



Programs and Projects of Department of Education

Planning and Programming Division

As of December 31, 2020

EDUCATION POLICY DEVELOPMENT PROGRAM



Policy and Research Program (PRP)

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 supports activities under three key result areas:

1. Policy Development
2. Research Management
3. Sector Monitoring and Evaluation

The Policy and Research Program 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 if they are qualified based on the issued guidelines (DO 16, s. 2017).

Beneficiaries. Decision-makers and policymakers together with their technical staff will be the direct beneficiaries of the Policy and Research Program, capacitating them to develop, review, and analyze policies; manage, conduct, and utilize research; conduct M&E and utilize its results. Setting up standards on policy development, research management, and sector M&E will also ensure the efficient implementation of various programs and policies of the Department. For BERF, DepEd personnel from the schools up to the national office who are qualified for the grant will be its direct beneficiaries.

Based on the previous implementation of this program, there were 652 and 1,543 completed education researches conducted in all regions for FY 2018 and FY 2019 respectively.

For FY 2020, due to the COVID-19 pandemic, the school year opened on October 5, 2020. BERF grantees also started their research studies during the first quarter of the school year. They also reviewed their research methodologies to align them with the distance learning modalities and the Basic Education Learning Continuity Plan (BE-LCP). Most of the BERF-funded research studies are ongoing and will be completed in 2021. Below is the table of completed research studies and the table of education research targets, ongoing, and completed by region:

BASIC EDUCATION INPUTS PROGRAM



Basic Education Facilities (BEF)

Basic Education Facilities (BEF) is the annual budget of the Department of Education for its School Building Program, which covers the improvement and maintenance of school facilities. It shall be utilized for the provision of classrooms, workshop buildings, replacement of old dilapidated buildings, provision of furniture, repair and rehabilitation of classrooms, including heritage buildings, as well

as water and sanitation facilities and electrification.

Construction of School Buildings

1. **Beneficiaries** – Public Elementary and Secondary Schools with classroom needs.
2. **Prioritization of Recipient Schools/Beneficiaries.** Priorities for the construction of classrooms are as follows:
 - a. Requirements of Kinder, Elementary, Junior High Schools, and Senior High Schools;
 - b. Schools with at least 50% enrolled Indigenous People Students;
 - c. Schools in 6th class Municipalities;
 - d. Multi-grade schools; and
 - e. Special Education Centers/Schools.

Provision of School Furniture

1. **Beneficiaries** – Public Elementary, and Secondary Schools with new classroom construction and remaining needs nationwide.
2. **Identification of Recipient Schools/Beneficiaries**
 - a. Priority shall be given to schools that are recipients of new academic classrooms under the school building program implemented by DPWH, DepEd, and other funding sources such as those constructed by the Local Government Units (LGUs); and
 - b. The second priority should be accorded to schools in need of classroom seats. The result of the latest Furniture Analysis in the EBEIS, NSBI, and/or OUA/EFD Surveys shall be used as a basis in determining classroom furniture needs.

Classroom Repair and Rehabilitation

1. **Beneficiaries** – Public Elementary and Secondary Schools needing repair nationwide.
2. **Prioritization of Recipient Schools/Beneficiaries.** The annual lump sum allocation for the repair/rehabilitation of classrooms shall be equitably distributed to all legislative districts based on the following priorities:
 - a. Data on classrooms needing major repair based on the EBEIS, NSBI, and/or OUA/EFD Surveys;
 - b. Bottom-Up Budget (BUB) School building repair projects;
 - c. Repair of school buildings damaged by typhoons and other calamities;
 - d. Rehabilitation/Restoration of Gabaldon and other Heritage School Buildings; and
 - e. Other priority schools that reported needing immediate repair/rehabilitation.

Electrification of Schools

1. **Beneficiaries** – Public Elementary and Secondary Schools without or requiring upgrading of electrical connection nationwide.
2. **Prioritization of Recipient Schools/Beneficiaries**
 - a. Schools identified by the National Electrification Administration (NEA) to be on-grid but remain to be without electricity.

