



Republic of the Philippines  
**Department of Education**

MAY 03 2012

DepEd ORDER  
No. **35**, s. 2012

**POLICIES AND GUIDELINES ON THE IMPLEMENTATION OF THE GOVERNMENT ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION (GASTPE) PROGRAM EFFECTIVE SCHOOL YEAR 2012-2013**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Units  
Regional Secretary, ARMM  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public and Private Elementary and Secondary Schools  
All Others Concerned

1. The Government Assistance to Students and Teachers in Private Education (GASTPE) Program consisting of the Education Service Contracting (ESC) and the Education Voucher System (EVS) and the Teacher Salary Subsidy (TSS), is a demonstration of the government's commitment to maintain the viability of private education as a key partner in the delivery of quality basic education.
2. In support to this commitment, the Department of Education (DepEd) has issued the enabling policies and guidelines to ensure the effective and efficient implementation of the GASTPE Program effective School Year (SY) 2012-2013. The policies and guidelines are contained in the enclosure and have already reflected the anticipated implementation of Grade VII as part of the K to 12 Basic Education Program and the expansion of the Open High School (OHS) in ESC-participating private schools. The guidelines shall remain in effect starting SY 2012-2013 until otherwise amended.
3. Immediate dissemination of and strict compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.:

As stated

Reference:

DepEd Order No.: 86, s. 2009

To be indicated in the Perpetual Index  
under the following subjects:

FUNDS  
POLICY

PROGRAMS  
SECONDARY EDUCATION

STUDENTS  
TEACHERS

R-MCR/DO-GASTPE  
1050/March 7, 2012

**(Enclosure No. 1 to DepEd Order No. 35, s. 2012)**

**POLICIES AND GUIDELINES FOR THE GOVERNMENT ASSISTANCE TO STUDENTS AND TEACHERS  
IN PRIVATE EDUCATION AT THE BASIC EDUCATION LEVEL  
EFFECTIVE SY 2012-2013**

**I. LEGAL BASES**

- A. Article XIV of the 1987 Constitution of the Republic of the Philippines and Republic Act 8545, otherwise known as the "Expanded Government Assistance to Students and Teachers in Private Education (GASTPE)," provide the legal bases for the Education Service Contracting (ESC) and the Education Voucher System (EVS). It is the declared policy of the State, in conformity with the mandate of the Constitution, to promote and make quality education available to all Filipino citizens. The State also recognizes the complementary roles of public and private schools in the education system, especially the latter's invaluable contribution to education. The ESC, since its pilot test in 1982-1984, has become a symbol of private-public school partnership in making quality secondary education accessible to all Filipino citizens.
- B. The management of GASTPE has been contracted out by DepEd to the Fund for Assistance to Private Education (FAPE), a perpetual trust fund created by and between the Philippine and US governments under E.O. 156, s. 1968 for the purpose of providing assistance to private education in the country and which by amendment under Executive Order 150 series of 1994 expanded the purpose of the Fund to accept and manage, to wit: "Contributions, donations, grants, bequests, gifts and/or loans from the Government of the Republic of the Philippines for programs of assistance to private education may be managed and administered by the Private Education Assistance Committee (the trustee of the Fund) as provided therein."

**II. SCOPE AND COVERAGE**

- A. In conformity to the foregoing mandates, the Department of Education (DepEd) shall expand the coverage of the ESC, as it started to phase out the EVS progressively, beginning with the First Year level in SY 2011-2012. EVS shall be completely phased out by SY 2014-2015 when the Fourth Year grantees of the program shall have finished their secondary education.
- B. The Teacher Salary Subsidy (TSS) shall be continued in fulfillment of the government's support to private secondary education. The TSS program of the GASTPE was implemented for the first time in SY 2009-2010. It provides the grant of salary subsidy to teachers in private high schools participating in the ESC program.

**III. GENERAL PRINCIPLES AND POLICIES**

The guidelines and procedures for the implementation of the ESC shall be governed by the following general principles and policies:

- A. ESC is aimed at democratizing and improving access to quality secondary education through government extension of financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools. It is geared towards reducing the class size to manageable levels in public high schools, especially

those experiencing shortage of classrooms and teachers. Thus, through the ESC, the government will be able to decongest public secondary schools.

