

Department of Education

As of February 2020

LIST OF PROGRAMS AND PROJECTS

I. EDUCATION POLICY DEVELOPMENT PROGRAM

Policy and Research Program



The Policy and Research Program (PRP) aims to strengthen evidence-based decision-making through the oversight, promotion, and conduct of policy development, research, and sector monitoring and evaluation.

The Policy and Research Program support activities under three key result areas:

- (1) Policy Development
- (2) Research Management
- (3) Sector Monitoring and Evaluation

The Policy and Research Program also includes the Basic Education Research Fund (BERF), a funding mechanism for DepEd researchers which is managed by the region. DepEd personnel may avail of this grant provided that they are qualified based on the issued guidelines (DO 16, s. 2017).

II. BASIC EDUCATION INPUTS PROGRAM



Basic Education Facilities Fund (BEFF)

The Basic Education Facilities Fund (BEFF) is the funding facility of the Department for its School Building Program, which covers the improvement and maintenance of school facilities. It shall be utilized for the provision of classroom, workshops, replacement of old dilapidated buildings, provision of

furniture, repair and rehabilitation of classrooms, including water and sanitation facilities and electrification.¹

The following are the components of the Basic Education Facilities Fund (BEFF):

1. Construction of School Buildings
2. Provision of School Furniture
3. Classroom Repair and Rehabilitation
4. Upgrading of School Electrical Connections

¹ DepEd Order 35, s. 2017, *Revised Guidelines on the Implementation of the Basic Education Facilities Fund (BEFF)*



Textbooks and Other Instructional Materials

This program aims to provide public schools and learning centers quality text-based learning resources aligned with the K to 12 curriculum as primary bases or supplement to teaching and learning processes.

The following are the aspects in the provision of Textbooks and Other Instructional Materials:

- Development of Learning Resources (LRs)
- Quality Assurance of LRs
- Printing and Delivery of LRs
- Monitoring and Evaluation
- Capability Building
- Support to Operations



Computerization Program

This program aims to improve the quality of education by providing public schools with appropriate technologies that would enhance the teaching-learning process and meet the challenges of the 21st century in terms of technological advancement. Additionally, the program shall also provide New E-Classroom packages to each public elementary school, junior high school, and senior high school including the un-energized schools.



Learning Tools and Equipment - Science and Math Equipment (LTE-SME)

LTE-SME aims to provide public schools and learning centers with complete and efficient sets of Science and Mathematics Tools and Equipment that complies with the requirements set by the K to 12 Curriculum.



Learning Tools and Equipment - Technical Vocational Equipment (LTE-TVE)

LTE-TVE aims to provide schools with Technical-Vocational Packages that are specific to its specializations offered and compliant to the standards of the K to 12 Curriculum.



New School Personnel Positions

This program is dedicated towards ensuring an improved proportion of the number of teachers to the number of learners, enhanced learning, and eased workload of its personnel given the increasing enrolment levels in public schools nationwide.

III. INCLUSIVE EDUCATION PROGRAM



Inclusive Education is the core principle of the K to 12 Basic Education Program. This promotes the right of every Filipino to quality, equitable, culture-based, and complete basic education. Through inclusive education, all Filipinos will realize their full potential and meaningfully contribute to building the nation²

The inclusiveness of the K to 12 Education is also expressed through existing programs such as *Special Education (SPED)*, *Indigenous People’s Education (IPEd)*, *Madrasah Education*, and *Flexible Learning Options (FLO)* including *Alternative Delivery Modes (ADM)* and *Alternative Learning System (ALS)*, which addresses the needs of particular learners.³

The principle of inclusion promotes institutional sensitivity and responsiveness nature, situation, and realities of our country’s learners and directs the Department to proactively address these through the curriculum and the said programs:

Multigrade Education



One of the continuing initiatives of the Department of Education (DepEd) along its thrust of increasing access to quality elementary education is strengthening the implementation of the Multigrade Program in the Philippine Education (MPPE)

Multigrade Education Program addresses pressing concerns and issues on the provision of customized teaching and learning materials for multigrade classes and professional development of teachers.⁴

Special Education (SPED)



This Special Education Program specifically aims to enhance access and upgrade the quality of SPED programs and services, as well as to raise the efficiency of education services directed towards all recognized SPED Centers for elementary and secondary schools with classes for *learners with special needs*.

The ultimate goal of SPED is the inclusion of children with special needs into the regular school system and eventually, in the community.⁵

² DepEd Order 21, s. 2019, Annex 5, Inclusive Education Policy Framework for Basic Education

³Ibid.

⁴DepEd Order 08, s. 2018, *Guidelines on the Utilization of the 2018 Financial Support for Multigrade Schools*

⁵DepEd Order 38, s. 2015, *Guidelines on the Utilization of Support Funds for SPED*



Madrasah Education

The Madrasah Education Program (MEP) aims to provide the Muslim learners with appropriate and relevant educational opportunities within the context of their cultures, customs, traditions and interests through the integration of the Arabic Language and Islamic Values Education (ALIVE) program in the basic education curriculum so that the Muslim citizens shall have the intellectual and educational capacity to participate actively in the social, economic and political endeavours of the country.⁶

Indigenous Peoples Education (IPEd)



The Indigenous People's Education (IPEd) Program is DepEd's response to the right of Indigenous People (IP) to basic education that is responsive to their context, respects their identities, and promotes their indigenous knowledge, skills, and other aspects of their cultural heritage.

