



Programs and Projects Beneficiaries for Fiscal Year 2022



*Planning and Programming Division
Planning Service*

Revised version as of May 4, 2023

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 and assess the efficient implementation of various policies and programs of the Department.

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

To be selected as a 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 include basic and action research. Out of the submitted proposals, there was 2,329 approved research.

Below is the regional table of education research target beneficiaries and the actual number of beneficiaries:

FY 2022 Regional Education Research

| Regions | Target Beneficiaries | Actual Beneficiaries |
|--------------------|----------------------|----------------------|
| PHILIPPINES | 560 | 2,329 |
| NCR | 35 | 103 |
| I | 35 | 50 |
| II | 35 | 406 |
| CAR | 35 | 3 |
| III | 35 | 349 |

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

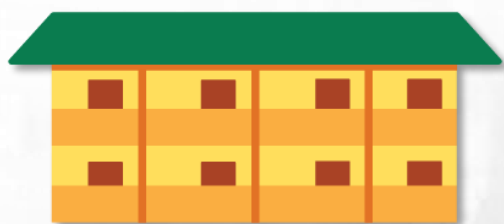
| Regions | Target Beneficiaries | Actual Beneficiaries |
|---------|----------------------|----------------------|
| IV-A | 35 | 93 |
| IV-B | 35 | 72 |
| V | 35 | 60 |
| VI | 35 | 129 |
| VII | 35 | 54 |
| VIII | 35 | 43 |
| IX | 35 | 738 |
| X | 35 | 91 |
| XI | 35 | 33 |
| XII | 35 | 63 |
| XIII | 35 | 42 |

Source: *DepEd Policy, Research and Development Division (PRDD)*
* 1 researcher grantee per research

The total approved proposals from the field were 2,329. The beneficiaries vary across the region, indicating a different number of approved proposals per region. The number of approved research depends on the submitted proposals and incurred amount or expenses of the approved study of the beneficiary. Since action research was the common study proposal among the researchers, it appeared to achieve more than the targeted output, which entails an amount smaller than a full-blown study. In effect, it generated more outputs than what was targeted.

BASIC EDUCATION INPUTS PROGRAM

Basic Education Facilities (BEF)



A. Construction of School Building

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.

Prioritization of Recipient Schools/Beneficiaries. Priorities for the construction of classrooms are as follows:

- a. Requirements for 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

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

This year, it was targeted that DepEd constructs 1,168 classrooms with a budget amounting to P3,183,406,000.00 under the FY 2022 General Appropriations Act. Below are the estimated learners that will benefit from the targeted classrooms to be constructed.

FY 2022 Estimated Learner Beneficiaries of New Classroom Construction

| 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

In the previous fiscal years (2014-2021), the number of constructed classrooms was 11,574, with actual learner beneficiaries of 520,830. Similarly, there are an estimated 45 learners per new classroom.



B. Provision of School Furniture

Beneficiaries. The public elementary and secondary schools with new classrooms constructed and schools with remaining needs nationwide, including the constructed Technical and Vocational Laboratories, are the priority recipients of school furniture.

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 needing classroom seats. The result of the latest Furniture Analysis in the Basic Education Information System (BEIS), National School Building Inventory (NSBI), and EFD Surveys shall be used to determine furniture needs.

Based on the program's implementation, the actual seats to be delivered will be based on the tables and chairs, with the ratio to learners being 1:1. With the target of providing 9,536 sets of school furniture, an estimated number of 25,205 learners benefited from the delivered furniture. Also, since a set of school furniture involves a teacher's table and a 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 Sets 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 |

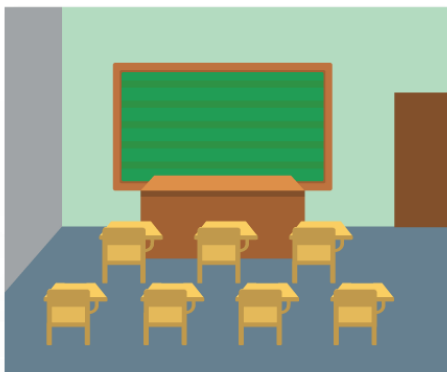
| Region | Target No. of School Furniture Sets Procured | Estimated Learner Beneficiaries* |
|---------|--|----------------------------------|
| RO X | 460 | 20,700 |
| RO XI | 592 | 26,640 |
| RO XII | 375 | 16,875 |
| RO XIII | 458 | 20,610 |

