



Programs and Projects of Department of Education

Planning and Programming Division

As of December 31, 2021

EDUCATION POLICY DEVELOPMENT PROGRAM



Policy and Research Program (PRP)

Policy and Research Program (PRP) is the steering arm of the Department in strengthening an evidence-based decision making and policy and program development in DepEd through strategically designed activities.

Objectives:

1. To develop standards and processes in developing policies, managing, and conducting research, and conducting monitoring and evaluation (M&E).
2. To ensure that education policies are evidence-based and within set standards.
3. To capacitate DepEd personnel with relevant skills relative to the key areas.

The PRP is managed by the Policy, Research and Development Division – Planning Service (PS-PRDD) that aims to aid the DepEd towards evidence-based decision-making through the oversight, promotion, and conduct of policy development, research management, and sector monitoring and evaluation. This is anchored on the mandate of the Department to (i) “*formulate national educational policies,*” (ii) “*undertake national education research and studies*” to support evidence-based policy and program development, and (iii) “*monitor and assess national learning outcomes*” to ensure that all these plans, policies, and programs being implemented are contributing to the achievement of these outcomes (RA 9155). The PS-PRDD’s major KRAs (Key Result Area) are funded under the PRP, namely:

1. Policy Development;
2. Research Management; and
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. Eligible DepEd personnel may avail the grant per issued guidelines (DO 16, s. 2017).



Basic Education Facilities (BEF)

Basic Education Facilities (BEF) covers the improvement and maintenance of school facilities. It shall be utilized for the construction, replacement, repair and rehabilitation, restoration of important school facilities like classrooms, laboratory workshop buildings, dilapidated buildings, administration buildings, including water and sanitation facilities, installation of electricity and water system and other facilities.

These various infrastructure programs of the department provide sustainable infrastructure, facilities, fixtures/utilities, and resources that ensure a safe, secure, operational, conducive, and complete teaching-learning environment. These would ensure that infrastructure support is present along with other resources that are needed to provide a complete and functional learning facility for our learners.

This program is being handled by the Education Facility Division (EFD) which provides policies on educational facilities to DepEd offices and ensures that schools and learning centers have safe, secure & child-friendly physical education facilities. The following are the different sub-programs being implemented using the Basic Education Facility Fund (BEFF):



1. Construction of School Buildings

Construction and replacement, and completion of Kindergarten, Elementary and Secondary school buildings and technical vocational laboratories, and the construction of water and sanitation facilities to include the provision of water supply system by tapping any source available distribution points of the school or suitable water storage, and the provision of electrical supply system, which may include upgrading

of the existing connections and installation of transformers appropriate for the needs of the schools. Replacement of old and dilapidated buildings/classrooms.

Objectives:

- To address classroom requirement based on standard parameters.
- To replace school buildings totally damaged by typhoons and other calamities and those that are structurally unsafe.



2. Classroom Repair and Rehabilitation

Rehabilitation, renovation, and repair of Kindergarten, Elementary and Secondary school buildings, and repair of water and sanitation facilities. Implement the "Repair All" policy to cover all repair needs of the schools. Repair multi-purpose buildings, gymnasiums, stages, courts, fences, walkways, and other non-classroom facilities damaged by calamities and having immediate repair needs.

Objective:

- To maintain the quality of classrooms with ample space and are more conducive to providing appropriate learning environment.



3. Provision of School Furniture

Provision of School Furniture, including teachers' table and chair, to schools with newly constructed classrooms and schools needing replacement and needing additional requirements.

Objective:

- To acquire school desks, furniture, and fixtures to ensure that all newly constructed and existing Kindergarten, Elementary and Secondary school buildings are provided with the corresponding number of school desks, furniture, and fixtures.



4. Electrification of Schools

Electrification of unenergized schools and modernization of electrical systems of on-grid schools. This shall include the upgrading of existing electrical power systems of existing buildings, purchase, and installation of appropriate transformers, and/or purchase and installation of solar power systems, as may be necessary and appropriate in the use of renewable energy.

Objective:

- To provide electricity to schools without electricity/ off grid through connecting to the nearest available electrical connection and/or provision of solar panels including upgrading/ modernization of electrical connections of schools (on grid) to conform with the changing requirements of the school

Gabalton Heritage Schools Restoration and Conservation



The Department recognizes the importance of Gabaldon Schoolhouses and other heritage school buildings to Filipino education and culture. Conserving and restoring these school buildings would prevent their further deterioration. These buildings/structures are treated important structures considering their architectural, historical, social, and scientific significance.

Gabalton schoolhouses and other structures that are covered by the conservation and restoration are:

- a. School buildings designed and built by the Bureau of Architecture and Conservation of Public Buildings for the Bureau of Education from 1910 and 1940;
- b. Ancillary structures integral to the Gabaldon Schoolhouses; and
- c. Other heritage structures within the school complex.