- B. In an effort to expedite the decongestion of public secondary schools and subsequently improve their learning environment, ESC shall be expanded to include the Open High School (OHS) Program in providing students greater access to secondary education.
- C. Program beneficiaries of ESC participating private high schools are assured of the Government's commitment to support their education in private high schools for as long as they meet the requirements for regular promotion to each of the succeeding school years until they graduate.
- D. The ESC is a concrete demonstration of strong public-private sector partnership that is mirrored at all levels of the program's operations.
  - 1. DepEd, FAPE and the participating private schools recognize the need to continuously monitor and evaluate the ESC. A database on the ESC shall be developed and maintained.
  - 2. DepEd shall allocate and obligate the annual GASTPE budget within the calendar year so that payments can be effected to the participating private schools on time.

#### **IV. GENERAL GUIDELINES**

The following general guidelines shall apply to the ESC program. The guidelines for the EVS program issued in SY 2010-2011 per DepEd Order No. 31, s. 2010 shall continue to be applied to cover the existing student grantees until the last batch of grantees in the Fourth Year shall have completed their secondary education by SY 2014-2015.

##### **A. COVERAGE OF THE ESC GRANTS**

- 1. With the inclusion of the OHS in ESC, the latter shall cover, effective SY 2012-2013, two groups of students: those who are in the formal system where learning is through direct instruction in the classroom; and those in the alternative delivery mode (ADM) where blended learning is provided through a combination of guided instruction and off-school learning or home schooling, or in exceptional cases, independent learning through home schooling.
- 2. ESC grantees in the OHS shall be further classified into two levels:
  - 2.1 Honors Program if the public school grantee belongs to the top two percent (based on MPS in Grade 6 NAT) of the incoming Grade 7 (First Year) students or with an average in Grade 6 of 90% and above. Students in this program have the option to undertake blended learning or full home schooling. They, too, have opportunity for acceleration.
  - 2.2 Regular Program if the public school grantee belongs to the upper average 10% (based on MPS in Grade 6 NAT) of incoming Grade 7 (First Year) students or with an average of 85-89% in Grade 6. Students in this program are placed in blended learning.

## B. CONDITIONS OF THE ESC GRANTS

1. The ESC grants shall cover the four (4) years of secondary education from First Year to graduation. They can start only at the First Year level. No new grants shall be awarded at higher year levels. If the grantees are enrolled in night high schools or evening classes designed for a five-year curriculum, the grant can be availed for four years only.
2. The grant is deemed renewed for the next school year if the student is promoted to the next year level and enrolls in the same school. Since ESC is a system of financial assistance to the grantees, no maintaining grade shall be required for retention in the program.
3. The grant is deemed terminated for any one of the following reasons:
  - a. If the student drops out for non-health reasons in the middle of the school year;
  - b. If the student has not applied for an official leave and does not re-enroll the following year;
  - c. If the student is retained at the same year level or otherwise not promoted to the next higher year level;
  - d. If the student is suspended for more than 2 weeks or dismissed or expelled by the school for disciplinary violations; or
  - e. If the student transfers to a non-ESC participating school.
4. For reasons of force majeure, a grantee may be allowed to continue enjoying the grant.
5. A grantee may apply for transfer to another ESC participating school.
6. Transfers from outside the National Capital Region (NCR) into NCR are not allowed. Transfers from NCR to participating schools outside the NCR may be allowed but the amount of the grant is reduced accordingly.

## C. AMOUNTS OF THE ESC AND OTHER FINANCIAL MATTERS

### For ESC Grantees in Formal Schooling

1. For all First Year grantees in regions outside NCR, the amount of subsidy shall be Six Thousand Five Hundred Pesos (P6,500.00) per grantee for an entire school year. The same amount of grant shall not be applied to old or existing beneficiaries of the program. Further, if the tuition and other fees being charged by the school are lower than the ESC grant, the amount that shall be paid to the school shall not be more than the fees being charged.
2. For student grantees in NCR, the amount of subsidy shall be Ten Thousand Pesos (P10,000.00) per grantee for an entire school year. This is in recognition of the fact that private school tuition and all other fees are much higher in NCR than in the rest of the country.

3. If a grantee transfers to another ESC participating school before July 15, the DepEd shall pay the grant to the receiving school, not the school of origin. No payment of subsidy to the receiving school shall be made for transfers beyond this date.
4. If a grantee transfers to another ESC participating school after July 15, DepEd shall pay the subsidy to the school of origin. It shall be the responsibility of the grantee to settle accounts with the receiving school. It has been the policy per DepEd Order No. 31, s. 2010 that the receiving school cannot collect payment from DepEd for the late transferee/s. For statistical purposes, the student who transfers after said date shall be counted as a grantee at the school of origin for the current school year.
5. It shall be the responsibility of the receiving school to report in its online school account in the FAPE website the names and other details of transferees in and out of the school concerned.