Source: CMIS FY 2022

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

For FY 2022, the total target for school furniture was 9,536 sets or approximately 361,904 seats. There were only 10% or a total of 35,510 seats delivered to schools. There has been a challenge in the conduct of procurement activities, which was addressed and improved by revising documentary requirements and developing a system in the overall procurement process. The delay in the accomplishment is expected to be resolved by the new direction of the management.

In 2021, 92,060 (15%) seats were delivered, which benefited the same number of learners. The reprogramming of the priority list impacted the timely processing of procurement documents, which caused the remaining targets to still be in the manufacturing phase before being delivered to the designated recipients. This slowed down the progress of the delivery.



C. Classroom Repair and Rehabilitation

Beneficiaries. The classroom repair and rehabilitation will directly benefit public elementary and secondary schools needing minor and major repairs nationwide.

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

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

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 2022

*No. of beneficiaries estimated at 45 learners per classroom



D. Electrification of Schools

Beneficiaries. Public elementary and secondary schools without or requiring upgrading of electrical connection nationwide will be recipients of this program.

Prioritization of Recipient Schools/Beneficiaries⁴

- a. Schools identified by the National Electrification Administration (NEA) to be on-grid but remain without electricity.
- b. Upgrading of electrical connection of schools to suit current requirements considering the additional facilities and equipment:
 - i. Technical-Vocational Schools

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

- 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. However, for the previous fiscal years (2018-2022), only 465 (65%) sites had been upgraded and energized due to site issues and local cooperative issues. This comprises the learner beneficiaries of 20,925 following the ratio of 1 classroom per 45 learners.



Quick Response Fund

Beneficiaries. This shall include schools affected by calamities such as typhoons, classrooms with structural issues, and those needing major and immediate repairs. Furthermore, as a standby fund, the Quick Response Fund (QRF) encompasses classrooms and other school facilities needing major repair due to natural or human-induced calamities, epidemics, crises, and catastrophes e funding year of QRF and from the last quarter of the previous year.

Prioritization of Recipient Schools/Beneficiaries⁵

- a. **1st Priority** – repair of classrooms damaged by typhoons or calamities including but not limited to typhoons, earthquakes, fires, and volcanic eruptions; prioritize damages that have occurred 2-3 years ago and 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.

A target of 4,400 classrooms to be repaired under Quick Response Fund was established but is still subject to change depending on the number of calamities, human-induced or natural, that occurs in FY 2022. Therefore, an estimated 198,000 learners will benefit under the QRF assuming that each classroom repaired is used by 45 learners. 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 2022.⁶

⁵ DepEd Order No. 35, s. 2017, *Revised Guidelines on the Implementation of the Basic Education Facilities Fund*

⁶ OUA Memo 00-0222-0113 Prioritization on the Utilization of 2022 QRF

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, 3,861 classrooms from the other funding years were fully repaired in FY 2022. In estimation, there are 173,745 learners as beneficiaries.

Gabaldon Heritage Schools Restoration and Conservation



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.⁷ Currently, there is a total of 2,045 Gabaldon Schoolhouses still existing in 1,787 schools nationwide.⁸

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 is still ongoing due to the change in the Gabaldon rehabilitation's scope which contributed to the delayed of the restoration. Using the estimation of 180 learners benefiting from each Gabaldon building being restored, there will be 3,420 beneficiaries.

