



PROGRAMS AND PROJECTS BENEFICIARIES

Planning and Programming Division

as of December 31, 2022

EDUCATION POLICY DEVELOPMENT PROGRAM



Policy and Research Program (PRP)

Beneficiaries. Decision-makers and policymakers are the direct beneficiaries of the Policy and Research Program, capacitating them to develop, review, and analyze policies; manage, conduct, and utilize research; and 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 policies and programs of the Department.

For the Basic Education Research Fund (BERF), eligible DepEd personnel from the schools to the central office are its direct beneficiaries.

To be selected as BERF grantee, the following qualifications need to be satisfied:

1. Regular or permanent teaching or non-teaching DepEd personnel;
2. No pending administrative case;
3. Not yet a grantee for the given year; and
4. Maximum of 3 research team members for group proposals. The scope of the research should be either nationwide or covering two or more regions with a maximum grant amounting to Php 500,000.00.¹

The Department of Education, though it has targeted 560 basic research for FY 2022, has received 6,653 proposals which includes basic and action research. Out of the submitted proposals, there were 2,329 approved research. In estimation, using the parameter of two grantees per research, a total of 4,658 researchers are the beneficiaries of the PRP.

Below is the regional table of education research targets, number of approved research proposals for funding, and number of beneficiaries:

FY 2022 Regional Education Research

Regions	GAA Target	No. of Approved Proposals	No. of Beneficiaries
PHILIPPINES	560	2,329	4,658
NCR	35	103	206
I	35	50	100
II	35	406	812
CAR	35	3	6
III	35	349	698
IV-A	35	93	186
IV-B	35	72	144
V	35	60	120
VI	35	129	258
VII	35	54	108
VIII	35	43	86
IX	35	738	1,476
X	35	91	182
XI	35	33	66
XII	35	63	126
XIII	35	42	84

Source: *DepEd Policy, Research and Development Division (PRDD)*

¹ DepEd Order No. 16, s. 2017, *Research Management Guidelines*

BASIC EDUCATION INPUTS PROGRAM



Basic Education Facilities (BEF)

A. Construction of School Building

1. **Beneficiaries.** The beneficiaries of the Basic Education Facilities, through the Basic Education Facilities Fund (BEFF), are the cities and municipalities needing new school buildings and classrooms.
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 learners;
 - c. Schools in 6th class Municipalities;
 - d. Multi-grade schools; and
 - e. Special Education Centers/Schools.²

This year, it was targeted that DepEd constructs 1,168 classrooms through the fund of P3,183,406,000.00 under the FY 2022 General Appropriations Act. Below shows the estimated learners that will benefit from the targeted classrooms to be constructed.

FY 2022 Estimated Learner Beneficiaries of New Classroom

Region	Target No. of Classrooms	Estimated Learner Beneficiaries*
PHILIPPINES	1,168	52,560
NCR	60	2,700
RO I	88	3,960
RO II	42	1,890
CAR	59	2,655
RO III	158	7,110
RO IV-A	149	6,705
RO IV-B	34	1,530
RO V	127	5,715
RO VI	61	2,745
RO VII	83	3,735
RO VIII	58	2,610
RO IX	28	1,260
RO X	44	1,980
RO XI	59	2,655
RO XII	38	1,710
RO XIII	55	2,475
Central Office	25	1,125

Source: Regional Summary 2016-2021 as submitted to Infracom Secretariat, NEDA

*No. of beneficiaries estimated at 45 learners per classroom

² DepEd Order 35, s. 2017, *Revised Guidelines on the Implementation of the Basic Educational Facilities Fund*

Based on the latest data retrieved from the National School Building Inventory on 16 December 2022, there are 8,740 (3%) condemned or for demolition out of the 327,851 total number of school buildings and 21,727 (7%) for condemnation. This means that DepEd needs to address the replacement of old and dilapidated school buildings.

B. Provision of School Furniture

1. **Beneficiaries.** The public elementary and secondary schools with new classroom construction and remaining needs nationwide including the constructed Technical and Vocational Laboratories are the prioritized recipient of school furniture.
2. **Identification of Recipient Schools/Beneficiaries**
 - a. Priority shall be given to schools that are recipients of new academic classrooms under the Basic Education Facilities Fund (BEFF) 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 Enhanced Basic Education Information System (EBEIS), National School Building Inventory (NSBI), and/or OUA/EFD Surveys shall be used as a basis in determining classroom furniture needs.

The actual seats to be delivered based on the implementation of the program, will be based on the table and chair with the ratio to learners being 1:1. With the target of 9,536 sets of school furniture, an estimated of 425,205 learners will be benefiting from the delivered furniture. Also, since a set of school furniture involves a teacher table and chair, 9,536 teachers will be provided with a new set of tables and chairs.

