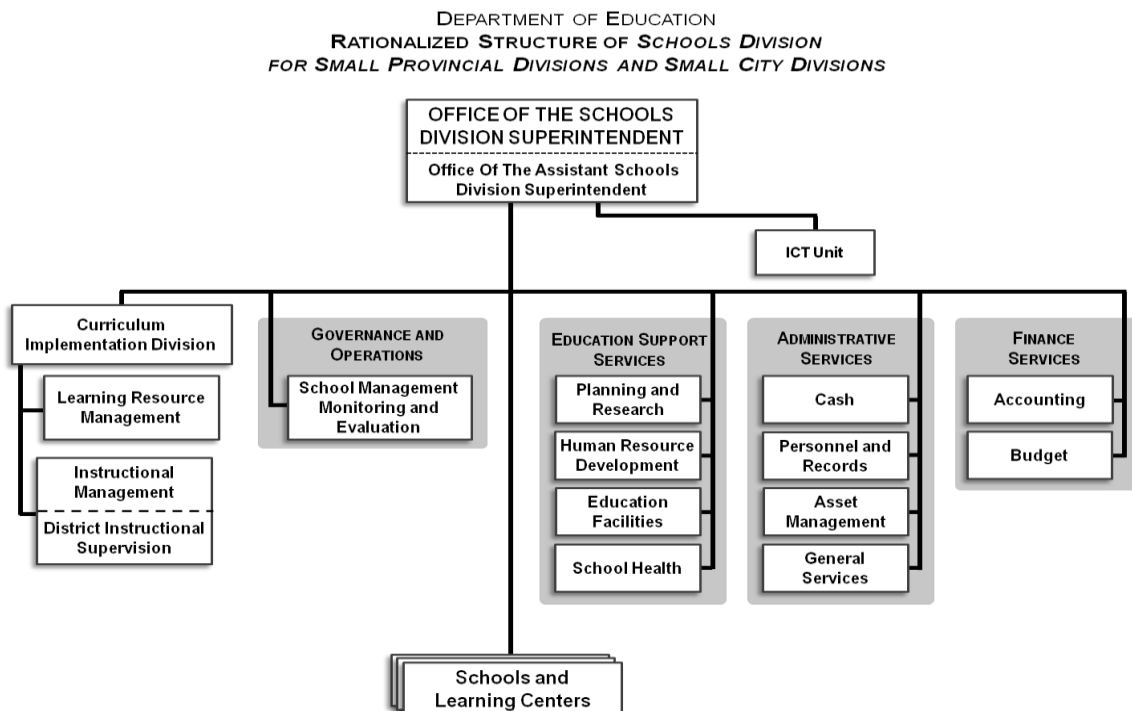
6.4 Functions of each Office at the Schools Division Level

The Schools Division shall be organized as follows:

6.4.a. Office of the Schools Division Superintendent

The Schools Division Superintendent (SDS) is an educational leader of the schools division under his/her care and the manager of the division office. His/her main responsibility is to account for learning outcomes in the schools division vis-à-vis goals and targets for basic education (formal and non-formal) and to ensure efficient and effective deployment and utilization of resources. He/she is accountable for the following key result areas: development of basic education policies and plans, management and implementation of the Basic Education Curriculum, oversight and supervision of Schools and LCs, management of the resources of the division – financial, human and physical and building partnerships and network among educational stakeholders.

In the proposed rationalized structure, the SDS shall not only have the Assistant Schools Division Superintendent (ASDS) to provide direct support in managing the Schools Division but shall have a Legal and ICT unit, and an Information Technology Officer to provide the SDS, as the leader and decision maker the critical information and legal advice to make appropriate, timely, and cost-effective decisions. This is in line with principles in open systems thinking wherein information from the environment must be made accessible and thus brought nearest to the user of the information.

Thus, In the Office of the SDS are:

- **Office of the Assistant Schools Division Superintendent (ASDS) –** the ASDS assists the Schools Division Superintendent in the management of the division. He/she may be assigned by the SDS specific areas of responsibilities and be delegated the necessary authority to perform certain tasks.

- **Legal Unit –** a legal unit in the Office of the SDS shall provide legal advice, interpretation and representation to the SDS in managing the Schools Division. This unit shall be in medium, large and very large divisions. In small provincial or city Schools Division, legal services can be provided by the Regional Legal Unit, another Schools Division or (this can be outsourced. The establishment of a Legal Unit shall improve the process of handling or resolving the legal concerns/cases involving teaching and non-teaching personnel and the Schools Division.

- **ICT Unit** – an Information and Communication Technology Unit attached to the Office of the SDS shall provide management with quick and direct access to knowledge-based technology to support better decision making and management of the schools division.

6.4.b. Curriculum Implementation

This division focuses on implementing the agency's core function of delivering quality basic education and is tasked to ensure **full implementation of the articulated basic education curriculum** (K-12: pre-school, elementary, secondary and specialized curriculum), through localization/indigenization and innovations in **teaching the various subject-areas** toward **improvement in the quality of learning outcomes**.

Comprising this division are Education Program Supervisors who are subject specialists in the basic education curriculum. They shall assess learning and develop resource materials together with the Public Schools District Supervisors and Education Program Specialists for ALS. While there are four types of Education Supervisors and Specialists in this Division (ES, EPS, PSDS and LRMDS) a clear delineation of roles and functions and geographical assignments will ensure efficient utilization of resources and avoid task duplications. This group will be managed by a Chief Education Supervisor to ensure guidance and direction, alignment, and integration of the work of the four groups of Educational Supervisors whose tasks and outputs are directly related to the core functions of the organization.

In the current set up, all the Education Program Supervisors are grouped as "promotional staff" and are supervised by an ASDS assigned by the SDS. They are specialized experts in various subject areas who are

tasked to "ensure compliance of quality standards for basic education programs" and who perform "instructional supervision." These Education Supervisors are also given various assignments as focal person, coordinator, task force or committee member on programs related to school governance, education support, planning, and all other work of the Schools Division Office.

In the current set up, the Public Schools District Supervisors (PSDS) who are assigned to districts report directly to the SDS but are also supervised by an ASDS as assigned by the SDS. They are tasked by RA 9155 to "provide professional and instructional advice and support to the school heads and teachers/facilitators schools and learning centre in the district or cluster thereof.

Currently, an Education Program Supervisor is assigned to handle coordination for the Alternative Learning System with teachers from schools pulled out from the formal classrooms to become mobile teachers. There are no Education staff dedicated helping the schools implement the system. Currently, it is the Planning Office that determines the textbook needs of the schools based on EBEIS.

Currently, there is no unit or staff solely responsible for Learning Resource Management and Development ; the work is distributed among the Education Supervisors working on specific subject areas. The work of assessing the needs of the schools, assessing and evaluating learning materials, making the learning materials accessible to the schools, and developing varied learning materials lacks an integrated and holistic approach.