#### For ESC Grantees in OHS

1. The amount of grant for ESC grantees in OHS shall be Six Thousand Five Hundred Pesos (P6,500.00) per grantee for the First Year level. Unlike the ESC grantees in formal schooling where differentials between the subsidy and schools' actual tuition and other fees often exist and are paid for by the grantees, the amount of grant given to ESC beneficiaries in the OHS constitutes full payment for the entire academic year.
2. Transfer to and from the formal classes and OHS of ESC shall be allowed provided that:
  - 2.1 the ESC grantees in the OHS are in the same lessons as those in the formal classes; and
  - 2.2 the ESC grantees in the OHS are willing to pay the differential between the tuition fee and the ESC grant.

#### D. PRIVATE SCHOOL PARTICIPATION IN ESC

1. Private schools desiring to participate in either formal instruction or OHS of ESC, or both, may write a letter of intent with their contact details to their respective DepEd Division Superintendents who shall, in turn, certify to the eligibility of schools and endorse this to the concerned FAPE Regional Program Coordinators. The conditions for school participation in the formal instruction mode of the program are as follows:
  - a. The school should be recognized by the government. It must be accredited at least as Level II by any member of the Federation of Accrediting Agencies of the Philippines (FAAP), or has passed the FAPE Certification Program.<sup>1</sup> A brief description of the Certification Program is available at [www.peac-fape.org.ph](http://www.peac-fape.org.ph).
  - b. A private school which has been recently organized for which government recognition is not yet possible may still be eligible to participate provided it is

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<sup>1</sup> The FAPE Certification Program applies to a specific site or campus or program. If there are 2 or more sites, annexes or campuses, each of them will have to be certified separately. If there are both a day and a night program, then each must be certified separately.

certified by the DepEd Division office to be the only private school operating in the community and provided further, that it will eventually pass the FAPE Certification Program during the first year of participation.

In addition to the aforementioned basic requirements for participation, schools that are willing to offer OHS in ESC should be able to meet the following criteria:

- c. Availability of ICT facilities, including connectivity;
- d. Teacher competence: technological fluency and knowledge of instructional design;
- e. Availability of one or more classrooms for guided learning;
- f. Availability of guidance services; and
- g. Trained school head and teachers on ADM

Preference shall be given to schools that have been rated "Above Standard" in the FAPE certification program.

FAPE, in collaboration with the DepEd Division Office, shall assist schools in assessing and continuously improving their quality. A detailed listing of the names, contact numbers and addresses of participating schools is shown in **Annex A** and is also available at [www.peac-fape.org.ph](http://www.peac-fape.org.ph).

2. Other requirements for participating private schools include the following:
  - a. The private school shall submit its complete Basic Education Information System (BEIS) forms as follows: one (1) copy to DepEd Division Office; and two (2) copies to the Regional Program Committee (RPCom) through the FAPE RPC. The DepEd BEIS forms are available at DepEd website: [www.deped.gov.ph](http://www.deped.gov.ph).
  - b. The private school has a functional School Improvement Plan (SIP).
  - c. The private school has a Dropout Reduction Program in place which shall include special counseling for ESC grantees, when needed.
  - d. The private school has a School Committee composed of the school head as chairperson, the representative of the PTA, and the representative of the faculty association. This committee screens and prepares each grantee's profile as basis for grantee selection and identifying at-risk students.
  - e. The private school has a functional Faculty Club that continuously promotes the professional and personal development of teachers.

#### E. ALLOCATION OF SLOTS

Using national standards, the DepEd Office of Planning Service (OPS) shall determine the normal carrying capacity of each public secondary school. The resulting estimated number of students beyond the normal carrying capacity of each public school is herein referred to as "aisle" students. Ideally, the number of ESC grants shall be proportional (if not equal) to the number of aisle students.

1. As has been the policy, First Year ESC slots shall be equal to the number of First Year grantees of the preceding school year (referred to as the fixed allocation) on condition that the school is in good standing in the program and it has demonstrated its capacity to utilize slots allocated to them. Meanwhile, additional slots shall be given to participating schools in areas where there is serious overcrowding in public

secondary schools (Annex B). Priority shall be accorded to FAAP accredited schools and to schools that were rated "Above Standard" in the latest DepEd-FAPE Certification Program.