Objectives:

As part of the Implementation Rules and Regulations (IRR) of RA 11194, the Department will implement:

- the standard color scheme for the painting and repainting of previously renovated, rehabilitated, or restored Gabaldon Schoolhouses and

- the demolition of nearby structures that obstruct the façade of Gabaldon Schoolhouses

Quick Response Fund (QRF)



The QRF is a standby fund for intended for relief and recovery programs intended to normalize as quickly as possible the situation and living conditions of people in communities or areas stricken by disasters, calamities, epidemics, or complex emergencies (RA 10121 or the Philippine DRRM Act of 2010). Specifically, DepEd utilizes this fund for replacement, reconstruction, rehabilitation and/ or repair of school buildings and facilities.

Objective:

- To bring back normalcy as quickly as possible for schools, learners, and personnel affected by natural or human-induced calamities, epidemics, crises, and catastrophes.

Last Mile School (LMS)



The Department is committed to lessen the disparity between Geographically Isolated and Disadvantage Areas (GIDA) and nearby urban centers, disregarding their race, distance, or personal situations. In effect, Last Mile Schools Program was developed to provide these areas equal opportunity to quality education to every Filipino learner.

Specifically, LMS are identified with the following characteristics:

- a. Schools that have less than four classrooms, usually makeshift and non-standard ones, where floors remain unpaved repaired, and walls are made of sawali and similar materials.
- b. Schools with no electricity and have never had facilities repaired of any construction done in the last four years.
- c. They are schools usually located more than an hour away from the town center and only accessible through difficult terrain and are located in far flung mountains and isolated islands.
- d. Schools that have multi-grade classes, with less than five teachers, and a student population of less than 100 learners, more than 75% of which are indigenous people.
- e. Schools that do not have complete sets of school furniture, no computers, no internet connection, very few textbooks and manuals, and lacking tools and equipment.
- f. Schools where school building projects did not push through because of problems in peace and order, and where private contractors, suppliers, and service providers find difficult to access in order to deliver necessary equipment and services.

Objective:

- To provide safe, secured, and conducive learning environment to schools that are not covered by the regular allocation formula since it is within the standard parameters set specifically in terms of the classroom to pupil ratio.



Textbooks and Other Instructional Materials (T&IMs)

Textbooks and Other Instructional Materials aims to ensure the timely development, production, and distribution of teaching and learning resources. The learning resources (LRs) being covers the manuscripts, textbooks, instructional materials including accessible format LRs for Learners with Disabilities (LWDs), tablet PC, and the conversion of print LRs to electronic publication (e-pub) LRs anchored to the needs of the learners.

Objective:

- To provide public schools, community learning centers and quality and learning resource centers with quality, accessible, appropriate, cost effective and diverse learning resources (LRs) both text-based and nontext-based LRs through design and development, quality assurance and production and delivery for effective teaching-learning processes and outcomes.

This program is being handled by Bureau of Learning Resources provides to public schools, learning centers, and learning hubs quality, accessible, appropriate, and timely delivered learning resources through, design and development, quality assurance, production and delivery, and management of contracts and learning hubs for effective and efficient teaching-learning process and outcomes.



DepEd Computerization Program (DCP)

DepEd Computerization Program (DCP) was implemented 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; provision of relevant IT infrastructure, networking facilities and various information systems to all levels of governance of the Department that will ensure timely and intelligent policies/decisions to be made by the executives and work efficiency of all non-teaching personnel.

Objectives:

1. To respond to the computer backlog of public schools by providing them with hardware and software and training on simple troubleshooting.
2. To provide computer laboratory packages to all public schools

This is being managed by Information and Communication Technology Service (ICTS) which provides the Department of Education (DepEd) offices with strategic Information and Communication Technology (ICT) services towards good governance and the provision of quality basic education.



Learning Tools and Equipment–Science & Mathematics (LTE-SM)

Learning Tools and Equipment - Science and Mathematics (LTE-SM) program focuses on the provision of learning resources particularly for Science and Mathematics to DepEd-supervised schools. It aims to enhance the quality of teaching and learning through hands-on experience and in order to produce scientifically literate individuals. The equipment are used in demonstrating and actualizing curricular competencies achievement through experiments and other related activities.

Objectives:

- To provide adequate Science and Mathematics equipment to public elementary, junior and senior high schools managed by DepEd compliant to the K to 12 curriculum.
- To produce improvise and science and mathematics equipment.
- To conduct research-based production of updated and modern Science and Mathematics equipment.