In the proposed set up, there will be sections under Curriculum Implementation such as the Learning Resource Management and Development Section and the Instructional Management and District Instructional Supervision Section described as follows:

6.4.b.1. Learning Resource Management and Development - this section is tasked to improve the provision of   and access to quality learning and teaching resource materials for students and instructional support materials for teachers in the division including textbooks in coordination with Planning and coordinate with Library Hubs located in the schools division.

It shall develop, produce and distribute approved localized learning resources for division-wide adoption in coordination with the Center for Learning Resources in the region. It shall work with the ES and PSDSs to provide technical assistance to schools in the development, production, and distribution of learning resources and utilization of learning materials.

This functional unit's work will respond to the current and future demand for more localized, relevant, and accurate learning materials accessible to teachers and learners.

6.4.b.2. Instructional Management and Supervision– this unit shall ensure readiness of schools and LCs in the **implementation** of the **articulated basic education curriculum** (K-12: pre-school, elementary, secondary and specialized curriculum) **including localization/indigenization and innovations as well as the supervision** in the **teaching-learning process of the various subject-areas** and the provision of technical assistance towards **improvement in the quality of learning outcomes**.

The Education Program Supervisors shall work along their areas of specialization with both Learning Resource Management and Development and District Supervision in ensuring that schools and learning centers achieve the required learning outcomes and performance. This unit shall implement pilots and try-outs in the following areas of specialization:

SECTION 6 – TABLE 3: LIST OF CURRICULUM SUBJECTS

Basic/Core Subjects	Special/Non-Core Subjects
1. Filipino	1. Alternative Learning System
2. English	2. Music/Arts
3. Mathematics	3. Health Education
4. Science and Health (for Elementary) and Science (for	4. Physical Education and School Sports
	5. Edukasyong Pantahanan at Pangkabuhayan (EPP-

SECTION 6 – TABLE 3: LIST OF CURRICULUM SUBJECTS

Basic/Core Subjects	Special/Non-Core Subjects
secondary) 5. Araling Panlipunan	for elementary level) and Technology and Livelihood Education (TLE – for secondary) 6. Values/Character Education and 7. Guidance 8. Special Education 9. Private Education 10. Pre-Elementary Education 11. Arabic Language and Islamic Values Education (ALIVE) 12. Indigenous People Education 13. Mother Tongue Based-Multi Lingual Educ.

The number of Education Program Supervisors depends on the classification of schools division as shown in Attachment D.3 – Staffing Pattern for Schools Division Office. The maximum allowable number of nine (9) ES I per division pursuant to the existing DepED-DBM staffing standard is not sufficient to cater to the educational services in each division.

The data in Section 6-Table 4 below presents the performance of public schools elementary and secondary students in Math and Science in the last six years. All the indicators show performance below the standard of 75% mps. Accountability for this score shall rests not only on teachers, school heads but also on subject area Education Supervisor of the Schools Division.

SECTION 6 – TABLE 4: ACHIEVEMENT IN ELEMENTARY AND SECONDARY SCIENCE AND MATH IN THE LAST SIX (6) YEARS

Achievement Rate (MPS): Mathematics	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Elementary Mathematics	53.66%	60.29%	63.89%	67.37%	63.26%	68.43%
Secondary Mathematics	47.82%	39.05%	42.85%	38.03%	39.64%	42.00%

Achievement Rate (MPS): Science	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Elementary Science	46.77%	51.58%	57.90%	58.86%	63.14%	60.37%
Secondary Science	37.98%	41.99%	46.71%	42.11%	43.80%	39.35%

Source: Education Statistics, DepED Website

6.4.b.3. **District Instructional Supervision** – consists of Public Schools District Supervisors (PSDSs) and Education Program Specialist for ALS (EPsA) . The PSDS will coordinate with the Education Supervisors focused on subject areas and Education Governance and Education Support professional staff and form a cross-functional team to serve an assigned district and the community of schools in the district.

Thus, this unit shall, in the spirit of shared governance, work with the Schools Division Office professional staff and the school heads concerned to analyze the needs of schools in their districts, identify or design programs and interventions to meet the needs of the schools, implement such interventions and regularly provide technical assistance to schools in the areas of: curriculum implementation and instructional supervision. Furthermore, technical assistance shall be given on resource generation and social mobilization to support community of schools and learning centers in the municipalities in coordination with School Governance and Operation Division.

An Education Program Specialist for ALS (EPsA) position shall be created. The job holder shall assist the PSDS in the implementation, monitoring, and evaluation of programs and projects under, but not limited to alternative learning system of the division in order to improve access to basic/functional literacy skills and raise the level of literacy in the deprived, disadvantaged and underserved areas.

This supports the Education, Training and Culture goals In the Philippine Development plan which states that "By 2016, the country shall achieve a universal and at least a 93 percent participation or net enrolment rate in the elementary and secondary levels, respectively. A gender parity index (GPI) of 1 shall be targeted in basic education indicators. Likewise, TVET and higher education subsector shall also increase enrolment and graduation rate."

Putting these groups of Education Supervisors and Specialists in one division under a chief, increases interaction and encourages teamwork and communication. This is in accordance to "Socio-Technical Theory" in Organization Development, and encourages "development of multi-skills among members, facilitation of member's growth and development to make them realize that the overall goal of the organization could not be achieved by their individual work alone but by the collaborative action of the members and of all the units".

6.4.c. Governance and Operations

Governance and operation function focuses the Division Office to take on as part of its core function of providing oversight and ensuring due diligence in the management of schools. Part of providing oversight that schools operate according to set standards is ensuring that the schools get the resources they need to operate and comply with such standards.

In the current structure, education governance is "add on" work to Education Program Supervisors. An ES is assigned to become "School Based Management (SBM) Coordinator" or "ALS Coordinator" or "Division Appraisal Committee (DAC) member. This sometimes leads to the neglect of doing their work in improving the performance of the schools and learning centers in their assigned subject areas. RA 9175 mandates that Education Program Supervisors role is "to ensure compliance of quality standards for basic education programs and for this purpose strengthen the role of division supervisors as subject area specialists.

The table Section 6-Table 5 below presents the performance indicator targets of Education, Training and Culture goals in the Philippine Development plan

SECTION 6 – TABLE 5: Education Performance Targets in the Philippine Development Plan

Indicators	Baseline	2011	2012	2013	2014	2015	2016
LITERACY							
Simple Literacy Rate (10 yrs. old and above)[a/]	95.6 (2008)			98.1			
Functional Literacy Rate (10-64 yrs. old)[a/]	86.4 (2008)			90.1			
EARLY CHILDHOOD EDUCATION							
Gross Enrolment Rate of 3-4 years old children in Day Care Service	19.45	20.00	30.00	40.00	50.00	60.00	70.00
Gross Enrolment Rate - Kindergarten[b/ c/]	68.41	74.73	81.05	87.36	93.68	100.00	100.00
Net Enrolment Rate - Kindergarten (5 yrs. old) [b/ c/]	48.23	58.58	68.94	79.29	89.65	100.00	100.00
Percentage of Grade 1 entrants with ECE experience	67.40	73.92	80.44	86.96	93.48	100.00	100.00