FY 2022 Recipient Schools of Gabaldon Buildings Restoration

| Region | Target | Estimated Learner beneficiary |
|--------------------|-----------|-------------------------------|
| PHILIPPINES | 19 | 3,420 |
| Central Office | 1 | 180 |
| NCR | 1 | 180 |
| RO I | 1 | 180 |
| RO II | 1 | 180 |
| CAR | 2 | 360 |
| RO III | 1 | 180 |

⁷ DepEd Order No. 59, s. 2021 "Paying Tribute to the Birth of Philippine Public School Buildings: Instituting and Celebrating Gabaldon Schoolhouses Day"

⁸ 2019-2022 National School Building Inventory from the enhanced Basic Education Information System (eBEIS)

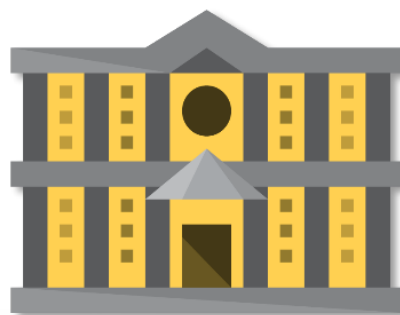
| Region | Target | Estimated Learner beneficiary |
|---------|--------|-------------------------------|
| RO IV-A | 1 | 180 |
| RO IV-B | 1 | 180 |
| RO V | 1 | 180 |
| RO VI | 2 | 360 |
| RO VII | 1 | 180 |
| RO VIII | 1 | 180 |
| RO IX | 1 | 180 |
| RO X | 1 | 180 |
| RO XI | 1 | 180 |
| RO XII | 1 | 180 |
| RO XIII | 1 | 180 |

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:

- Schools with less than four classrooms;
- With makeshift or nonstandard rooms;
- No electricity connection;
- No allocated funds for repairs or new construction projects in the last four years;
- With a travel distance of more than one hour from the town center or with the difficulty of terrain;
- With multigrade classes/rooms;
- With less than five teachers;
- Having a student population of fewer than 100 learners; and
- With more than 75% Indigenous People (IP) learners.⁹



The targeted Last Mile Schools (LMS) constructed in FY 2022 were revised from 88 to 200 due to the validation cost per school site. Assuming that 180 learners benefit from each Last Mile School constructed, an estimated 36,000 learners may benefit from the 200 LMS for construction.

FY 2022 School Recipients

| Region | No. of School Sites | Estimated number of Learner Beneficiaries |
|--------------------|---------------------|---|
| PHILIPPINES | 200 | 36,000 |
| Central Office | - | - |
| NCR | - | - |
| RO I | - | - |

⁹ DepEd Order No. 59, s. 2019 "Prioritizing the Development of the Last Mile Schools in 2020-2021: Reaching Out and Closing the Gap"

| Region | No. of School Sites | Estimated number of Learner Beneficiaries |
|---------|---------------------|---|
| RO II | 13 | 2,340 |
| CAR | 8 | 1,440 |
| RO III | 29 | 5,220 |
| RO IV-A | 8 | 1,440 |
| RO IV-B | 14 | 2,520 |
| RO V | - | - |
| RO VI | 11 | 1,980 |
| RO VII | 21 | 3,780 |
| RO VIII | 19 | 3,420 |
| RO IX | - | - |
| RO X | 8 | 1,440 |
| RO XI | 4 | 720 |
| RO XII | 4 | 720 |
| RO XIII | 24 | 4,320 |

Source: DepEd Education Facilities Division (EFD)

For FY 2020 and FY 2021, out of the total target of 176, 64 (36%) LMS were constructed. Presuming the estimated beneficiary of 180 learners per LMS constructed, the total learner beneficiary is 11,520. Nevertheless, there is 112 ongoing LMS construction in other regions.



Textbooks and Other Instructional Materials

Beneficiaries. Target beneficiaries are all K to 12 learners and teachers in the formal education system and Alternative Learning System (ALS) in all public schools and Community Learning Centers nationwide.

Funds for other learning resources such as Self-Learning Modules (SLMs), Learning Activity Sheets (LAS), Worksheets, and devices such as but not limited to, tablets, smartphones, speakers, two-way radios, or other similar devices in support of the adopted learning delivery modality, were likewise downloaded to the Regional Offices under the Flexible Learning Option – Learning Resources (FLO-LRs) Fund.

The planning parameters considered for the said fund were 100% of enrolment data in Modular Print and Blended Learning as of January 5, 2021.