Additionally, the IPEd Program supports the realization of the K to 12 Basic Education Curriculum, which subscribes to the following standards and principles that are: inclusive, culture-sensitive, and flexible enough to enable and allow schools to localize, indigenize, and enhance based on the community's educational and social context.⁷

The program shall extend its support through these four (4) thematic focus areas, namely, (a) curriculum and learning resources development; (2) capacity building; (3) knowledge management, and, (d) education planning for IPEd.



Alternative Learning System (ALS)

Alternative Learning System is a program aimed at providing an alternative path of learning for the out-of-school youth and adults who are basically literate but have not completed 10 years of basic education as mandated by the Philippine Constitution. Through this program, school dropouts will be able to complete elementary and secondary education outside the formal system.

With its version 2.0, it aims to provide opportunities for Out-of-School youth and adult (OSYA) learners to develop basic and functional literacy skills and to access equivalent pathways in completing basic education.

⁶DepEd Order 51, 2004,

⁷DepEd Order 22, s. 2018, *Amended Multi-year Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education Program Support Fund*



Alternative Delivery Mode (ADM)

ADM is a tried and tested alternative modality of education delivery within the confines of the formal system that allows schools to deliver quality education to marginalized students and those at risk of dropping out in order to help them overcome personal, social, and economic constraints in their schooling (Republic No. 10618 (An Act Establishing Rural Farm Schools as ADM of Secondary Education and Appropriating Funds Therefor).⁸

Additionally, ADM may also be defined as follows:

1. Instructional or learning modalities that do not strictly follow the typical set-up for regular classroom instruction
2. An alternative way of delivering and providing education to learners who are enrolled in the formal school but for various reasons cannot attend school regularly and are at risk of dropping out.
3. It is one of the two categories of Flexible Learning Options. One of which is Alternative Learning System.
4. It is flexible in terms of time and duration of the instruction, the place of instruction and the modes of instruction depending on the context and needs of the learners.



Alternative Learning System- Education Skills and Training (ALS-EST)

ALS-EST: The Alternative Learning System (ALS) Integrated Education and Skills Training Program modifies the regular ALS program by integrating Technical-Vocational Training and other skills training. The program will utilize existing DepEd expertise, particularly from remaining technical high schools and select Senior High Schools, and leverage partnerships with SUCs, LGUS, private sector and CSOs, to provide the technical-vocational and other skills training components attuned to the demands and opportunities of the local community and the country.

The ALS Integrated Education and Skills Training Program aims to produce ALS completers that not only are able to catch up with basic academic education, but have also acquired technical competencies suitable for immediate employment. Thus, this program will be able to help fulfill the state's obligation to provide basic education, at the same time mitigating the problem of a considerable number of out-of-school and unemployed youth.

The ALS Integrated Education and Skills Training Program implement the commitment of the President in his first SONA, and of the DepEd Secretary, to expand and intensify ALS.

⁸ Alternative Delivery Mode (ADM) – Frequently Asked Questions (FAQ) 2019

IV. SUPPORT TO SCHOOLS AND LEARNERS PROGRAM



School-based Feeding Program

The School-Based Feeding Program is intended to address short-term hunger and under nutrition by providing hot meals to undernourished (severely wasted and wasted) Kinder-Grade 6 learners in all divisions, covering a period of 120 days. The meal provided must meet 1/3 of the Recommended Energy and Nutrient Intakes (RENI) for children per Phil. Dietary Reference Intake (PDRI).

Through the virtue of RA 11037, or the Masustansyang Pagkain para sa Batang Pilipino Act, and as one of the components of the National Feeding Program, the program is intended to cater undernourished public school children from kindergarten to grade six (6) with the provision of at least one (1) fortified meal for a period of not less than one hundred twenty (120) days in a year.

Also mandated by RA 11037 and in coordination with other national government agencies, the SBFP also incorporates fresh milk and fresh milk-based food products in the fortified meals and cycle menu in accordance with RA 8172 as one of the components of the National Feeding Program.



Government Assistance and Subsidies

The program aims to improve 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. This can be attained through:

1. The Education Service Contracting Program (ESC) which aims to democratize and improve access to quality education by extending financial assistance (in the form of a tuition subsidy) to qualified elementary school graduates who wish to pursue secondary education in a private school.
2. The Senior High School Voucher Program (SHS VP) which is a mechanism that will provide financial assistance to senior high school students who shall enroll in non-DepEd schools which will offer SHS, including private JHSs, private higher education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs).
3. The Joint Delivery Voucher will optimize TVL learning by allowing SHS students enrolled in public schools to avail of vouchers and take their TVL specializations in eligible partner institutions from either private or non-DepEd public SHSs, as well as TVIs, offering their desired specializations.

V. EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM



Human Resource Development

This program is dedicated to supporting human resource development and training programs. More specifically, it aims to make the department responsive to the organizational needs and manpower requirements by developing appropriate skills and attitudes of its personnel.

The Department issued DepEd Order No. 21, series of 2018 aims to promote and support the professional development and career growth of personnel in schools and learning centers as well as teaching personnel who are performing managerial, supervisory, and administrative functions at the schools' division (SDO), regional (RO), and central offices (CO).