Indicators	Baseline	2011	2012	2013	2014	2015	2016
ELEMENTARY							
Net Intake Rate in Grade [1b/]	58.61	65.89	73.17	80.44	87.72	95.00	100.00
Gross Enrolment Rate[b/]	105.37	108.30	111.22	114.15	117.07	120.00	122.93
Net Enrolment Rate[b/]	88.09	90.09	92.09	94.10	96.10	98.10	100.00
Cohort Survival Rate	74.38	76.45	78.51	80.57	82.64	84.67	86.76
Completion Rate[d/]	72.18	75.13	76.61	78.09	79.56	81.04	82.52
Achievement Rate (Grade 6 NAT MPS)	68.0	70.9	71.7	72.5	73.3	74.2	75.0
SECONDARY							
Gross Enrolment Rate[b/]	81.03	86.83	92.62	98.41	104.21	110.00	115.79
Net Enrolment Rate[b/]	59.52	65.16	70.79	76.43	82.06	87.70	93.34
Cohort Survival Rate	78.44	79.35	80.27	81.18	82.09	83.00	83.91
Completion Rate[d/]	73.74	74.25	74.51	74.76	75.02	75.27	75.53
Achievement Rate (Year II NAT MPS)	45.6	54.6	58.7	62.7	66.8	70.9	75.0

These goals cannot be attained by DepED alone. "It takes a community to send a child to school", so to speak. Thus, In the proposed structure, under the functional division Governance and Education, there shall be two sections as follows:

**6.4.c.1. Social Mobilization – ** this functional unit shall work at advocating and promoting community involvement and engagement (e.g. LGUs, NGOs, GOs, parents, etc) in the task of education. It shall ensure that the schools are able to strike a balance between involving the community in plans and decisions in the spirit of shared governance and yet maintain its own administrative accountability. It seeks to ensure resource generation for the schools division, schools and learning centers through Public/Private Partnerships, Public/Media relations and Advocacy and conceptualization and implementation of Special Educational Support Projects. It shall work with District Instructional Supervision as well as Educational Support Services to harmonize each others' effort.

Furthermore, this functional unit shall act as focal point for the division in planning, implementing, coordinating and monitoring activities related to Disaster Risk Reduction Management (DRRM), Education in Emergencies (EiE), climate change mitigation and adaptation.

6.4.c.2. School Management and M&E- this functional unit shall ensure c*ompliance to standards towards good governance and effective operations of* QM System implementation standard and assessment of policy implementation. It shall also provide technical assistance in the conduct of and the analysis and interpretation of result of assessment efforts. It works with District Instructional Supervision as well as Educational Support Services.

As a principle in organization management and design, this unit performs "Conscience functions". Units performing conscience functions usually set standards of organizational outputs and means of measuring them. As a principle in organization designing, conscience activities should never be subordinated to or placed with any other activities.

School Governance and School M&E perform "boundary roles". Staff performing such roles, spend a lot of time outside the organization interacting with other people and other organizations. These jobs, called "boundary-spanning roles", are vital to the organization because they fill two important functions for the organization: they represent the organization and provide information about the organization and they acquire information about the environments. On a more formal basis, boundary roles monitor the external environment to provide the organization with information for its survival and growth.

6.4.d. Education Support Services Cluster

This cluster of sections provides various technical support to the Schools Division Office as well as the schools and learning centers in the schools division to create an environment conducive for the learners to learn and the services to ensure learner's physical and mental readiness to learn. Thus, it is composed of services on planning and research, human resource development, engineering, and health and nutrition.

In the current structure, only Health and Nutrition unit formally provides education support functions. However, health professionals in the Division Office get their programs and mandates from Central Office (CO) and are preoccupied with implementing downloaded programs or collecting data to report to CO. They also provide direct health services to a limited number of clients in the schools and learning centers.

Other support needed by the schools and learning centers in the line with school buildings, developing competent teaching and non-teaching staff, planning services are not formally provided by a regular unit or professionally trained staff. Engineers from Central Office visit the Schools Division when there are national programs on school buildings. Currently, training and development is done by Education Supervisors for teaching staff or by Administration for non-teaching staff.

In the proposed structure, there will be a cluster of sections performing education support functions. These are:

6.4.d.1. Planning and Research – this functional unit shall facilitate the formulation and implementation of education plans, standards, policies and guidelines in all areas of basic education in the division in accordance to the policies and standards set by Central Office and the Region. It provides support to the SDS and ASDS in the preparation/updating of the Division Education Development Plan (DEDP) and provides technical assistance to the districts in the preparation of the District Development Plan, and schools in the development of their School Improvement Plan (SIP).

The functional unit also develops and maintain Division Education Planning and Data Management Systems and conducts research studies to provide critical inputs as bases for management's strategic and operational decisions. It gathers together research findings towards arriving at recommendations on policy implications in the preparation of educational legislative agenda. It shall work with other functional groups in the Division Office regarding data gleaned through the EBEIS (e.g. Textbooks with LRMDS, school buildings with Engineering, Teachers with Personnel and HRD).

6.4.d.2. Human Resource Development – this functional unit shall implement efficient and effective Human Resource Development Systems to ensure availability of competent education leaders, teaching and non-teaching personnel for the schools and division office at all times. In close coordination with the region it manages the implementation of the T&D System including the INSET programs, Career Development, Management and Succession Planning Systems, Scholarship and Grants Program.

6.4.d.3. Educational Facilities – This functional unit shall ensure structurally and physically safe buildings, grounds and facilities for the Division Offices and schools/ LCs and maintain a conducive physical environment.   Its key results are engineering plans, specifications and standards, School site/topography/hazard mapping and school facilities profile. It shall also provide technical assistance to the BAC procurement activities, implementation of School Based Repair and Maintenance (SBRM), school development plan, etc.

6.4.d.4. Health and Nutrition – this functional unit shall ensure the physical readiness of learners to learn, thru the implementation of health programs, provision of basic health and nutrition services and establishment of a healthful school environment through its team of nurses and dentists deployed in the districts. It shall work closely with District Instructional Supervision to build and sustain partnerships for resource generation and social mobilization towards the development of healthy school children. It shall also provide technical assistance and develop programs to promote a healthy lifestyle and practices among teachers and non teaching personnel as effective role models to the learners.

6.4.e. Administrative Services: This functional unit shall provide management with economical, efficient and effective administrative services on personnel, properties, materials management, cash, facilities, utility and transportation services, security, records and custodial work and maintenance of the physical facilities of the division to support operations of the Division Office .It shall supervise the following units: Cash, Personnel, Records, Asset Management and General Services.

6.4.f. Finance Services – This cluster of units composed of Accounting and Budget shall provide management with support to plan and manage the effective and efficient use of the fiscal resources of the schools division. It shall ensure an economical, efficient and effective budgeting and accounting services adhering to the principles of transparency and public accountability and in accordance with the rules and regulations of oversight agencies such as the DBM, COA, and the Civil Service. It shall implement the financial systems throughout the schools division and monitor and evaluate the budget and utilization of funds of schools and learning centers. The units in this section are Budget, which is in charge of planning the appropriation of funds and Accounting which manages, accounts for and reports fund utilization.