FY 2022 Estimated Learner Beneficiaries of School Furniture*

Region	Target No. of School Furniture Procured	Estimated Learner Beneficiaries*
PHILIPPINES	9,536	425,205
Central Office	87	3,915
NCR	500	22,500
RO I	753	33,885
RO II	414	18,630
CAR	379	17,055
RO III	1,088	48,960
RO IV-A	985	44,325
RO IV-B	206	9,270
RO V	975	43,875
RO VI	850	38,250
RO VII	548	24,660
RO VIII	676	30,420
RO IX	190	8,550
RO X	460	20,700
RO XI	592	26,640
RO XII	375	16,875
RO XIII	458	20,610

Source: CMIS FY 2022

*No. of beneficiaries estimated at 45 learners per set of furniture

C. Classroom Repair and Rehabilitation

1. **Beneficiaries.** The classroom repair and rehabilitation will directly benefit public elementary and secondary schools needing minor and major repair nationwide.
2. **Prioritization of Recipient Schools/Beneficiaries³.** 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 reported needing immediate repair/rehabilitation.

With the budget of P1,032,669,000 for FY 2022 and using the per capita cost of P650,000, a target of 2,448 was set allocating much of the budget to Region V. In terms of the target classrooms for repair, the estimated number of learner beneficiaries is 110,610. Below is the regional breakdown of the beneficiaries.

FY 2022 of Classrooms Repaired and Rehabilitated

Region	Target No. of Classrooms Repaired	Estimated Learner Beneficiaries*
PHILIPPINES	2,448	110,610
Central Office	77	3,465
NCR	122	5,490
RO I	152	6,840
RO II	126	5,670
CAR	176	7,920
RO III	182	8,190
RO IV-A	196	8,820
RO IV-B	116	5,220
RO V	230	10,350
RO VI	187	8,415
RO VII	121	5,445
RO VIII	139	6,255
RO IX	116	5,220
RO X	110	4,950
RO XI	125	5,625
RO XII	121	5,445
RO XIII	152	6,840

Source: CMIS FY 2023

*No. of beneficiaries estimated at 45 learners per classroom

³ DepEd Order No. 35, s. 2017, *Revised Guidelines on the Implementation of the Basic Education Facilities Fund*

D. Electrification of Schools

1. **Beneficiaries.** Public elementary and secondary schools without or requiring upgrading of electrical connection nationwide will be recipients of this program.
2. **Prioritization of Recipient Schools/Beneficiaries⁴**
 - 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.

In FY 2022, there are no targeted beneficiaries since no budget under the 2022 GAA was allocated to the electrification program.

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 and immediate repair. Furthermore, Quick Response Fund (QRF) being a standby fund, encompasses classrooms and other school facilities needing major repair due to natural or human-induced calamities, epidemics, crises, and catastrophes⁵ that occurred within the funding year of QRF and the last quarter of the previous year.
2. **Prioritization of Recipient Schools/Beneficiaries⁶**
 - 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.

No target was established in the FY 2022 under the QRF as it anchors on the validated damaged classrooms and other school facilities. Moreover, in reiteration, QRF is a standby fund that shall only be used once calamities or other events have caused major damages to school facilities.

The General Appropriation Act (GAA) of 2022 has allocated P2 billion for the Quick Response Fund (QRF) and was replenished with another P2 billion for the entire 2022 due to higher demand for the fund brought by the Abra Earthquake and disastrous typhoons and floodings that occurred in 2022.⁷ As for FY 2023, DepEd was allocated with P2 billion QRF that is a Capital Outlay and another P2 billion as lodged in the Disaster Preparedness and Risk

⁴ DepEd Order No. 35, s. 2017, *Revised Guidelines on the Implementation of the Basic Education Facilities Fund*

⁵ General Appropriations Act 2022, Volume IA

⁶ DepEd Order No. 35, s. 2017, *Revised Guidelines on the Implementation of the Basic Education Facilities Fund*

⁷ OUA Memo 00-0222-0113 Prioritization on the Utilization of 2022 QRF

Reduction program for the procurement of temporary learning shelters serving as an immediate stop-gap measure for class suspension not to prolong.

The following prioritization of recipient/ target schools is adopted for judicious utilization of this limited fund:

1. Schools belonging to 5th and 6th class municipalities.
2. Last Mile Schools (LMS); and
3. Central Elementary Schools (CES) vital to DepEd operations.

As of 31 December 2022, using the assumption that 45 learners benefit in every repaired classroom, an estimated 14,265 learners benefited from the Quick Response Fund since 317 classrooms were repaired. Furthermore, there were 3,861 classrooms from the other funding years that were fully repaired in FY 2022 which, in estimation, there are 173,745 learners as beneficiaries.

Gabaldon Heritage Schools Restoration and Conservation

1. **Beneficiaries.** The school buildings constructed and designed from 1910 to 1940 by the Bureau of Architecture and Construction of Public Education for the Bureau of Education shall be subject to this program. It also includes those ancillary and heritage structures relative to and within the Gabaldon School Buildings.⁸ Currently, there is a total of 2,045 Gabaldon Schoolhouses still existing in 1,787 schools nationwide.⁹
2. **Prioritization of Recipient Schools/Beneficiaries.** The Schools Division Offices or Regional Offices shall provide the list of schools identified as Gabaldon School or Heritage School Building.