2. Participating ESC schools that need additional slot allocations over and above their fixed allocations must submit their written request indicating the number of additional slots needed to the FAPE RPC not later than May 15 of every year. The grant of additional slot allocations depends on item 1 above and on the availability of additional slots.
3. The RPCom shall be responsible for determining and approving the distribution of additional slot allocations per division and to participating schools on the basis of need by May 30. A report signed by the chairperson or his/her representative of the RPCom of such distribution of allocations shall be forwarded to FAPE, for consolidation. FAPE, in turn, shall render a report to DepEd Central Office through the BSE on or before June 30. This shall be the standard procedure every school year.

#### F. SELECTION OF GRANTEES

1. Preference shall be given to graduates of public elementary schools as well as students certified by DepEd as aise students in public high schools. While these students are eligible for ESC grants, they must undergo assessment for selection by the School Committee of the respective ESC participating schools.
2. The ESC participating private schools shall form a School Committee headed by the principal which shall be responsible for the profiling of applicant-grantees to be considered for the limited number of fixed and additional (if any) slot allocation of the school. A FICS (Family, Individual, Community and School factors) analysis provided in the FAPE website shall be conducted on every applicant-grantee to aid in grantee selection.
3. For students who wish to be in the OHS of ESC, an Independent Learning Readiness Assessment (ILRA) shall be administered to determine their capacity for self-directed learning. The same procedure shall apply to out-of-school children who have been certified as eligible for high school based on their Philippine Educational Placement Test (PEPT) results. Only those placed in the Honors Program and the upper average performers based on their NAT results or based on their average in Grade 6 shall be exempted from taking the ILRA. The guidelines for student participation in OHS are in the Enclosure.
4. The office of the DepEd Education Supervisor-in-Charge of private schools in the Division shall review during its monitoring visits of participating schools the profile of grantee-applicants from which the schools' grantees were selected in order to ensure appropriate targeting of program beneficiaries.
5. Participating schools that are unable to fill their slot allocations shall lose the number slots that were unfilled. There shall be no redistribution of unutilized slots unless authorized by the DepEd Central Office.

6. The Principal shall be responsible for orienting the grantees and their parents/guardians regarding program policies. It shall be made clear during the orientation that the ESC is a government program provided for under RA 8545 or GASTPE Law. At the end of the orientation, individual contracts (available in the FAPE website) with the school are signed by the parents to affirm the latter's commitment to support the students' completion of secondary education under the program. The school shall file these contracts for inspection and review by DepEd and FAPE.
7. Grantees of the ESC or EVS shall have indicated in the lower right portion of the back of their school IDs the icon provided in the FAPE website to indicate that they are ESC grantees.

#### G. REPORTING AND BILLING ARRANGEMENTS FOR ESC

1. Participating schools shall submit electronic data on their grantees to FAPE. The school shall key in the grantees' names and other information into its school account in the ESC Online Encoding System found at [www.peac-fape.org.ph](http://www.peac-fape.org.ph). Schools are provided with a unique FAPE School ID and a password to access their school account on the website where their list of grantees is available. Electronic accomplishment of these forms shall be required on a yearly basis. A computer program will automatically generate the ESC Billing Statement that must be printed in five (5) copies. These copies should then be signed by the School Committee members and submitted to the appropriate RPCom through the FAPE RPC for processing.
2. The deadline for private schools to submit the signed ESC Billing Statements to the RPCom shall be on August 15 of every school year. With the help of the FAPE RPCs, the RPCom shall facilitate the review, compilation, signing of the ESC Billing Statements and forwarding the same to FAPE in Manila not later than August 30. All valid claims received within this period shall be paid within the fiscal year. **NO CLAIMS SHALL BE RECEIVED AFTER THIS PERIOD.**

#### H. PROCESSING OF SCHOOL CLAIMS

1. The FAPE RPCs shall accept the signed Billing Statements (5 copies) with the fully-accomplished BEIS forms (3 copies) and the TSS requirements for claims in Section V B. The documents shall be checked for accuracy, for final checking and consolidation.
2. The FAPE National Secretariat shall compare the data in the submitted school Billing Statements with the electronically-generated supporting program forms. It shall consolidate the Billing Statements in batches on a first-come, first-served basis, and endorse these for payment to the DepEd Accounting Division not later than October 30. The batch numbers indicate the priority or queuing order of payment of schools. A school may check its batch number at their own school profile at the FAPE website.



I. PAYMENT OF GRANTS TO OFFICIAL SCHOOL LAND BANK ACCOUNTS

1. DepEd shall credit to the schools' Land Bank of the Philippines (LBP) accounts, the payment of ESC and TSS grants. This bank account shall be in the official name of the school. In no case shall payment be made directly to a person, whether he or she is a grantee or a school official.
2. Overpayment to a school due to errors and mistakes in the ESC Billing Statements shall be refunded by said school to the DepEd. Failure by the school to do so shall cause, among others, the suspension of the school's privilege to admit new ESC grantees.