All of the office staff of the Division Office are "staff" of the Schools Division Superintendent. *They* support the activities of the line and generally have more specialized or technical expertise. By tradition, they use their expertise to advise the line organization but not to command.

The advisory activities of specialized staff personnel should help line managers sift through mounds of information and make final operating decisions. A good staff group gathers useful data, eliminates irrelevant information, exposes different points of view, reconciles conflicting evidence, clarifies options, and makes recommendations. The individual line manager makes the final decision.

6.5 Staffing Standards

In order to arrive at an indicative number of personnel to fulfill the mandated functions, a staffing standard was conceived and is being proposed in this rationalization plan. The last staffing standards issued by DBM for the Division Office dates back to 2009 wherein a Schools Division Office have a minimum staff of 40 and a varied number of personnel deployed to the districts and serving the schools.

The primary considerations in establishing the staffing standard and pattern of the proposed Rationalized Structure of the DepED Schools Division Office are as follows:

- Identified office functions that will enable a Schools Division Office to provide the services to schools and learning centers and produce the outputs within its area of accountability, authority and responsibility
- Size of a division as defined by number of students, teachers, schools and districts.
- Considerations on the peculiar geographical and topographical characteristics of the locality
- Rationalization Program's Organization and Staffing Guidelines as defined in EO 366
- Administrative Code of 1987, Book IV, Chapter IV
- Government set standards (of DBM, CSC, etc.)

Further to this, the staffing standards provide consistency and equity in the staffing composition of each office vis-à-vis the other offices. There is a minimum number of technical and administrative/finance positions assigned for each function, and a standard position level for administrative positions.

These standards, while meeting the government requirements, are also responsive to the context and unique needs of the organization. It is important to note that these staffing standards and the corresponding staffing patterns of the offices shall be the minimum requirements of the department.

6.5.a. Schools Division Office Functions

Regardless of size of the schools division, every schools division office is basic and must be complete in terms of organization and structure. **(See Attachment _DO Functions).**The size of a schools division and the scope of coverage require different modifications in the organization in terms of structure and staffing level with respect to the following functions:

a. Management

b. Curriculum Implementation

c. Governance and Operation

d. Education Support Services

      d.1. Planning and Research

      d.2. Human Resource Development

      d.3. Education Facilities

      d.4. Health and Nutrition

e. Administrative and Finance Services

6.5.b. Schools Division Office Classification

A Schools Division Office is classified as Small, Medium, Large or Very Large following a set of criteria established by DepED and DBM **(See details for computation in Attachment D.3 DO Staffing Standard and Staffing Pattern).** This classification was made because schools division are created to serve a province or an independent or a highly urbanized city. Since provinces and cities vary in population and land area, schools divisions also vary in number of schools, enrollees and districts covered.

One model for a schools division does not necessarily fit all divisions. The effectiveness of each division is a function of its size and structure. Therefore, there should be a (limited) number of models to reflect different realities (i.e. small, mid-size, large, and very large divisions). The schools division offices should be categorized based on a combination of the following variables:

The size of the schools division offices is based on a combination of the following variables:

1. Number of teachers in the schools division

2. Number of schools in the schools division

3. Number of districts in the schools division

4. Number of enrollees in the schools division

Using the 2005 statistics, the number of Schools Division classified as Very Large, Large, Medium, and Small are as follows:

SECTION 6 – TABLE 6: QUANTITY OF SCHOOLS DIVISIONS PER SIZE (NOTE: 162 DIVISIONS ESTABLISHED IN 2005)

Sizes:	VERY LARGE	LARGE	MEDIUM	SMALL	TOTAL
No. of Divisions in 2005 per size	2	26	114	20	162

Also using the 2005 statistics, the total number of teachers, schools, district, and learners in all the Schools Divisions classified as Very Large, Large, Medium, and Small and the average number per category. This is to illustrate the wide range of the population served by Schools Division Offices.

SECTION 6 – TABLE 7: BASIC INFORMATION OF 2005 SCHOOLS DIVISION OFFICES – USED TO DETERMINE SIZE

SIZES:	VERY LARGE	LARGE	MEDIUM	SMALL	TOTAL
Ave. No. of Teachers in 2005 per division size	21,036 / 2 =10,518	176,276 / 26 =6,780	214,110/ 114 = 1,878	9,297/ 20 = 465	420,719
Ave. No. of Schools in 2005 per division size	2,302 / 2 =1,151	16,541 / 26 = 636	21,227/114 =186	880 /20 =44	40,950
Ave no. of Districts in 2005, per division size	113 / 2 =56	858 /26 =33	1,111 / 114 = 9	64 /20 =3	2,146
Enrolment in 2005	761,773/ 2 =380,886	6,776,315/26 =260,628	8,004,901 /114 =70,218	298,198 /20 =14,909	15,841,187

6.5.c. Minimum Staffing Level

Given the minimum functions of a Schools Division Office and its size categorization, there shall be a minimum staffing level for each School Division Office in terms of the number of positions assigned to the Schools Division Office proper to perform the task of each functional unit and in terms of the number of positions that will be assigned or deployed to the districts to service schools and learning centers. The minimum staffing levels for Division Office proper and those positions deployed to the districts are shown in the table below:

SECTION 6 – TABLE 8: PROPOSED NUMBER OF DIVISION STAFF PER SIZE OF SCHOOLS DIVISION OFFICE

SIZES:	VERY LARGE	LARGE	MEDIUM	SMALL	TOTAL (ALL 162 DIVISIONS
Staffing Level for Division Proper	57	55	51	37	8,098
Staffing Level for Deployed Personnel	93	55	17	2	3,594
DO staffing: TOTAL (Proper & Deployed)	150	110	68	39	11,692

The staffing standard for the functional units in the Division Proper is detailed in Attachment D.3 Division Office Staffing Standard and Pattern and summarized in Section 6-Table 9 as follows:

SECTION 6 – TABLE 9: PROPOSED NUMBER OF DIVISION STAFF FOR EACH SIZE OF SCHOOLS DIVISION OFFICE

PROPOSED OFFICES AT THE DIVISION LEVEL:	NUMBER OF OFFICE PERSONNEL PER DIVISION SIZE			
	VERY LARGE	LARGE	MEDIUM	SMALL
1. Office of the SDS w/ ASDS, Legal and ICT	14	12	8	6
2. Curriculum Implementation	14	14	14	14
3. Governance and Operation	6	6	6	2
4. Education Support Services	9	9	9	5
5. Administrative	10	10	10	6
6. Finance	4	4	4	4
Total DO Proper	57	55	51	37
Total Deployed to Districts	93	55	17	2

There shall also be positions in the Schools Division Office plantilla which will be deployed to the districts, to service the schools and learning centers. These are the following:

a.1. PSDS – The Public School District Supervisor will provide instructional supervision and technical assistance to schools in the various areas of governance as assigned by the SDS. There shall be a minimum of 1 per schools district in Very Large and Large Schools Division, and 1 per three municipalities for Medium Schools Divisions.