Out of the 2,045 Gabaldon schoolhouses nationwide, 19 were targeted to be restored with at least one to for-restoration per region. The total budget for the 2022 restoration is P97 million and with no beneficiaries yet since all restorations are still ongoing.

FY 2022 Recipient Schools of Gabaldon Buildings Restoration

Region	Target
PHILIPPINES	19
Central Office	1
NCR	1
RO I	1
RO II	1
CAR	2
RO III	1
RO IV-A	1
RO IV-B	1
RO V	1
RO VI	2
RO VII	1
RO VIII	1
RO IX	1
RO X	1
RO XI	1

⁸ DepEd Order No. 59, s. 2021 "Paying Tribute to the Birth of Philippine Public School Buildings: Instituting and Celebrating Gabaldon Schoolhouses Day"

⁹ 2019-2022 National School Building Inventory from the enhanced Basic Education Information System (eBEIS)

Region	Target
RO XII	1
RO XIII	1

Source: DepEd Education Facilities Division (EFD)

Last Mile Schools Program

Beneficiaries. To be classified as a beneficiary of the Last Mile Schools Program, the following criteria are:

- a. Schools with less than four classrooms;
- b. With makeshift or nonstandard rooms;
- c. No electricity connection;
- d. No allocated funds for repairs or new construction projects in the last four years;
- e. With travel distance of more than one hour from town center, or with difficulty of terrain;
- f. With multigrade classes/rooms;
- g. With less than five teachers;
- h. Having a student population of less than 100 learners; and
- i. With more than 75% Indigenous People (IP) learners.¹⁰

The targeted Last Mile Schools (LMS) to be constructed in FY 2022 were revised from 88 to 82 as a result of the validation of cost per school site. The original target also displays no allocation for regions NCR and XII while CAR and region IX has the greatest number of LMS to be constructed under the FY 2022 LMS fund. Lastly, with 3 Last Mile Schools being constructed, an estimated of 405 learners benefitted assuming that 135 learners benefit in each Last Mile School is constructed.

FY 2022 School Recipients

Region	No. of School Sites
PHILIPPINES	89
Central Office	13
NCR	-
RO I	3
RO II	2
CAR	22
RO III	1
RO IV-A	2
RO IV-B	4
RO V	2
RO VI	4
RO VII	1
RO VIII	6
RO IX	14
RO X	6
RO XI	1
RO XII	-
RO XIII	8

Source: DepEd Education Facilities Division (EFD)

¹⁰ DepEd Order No. 59, s. 2019 "Prioritizing the Development of the Last Mile Schools in 2020-2021: Reaching Out and Closing the Gap"



Textbooks and Other Instructional Materials

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

The table below shows FY 2022 Learning Resources/Textbooks and Teachers Manuals procured and printed by region using FY 2021 Continuing Funds, and to be delivered in 2023 nationwide. This covers the Kindergarten and Grade 1 Activity Sheets, Grades 4, 9, 10 and SHS Learning Resources.

Out of the intended number of 19,925,036 beneficiaries, a total of 11,549,987 received Learning Resources (LRs). While this is preliminary report from the field offices, Region VI has the most actual beneficiaries with 1,868,444, whereas Regions II, IX, XII, CARAGA, and NCR are still validating and consolidating their reports as to date.

FY 2022 Learner Beneficiaries of Procured LRs

Region	Number of Learner Beneficiaries	
	Target	Actual
PHILIPPINES	19,925,036	11,549,987
NCR	1,947,884	-
Region I	1,002,684	1,167,770
Region II	746,992	-
CAR	318,672	447,986
Region III	2,169,247	977,912
Region IV-A	2,812,373	952,011
Region IV-B	731,802	671,590
Region V	1,368,878	991,061
Region VI	1,622,568	1,868,444
Region VII	1,634,800	1,835,372
Region VIII	1,063,405	937,348
Region IX	842,036	-
Region X	1,044,620	668,706
Region XI	1,023,291	1,031,787
Region XII	949,363	-
CARAGA	646,421	-

Source: Bureau of Learning Resources-Manila

In support of the above table, 32,298 schools received those procured LRs out of the 44,984 targets. Eight regions fall behind with the targeted school beneficiaries while regions I, VI, VII, and CAR have provided all their targeted schools with LRs. Moreover, none have been reported for Regions IX, XII, CARAGA, and NCR. Nevertheless, as this is preliminary data, it is subject to change.