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

Learning Tools and Equipment – Technical Vocational Livelihood (LTE-TVL) refers to the provision of learning resources particularly for Technical Vocational Livelihood to DepEd-managed schools to develop the quality of teaching and learning on these subjects through hands-on experience and in order to produce technically competent learners ready for the world of work.

Objectives:

- To provide adequate tools and equipment to DepEd managed Public Senior High Schools offering TVL Specializations to facilitate the effective teaching and learning process for the learners and acquire the necessary skills and knowledge compliant to the K to 12 curriculum and TESDA Training Regulations.
- To produce improvise and Technical Vocational Livelihood tools/equipment;
- To conduct research-based production of updated and modern Technical Vocational Livelihood tools/equipment.

The Learning Tools and Equipment (LTE) is being managed by Bureau of Learning Resources – Cebu (BLRC) that ensures the quality of SM and TVL tools and conducts teacher training in the use and maintenance of the tools and equipment.



New School Personnel Position (NSPP)

New School Personnel Position (NSPP) is the program that focuses on the creation and improvement on the filling-up of newly created teaching positions to ensure 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.

Objectives:

- To ensure an improved proportion of the number of teachers to the number of learners, so as to provide an effective and efficient delivery of basic education services to the learners.
- To achieve an optimal proportion of teacher-learner ratio in public schools and ALS community Learning Centers.

The NSPP is managed by the School Effectiveness Division which supports and enables schools to continuously improve through the development of policies and standards that supports school-based governance and management systems and processes to deliver quality basic education services that are responsive to diverse needs of its learners.

INCLUSIVE EDUCATION PROGRAM



Multigrade Program in Philippine Education (MPPE)

The MPPE is an innovative program of the Department to universalize quality basic education which started in 1993 as a program response to the various circumstances Filipino learners in far flung areas of the country found themselves in, i.e., incomplete schools due to limited enrolment, distance of school, teacher shortage, lack of funds for school buildings among others. Due to these necessities two or more grade levels are needed to combine in a single class which is barely managed by just one teacher. Class combination or multigrade class as early as during the 1900s has proven the most viable learning delivery mechanism that has consistently become the solution of the Philippine Government to its challenge of democratizing access to quality elementary education. Hence completion of incomplete elementary schools was issued policy of the Department by organizing multigrade classes (DECS Order No. 38, s. 1993).

Objectives:

The goal of MPPE ensures access to education to support the Department's mandate and constitutional provision to protect and promote the rights of every Filipino learner to quality education. Program interventions which is being institutionalized since the inception of the MPPE in 1993 are the following:

- Development of customized multigrade teaching and learning materials;
- Provision of supplementary learning materials;
- Professional development of teachers and school administrators;
- Improvement of learning environment and facilities;
- Enhancement of school's learning resource center.

The Bureau of Learning Delivery - Teaching and Learning Division (BLD-TLD) spearheaded MPPE implementation to assist field DepEd offices. The Region and Division offices with their respective Multigrade Schools, (6,757 pure MG schools in SY 2021-2022) take lead in the delivery of the desired quality basic education services to "reach the seems to be unreachable" learners just so to ensure that they get to enjoy quality basic education, like their counterpart in monograde schools, and gives no excuse to not being able to respond to their learning needs because they are found in Geographically Isolated and Depressed Areas (GIDA). Investments to continuous enhancement of MG teachers' competencies pay off since achievement levels of learner in MG Schools were consistently found to be at par, if not even better than their monograde counterpart since the early 2000s.



Special Education (SPED) Program

Special Education Program ensures the inclusion of Learners with Disabilities (LWDs) to all recognized SPED Centers for elementary and secondary schools by providing adequate and appropriate support mechanisms and accommodations that would cater to their unique conditions and needs.

Objectives:

- To equip Learners with Disabilities adequate skills, values, and attitudes to prepare them for employability.
- To enhance access of Special Needs Learners to special education programs and services
- To provide, equitable, and adequate and appropriate programs and services, support mechanisms, and accommodations that will address the Learners with Disabilities' unique conditions and needs.
- To strengthen partnerships and linkages to LGUs and other stakeholders to support programs for LWDs.
- To raise the operations' efficiency of SPED Program

SPED Program Instructional Delivery Mode

The Instructional Delivery Modes exercised by schools with SPED Program are based on the context of the Learners with Disabilities (LWDs). These are:

1. School-Based is designed for LWDs who can attend classes within the school setting and could be full inclusion, partial inclusion or self-contained.
 - a. For Full Inclusion, the LWD attends and participates in all lessons and activities with the typical learners in the general education class.
 - b. For Partial Inclusion-the LWD attends the instructional activities/lessons in the learning areas where he/she can cope up learning together with the typical learners in the general education class
 - c. Self-Contained Class composed of identified LWDs with severe to profound case of disability and of which being handled by a trained SPED Teacher.
2. Community-Based is designed to meet the identified who resides in far place from schools. They are provided instructional lessons/activities by a trained SPED teacher within the community (Barangay Hall, Sports Complex, etc)
3. Home-Based- is designed for LWDs who resides in a far-flung areas and family could not bring him/her to school. Thus, the SPED Teacher goes to the residence of the LWD on a scheduled basis.
4. Hospital-Based is designed for LWDs who are identified with very critical health condition and of which he/she needs medical service anytime of the day. The SPED Teacher goes to the hospital and provides educational services.