a.2. EPsA (DALSC) – The Education Program Specialist for ALS, also known as the District ALS Coordinator will provide technical assistance to schools and learning centers to ensure access to basic education to the out of school children and youth and adults or the underserved sector. There shall be a minimum of 1 per 6 schools district in Very Large and Large Schools Division, and 1 per three municipalities for Medium Schools Divisions, and 1 for Small Provincial and City Divisions.

a.3. Librarian for Library Hub – Manages the library hub and will provide learning resource services to a cluster of schools where the library hub is located.

a.4. Public Health Nurse – together with the team of health workers (dentist and dental aide) assigned to a cluster of schools, they either provide direct health services or form partnerships with the community for the provision of health services to cater to the needs of the school populace. There shall be a minimum of 1 nurse per 5 schools districts./

a.5. Dentist and Dental Aide - together with the team of health workers (nurse assigned to a cluster of schools), they either provide direct dental services or form partnerships with the community for the provision of health services to cater to the needs of the school populace. There shall be 1 Dentist per 5 schools districts while the Dental Aide position will be outsourced on a needs basis or through partnership with stakeholders.

a.6. Bookkeeper – the bookkeeper provides the school heads of clusters of schools with services to document and report utilization of funds and resources and to assist the school head with finance-related work. There shall be one (1) per 10 schools district.

Currently, included in the plantilla positions of the Schools Divisions are position titles such as Guidance Coordinator, Guidance Counselor, and School Librarian. These positions are considered part of a proposed Staffing pattern for Schools, thus they are not included in the proposed staffing pattern for the Schools Division Office Library Hub Librarians are recommended in the staffing pattern of Schools Division but were not included in the rationalization plan as they have been created after 2005 through special request by DepED with DBM to support the Library Hub project.

6.6 Staffing Pattern

In 2005, there were 17,928 positions in all of the 162 Schools Division Office comprising those items in the Schools Division Office proper and those deployed to the Districts. Positions in the Schools Division Office plantilla deployed to Schools are excluded in the count. Out of 17,928 items 17,146 were filled in 2005.

The *Rationalization Plan proposes 11,692 positions. The number of positions proposed is 5,454 (32%) less than the 17,146 filled items in 2005. Comparing the proposal to the total 2005 plantilla positions, that would mean a reduction of workforce by 6,236 (35%) positions at the Schools Division Level.*

In terms of the cost ceiling, the 2005 data of DepED shows that the authorized personnel service (PS) cost at the Divisions is **PhP 2,076,891,492.00** (covers both filled and unfilled). The proposed staffing pattern in the Rationalization Plan will incur a personnel cost of **PhP 2.057,624,304.** Hence, the Rationalization Plan is below the ceiling by **PhP 19,267,188 or equivalent to 1% savings (vs. 2005 Total Authorized PS Cost for Schools Divisions).**

However, if the ceiling used is the Total Reported PS Cost of all 2005 Plantilla Positions which is **PhP 2,316,355,980** then, there will be a difference of **PhP 258,731,676.** *The Rationalization Plan proposes a staffing pattern which will incur a personnel cost of PhP 2.057,624,304.00. This cost is P19,267,188 less than the authorized personnel cost of DepED in 2005 which is P2,076,891,492.00.*

If compared against the Total Reported PS cost of all 2005 Plantilla positions, the savings is 11% or Php 258,731,676.00. Against all additional Manpower Cost in 2005 which is the reported cost plus all additional manpower cost brought on by additional employees hired to cope with additional work brought on by increase in learner and teacher population.

SECTION 6 – TABLE 10: COMPARISON OF PS COST: 2005 AND PROPOSED STRUCTURE OF DIVISION OFFICE		
SCHOOLS DIVISION OFFICES: TOTAL PERSONNEL SERVICES (PS) CEILING PRESCRIBED (PHP)	**AUTHORIZED PS COST OF THE RATIONALIZED STRUCTURE**	**SAVINGS**
Total Authorized PS Cost of All 2005 Plantilla:	2,076,891,492		**19,267,188** (1% savings vs. 2005 Total Authorized PS Cost
Total Reported PS Cost of all 2005 Plantilla Positions	2,316,355,980	**2,057,624,304**	**258,731,676** (11% savings vs. 2005 Total Reported PS Cost / Budget)
TOTAL investment on PS (REPORTED Cost + All Additional Manpower Cost)	2,424,026,555.84		**366,402,252** (15% savings vs. 2005 Total Reported PS Cost + Additional Manpower)

Using DBM's categorization of positions to analyze the type of positions in the 2005 plantilla staffing pattern reveals that 11% are Key positions (Division Chief up), 12% are Technical (work focus on the core business of the organization, .02% is Support to Technical (directly supports those who work for the core business) and 77.7% are Administrative (providing office support services). The implication of this is that, given the number of schools in a Schools Division, the ratio of educational personnel (Technical) to the number of teachers is **1: 128**. Section 6-Table 11.below presents the distribution of positions according to types and is illustrated by the Stacked Cylinder graph.

SECTION 6 – TABLE 11: DISTRIBUTION OF SCHOOLS DIVISION OFFICES' STAFF PER POSITION TYPES: COMPARISON OF 2005 AND THE PROPOSED RATIONALIZED STRUCTURE WITH STACK CYLINDER GRAPH.

POSITION TYPES:	DBM'S CATEGORIZATION OF POSITION					CHANGE:
	ALL 2005 POSITIONS AT THE DIVISION LEVEL	**%**	**RP PROPOSED STAFFING FOR THE DIVISION**	**%**		
Key	1,896	11%	2,628	22%		**+ 11%**
Technical	2,099	12%	3,718	32%		**+ 20%**
Support to Technical	3	0.02%	636	5%		**+ 4.98%**
Administrative	13,930	77.7%	4,710	40%		**- 37.7 %**
Totals:	17,928	100%	13,774	100%		