FY 2022 School Recipients of Procured LRs

Region	Number of Schools Beneficiaries	
	Target	Actual
PHILIPPINES	44,984	32,298

Region I	2,860	2,860
Region II	2,533	2,061
Region III	3,675	2,910
Region IV-A	3,545	1,252
Region IV-B	2,359	2,347
Region V	3,824	3,166
Region VI	4,034	4,034
Region VII	3,744	3,744
Region VIII	4,178	4,172
Region IX	2,526	-
Region X	2,505	2,205
Region XI	2,183	1,708
Region XII	2,270	-
CARAGA	2,093	-
CAR	1,839	1,839
NCR	816	-

Source: Bureau of Learning Resources-Manila



DepEd Computerization Program (DCP)

1. **Beneficiaries.** The direct beneficiaries of the DCP are learners, teachers, teaching-related, and non-teaching personnels.
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 the 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.

Based on the original target, 45,669 DCP packages will be procured and delivered to schools. However, with the new direction to lodge more of the budget under DCP for the procurement

of DCP packages, the revised target is now 59,090 which also forecasts the number of schools that will benefit. Regions VII and V have the highest number of DCP packages to receive under the FY 2022 fund as shown below.

FY 2022 School Recipients of Procured ICT Packages

Region	No. of School Beneficiaries	
	Original Target	Revised Target
PHILIPPINES	45,669	59,090
NCR	839	3,771
RO I	2,908	3,336
RO II	2,564	4,827
CAR	1,861	2,420
RO III	3,732	4,671
RO IV-A	3,599	3,092
RO IV-B	2,389	5,035
RO V	3,884	5,309
RO VI	4,094	4,924
RO VII	3,820	5,503
RO VIII	4,218	3,334
RO IX	2,556	3,309
RO X	2,541	2,822
RO XI	2,221	2,961
RO XII	2,313	2,702
RO XIII	2,130	1,074

Source: Information and Communication Technology Division, DepEd



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

Beneficiaries. The recipient schools of this program were selected from the list of schools in the Basic Education Information System (BEIS). Moreover, priority is given to non-recipient schools from the previous project and those with equipment subject to replacement (based on BLRC database) are also being managed by the Bureau of Learning Resources - Cebu.

A total of 5,171,883 pieces of Science and Mathematics equipment are targeted to be procured and delivered under the FY 2022 fund. However, this original target was revised to 2,157,733 pieces caused by the result of updated market survey and financial analysis for final Approved Budget for the Contract (ABC). Under the revised target packages, region VII will be receiving the highest number of Science and Mathematics equipment for 1,159 schools (highest allocation per region) followed by region VIII for 529 schools.

FY 2022 Regional Breakdown of School Beneficiaries

Region	Number of School Beneficiaries
PHILIPPINES	5,403
NCR	108
RO I	332
RO II	230
CAR	200
RO III	353

RO IV-A	243
RO IV-B	203
RO V	360
RO VI	385
RO VII	1,159
RO VIII	529
RO IX	245
RO X	303
RO XI	288
RO XII	169
CARAGA	296

Source: Bureau of Learning Resources – Cebu Database



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

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

The original target of 168,514 pieces of Technical Vocational Livelihood (TVL) equipment was revised to 209,202 pieces to be procured. The change in physical target was due to the result of a recent market survey and the change of specialization areas in the recipient schools. Under the FY 2022, Region VI has the highest number of beneficiary schools of 196 followed by Region VII with 151 school-beneficiary.

FY 2022 Regional Breakdown of School Beneficiaries

Region	Number of School Beneficiaries
PHILIPPINES	1,203
NCR	37
RO I	36
RO II	47
CAR	31
RO III	139
RO IV-A	105
RO IV-B	59
RO V	114
RO VI	196
RO VII	151
RO VIII	71
RO IX	101
RO X	30
RO XI	38
RO XII	26
CARAGA	22

Source: Bureau of Learning Resources – Cebu Database



New School Personnel Positions

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

There are 10,000 proposed newly created teaching positions in FY 2022 which, in estimation, will be benefitted by 450,000 learners assuming that each teacher will handle at least 45 students. Though 452 of the proposed positions were converted to Special Science Teacher I (SST I), 450,000 learners will still benefit from the new teaching positions since the SST I remain an additional teaching workforce in the public schools. However, provided below is the estimated number of beneficiaries excluding the 452 SST I.

FY 2022 Targeted No. of Learners Benefitting from New Teaching Positions

Region	Target Estimated Learner Beneficiaries
PHILIPPINES	448,065
CAR	2,880
NCR	23,940
I	20,025
II	18,585
III	64,980
IVA	97,965
IVB	15,795
V	11,250
VI	42,615
VII	15,615
VIII	16,380
IX	22,185
X	32,985
XI	20,115
XII	30,555
XIII (CARAGA)	12,195

Source: Quarter 4 Budget Accountability Report-1

* Estimated at 45 per newly teacher hired.

INCLUSIVE EDUCATION PROGRAM



Multigrade Program in the Philippine Education (MPPE)

This funding support for the MPPE aims to capacitate teachers in managing multigrade instructions and further enhance their competencies as Multigrade (MG) pedagogy is not the usual course met in pre-service or prior deployment to MG schools. Similarly, MG School Leaders will be trained in instructional abilities relevant to MG school management. Most of the Program support is in curriculum materials-teaching and learning resources to liberate instructors from time spent on classroom curriculum development and design and allow them to spend more time teaching.