- b. Upgrading of electrical connection of schools to suit current requirements considering the additional facilities and equipment:
 - i. Technical-Vocational Schools
 - ii. Senior High Schools offering specialization with specific needs for high-grade electrical connections (e.g., welding, automotive, etc.)
 - iii. Other K-10 schools.

Quick Response Fund

1. **Beneficiaries** – this shall include schools affected by calamities such as typhoons, classrooms with structural issues, and those that are needing major repair.
2. **Prioritization of Recipient Schools/Beneficiaries**
 - a. **1st Priority** – repair of classrooms damaged by typhoons or calamities including but not limited to typhoons, earthquake, fire, and volcanic eruption; prioritize damages, that have occurred 2-3 years ago which have not been repaired or no repairs have been started.
 - b. **2nd Priority** – repair of classrooms with structural issues; and
 - c. **3rd Priority** – repair of classrooms needing major repair based on the latest National School Building Inventory (NSBI) data and Office of the Undersecretary for Administration/Education Facilities Data.



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.

Beneficiaries: Target beneficiaries are all K to 12 and ALS learners and teachers in all public schools and Community Learning Centers

nationwide.



DepEd Computerization Program (DCP)

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.

1. **Beneficiaries.** Kindergarten, Elementary, Junior High School, Senior High School public schools, and ALS Mobile Teachers.
2. **Criteria for the selection of beneficiaries/recipient schools.** As stipulated in DepEd Order 78, S. 2010 or the Guidelines on the Implementation of the DepEd Computerization Program (DCP), the recipient schools shall be selected based on the following basic criteria:

- a. Must have on-site, stable, and continuous supply of electricity and preferably with telephone facilities (for those without electricity in secondary schools an alternative computer laboratory package shall be provided);
- b. Must have at least one (1) teacher assigned to handle Computer Education classes, to manage the computer laboratory and is willing to be trained on laboratory management including hardware fundamentals and servicing;
- c. Must have at least one (1) teacher for each subject of English, Science, and Math who are specialists in their areas and are willing to be trained on pedagogy-technology and are willing to echo training to their colleagues;
- d. Must have the capacity to mobilize counterpart support from other stakeholders in the community for needed structures/facilities;
- e. **Must have never been a recipient of computers from other programs** such as the DTI's PCs for Public Schools Projects, CICT's iSchools Project, etc., unless the equipment is due for replacement and augmentation; and
- f. Must have a strong partnership with other stakeholders to ensure the sustainability of the program.



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

LTE-SME aims to provide public schools and learning centers with complete packages of science and mathematics equipment to address the lack of equipment and comply with the requirements of the K to 12 Curriculum.

Beneficiaries. The recipient schools of this program were selected from the list of schools in Enhanced Basic Education Information System (EBIES). Moreover, priority is given to non-recipient schools from the previous project and replacement of the equipment concerns are also being managed by the Bureau of Learning Resources - Cebu.

The project package consists of all contract packages. On the other hand, contract packages are the number of items to be delivered in schools.

From FY 2016 to FY 2018, all recipient schools received the allotted packages in all key stages. For FY 2019, distribution of packages is still ongoing and the fund for FY 2021 was realigned to support the implementation of BE-LCP. Thus, delivery of SME was not carried out last year.



Learning Tools and Equipment - Technical-Vocational and Livelihood Equipment (LTE-TVL)

LTE-TVL 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 and the TESDA Training Regulations.

In the development of the Basic Education Curriculum, also known as the K to 12 Program under Republic Act 10533, DepEd shall be guided by the following:

- Section 10.1. Formulation and Design. Pursuant to Section 5 of the Act, DepEd shall formulate the design and details of the enhanced basic education curriculum. DepEd shall work with CHED and TESDA to craft harmonized basic, tertiary, and technical-vocational education curricula for Filipino graduates to be locally and globally competitive.
- The LTE-TVL program supports the implementation of the K to 12 curriculum by providing appropriate and necessary learning resources to Public Senior High Schools offering TVL specializations.

Beneficiaries. The recipient schools of this program were selected from the list of schools in Enhanced Basic Education Information System (EBIES) and priority is given to non-recipient schools from the previous project and replacement of the equipment concerns are also being managed by the Bureau of Learning Resources - Cebu. However, Senior High Schools differ in the packages depending on their offered TVL specializations.