DISTRIBUTION OF DIVISION OFFICES' STAFF PER POSITION TYPES DBM CATEGORIZATION) COMPARISON OF 2005 FILLED POSITIONS VIZ. R.PLAN
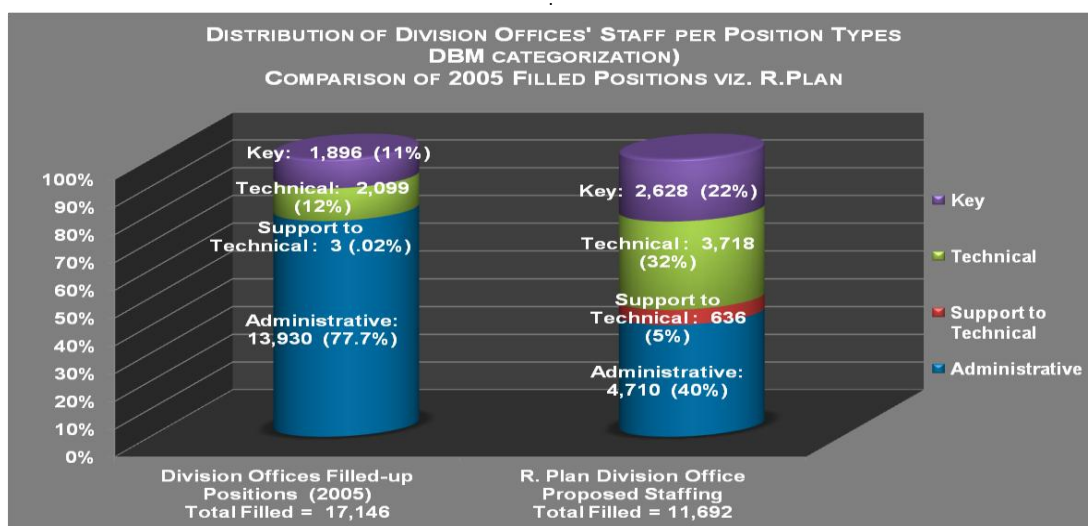
On the other hand the proposed staffing pattern of the Rationalization Plan, show that there shall be 22% key positions, Technical group will comprise 32%, Support to Technical will comprise 5% while Administrative is 40%. This staffing composition will increase the ratio of DO educational personnel in relation to number of teachers will be 1:73.

The change in the staffing pattern will mean an increase in Key Positions by 11%, an increase in Technical personnel by 20%, an increase in support to technical work by 4.98%, and a decrease in Administrative positions by 37.7%.

The staffing pattern being proposed for the Schools Division of varying sizes is shown in Section 6-Table 12 below:

SECTION 6 – TABLE 12: PROPOSED STAFFING PATTERN PER OFFICE IN THE SCHOOLS DIVISION (AS OF FEBRUARY 2013)					
PROPOSAL (AS OF FEBRUARY 2013)					
OFFICE	Standard No. of Items according to Division Sizes				
	SG	Very Large	Large	Medium	Small
OFFICE OF THE SDS					
Schools Div. Superintendent	26	1	1	1	1
Admin Asst III	9	1	1	1	1
Admin Aide VI	6	1	1	0	0
Admin Aide IV	4	1	1	1	1
Office of the ASDS					
ASDS	25	3	2	1	1
Admin Aide VI	6	3	2	1	1
Sub-total *(Office of the SDS)*:		**10**	**8**	**5**	**5**
Legal Unit					
Attorney III	20	1	1	1	0
Legal Assistant I	10	1	1	0	0
ICT Unit					
Info. Technology Officer I	19	1	1	1	1
Admin Assistant I	7	1	1	1	0
Sub-total *(Units attached to the Office of the SDS)*:		**4**	**4**	**3**	**1**
CURRICULUM IMPLEMENTATION DIVISION:					
Chief Education Program Supervisor	24	1	1	1	1
Admin Aide VI	6	1	1	1	1
Education Management / District Instructional Supervision Section					
Education Program Supervisor	22	9	9	9	9
Learning Resource Management Section					
Education Program Supervisor	22	1	1	1	1
Project Development Officer II	15	1	1	1	1
Librarian II	14	1	1	1	1
Sub-total *(Curriculum Implementation Division)*:		**14**	**14**	**14**	**14**

OFFICE	Standard No. of Items according to Division Sizes				
SECTION 6 – TABLE 12: PROPOSED STAFFING PATTERN PER OFFICE IN THE SCHOOLS DIVISION (AS OF FEBRUARY 2013)					
	SG	Very Large	Large	Medium	Small
GOVERNANCE STRAND:					
a. Governance and Operation Section					
Education Program Supervisor	22	1	1	1	0
Admin. Aide VI	6	1	1	1	0
b. Social Mobilization & Networking Section					
Sr. Education Program Specialist	19	1	1	1	0
Project Development Officer II	15	1	1	1	0
c. School Management and M&E Section					
Sr. Education Program Specialist	19	1	1	1	1
Education Program Specialist II	15	1	1	1	1
Sub-total *(Governance Strand):*		**6**	**6**	**6**	**2**
EDUCATION SUPPORT SERVICES STRAND:					
a. Health & Nutrition:					
Health Education & Promotion Officer III	18	1	1	1	0
Health Education and Promotion Officer II	14	0	0	0	1
Nurse II	12	0	0	0	1
Admin Aide VI	6	1	1	1	0
b. Educational Facilities:					
Engineer III	19	1	1	1	0
Draftsman	8	1	1	1	0
c. Planning and Research:					
Planning Officer III	18	1	1	1	1
Education Program Specialist II	16	1	1	1	1
Admin Aide VI	6	1	1	1	0
d. Human Resource Development:					
Sr. Education Program Specialist	19	1	1	1	1
Education Program Specialist II	16	1	1	1	0
SUB-TOTAL *(Education Support Services):*		**9**	**9**	**9**	**5**
ADMINISTRATIVE SERVICES:					
Supervising Admin Officer	22	1	1	1	1
Admin Asst I	7	1	1	1	1
a. Personnel Unit:					
Admin Officer IV	15	1	1	1	1
Admin Assistant I	7	1	1	1	1
b. Cash Unit:					
Admin Officer IV	15	1	1	1	1
Admin Assistant I	7	1	1	1	0
c. Records Unit:					
Admin Officer IV	15	1	1	1	0
Admin Aide VI	6	1	1	1	0
d. Property Unit:					
Admin Officer IV	15	1	1	1	0
Admin Aide VI	6	1	1	1	1
SUB-TOTAL *(Administrative Services Strand):*		**10**	**10**	**10**	**6**

SECTION 6 – TABLE 12: PROPOSED STAFFING PATTERN PER OFFICE IN THE SCHOOLS DIVISION (AS OF FEBRUARY 2013)					
OFFICE	**Standard No. of Items according to Division Sizes**				
	SG	**Very Large**	**Large**	**Medium**	**Small**
Finance Strand:					
a. Budget :					
Admin Officer V	18	1	1	1	1
Admin Assistant I	7	1	1	1	1
b. Accounting:					
Accountant III	19	1	1	1	1
Admin Assistant III	9	1	1	1	1
SUB-TOTAL: *(Finance Strand:)*		**4**	**4**	**4**	**4**
Deployed:					
Public School District Supervisor	21	57	33	10	0
Education Program Specialist	16	9	5	2	1
Dentist II	16	11	7	2	0
Nurse II	12	11	7	2	0
Admin. Asst. II (Bookkeeper)	8	5	3	1	1
SUB-TOTAL: *(Finance Strand:)*		**93**	**55**	**17**	**2**

SCHOOLS DIVISION SIZE	Very Large	Large	Medium	Small
Total DO Proper	57	55	51	37
Total Deployed	93	55	17	2
Grand Total:	**150**	**110**	**68**	**39**

7.0   IMPLICATIONS OF THE PROPOSED CHANGES IN STRUCTURE: SCHOOLS DIVISION OFFICE

In general, the rationalization structure implies the following:

7.1.   Reduction in plantilla items

The total staff requirement of the Proposed Structure is 14,748, while the total positions in 2005, for which the rationalized structure is being compared, is 21,427. Thus, the total reduction in positions is 5,590. This is equivalent to a reduction of 27.5% vs. the pegged ceiling for the rationalization plan (i.e. 2005 total Plantilla Positions).