In terms of the number of learners benefiting from the multigrade program, there are 277,908 learners under multigrade education program where Region VIII recorded 61,670 enrollees while the lowest record of enrolment is in NCR with only 169 enrollees.

Number of Multigrade Beneficiaries (Learners) in SY 2022-2023

Region	SY 2022-2023		
	Male	Female	TOTAL
PHILIPPINES	146,217	131,691	277,908
Region I	6,528	5,781	12,309
Region II	9,677	8,886	18,563
Region III	1,820	1,541	3,361
Region IV-A	3,345	3,030	6,375
Region IV-B	9,934	9,181	19,115
Region V	7,279	6,276	13,555
Region VI	7,053	6,272	13,325
Region VII	7,475	6,662	14,137
Region VIII	32,625	29,045	61,670
Region IX	8,683	7,664	16,347
Region X	10,324	9,411	19,735
Region XI	5,846	5,152	10,998
Region XII	5,869	5,228	11,097
CARAGA	8,596	7,675	16,271
BARMM	10,323	10,159	20,482
CAR	10,738	9,661	20,399
NCR	102	67	169

Source: Learner Information System (LIS) by PS-EMISD



Special Education (SPED) Program

The Special Education Program's specific goal is to improve access and quality of SPED programs and services, as well as to increase the efficiency of education services oriented toward all elementary and secondary schools to be inclusive.

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

Beneficiaries. In recognition that all learners have the same rights as in education, the SPED program was enacted for the benefit of learners with disabilities. In identifying a learner being qualified program beneficiary, DepEd established the identification and referral process to ensure that all learners, verified as with disability, be provided with the needs and learning preferences. Furthermore, results of psychological and multi-disciplinary assessments shall be the basis for the development and adjustment of Individualized Educational Plan (IEP).¹¹

This FY 2022, Region IV-A recorded 20,688 enrollees for SPED which is 12.42% of the total SPED population while the lowest record of enrolment is in CAR with only 3,581. There are 166,580 learners under the special education program.

Number of SPED Beneficiaries in SY 2022-2023

Region	Number of Learners in SPED (SY 2022-2023)	
	Target	Actual
PHILIPPINES	324,791	166,580
NCR	43,493	17,748
RO I	16,706	9,253
RO II	12,261	7,970
CAR	7,604	3,581
RO III	25,169	13,133
RO IV-A	45,128	20,688
RO IV-B	12,578	4,935
RO V	21,382	8,794
RO VI	27,732	15,829
RO VII	23,256	10,455
RO VIII	9,859	4,093
RO IX	17,837	10,129
RO X	14,346	6,721
RO XI	24,460	21,546
RO XII	14,352	6,773
RO XIII	8,628	4,932

Source: Learner Information System (LIS) by PS-EMISD



Madrasah Education Program

The scope of this program involves the establishment of standards and guidelines in the implementation of Madrasah Education programs for public and private madaris¹² – schools implementing the said program.

¹¹ DepEd Order No. 44, s. 2021, Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program

¹² DepEd Order No. 41, s. 2017, Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program

Beneficiaries. This program targets muslim learners that are in Kindergarten, Grades 1 to 6, and Alternative Learning System. These learners receive relevant competencies on the muslim customs, traditions, and values. In addition, madaris schools and asatidz or ALIVE teachers benefit from the program as it provides program support through financial aid and development programs.¹³

BARMM had 120,100 ALIVE participants, accounting for 43.68% of the overall ALIVE population, while Region V had the fewest with only 611. The total number of learners benefiting from the Madrasah program is 274,958 ALIVE learners being handled by 5,164 madaris.

Region	Number of ALIVE Learners SY 2022-2023		
	Male	Female	Total
PHILIPPINES	138,020	136,938	274,958
NCR	1,818	1,662	3,480
Region I	354	288	642
Region II	203	189	392
CAR	202	198	400
Region III	779	670	1,449
Region IV-A	1,453	1,391	2,844
Region IV-B	2,490	2,346	4,836
Region V	346	265	611
Region VI	321	321	642
Region VII	1,124	1,031	2,155
Region VIII	232	175	407
Region IX	17,663	16,602	34,265
Region X	20,055	20,341	40,396
Region XI	6,012	5,479	11,491
Region XII	24,857	23,778	48,635
CARAGA	549	538	1,087
BARMM	58,996	61,104	120,100
PSO	566	560	1,126

Source: Learner Information System (LIS) by PS-EMISD



Indigenous People's Education (IPEd) Program

The IPEd Program promotes the implementation of the K–12 Basic Education Curriculum, which adheres to standards and principles that are inclusive, culturally sensitive, and flexible enough to enable and allow schools to localize, indigenize, and enhance based on the educational and social context of the community.