The project package consists of all contract packages (by TVL specialization). On the other hand, contract packages are the number of items to be delivered in schools.

The distribution of packages in all recipient schools from FY 2016 to FY 2019 is still ongoing. Specifically, some schools have received initial TVL packages, and the rest are to be delivered. Like SME, the fund for FY 2020 was realigned to support BE-LCP.

New School Personnel Positions



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

The beneficiaries of this program cover all public schools and learners, catering to their needs by ensuring the optimal proportion of teacher-learner ratio.

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 nation-building. The principle of inclusion promotes the 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 other interventions such as:

- Multigrade Education Program
- Special Education Program (SPED)

- Madrasah Education Program
- Indigenous People's Education Program (IPEd)
- Flexible Learning Options (FLO)
 - Alternative Learning System (ALS)
 - Alternative Learning System – Education Skills and Training



Multigrade Education Program

This funding support for multigrade schools aims to improve the teachers' teaching competence and the learning performance of the pupils in multigrade schools where the enrolment does not warrant the organization of monograde classes. Strengthening the implementation of the Multigrade Education Program in the Philippines is one of the viable mechanisms for increasing access to quality elementary education.



Special Education (SPED) Program

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 education services directed towards all recognized SPED Centers for elementary and secondary schools with classes for *learners with special needs*.

Through the program, support funds are provided to the field to ensure the inclusion of Learners with Special Educational Needs into the school system by providing adequate and appropriate support mechanisms and accommodations that would cater to their unique conditions and needs.



Madrasah Education Program

Madrasah Education Program aims to provide *Muslim learners* with appropriate and relevant educational opportunities while recognizing their cultural context and unique purposes for participating in the K to 12 Program offerings.

This program also intends to integrate content and competencies in the curriculum which are relevant and of interest to Muslim learners.



Indigenous People's Education (IPEd) Program

The Indigenous People's Education (IPEd) Program is DepEd's response to the right of Indigenous Peoples (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 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.



Flexible Learning Options: *Alternative Learning System (ALS)*

A program aimed at providing an alternative path of learning for the Out-of-School Youth and Adult (OSYA) who are 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 OSYA learners to develop basic and functional literacy skills and to access equivalent pathways in completing basic education.

Flexible Learning Options: *Alternative Learning System – Education Skills and Training*

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* who are not only able to catch up with basic academic education but have also acquired technical competencies suitable for immediate employment.

SUPPORT TO SCHOOLS AND LEARNERS



School-Based Feeding Program

This is intended to address short-term hunger and undernutrition by providing hot meals to undernourished (severely wasted and wasted) Kinder-Grade 6 learners in all divisions, covering 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).

Mandated by RA 11037 “***An Act Institutionalizing a National Feeding Program for Undernourished Children in Public Day Care, Kindergarten and Elementary Schools to combat Hunger and Undernutrition among Filipino children and Appropriating Funds therefor***” as one of the components of the National Feeding Program, this is intended for undernourished public school children from kindergarten to grade six (6) that includes the provision of at least one (1) fortified meal for a period of not less than one hundred twenty (120) days in a year.

Mandated also by RA 11037, in coordination with other national government agencies, this is for the incorporation of fresh milk and fresh milk-based food products in the fortified meals and cycle menu per RA 8976, the Philippine Food Fortification Act of 2000.

The implementation of the **School-Based Feeding Program (SBFP)** aims to address hunger and encourage learners to enroll, to contribute to the improvement of their nutritional status, provide nourishment for their growth and development and help boost their immune system, and enhance and improve their health and nutrition values.

Included in the FY 2018 School-Based Feeding Program (SBFP) targets are Undernourished (severely wasted, wasted & stunted) Kinder to Grade 6 Public School learners. Over 19% of the targeted learners or 33,979 beneficiaries benefited in the program as supported by the DepEd Order No. 39, series of 2017 titled Operational Guidelines on the Implementation of School-Based Feeding Program for SYs 2017-2020.



Government Assistance and Subsidies

This program aims to improve access to quality secondary education through the 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)* 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)* that is a mechanism that will provide financial assistance to senior high school students who shall enroll in non-DepEd schools that 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.

