

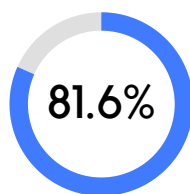


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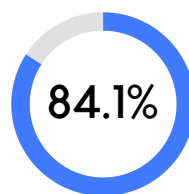
Functional Computers and Internet Connectivity SY 2020-2021

Part of the Department's 10-point agenda is the promotion of information and communications technology (ICT) -assisted learning and the learners' improved competence in ICT. This fact sheet provides the status of the ICT-related information in public schools, including the numbers of computers distributed and the schools' access to internet.

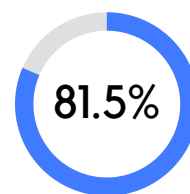
More than 80% of public schools in all levels of basic education have functional computers.



31,999
Elementary Schools (ES)



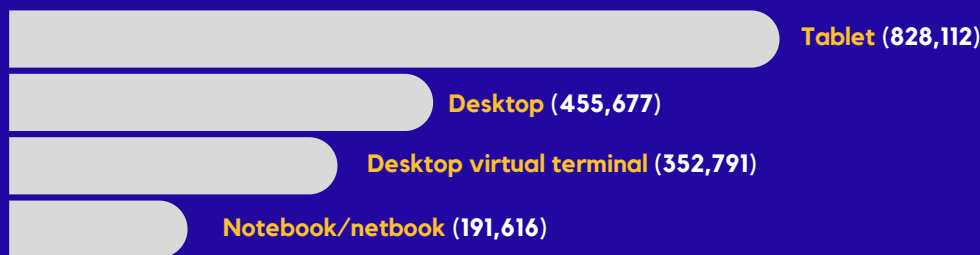
8,183
Junior High Schools (JHS)



5,914
Senior High Schools (SHS)

The total number of computers provided by the Department in public schools is **1,828,196**.

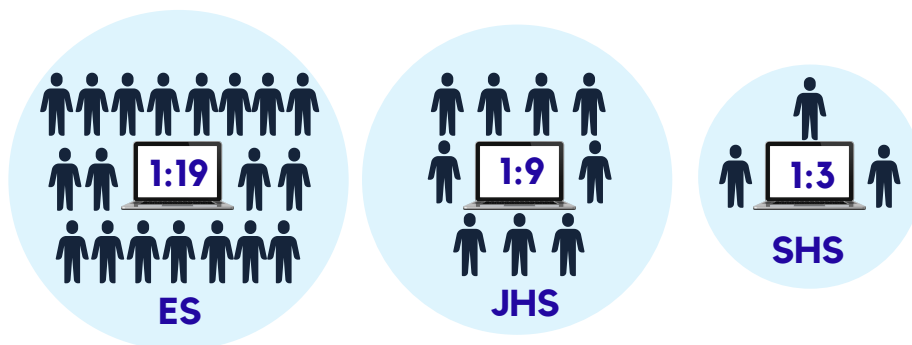
Most of the computer units given to schools are tablets.



These computer units are used for both academic and administrative purposes.

*Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.
Computer for Administrative Use - refers to computer units used for encoding administrative data of the school (e.g., enrolment, attendance, disbursements, financial statements, and other reports).*

Below is the ratio of learners to computers in all levels of basic education:

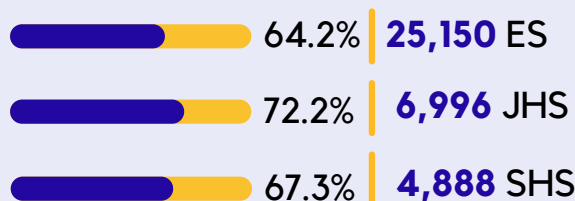


The figure shown is the ratio of computers to enrollment. The total enrollment in ES provided with computers is 10,914,758; 717,804 in JHS; and 1,768,449 in SHS which are recorded in the database for SY 2020-2021.

The number of computer units provided in all levels of basic education are as follows:

ES	598,332
JHS	720,489
SHS	509,375

Meanwhile, these are the percentage of public schools that have access to the internet:



Ratio of Distributed Computer Units to Number of Learners by Region, SY 2020-2021

Less learners share a computer as the level of education goes higher. Region IV-A has the lowest ratio among all schools in all levels which means that there are fewer learners in the region who are sharing a computer with other learners.