Beneficiaries. In the adoption of the IPEd Curriculum Framework, learners with indigenous background will be the direct beneficiary of the program. This is for learners to receive a localized and indigenized K to 12 curriculum preserving in them their cultures, traditions, and

¹³ DepEd Order No. 41, s. 2017, Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program

institutions. Furthermore, schools with IPEd learners benefit from the program as it provides the guidelines and framework on how to deliver instruction that is meaningful and relevant.

Among the regions below, region CAR has the highest number of IPEd learners with 45,378 beneficiaries followed by Region IX with 45,378 beneficiaries. Both regions account for 54.14% of the total beneficiaries. Also, there are 3,089 schools benefiting from the program with CAR and region IX being consistent as with the most number beneficiaries.

No. of Indigenous Learners Benefitting from the IPEd Program

Region	No. of Indigenous People Learners (SY 2022-2023)
PHILIPPINES	136,392
NCR	-
RO I	8,405
RO II	18,330
CAR	45,378
RO III	2,753
RO IV-A	1,332
RO IV-B	7,012
RO V	352
RO VI	3,951
RO VII	306
RO VIII	110
RO IX	28,463
RO X	5,390
RO XI	9,115
RO XII	4,196
RO XIII	1,299

Source: Learner Information System (LIS) by PS-EMISD



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

The program's goal is to provide an alternate learning pathway and expanded chances for Out-of-School Children (OSC), Out-of-School Youth (OSY), and adult learners to achieve basic and functional literacy, life skills, and pursue an equivalent pathway to complete excellent basic education (RA 11510).

Beneficiaries. Not all Filipinos have equal access and chance to finish formal basic education. To inclusively provide options for those Filipinos, DepEd established the ALS program. This program is directly beneficial to all adult Filipinos aged 18 years old and above who have unfinished their basic elementary or secondary education in the formal setting. Furthermore, those out-of-school children in special cases are beneficiaries of this program. Though not directly, ALS teachers/Community ALS implementors/Learning facilitators also benefit from this program since it allocates specific funds to operationalize the ALS program including the funds for classrooms, learning materials, and remuneration.

Shown below is the total enrolment of ALS learners for SY 2022-2023 and number of Community Learning Centers (CLCs) benefiting from the ALS program.

No. of ALS Beneficiaries (Learners and CLCs) for SY 2022-2023

Region	*BLP	**A&E Elementary	**A&E Secondary	Total
PHILIPPINES	33,168	125,377	481,903	640,448
NCR	885	9,092	35,737	45,714
Region I	659	3,027	19,515	23,201
Region II	948	3,797	17,358	22,103
CAR	687	1,256	7,003	8,946
Region III	1,177	7,726	39,246	48,149
Region IV-A	1,106	10,473	40,848	52,427
Region IV-B	2,045	4,158	17,050	23,253
Region V	2,993	10,736	49,167	62,896
Region VI	1,501	8,945	35,958	46,404
Region VII	1,032	8,742	33,725	43,499
Region VIII	1,645	7,108	26,272	35,025
Region IX	1,341	5,468	22,429	29,238
Region X	2,045	9,571	35,183	46,799
Region XI	3,614	12,383	38,138	54,135
Region XII	3,814	7,260	26,470	37,544
CARAGA	1,223	6,160	20,368	27,751
BARMM	6,453	9,475	17,436	33,364

Source: Learner Information System (LIS) by PS-EMISD

*BLP-Basic Literacy Program

**A&E- Accreditation and Equivalency

Flexible Learning Options: Alternative Learning System – Education Skills and Training (ALS-EST)

The Alternative Learning System (ALS) Integrated Education and Skills Training Program adds Technical-Vocational Training and other skill training to the traditional ALS program. The program will draw on existing DepEd expertise, particularly from remaining technical high schools and select Senior High Schools, as well as partnerships with SUCs, LGUS, the private sector, and CSOs, to provide technical-vocational and other skill training components that are responsive to the needs and opportunities of the local community and the country.

The goal of the ALS Integrated Education and Skills Training Program is to generate ALS graduates with technical skills that are appropriate for immediate employment in addition to being able to catch up on their fundamental academic education.

Beneficiaries. Compared to the Alternative Learning System, ALS-EST is a variant of ALS which specifically provides an avenue for learners on skills training. The beneficiaries of this program are those identified ALS learners by implementing partners fitting on its set integrated education and skills training design.

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 by 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).

Beneficiaries. The primary beneficiaries of SBFP are all kindergarten learners and grade 1 to 6 verified as wasted and severely wasted. Furthermore, if the fund allocated in the SBFP has excess, it may be programmed to stunted learners, learners identified as at-risk-of dropping out, indigenous people, and those from indigent families.¹⁴

In the year 2022, DepEd originally targeted to feed 1,723,808 learners with nutritious food product but increased to 3,491,028 while the milk beneficiaries totaled 3,445,254. Those beneficiaries of nutritious food products were usually provided with E-Nutribun and the milk products were fresh dairy milk retrieved at school premises. The large difference between the total target and targeted number of milks feeding beneficiaries is due to exclusion of those schools and learners who received milk donation from private partners.