Education Service Contracting Program (ESC) based on DO no. 20 s. 2017

A. Terms of the ESC grant

The ESC grant covers four years of junior high school starting from Grade 7. If the grantees are enrolled in delivery modes where junior high school extends beyond four years, the grant will only cover four years. No new ESC grants are awarded at higher grade levels. The grants will carry-over to the next school year if the grantee is promoted to the next grade level and enrolls in an ESC-participating JHS. No maintaining grade is required for grantees within a school year.

The grant is terminated if a grantee does any one of the following:

- Drops out for non-health reasons in the middle of the school year;
- Does not re-enroll the following school year;

- Fails to be promoted to the next grade level or is retained at the same grade level;
- Is suspended for more than two (2) weeks, dismissed, or expelled by the school for disciplinary reasons; or
- Transfers to a non-ESC-participating JHS

Transfers to another ESC-participating JHS are allowed. In cases when the applicable subsidy amount of the releasing school is different from that of the accepting school, the accepting school will be paid the lower of the two applicable subsidy amounts.

Grantees who drop out due to prolonged illness, accident, force majeure, or death of a parent or guardian may be reinstated in the ESC program, provided they submit relevant documents to PEAC. The documents to be submitted are to support their claim i.e. for illness, a medical certificate issued by a licensed medical doctor.

B. Slot allocations

Slot allocations represent the maximum number of grantees ESC-participating JHSs can accept in Grade 7 in the coming school year. Allocations are based on the capacity of schools to consider grantees (fixed slots), with more slots awarded for demonstrated quality (incentive slots).

1. Fixed slots

- a. The maximum allocation for new participating schools is fifty (50) slots
- b. The minimum slots for currently participating schools of good standing is equal to the number of billed Grade 7 grantees in the previous school year. A school is considered in good standing when all the following are met:
 - It has passed the latest recertification;
 - It has no adverse findings in its past monitoring visits;
 - It has no sanctions or penalties.

2. Incentive slots

ESC-participating JHSs that rate 3.0 or higher in their last certification or are accredited by any member of the Federation of Accrediting Agencies of the Philippines (FAAP) are awarded incentive slots as follows:

Schedule of Incentive Slots

ESC certification rating/accreditation level	Incentive slots
ESC certification rating of 3.0 or higher	30
Level I accreditation	30
Level II or higher accreditation	60

The total slots allocated to a school each year is the sum of its fixed and incentive slots.

3. Slot allocation for the coming school year shall be posted on the school's ESC IMS accounts in the last week of April. Allocations posted on the ESC IMS are final.

C. Selecting grantees

ESC-participating JHS shall give priority to graduates of public elementary schools. The School Committee shall profile and assess the students considered for ESC grants and select grantees based on need, given the limited slots allocated to the school.

Senior High School Voucher Program (SHS VP) based on DO no. 10 s. 2019

A. Eligibility

Only learners who completed JHS in public schools operated by DepEd, or in public or private educational institutions not directly operated by DepEd but granted by DepEd with a permit or government recognition to operate SHS are eligible for SHS VP. For brevity, these learners shall be referred to as Grade 10 completers. Grade 10 completers are subdivided into (1) automatically qualified learners, and (2) voucher applicants.

1. Automatically Qualified Learners

Only Grade 10 completers in SY 2018-2019 who fall under the categories listed below will automatically qualify for vouchers and are considered qualified voucher recipients (QVRs). They do not need to apply for vouchers.

- Category A: All Grade 10 completers in Public Schools operated by DepEd
- Category B: All Grade 10 completers in SUCs and LUCs
- Category C: All Grade 10 completers in private school who are ESC grantees

2. Voucher Applicants

Only learners in the categories listed below need to apply for vouchers and shall be referred to as voucher applicants (VAs)

- Category D: All Grade 10 completers of SY 2018-2019 in private schools who are not ESC grantees
- Category E: Learners who passed the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Test for Grade 10 by the start of the school year
- Category F: Learners who passed the Philippine Education Placement Test (PEPT) for Grade 11 by the start of the school year.

B. Qualification or Disqualification

Grade 10 completers who fall under Categories A, B, and C, as discussed in “Eligibility” are QVRs and should not apply. Applications by QVRs shall not be processed.