According to the chart below, 18,542,645 beneficiaries out of the 19,925,036 anticipated beneficiaries had received the aforementioned Learning Resources (LRs). Region III has the greatest number of actual beneficiaries, with 2,553,801, as of this preliminary report from the field office. The other Regions are validating and updating their records as of this writing.

FY 2022 Learner Beneficiaries of Procured LRs

| Region | Number of Learner Beneficiaries | |
|--------------------|---------------------------------|-------------------|
| | Target | Actual |
| PHILIPPINES | 19,925,036 | 18,542,645 |
| NCR | 1,947,884 | 1,679,421 |
| Region I | 1,002,684 | 632,584 |
| Region II | 746,992 | 515,466 |
| CAR | 318,672 | 371,265 |
| Region III | 2,169,247 | 2,553,801 |
| Region IV-A | 2,812,373 | 1,605,207 |
| Region IV-B | 731,802 | 671,590 |
| Region V | 1,368,878 | 1,370,789 |
| 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 | 894,145 |
| Region X | 1,044,620 | 668,706 |
| Region XI | 1,023,291 | 1,229,152 |
| Region XII | 949,363 | 1,099,383 |
| CARAGA | 646,421 | 609,972 |

Ongoing validation of data gathered

Source: Bureau of Learning Resources-Manila

In support of the above table, 38,194 schools received those procured LRs out of the 44,984 targets. Nevertheless, as this is preliminary data, it is subject to change.

FY 2022 School Recipients of Procured LRs

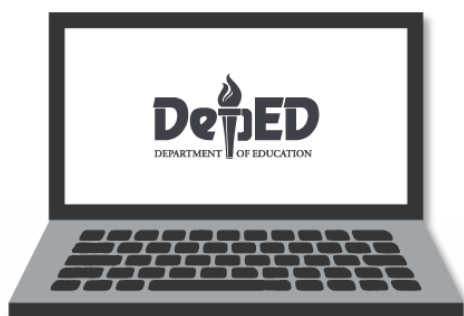
| Region | Number of School Beneficiaries | |
|--------------------|--------------------------------|---------------|
| | Target | Actual |
| PHILIPPINES | 44,984 | 38,194 |
| Region I | 2,860 | 1,628 |
| Region II | 2,533 | 2,061 |
| Region III | 3,675 | 2,910 |
| Region IV-A | 3,545 | 1,071 |
| Region IV-B | 2,359 | 2,347 |
| Region V | 3,824 | 3,468 |
| Region VI | 4,034 | 4,048 |

| Region | Number of School Beneficiaries | |
|-------------|--------------------------------|--------|
| | Target | Actual |
| Region VII | 3,744 | 3,744 |
| Region VIII | 4,178 | 4,172 |
| Region IX | 2,526 | 2,489 |
| Region X | 2,505 | 2,205 |
| Region XI | 2,183 | 1,708 |
| Region XII | 2,270 | 2,270 |
| CARAGA | 2,093 | 1,625 |
| CAR | 1,839 | 1,844 |
| NCR | 816 | 604 |

Ongoing validation of data gathered

Source: Bureau of Learning Resources-Manila

DepEd Computerization Program (DCP)



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

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 an 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 specialist 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 program's sustainability; and

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. The delivery of the procured ICT packages is set to be accomplished in FY 2023. The estimated total beneficiary of DCP packages is 2,659,050 learners, including 59,090 teachers, if 1 DCP package is provided to 45 learners and one (1) teacher.

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

For the previous fiscal year (2020 and 2021), 26,139 (26%) DCP packages were delivered to the recipient schools. Relating to the same proportion, the total beneficiary was 1,176,255 learners and 26,139 teachers across the regions. However, there is a small progress in the delivery since there is a need to resolve the procurement of third-party logistics that will completely deliver to the remaining schools.



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

Beneficiaries. The recipient schools of this program were based on 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 | Target |
|--------------------|--------------|
| 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

The Central Office (CO) procurement of the items for FY 2022 faced several challenges, from the bidding process to the procurement of third-party logistics, which will be responsible for the delivery of the procured items. Moreover, based on the program implementation timeline, the delivery is expected to be fulfilled in the second quarter of FY 2023. On the other hand, the funds were already downloaded to SDOs for their local procurement activities for SME, and BLR-Cebu is currently consolidating the reports from the field offices for these procured and delivered items. Hence, the actual school beneficiaries are yet to be finalized since there is ongoing finalization of reports of the delivered complete packages to the recipient schools.