No. of SBFP Beneficiaries

Region	No. of Nutritious Food Product/Hot Meal Beneficiaries	No. of Milk Beneficiaries
PHILIPPINES	3,491,028	3,445,254
NCR	313,720	313,720
RO I	176,929	176,929
RO II	108,483	102,360
CAR	41,734	41,734
RO III	334,448	334,671
RO IV-A	553,714	553,714
RO IV-B	147,949	156,407
RO V	299,417	284,758
RO VI	277,003	264,684
RO VII	275,244	275,044
RO VIII	191,982	194,188
RO IX	155,497	155,497
RO X	180,296	180,296
RO XI	153,666	153,406
RO XII	171,142	152,125
RO XIII	109,804	105,721

Source: EMISD-PS, Based on Learner Information System

¹⁴ DepEd Order No. 31, s. 2021, Operational Guidelines on the Implementation of the School-Based Feeding Program for School Year 2020-2021 and Supplemental Guidelines No. 2 to DO No. 31, s. 2021



Government Assistance and Subsidies

All learners have access to quality and learning environment through strengthened public-private complementarity (Government Assistance and Subsidy Program) that shall eventually support the decongestion of public schools and improve learners' access to quality and learning environment that will contribute to their attainment of learning standards of literacy and numeracy skills and apply 21st-century skills to various real-life situation. Below are the different programs under GAS:

1. The **Education Service Contracting Program (ESC)** is a GAS program that provides financial assistance thru tuition subsidies to qualified incoming grade 7 learners who wish to pursue Junior High School (JHS) – Grades 7 to 10 – in private schools.
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 SHSs, private higher education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs).
3. The **Joint Delivery Voucher Program (JDVP)** is a tuition fee assistance to Grade 12 students in DepEd public SHSs, which have been identified to lack the infrastructure, resources, and teachers necessary for the implementation of TVL specialties.

The program will optimize TVL learning by allowing SHS students enrolled in public schools to avail of vouchers and pursue their desired TVL specializations in eligible partner institutions from either private or non-DepEd public SHSs and TVIs.

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 Service Contracting Program (ESC)¹⁵

A. Terms of the ESC grant

The ESC grant begins in Grade 7 and covers the first four years of junior high education. 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 in the middle of the school year for non-health reasons.
- Does not re-enroll the following school year.
- Fails to advance to the next grade level or retains in the same grade level.
- Is suspended from school for more than two (2) weeks, dismissed, or expelled for disciplinary reasons.
- Transfers to a non-ESC-participating JHS

¹⁵ DepEd Order No. 1 s. 2018 Amendment to DepEd Order No. 20, s. 2017

Transfers to another ESC-affiliated JHS are allowed. In cases when the applicable subsidy amount differs 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 physician.

B. Slot allocations

Slot allocations reflect the maximum number of grantees that ESC-participating JHSs can accept in Grade 7 for the upcoming academic year. Allocations are based on schools' capacity to consider grantees (fixed slots), with additional slots provided for demonstrated merit (incentive slots).

1. Fixed slots

- a. The maximum allocation for new participating schools is fifty (50) slots
- b. The previous school year's billed Grade 7 grantees are used to calculate the minimum slots for currently participating institutions in good standing. A school is said to be in good standing when all the following conditions 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 with a rating of 3.0 or better in their most recent certification or that are accredited by any member of the Federation of Accrediting Agencies of the Philippines (FAAP) are given the following incentive slots:

Schedule of Incentive Slots

ESC certification rating/accreditation level	Incentive slots
ESC Certification rating of 4 in 2018 Certification Assessment Instrument (CAI)	30
ESC certification rating of 3.0 or higher in old CAI	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. Additional Slots

- a. Only JHSs in good standing who participate in ESC are eligible to apply for extra spots. All requests for additional slots must go through the school panel for the ESC Information Management System (IMS). The requests must be processed and evaluated by PEAC before being sent to DepEd for approval.
- b. The supply of additional spots will be based on program funding being available.

A. Selecting grantees

Graduates of public elementary schools will be given priority admission to ESC-participating JHS. Given the limited places available at the school, the School

Committee will profile and assess the students considered for ESC awards before selecting grantees based on need.

B. Amounts of ESC Grants (Per student per School Year)

The following table shows the maximum ESC award amounts. If the total school fees declared by the ESC-participating JHS in the ESC Information Management System are less than the ESC grant, the school will be paid solely the total school fees.

Schools in NCR	Highly Urbanized Cities Outside of NCR	All Other Locations
Php 13,000	Php 11,000	Php 9,000

Teachers' Salary Subsidy (TSS) Program

A. Teacher Qualifications

Teachers in ESC-affiliated JHSs, commonly known as TSS awardees, must fulfill the criteria listed below to be eligible for the TSS:

- Have a valid PRC license, or pass the Licensure Examination for Teachers (LET);
- Be a full-time employee of the school; and
- Teach ESC grantees for at least 180 teaching minutes a week.