Private Education Assistance Committee National Secretariat (PEAC NS) shall only process all the complete applications submitted by Voucher Applicants (VAs) on or before the deadline and forward the results to DepEd for approval.

Joint Delivery Voucher Program (JDVP) based on DO no. 19 s. 2019

A. Learner-Beneficiaries

The beneficiaries are the Grade 12 students enrolled in the TVL track from identified DepEd public SHSs. The said DepEd public Senior High Schools (SHSs) must be assessed and selected by their respective schools Division Offices (SDOs) and Regional Offices (ROs) based on the following criteria:

1. Has been offering Senior High School – Tech-Voc and Livelihood (SHS-TVL) since SY 2016-2017;
2. Has been ascertained to have inadequate facilities, equipment, tools, and teachers for any TVL specialization since SY 2016-2017; and
3. Are in areas where there are accessible private SHSs, non-DepEd public SHSs, or private TBIs, that can provide further instructions and training to learners to complete their needed TVL competencies and skills.

- B. The consolidated list of qualified SHSs shall be prepared by the Bureau of Curriculum Development (BCD) through a series of validation with the concerned Schools Division (SDOs) and ROs.

Beneficiaries of Government Assistance and Subsidies increased from 2018 to 2019 but decreased in 2020. One plausible reason is the decreased enrolment for the school year 2020-2021, especially in the private schools. It is important to note that there were private schools that stopped its operations due to the pandemic.

EDUCATION HUMAN RESOURCE DEVELOPMENT



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).

HRTD for Personnel in Schools and Learning Centers

Description

- Capacity-building initiatives and interventions that develop individual competencies and values
- Focuses on instructional leadership and teaching & teaching-related functional competencies
- Recognizes the application of different learning methodologies such as structured & experiential learning experiences and coaching & mentoring

Target beneficiaries

1. Teaching and Teaching-related Personnel in the CO, RO, SDO including Schools Division Superintendents (SDSs) and Assistant Schools Division Superintendents (ASDs)
2. School and Learning Centers' Personnel including School Heads

Training Components

1. Teacher Quality Improvement (Teacher Induction Program, Career Pathways Program, Specialized Programs, Scholarship Programs)
2. School Leaders Quality Improvement (School Heads Development Program, District and Supervisors Development Program, Superintendent Leadership Program)
3. Program Support (Policy, Planning and Research, HRD Program Management, NEAP Operations)

HRTD for Organizational and Professional Development for Non-School Personnel (OPDNSP)

Description

- Initiatives and interventions that strengthen organizational and office effectiveness in the areas of performance improvement, quality management, governance, structure, systems, processes, resource management, and organizational culture
- Capacity-building initiatives and interventions that develop individual competencies and values
- Focused on the core, managerial leadership, and non-teaching functional competencies
- Recognizes the application of different learning methodologies such as structured & experiential learning experiences and coaching & mentoring

Target beneficiaries

1. DepEd Organizational Units/Offices
2. CO Directors and Personnel
3. RO Directors and Non-Teaching Personnel
4. Non-Teaching Personnel in the SDO

Training Components

1. Organizational Development

- Programs, projects, or activities across the Central Office, Regional Offices, Schools Division Offices, and Schools & Learning Centers related to performance improvement, quality management, governance, structure, systems, processes, resource management, and organizational culture
- Supports organizational and office effectiveness through the development, implementation, and monitoring & evaluation of relevant Human Resource and Organizational Development (HROD) policies, systems, standards, processes, and tools

2. Professional Development (Functional)

- L&D-related activities that are designed, developed, implemented, and monitored & evaluated by non-school-based divisions or offices
- Addresses the non-teaching functional competency needs of employees

3. Professional Development (Core and Leadership)

- L&D-related activities that are centrally designed, developed, implemented, and monitored & evaluated by a non-school-based L&D focal office
- Addresses the core and leadership competency needs of DepEd employees and key functional groups such as, but not limited to, the Personnel Development Committee (PDC)

4. OPDNSP Fund Management

- Regular and day-to-day operational activities necessary to manage the fund effectively and efficiently such as, but not limited to, those related to funding planning, implementation, and monitoring & evaluation (M&E)