Madrasah Education Program (MEP)

Madrasah Education Program (MEP) is a comprehensive program that aims to provide Muslim learners with appropriate and relevant educational opportunities within the context of their cultures, customs, traditions, beliefs and interests through the

integration of the Arabic Language and Islamic Values Education (ALIVE) in public schools and K to 12 Curriculum in private Madaris in the basic education program so that every Muslim Filipino shall have the intellectual and educational capacity to participate in nation-building.

Objectives:

- To provide *Muslim learners* in public schools with appropriate and relevant educational opportunities within their cultural context and integrate K to 12 Basic Education Curriculum in the private Madaris.
- To integrate content and competencies in the curriculum which are relevant and of interest to Muslim learners.

The Madrasah Education Program are managed by the Bureau of Learning Delivery - Student Inclusion Division which enables learners in special circumstances to become productive and contributing members of society through the delivery of effective and efficient educational programs and services by providing the field offices with clear policy direction and technical support.



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.

Objectives:

- To make education managers competent in enabling and maintaining a culturally responsive management and governance system
- To make teachers competent in delivering culturally responsive education
- To make instructional supervisors competent in providing technical assistance and mentoring on culturally responsive education
- To meaningfully and effectively engaged IP communities in the delivery of culture-based education
- To establish culturally responsive management and governance systems
- To increase access of IP learners to culture-based education
- To strengthen the support of Internal and external stakeholders to the IPEd program
- To establish culturally responsive schools and ALS services

The Indigenous Peoples Education Office ensures continued delivery of quality education to the IPs Learners.



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 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.

Objective:

- To provide opportunities for OSYA learners to develop basic and functional literacy skills and to access equivalent pathways in completing basic education.

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.

Objective:

- 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.

The DepEd has established the Bureau of Alternative Education (BAE) to further ensure effective and efficient implementation of the Alternative Learning System (ALS) Program.

SUPPORT TO SCHOOLS AND LEARNERS



School-Based Feeding Program

School-Based Feeding Program 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 Intakes (PDRI).

Objectives:

- To address hunger and encourage learners to enroll;
- Contribute to the improvement of their nutritional status,
- Provide nourishment for their growth and development, help boost their immune system; and
- Enhance their health and nutrition values and behavior.

The SBFP is managed by the Bureau of Learner Support Services (BLSS) which guides and directs the field offices in the implementation of learner support services such as but not limited to, school health, youth formation, after school sports development programs and other complementary programs.



Government Assistance and Subsidies

Government Assistance and Subsidies 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)*** is a GASTPE program wherein financial assistance (in the form of tuition subsidies) is extended to qualified elementary school graduates who wish to pursue Junior High School (JHS) – Grades 7 to 10 – in private schools.

Objectives:

- To improve and expand access to quality JHS education; and
 - To aid in the decongestion of public JHSs.
2. The ***Senior High School Voucher Program (SHS VP)*** 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).

Objectives:

- To improve and expand access to quality, relevant SHS education; and
 - To provide learners with greater choice in pursuing the SHS program that caters to their needs and career goals.
3. The ***Joint Delivery Voucher Program (JDVP)*** is a tuition fee assistance to Grade 12 students in DepEd public SHSs, which have been identified as having inadequate facilities, equipment, tools, and teachers relevant to the implementation of TVL specializations.

The program 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.

Objectives:

- To enhance the capability of DepEd SHSs to implement the 3 TVL track through partnerships with institutions that are equipped with necessary resources (teachers, workshops, tools, and equipment) to carry out the program.

The ESC and SHS VP is managed by Government Assistance and Subsidies – Project Management Office which is established to ensure the smooth and streamlined implementation of the program, manage policy formulation and monitoring nationwide. While the JDVP is being managed by the Bureau of Curriculum Development.

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).

Objective:

- To improve the quality of teachers and school leaders as it impacts on their professional practice through the provision of relevant, responsive, integrated, and programmatic professional development aligned to the career progression system.

The program is being managed by the National Educators' Academy of the Philippines responsible for the design, development, and delivery of professional development for teachers, school leaders, and other teaching-related personnel. NEAP maintains the training standards and the quality of training delivery.