V. TEACHER SALARY SUBSIDY (TSS)

Pursuant to Section 14, "Teachers' Salary Subsidy Fund" of Republic Act (RA) 8545, the DepEd, following the implementation of the TSS in SY 2009-2010, has earmarked a portion of its GASTPE Appropriations to finance the grant of salary subsidy to teachers in private high schools participating in the ESC Program.

The following guidelines are issued to ensure the smooth implementation of the grant:

A. Coverage and Amount of Teacher Salary Subsidy

1. As defined in Section 14 of RA No. 8545, there is hereby established a Teachers' Salary Subsidy Fund in DepEd to grant salary subsidy to teachers in private high schools participating in the ESC program of GASTPE, provided, that private high school teachers qualified to receive such subsidy have updated licenses from the Professional Regulation Commission (PRC) and are actually teaching ESC grantees. Non-teaching staff are not entitled to the salary subsidy.
2. The amount of salary subsidy to qualified teachers shall be Php12,000.00 per teacher per year or equivalent to Php1,000.00 per month that is subject to withholding tax.
3. Teachers who have resigned or retired from the service at the time of payment of the TSS due to health reasons and in accordance with school regulations shall likewise be entitled to payment of the salary subsidy proportionate to actual services rendered.

B. Procedure for Paying TSS Participating Private Schools

1. Schools shall submit to the FAPE RPC along with their ESC Billing Statements, a form indicating its certified list of licensed teachers and their PRC license numbers and other related information. The form for this purpose is downloadable from the FAPE website.
2. Upon receipt of the Teacher Salary Subsidy payment, the head of the participating school shall prepare a payroll in 5 copies, consisting of the following:
  - a. Names of ESC teachers;

- b. Corresponding PRC license number;
  - c. Amount received; and
  - d. Signatures of recipients
3. The school payroll must bear the signature/s of its authorized officials and the head of the faculty club or its equivalent operating in said school. The payroll shall be filed separately with DepEd BSE, FAPE, DepEd Regional Office, DepEd Division Office and the school concerned within 2 weeks from date of the payroll, for records purposes.
  4. In case where there is no organized faculty club operating in the ESC participating private high school, the teachers whose names appear in the payroll prepared by school authorities, shall elect an official representative who shall then witness the grant of TSS to qualified teachers.
  5. Non-compliance with these guidelines by heads of ESC participating schools shall be subject to appropriate disciplinary action.
  6. The DepEd Division Office is tasked to monitor the smooth implementation of the Teacher Salary Subsidy, and to report immediately to DepEd Regional Office, cc: Central Office all violations, if any, that have been committed by ESC participating private high schools.

#### **VI. GROUNDS FOR SUSPENSION/TERMINATION OF SCHOOL PARTICIPATION**

- A. Falsification of data or information in any of the program forms and related attachments
- B. Padding and/or inclusion of "ghost students" in the list of grantees. This refers to the following:
  1. Grantees listed as being enrolled in a specific school campus or unit but who are actually attending classes in a different school campus or unit
  2. Grantees listed as "enrolled" but who have not been attending classes on or before June 30
  3. Grantees double-listed under the ESC program
- C. Charging grantees in excess of the school's tuition and other standard and non-standard fees
- D. Non-reimbursement or undue delay in the reimbursement of tuition and other fees advanced by grantees after the school has been paid by DepEd
- E. A dropout rate of more than 7% of total grantees in a given school year except for reasons due to force majeure (e.g. calamities, armed conflict)
- F. Refusal to release transfer credentials to grantees who opt to transfer to other schools
- G. Requiring transferring grantees to pay for unattended school years

- H. Schools with unresolved ownership disputes filed in court.
- I. Schools unduly withholding TSS payments to qualified licensed teachers

Schools found to be in violation of any of the above, by among others, the monitoring activities of DepEd and field audits of FAPE, shall be reported to the RPCom for investigation and the levying of appropriate sanctions that may include the filing of charges against responsible school officials. A report on the violations and action taken by the RPCom shall be furnished the DepEd and FAPE Central Offices.