"Annex F: proposed Actions on Positions" provides a complete picture of what is proposed per position. The discussion below provides a synthesis of the proposed actions on the 21,427 positions accounted for in the 2005 plantilla of positions.

A.   RETENTION: 6,917 positions (32.3% of the 21,427 positions in 2005)

These are the positions that shall be carried over to the proposed staffing pattern as they were deemed as essential to the operations of the Department. In terms of quantity per type, the proposed positions for retention are distributed as follows:
- 2,084 items are key positions (30% of the proposed 6,917 retained positions)
- 2,496 items are technical positions (36% of the proposed 6,917 retained positions)
- 881 items are support to technical positions (13% of the proposed 6,917 retained positions)
- 1,456 items are administrative positions (21% of the proposed 6,917 retained positions)

B.   TRANSFER (to another level within DepED) : 607 positions (2.8% of the 21,427 positions in 2005)

There are the positions that shall be moved to another level within the department where the positions are most needed. In terms of quantity per type, the proposed positions to be transferred are distributed as follows:
- 7 items are key positions (1% of the 607 positions proposed to be transferred)
- 308 items are technical positions (51% of the 607 positions proposed to be transferred)
- 56 items are support to technical positions (9% of the 607 positions proposed to be transferred)
- 236 items are administrative positions (39% of the 607 positions proposed to be transferred)

C.   ABOLITION: 13,903 positions (64.9% of the 21,427 positions in 2005)

These are the positions that were deemed unnecessary in the proposed rationalized structure, and thus are recommended to be removed from the plantilla of positions. In terms of quantity per type, the proposed positions to be abolished are distributed as follows:
- 6 items are key positions (0.04% of the 13,903 positions proposed to be scrapped)
- 872 items are technical positions (6% of the 13,903 positions proposed to be scrapped)
- 1,372 items are support to technical positions (10% of the 13,903 positions proposed to be scrapped)
- 11,653 items are administrative positions (1% of the 13,903 positions proposed to be scrapped)

   Majority of the positions recommended for abolition are the Administrative Aide I, II, III and IV positions. These refer to the positions with functions related to utility work, janitorial, messengerial, security and other skill-related work that can be considered for outsourcing or contracting.

D.   CREATION: 7,225 positions (49% of 14,748 proposed staffing pattern of the new structure)

These are new positions deemed necessary for the efficient operations of the department but are not available in the Plantilla of Positions. The distributions of positions to be created are as follows:
- 780 items are key positions (11% of the 7,224 positions proposed for Creation)
- 2,575 items are technical positions (36% of the 7,224 positions proposed for Creation)
- 866 items are support to technical positions (12% of the 7,224 positions proposed for Creation)
- 3,003 items are administrative positions (42% of the 7,224 positions proposed for Creation)

Majority of the positions recommended for creation are in the administrative services. These refer to positions with functions related to personnel, finance and property management, which are essential support services for those performing the core functions in the Department.
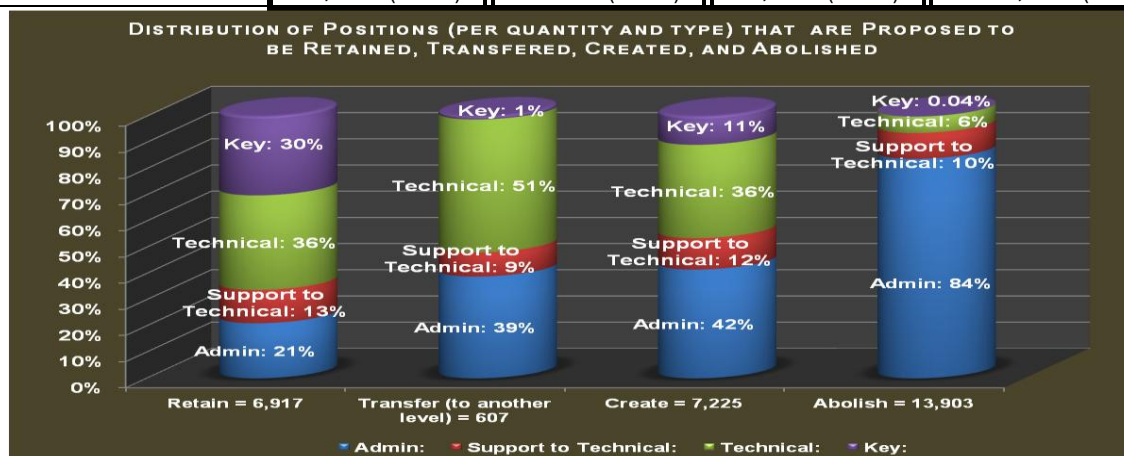
The estimated total cost for the created positions amount to PhP 1.16 billion, which is lower than the PhP 1.17 billion cost that can be derived from abolishing 13,903 positions. This means an estimated savings of PhP 15.6 million based on authorized cost or PhP 295.49 million based on 2005 total Personal Services Budget as reported. The savings can be utilized to support the creation of new positions through the "scrap and build policy". The Table 1 and 2 provides a summary of the quantities discussed above.

SECTION 7 - TABLE 1: QUANTITATIVE SUMMARY OF POSITIONS TO BE RETAINED, TRANSFERRED, ABOLISHED AND CREATED

1. TOTAL POSITIONS IN 2005		**21,427**
ACTIONS ON 2005 POSITIONS:		
1.1. FOR RETENTION 6,917		
1.2. FOR TRANSFER 607		
SUB – TOTAL: 7,524		
1.3. FOR ABOLITION 13,903		
TOTAL: 21,427		
2. RATIONALIZATION PLAN PROPOSAL		**14,749**
1.1. 2005 POSITIONS TO BE RETAINED 6,917		
1.2. 2005 POSITIONS FOR TRANSFER .... 607 (TO ANOTHER LEVEL)		
SUB – TOTAL: 7,524		
1.3. FOR CREATION 7,225		
TOTAL: 14,749		

SECTION 7 - TABLE 2: DISTRIBUTION OF POSITIONS (PER QUANTITY AND TYPE) THAT ARE PROPOSED TO BE RETAINED, TRANSFERRED (TO ANOTHER LEVEL), CREATED, AND ABOLISHED

TYPE OF POSITIONS	PROPOSED ACTIONS			
	RETAIN	TRANSFER TO ANOTHER LEVEL	CREATE	ABOLISH
Key	2,084 (30%)	7 (1%)	781 (11%)	6 (0.04%)
Technical	2,496 (36%)	308 (51%)	2,575 (36%)	872 (6%)
Support To Technical	881 (13%)	56 (9%)	866 (12%)	1,372 (10%)
Administrative	1,456 (21%)	236 (39%)	3,003 (42%)	11,653 (84%)
TOTAL:	6,917 (100%)	607 (100%)	7,225 (100%)	13,903 (100%)

DISTRIBUTION OF POSITIONS (PER QUANTITY AND TYPE) THAT ARE PROPOSED TO BE RETAINED, TRANSFERED, CREATED, AND ABOLISHED

In addition to the information above, positions in the new structure were analyzed in terms of the quantity of personnel (across levels) that contributes to the following strands of work in the agency.