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

Beneficiaries. The recipient schools of this program were based on the list of schools in the Basic Education Information System (BEIS). Similar to SMEs, priority is also given to non-recipient schools from the previous project, and the BLRC is also managing the replacement of the equipment concerns. 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 the physical target was due to 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, with a total number of 196 schools, followed by Region VII with 151 school-beneficiary.

FY 2022 Regional Breakdown of School Beneficiaries

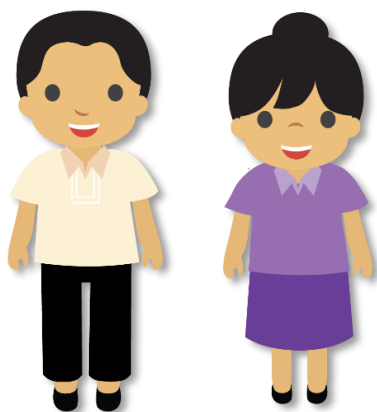
| Region | Target |
|--------------------|--------------|
| PHILIPPINES | 1,203 |
| NCR | 37 |
| RO I | 36 |
| RO II | 47 |
| CAR | 31 |
| RO III | 139 |
| RO IV-A | 105 |
| RO IV-B | 59 |
| RO V | 114 |
| RO VI | 196 |
| RO VII | 151 |
| RO VIII | 71 |
| RO IX | 101 |
| RO X | 30 |
| RO XI | 38 |
|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

Source: Bureau of Learning Resources – Cebu Database

Like Science and Mathematics Equipment (SME), the delivery of the centrally procured equipment is scheduled for the second quarter of FY 2023, while the fund was already downloaded for SDOs to procure and deliver other TVL items. Thus, the actual school beneficiaries will be reported once all the packages (CO and locally procured items) are delivered to them.



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 the teacher-learner ratio.

There are 10,000 newly created teaching positions proposed in FY 2022, which, in estimation, will benefit 450,000 learners if each teacher handles 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 positions since the SST I remain an additional teaching workforce in the public schools. However, provided the estimated number of beneficiaries is provided below the 452 SST I.

FY 2022 Regional Breakdown of Learner Beneficiaries

| Region | Target | Actual |
|--------------------|----------------|----------------|
| PHILIPPINES | 448,065 | 315,450 |
| CAR | 2,880 | 8,550 |
| NCR | 23,940 | 26,640 |
| I | 20,025 | 16,920 |
| II | 18,585 | 11,745 |
| III | 64,980 | 23,535 |
| IVA | 97,965 | 36,675 |
| IVB | 15,795 | 13,455 |
| V | 11,250 | 22,005 |
| VI | 42,615 | 10,440 |
| VII | 15,615 | 31,455 |
| VIII | 16,380 | 22,860 |
| IX | 22,185 | 20,565 |
| X | 32,985 | 21,510 |
| XI | 20,115 | 21,285 |
| XII | 30,555 | 22,185 |
| XIII (CARAGA) | 12,195 | 5,625 |

Source: Quarter 4 Budget Accountability Report-1

* Estimated at 45 per newly hired teacher.

Through the FY 2019 - 2021 continuing fund, 4,013 teaching positions have been filled. This accomplishment would benefit an estimated 180,585 learners across the country. The filling up of the remaining unfilled positions will continue in the FY 2023 implementation.

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 different from 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.

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

FY 2022 Regional Breakdown of Multigrade Learner Beneficiaries 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 |

| Region | SY 2022-2023 | | |
|--------|--------------|--------|--------|
| | Male | Female | TOTAL |
| 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 and 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. Recognizing that all learners have the same rights in education, the SPeD program was enacted to benefit learners with disabilities. In identifying a learner as being a qualified program beneficiary, DepEd established the identification and referral process to ensure that all learners verified as with a disability be provided with the needs and learning preferences. Furthermore, the results of psychological and multi-disciplinary assessments shall be the basis for developing and adjusting the Individualized Educational Plan (IEP).¹⁰

This FY 2022, Region IV-A recorded 20,688 enrollees for SPeD, which is 12.42% of the total SPeD population, while the lowest enrolment record is in CAR, with only 3,581 (2.15%). There are 166,580 learners under the SPeD program.