## **VII. PROGRAM MANAGEMENT**

- A. GENERAL RESPONSIBILITIES OF DepEd. In general, the DepEd Central Office shall ensure the smooth and efficient implementation of the program through the following:
  - 1. Prescribe the necessary policies and directives for ESC and TSS programs to its field offices and other parties concerned
  - 2. Determine the grant requirements of the Program, and ensure that the annual, as well as long-term funding requirements are provided for in DepEd's annual budget
  - 3. Expedite the payments to participating ESC schools with complete billing documents, including payments due FAPE
  - 4. Conduct monitoring and evaluation activities and report to appropriate authorities, the performance of the program and of the program stakeholders, e.g., FAPE, the participating private schools, and the DepEd field units, including other concerns
  - 5. Provide FAPE with access to data, documents and other information that are pertinent to the program, such as the status reports on the release of grants to participating schools, and the BEIS
  - 6. Organize a quality management team at the Division level chaired by the Superintendent, that shall assist participating schools monitor their performance, and be accountable for participating schools' compliance with program policies and guidelines
  - 7. Organize at the regional level the Regional Program Committee (RPCom) whose functions shall be as follows:
    - a. Oversee public and private participating secondary schools' compliance with the general guidelines and policies of the GASTPE Program.
    - b. Review, compile, sign and forward schools' Billing Statements to FAPE in Manila.
    - c. Resolve problems that may occur and recommend measures to improve the implementation of the program.
  - 8. The composition of the RPCom shall be as follows:
    - a. DepEd Regional Director as Chair
    - b. FAPE Regional Program Director as Co-Chair

- c. One Division Schools Superintendent as Member representing the Divisions in the region
  - d. DepEd Regional Chief of Secondary Education as Member
  - e. DepEd Regional Planning Officer as Member
  - f. FAPE Regional Program Coordinator as Member
- B. GENERAL RESPONSIBILITIES OF FAPE. In general, FAPE shall have the following responsibilities upon DepEd's instructions:
1. Conduct orientation conferences on program policies, guidelines, procedures, etc. for the RPCom, the Division Offices concerned, participating schools, and other concerned entities and individuals.
  2. Conduct continuous certification of ESC participating schools as quality assurance of service providers.
  3. Evaluate and process the program forms of each participating school, including the required supporting documents, in accordance with the policies and guidelines of the program.
  4. Submit to DepEd the processed ESC forms and supporting documents, for processing of payment.
  5. Formulate, manage and conduct teacher and administrator training programs in accordance with DepEd's training priorities to support and ensure the delivery of quality educational services by participating private schools.
  6. Undertake research and evaluation studies on the program in accordance with DepEd's research agenda.
  7. Undertake, in aid of policy recommendation and standard setting, field audits of participating private schools to validate the veracity of information contained in the program forms and supporting documents submitted for processing by FAPE that serve as basis for payment of individual school grants. Recommendations on appropriate action regarding violations of program policies are expected to be made.
  8. Maintain a database in accordance with the program requirements, as well as provide DepEd complete data on the ESC program.
  9. Submit to DepEd program reports on a quarterly basis, or as often as necessary, including annual reports and liquidation of expenses incurred in the conduct of teacher and administrator trainings and research and evaluation program.
- C. To assist FAPE in the discharge of its functions, the FAPE Regional Program Director assisted by a Regional Program Coordinator shall be engaged to provide technical and administrative support in the overall management of the programs at the regional and school levels.
1. The FAPE Regional Program Director is expected to address/respond to the specific needs of participating schools in their mission of improving student learning.

2. The functions of the FAPE Regional Program Director shall be as follows:
  - a. Manage the day-to-day implementation of the programs in accordance with Program Guidelines and coordinate its efforts with members of the Regional Program Committee (RPCom).
  - b. Provide advisory, guidance and assistance to the participating schools in the proper accomplishment of Program Forms and supporting documents
  - c. Receive and undertake first level review of the completeness and accuracy of the documents submitted by the participating schools.
  - d. Forward to FAPE in Manila the completed Program Forms after signing of the schools' billing statements by the RPCom.
  - e. Assess participating schools' compliance with Program Implementing Guidelines and Procedures; verify existence of grantees through field audits of schools undertaken jointly with the RPCom; and report to the RPCom violations found for appropriate action.
  - f. Submit field audit and program implementation reports to the FAPE National Secretariat and the RPCom.
  - g. Based on the specific needs of school administrators, teachers, and grantees in the region, the FAPE National Secretariat, through its Regional Program Coordinators, shall organize workshops, training programs, and coaching and mentoring activities.