SECTION 7 - TABLE 3: DISTRIBUTION OF PERSONNEL PER MAJOR STRAND OF FUNCTIONS		
DISTRIBUTION OF STAFF PER MAJOR STRAND OF FUNCTIONS / SERVICES	NUMBER OF STAFF	%
Strategic Management	2,231	15%
Curriculum and Instruction	5,421	37%
Governance and Operations	2,958	20%
Legal Services and Legislative Affairs	279	2%
Finance and Procurement Services	1,446	10%
Administrative Services	2,413	16%
TOTAL:	14,748	100%

DISTRIBUTION OF STAFF PER MAJOR STRAND OF FUNCTIONS/SERVICES
(PROPOSED STRUCTURE - 2012)
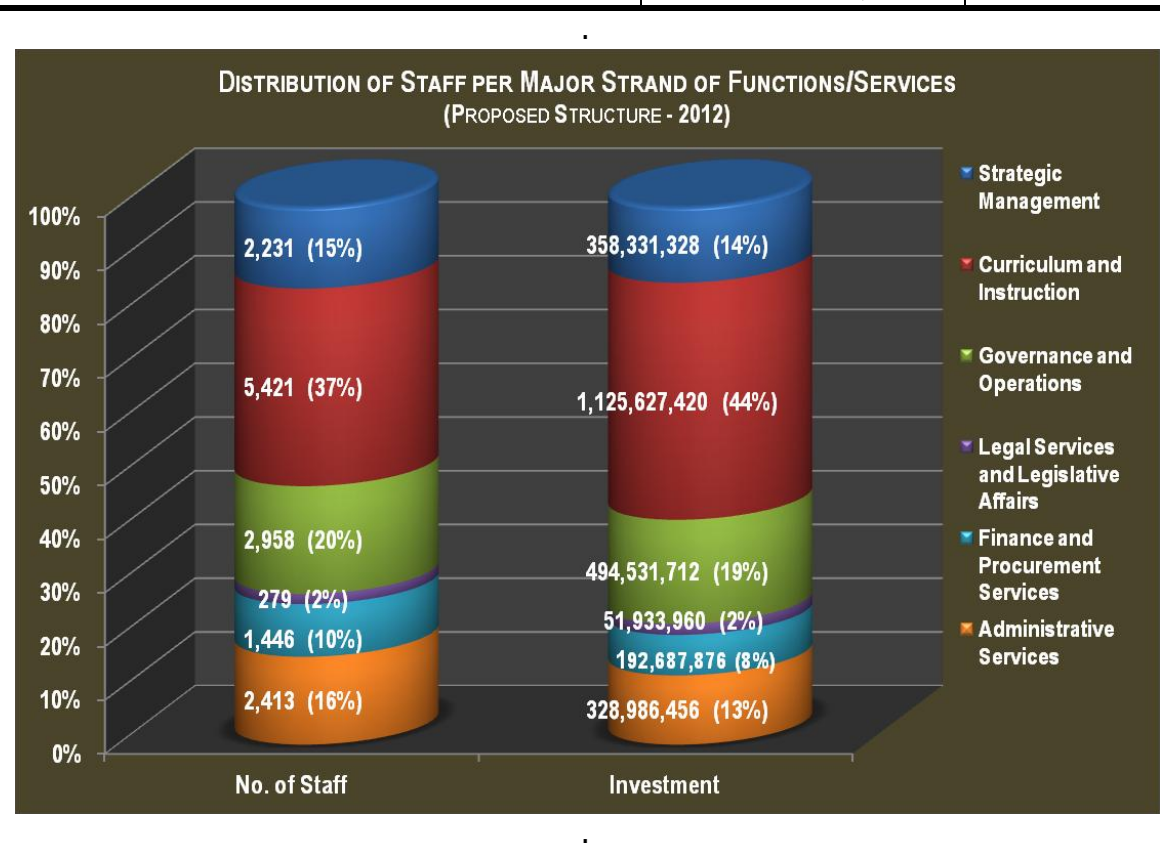
7.2. Reduction in Cost

As consequence, the reduction in plantilla positions in the Rationalized Structure vis-à-vis the 2005 Structure, also generated savings to the Department.

The computation was made by comparing the authorized cost of personnel in the Rationalized Structure vis-à-vis three values, namely: (a) the Authorized Cost of 2005 Total Positions; (b) the reported (actual) Personnel cost in 2005; and (c) total cost value spent by DepED on permanent positions and additional hired personnel to augment gaps.

In all three computations, the Rationalized Structure generated considerable savings. The matrix below shows the amount of savings.

PERSONNEL SERVICES (PS) CEILING PRESCRIBED (PHP)		AUTHORIZED PS COST OF THE RATIONALIZED STRUCTURE	SAVINGS
Total Authorized PS Cost of All 2005 Plantilla:	2,567,715,240		**15,346,236** (1% savings vs. 2005 Total Authorized PS Cost
Total Reported PS Cost of all 2005 Plantilla Positions (based on budget)	2,847,597,466	**2,552,369,004**	**295,228,462** (10% savings vs. 2005 Total Reported PS Cost / Budget)
TOTAL investment on PS (REPORTED Cost + All Additional Manpower Cost)	3,028,470,777.84		**476,101,774** (16% savings vs. 2005 Total Reported PS Cost + Additional Manpower)

7.3. Improvement in the Distribution of Positions per Type

Part of the requirement of the Rationalization Program is to attain an improvement in the distribution of plantilla items in the categorization of positions. The objective is to retains or have more high-values jobs that are focused on the core business of the agency. This is also a guiding principle that the DepED CMT kept in mind during the strategic review of the staffing pattern, The result of the work is a considerable reduction in administrative positions (- 32%) and a shift to having more technical positions (+ 17%).

The following matrix and graph provides the details of the compliance in the improvement of the type of positions in the proposed structure.

SECTION 7 – TABLE 4: DISTRIBUTION OF POSITIONS PER CATEGORY: COMPARISON OF THE 2005 AND PROPOSAL					
	DBM's CATEGORIZATION OF POSITION				
POSITION TYPES:	ALL 2005 POSITIONS	%	RP PROPOSED STAFFING	%	CHANGE:
Key	2,097	10%	2,872	19%	**+ 9%**
Technical	2,946	14%	4,612	31%	**+ 17%**
Support to Technical	212	1%	880	6%	**+ 5%**
Administrative	16,172	75%	6,385	43%	**- 32 %**
Totals:	21,427	100%	14,749	100%	

DISTRIBUTION OF POSITIONS PER POSITION TYPES (DBM CATEGORIZATION) COMPARISON OF THE TOTAL 2005 POSITIONS viz. R.PLAN