B. Amount of subsidy for TSS recipients: ₱18,000/teacher/year.

DepEd remits TSS funds to the ESC-participating JHS is required to pay its TSS recipients. TSS recipients who have resigned or retired from service at the time the TSS is remitted to schools shall be paid the TSS in proportion to actual services rendered.

Senior High School Voucher Program (SHS VP)¹⁶

A. Eligibility

Only Grade 10 learners who completed JHS in public schools operated by DepEd, or in public or private educational institutions not directly operated by DepEd but granted a permit or government recognition to operate SHS by DepEd, are eligible for SHS VP. Grade 10 graduates are classified as either (1) automatically qualified learners or (2) voucher candidates.

1. Automatically Qualified Learners

Only Grade 10 completers in SY 2020-2021 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 SY 2021-2022 Grade 10 completers in public schools
- Category B: All Grade 10 completers in Private Schools who are ESC grantees in ST 2021-2022

¹⁶ DepEd Order No. 32 s. 2022 Guidelines on Eligibility and Application for the Senior High School Voucher Program for SY 2022-2023

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 C: All SY 2021-2022 Grade 10 completers in Private Schools who are not ESC grantees
- Category D: All Grade 10 completers who completed Grade 10 prior to SY 2021-2022 but not earlier than 2016 and had not previously enrolled for Grade 11
- Category E: Learners who had passed the ALS A&E Test for Grade 10 not earlier than 2016 and had not previously enrolled for Grade 11, or ALS learners who passed or will take Portfolio Assessment in SY 2022-2023
- Category F: Learners who passed the PEPT for Grade 10 not earlier than 2016 and had not previously enrolled for Grade 11, or learners who will take the PEPT for Grade 10 in SY 2022-2023

B. Qualification or Disqualification

Grade 10 completers that satisfy any of the categories under section VI of DepEd Order No. 32, s. 2022 are automatically qualified.

On the other hand, disqualified applications are:

1. Applications submitted after the deadline
2. Applications with incomplete VAF-1
3. Applications that contain false information
4. Applications by learners who are not eligible for the SHS VP
 - a. Learners who graduated High School in 2015 or earlier
 - b. Incoming Grade 12 learners who were not part of SHS VP in Grade 11
 - c. Non-Filipino learners

Joint Delivery Voucher Program (JDVP)¹⁷

A. Learner-Beneficiaries

The beneficiaries are the Grade 12 students enrolled in the TVL track from identified DepEd public Senior High Schools (SHSs). The said DepEd public 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 locations with accessible private SHSs, non-DepEd public SHSs, or private TBIs that can provide learners with additional instruction and training to meet their required TVL competencies and skills.

¹⁷ DepEd Order NO. 40, s. 2021, Guidelines on the Implementation of the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations

- B. The Bureau of Curriculum Development (BCD) will compile a consolidated list of eligible SHSs after a series of validations with the relevant Schools Divisions (SDOs) and ROs.

Education Service Contracting Program (ESC). Under the ESC program, there are 965,278 beneficiaries in SY 2022-2023. The regions with the greatest number of beneficiaries are Regions IV-A, III, and NCR based on the regional distribution of beneficiaries.

Senior High School Voucher Program (SHS VP). The total number of beneficiaries are 1,310,138 wherein regions NCR, IV-A, and III have the greatest number of beneficiaries in SY 2022-2023.

Joint Delivery Voucher Program – TVL (JDVP-TVL). There are 91,506 beneficiaries for the JDVP. Compared to ESC and SHS VP, NCR has the greatest target number of beneficiaries followed by regions XII and I.

SY 2022-2023 Learner Beneficiaries by Region

Region	ESC	SHS Voucher	JDVP
	No. of Beneficiaries		
PHILIPPINES	965,278	1,310,138	91,506
NCR	102,351	276,708	13,240
RO I	51,470	45,174	8,160
RO II	38,875	26,290	4,550
CAR	28,409	21,188	1,419
RO III	129,144	182,720	4,500
RO IV-A	171,832	250,985	6,850
RO IV-B	27,150	21,348	1,850
RO V	51,497	50,366	7,600
RO VI	66,325	60,966	2,600
RO VII	76,101	98,871	5,900
RO VIII	28,163	24,288	5,260
RO IX	25,970	35,874	3,501
RO X	57,106	54,378	7,300
RO XI	42,751	61,299	6,600
RO XII	40,931	35,815	9,150
RO XIII	27,203	26,123	3,550
BARMM	-	37,745	-

Source: ESC & SHS Voucher from Voucher Management System as of 31 December 2022
JDVP data provided by Bureau of Curriculum Development-DepEd, December 2022

EDUCATION HUMAN RESOURCE DEVELOPMENT



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

Target beneficiaries

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

For the beneficiaries, teachers and teaching-related staff trained, there is a total of 301,421. The trainings conducted were recognized and non-recognized programs (validated by the NEAP recognition process). However, the number of beneficiaries is expected to increase since there are regional reports to be submitted. The Central Office is currently awaiting the submission of updated reports from other DepEd Regional Offices.