#### D. CONTACT NUMBERS AND ADDRESSES

1. Inquiries regarding GASTPE at the DepEd may be sent to the following contact numbers and addresses:

Office of Planning Service  
(02) 633-7216 and 638-8634  
[ppdopsdeped@gmail.com](mailto:ppdopsdeped@gmail.com)

Bureau of Secondary Education  
(02) 633-7242 and 636-5173  
[lolitaandrada@yahoo.com](mailto:lolitaandrada@yahoo.com)

Accounting Division  
(02) 633-7961 and 633-7233  
[ma.teresa.guledew@gmail.com](mailto:ma.teresa.guledew@gmail.com)

2. The FAPE may be reached at the following contact numbers and address:

Fund for Assistance to Private Education (Central Office – Makati)  
(02) 892-1466 and 894-2475  
[www.peac-fape.org.ph](http://www.peac-fape.org.ph)

**(Enclosure No. 2 to DepEd Order No. 35, s. 2012)**

**IMPLEMENTATION OF THE OPEN HIGH SCHOOL PROGRAM  
UNDER THE EDUCATION SERVICE CONTRACTING SCHEME**

1. Independent Learning Readiness Assessment

Learners who wish to participate in the Open High School Program shall take the Independent Learning Readiness Assessment to be administered by the school, the results of which shall be the basis for placing them in the appropriate learning mode:

- a. Learners, who are **not yet ready** for independent learning, are placed in the transition program which will provide a bridging curriculum focused on the development of the learning-to-learn skills. The program is school-based, teacher-guided, and is self-paced. There is no definite time period required for completing this program. As soon as learners who are placed under the guidance of the teacher have acquired adequate mastery of the learning-to-learn skills, then they can move to the next level.
- b. When the learners are assessed to be **almost ready** for independent learning, then they may be placed in the blended learning program when undertaking the required curriculum. This is a combination of school-based, face-to-face learning and distance learning or home schooling. This means that learners may be in school for lessons that require guided learning if the teacher feels that learners need direct supervision in accomplishing the tasks. Home schooling is allowed for lessons that the teacher feels learners can already do on their own. The option for blended learning may also be extended to learners who have been assessed to be ready for full independent learning but who may prefer this learning mode.
- c. Learners who are **ready** for independent learning may do the entire curriculum on their own, or be home-schooled, with the option to seek teacher's guidance or help from experts or resource persons in the community.

There are learners who may not just be able to do independent learning but who can complete the requirements of the curriculum in a very short period of time. Inasmuch as learning is self-paced, then learners can be accelerated in subject areas that they can learn fast on their own. Thus, the learners themselves will determine their own rate of learning.

## 2. Learning Contract

Once the learners get into the program, they and their parents/guardians are oriented on the mechanics and the requirements of the curriculum including assessments. Then, they and their parents or guardians sign a learning contract with the school. The contract commits the parents/guardians to ensuring that their children complete their education. The school, for its part, commits itself to providing the resources such as materials and learning facilitators to support the children's learning. A prototype Learning Contract is in Annex A.

## 3. Curriculum

The core curriculum prescribed for those in the formal learning system is the same curriculum that learners in the Open High School will go through, the only difference being the mode of learning.

The learning standards in the curriculum define the expectations in terms of content (i.e., what learners are expected to know, do, and understand) and performance or proficiency level, which is defined generally in terms of learners being able to transfer or use their learning in real-life situations, and doing this on their own.

Modules shall be used as learning materials. These are arranged following the phases of learning for understanding. The intention here is to guide learning from acquisition of facts and information, to the processing or making sense of these to make meanings or understandings, and culminating in the transfer of learning or understanding to real-life situations.

The tasks as contained in the learning materials are aligned with the standards and are differentiated according to the capacity of learners. Learners have the option to begin with simple tasks and then proceed to performing more challenging ones. They are not prevented, though, from proceeding right away to challenging tasks if they feel they can handle them with confidence.

## 4. Working with Teacher-Facilitators

When the learners' readiness to learn independently has been established, they are given the modules (or access to the online learning resources when these are available) which they can take home. They go through the materials to have a sense of the coverage. Then, they are introduced to the teacher-facilitators assigned to them for assistance should there be questions or clarifications that they need to be addressed. The learners then submit a learning plan, stating their learning goals and timetable for achieving this, to the

teacher-facilitators assigned to them. The purpose is to develop among learners personal accountability for their own learning. Facilitators will track learners' progress based on their learning plans. (Templates are available for this purpose.)

Teacher-facilitators will schedule a period of interaction with learners, the frequency of which will depend on need. The interaction may be face-to-face, online, or any means available. The purpose is to ensure that learners are making progress and the appropriate intervention or assistance is provided on a timely basis.

## 5. Assessments

Assessments are a critical component of the learning materials. The emphasis is on formative or developmental assessment as a quality assurance tool.