Region	ES	JHS	SHS
Region I	1:25	1:8	1:3
Region II	1:13	1:5	1:2
Region III	1:20	1:7	1:2
Region IV-A	1:5	1:4	1:2
Region IV-B	1:18	1:10	1:3
Region V	1:21	1:13	1:6
Region VI	1:32	1:10	1:5
Region VII	1:44	1:15	1:4
Region VIII	1:21	1:8	1:4
Region IX	1:27	1:12	1:4
Region X	1:30	1:9	1:4
Region XI	1:33	1:15	1:4
Region XII	1:30	1:10	1:3
Caraga	1:15	1:10	1:4
BARMM	1:26	1:9	1:3
CAR	1:34	1:10	1:3
NCR	1:33	1:8	1:4
National	1:19	1:9	1:3

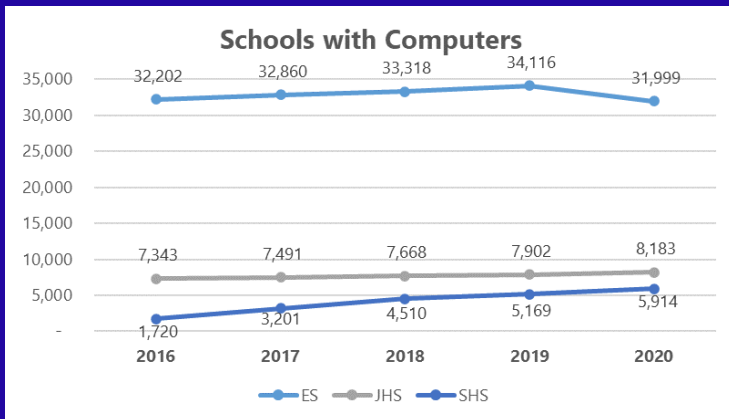
Percentage of Schools with Internet Connectivity by Region, SY 2020-2021

Region	ES	JHS	SHS
Region I	83.3%	85%	74.9%
Region II	80%	85.6%	78.6%
Region III	77.6%	85.3%	78.7%
Region IV-A	79%	81.8%	71.5%
Region IV-B	69%	76.4%	77.7%
Region V	46.4%	60.7%	55.9%
Region VI	67.5%	74.5%	69.7%
Region VII	58.2%	73.9%	66.7%
Region VIII	54.9%	61.1%	60.1%
Region IX	51.2%	67.1%	56.5%
Region X	58.4%	59.4%	65.1%
Region XI	54.9%	58.9%	65.3%
Region XII	58.3%	64.8%	65.1%
Caraga	54.1%	69.4%	60.4%
BARMM	51.5%	50.8%	54.2%
CAR	76.2%	75.4%	69.2%
NCR	97.9%	95.4%	73.5%
National	64.2%	72.2%	67.3%

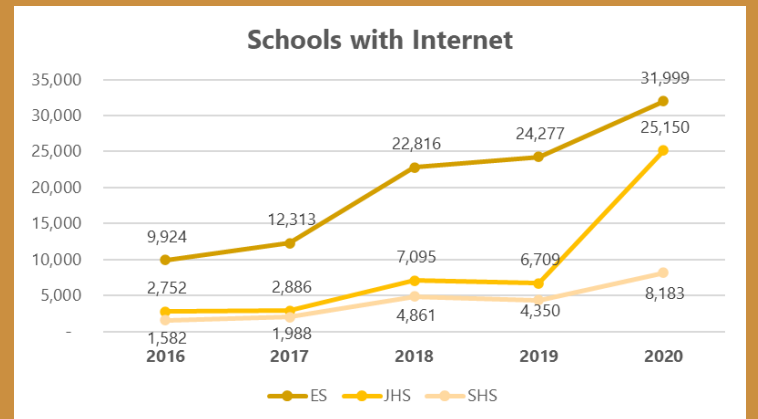
When it comes to access to internet, NCR has the highest percentage of ES and JHS that are connected to the internet and Region III is the highest for SHS.

Historical Data of Schools with Functional Computers and Internet Connectivity from SY 2016-2017 to SY 2020-2021

From 2016 to 2020, the number of schools with functional computers showed a consistent increase for five years except for the ES. While the number of JHS and SHS are constantly increasing, the number of ES only increased from 2016 to 2019, and then decreased the following year.



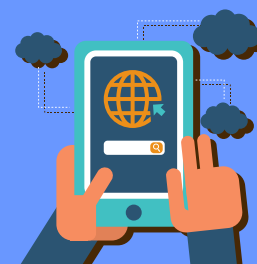
Only the number of ES has an increasing trend for five consecutive years. The number of JHS and SHS increased from 2016 to 2018, dropped in 2019, and then increased again in 2020.



Action steps:

The Department continues to provide computer packages and other ICT equipment to schools through the DepEd Computerization Program. DepEd is also connecting more schools to the internet and is bringing more teachers online.

These interventions will help ensure that the learners' capability will be enhanced and the agency's agenda of promoting ICT-assisted learning and improving learners' competence in ICT will be achieved.



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