The guidelines in assessing and rating learning follow those prescribed for the formal system. Acceleration, however, is allowed for those who are advanced or who have completed the requirements of the subject.



**LEARNER'S AGREEMENT\***

I, \_\_\_\_\_ is enrolled in the **OPEN HIGH SCHOOL Program under the Education Service Contracting (ESC)** scheme of GASTPE at \_\_\_\_\_ as \_\_\_\_\_.  
(Name of School) (Grade Level)

As a learner, I am expected to undertake the following:

- Perform responsibly all learning activities/tasks assigned to me;
- Be honest and open by contacting/reporting to my teacher the learning activities/tasks which i find difficult;
- Exercise a responsible self-paced learning by managing time intelligently and judiciously in order to finish on time or ahead of time any learning activity/task required in each subject; and
- Complete the program by attaining the desired level of proficiency.

With the above-mentioned expectations, I hereby agree that with all the opportunities offered by the Open High School Program, I will do my best to SUCCEED.

\_\_\_\_\_  
Parent/Guardian/Patron

\_\_\_\_\_  
Learner

Noted by:

\_\_\_\_\_  
Adviser

\_\_\_\_\_  
Principal

\* This Learner's Agreement may be translated into Filipino.

**PROTOTYPE LEARNING PLAN\***

**My Learning Goals**

A. Content Standard: \_\_\_\_\_  
\_\_\_\_\_

B. Performance Standard: \_\_\_\_\_  
\_\_\_\_\_

**My Targets:** Expressed in terms of competencies:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**My Activities** (Indicate how you plan to reach your target)

Example:

|                               | Schedule   |
|-------------------------------|------------|
| 1. Work on Module I of _____  | June _____ |
| 2. Complete Module I of _____ | July _____ |
| Etc.                          |            |

*\*The format or design of the Learning Plan may be improved so long as the critical elements are maintained: learning goal, learning target, activities, schedule.*

**PROTOTYPE PROGRESS CHART**

\_\_\_\_\_  
Learning Area/Subject

Learner's Name: \_\_\_\_\_ Year Level: \_\_\_\_\_

| <b>Quarter</b> | <b>No. of Modules Received</b>         | <b>Title of Modules</b> | <b>Allotment Period per Module</b><br>(To be agreed upon by learner and subject teacher) | <b>Returned on</b> | <b>Initial Assessment by the subject teacher after return of the module</b> |
|----------------|--|-------------------------|--|--------------------|---|
|                | Module Nos.<br>_____<br>_____<br>_____ |                         |  |                    |   |

\_\_\_\_\_  
(Subject Teacher)

\_\_\_\_\_  
(Date Received)

**SUMMARY OF MODULES ACCOMPLISHED  
BY QUARTER**

Learning Area: \_\_\_\_\_  
Learner's Name: \_\_\_\_\_

Quarter : \_\_\_\_\_  
Year Level : \_\_\_\_\_  
School Year: \_\_\_\_\_

| Modules            | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Other Requirements | Over-all Remarks |
|--------------------|--|---|---|---|---|---|---|---|---|----|--------------------|------------------|
| Taken              | June 15  |   |   |   |   |   |   |   |   |    |                    |                  |
| Returned           | June 17  |   |   |   |   |   |   |   |   |    |                    |                  |
| Result per modules | Kasiya-siya Nasunod lahat ang hinihingi ng modyul.<br><br>Above-average ang mga nakuhang puntos sa kabuuan ng ebalwasyon |   |   |   |   |   |   |   |   |    |                    |                  |

Note: To be accomplished by subject teacher.

**LIST OF UNMASTERED COMPETENCIES/STANDARDS**

Learning Area: \_\_\_\_\_ Year Level: \_\_\_\_\_

Learner's Name: \_\_\_\_\_ Date Taken: \_\_\_\_\_

| <b>No. of Modules</b>                            | <b>Desired competencies/ standards to be developed</b>  | <b>Allotment Period</b><br>(To be determined by the learner) | <b>Actual Accomplishment Period</b> | <b>Initial Evaluation of the Subject-Teacher</b> | <b>Remarks</b> |
|--|---|--|-------------------------------------|--|----------------|
| Module 6:<br>Being Responsible Steward of Nature | <ul style="list-style-type: none"> <li>• Give meaning of idiomatic phrases</li> <li>• Arrive at a concensus</li> <li>• Transcode information obtained from a listening text</li> <li>• Write a text on how one might help in the conservation of natural resources</li> </ul> | One (1) week   | Two (2) weeks                       |  |                |

\_\_\_\_\_  
Subject-Teacher

*Note: To be accomplished by the subject-teacher.*