FY 2022 Regional Breakdown of SPeD Learner Beneficiaries in SY 2022-2023

| Region | 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 |

¹⁰ 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

| Region | Target | Actual |
|---------|--------|--------|
| 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 establishing standards and guidelines in implementing Madrasah Education programs for public and private Madaris¹¹ – schools implementing the said program.

Beneficiaries. This program targets Muslim learners in Kindergarten, Grades 1 to 6, and Alternative Learning System. These learners receive relevant competencies in Muslim customs, traditions, and values. In addition, Madaris school and Asatidz or ALIVE teachers benefit from the program as it provides program support through financial aid and development programs.¹²

BARMM had 120,100 ALIVE participants, accounting for 43.68% of the overall ALIVE population, while Region II had the fewest with only 392 (0.14%). The total number of learners benefiting from the Madrasah program is 274,958 ALIVE learners, handled by 5,164 Madaris.

FY 2022 Regional Breakdown of MEP Learner Beneficiaries in SY 2022-2023

| Region | Target | Actual |
|--------------------|---------------|----------------|
| PHILIPPINES | 98,541 | 274,958 |
| NCR | 2,149 | 3,480 |
| Region I | 548 | 642 |
| Region II | 319 | 392 |

¹¹ DepEd Order No. 41, s. 2017, Policy Guidelines on Madrasah Education 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

| Region | Target | Actual |
|-------------|--------|---------|
| CAR | 380 | 400 |
| Region III | 1,202 | 1,449 |
| Region IV-A | 2,242 | 2,844 |
| Region IV-B | 4,394 | 4,836 |
| Region V | 319 | 611 |
| Region VI | 594 | 642 |
| Region VII | 3,090 | 2,155 |
| Region VIII | 243 | 407 |
| Region IX | 21,976 | 34,265 |
| Region X | 19,210 | 40,396 |
| Region XI | 5,442 | 11,491 |
| Region XII | 35,227 | 48,635 |
| CARAGA | 1,206 | 1,087 |
| BARMM | - | 120,100 |
| PSO | - | 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 adopting the IPEd Curriculum Framework, learners with an 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 their cultures, traditions, and institutions. Furthermore, schools with IPEd learners benefit from the program as it provides the guidelines and framework for delivering meaningful and relevant instruction.

Among the regions below, region CAR has the highest number of IPEd learners, with 45,378 beneficiaries, followed by Region IX, with 28,463 beneficiaries. Both regions account for 54.14% of the total beneficiaries. Also, 3,089 schools benefit from the program, with CAR and Region IX being consistent with the most beneficiaries.

FY 2022 Regional Breakdown of IPed Learner Beneficiaries in SY 2022-2023

| Region | Target | Actual |
|--------------------|----------------|----------------|
| PHILIPPINES | 129,100 | 136,392 |
| NCR | - | - |
| RO I | 6,700 | 8,405 |
| RO II | 15,037 | 18,330 |
| CAR | 44,005 | 45,378 |
| RO III | 930 | 2,753 |
| RO IV-A | 1,088 | 1,332 |
| RO IV-B | 14,887 | 7,012 |
| RO V | 352 | 352 |
| RO VI | 3,092 | 3,951 |
| RO VII | 255 | 306 |
| RO VIII | 22 | 110 |
| RO IX | 27,008 | 28,463 |
| RO X | 2,993 | 5,390 |
| RO XI | 8,045 | 9,115 |
| RO XII | 3,689 | 4,196 |
| RO XIII | 997 | 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 alternative 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 the chance to finish formal basic education. To inclusively provide options for those Filipinos, DepEd established the ALS program. This program benefits all adult Filipinos aged 18 years old and above who have unfinished their basic elementary or secondary education in a 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 classroom funds, learning materials, and remuneration.

Below is the total enrolment of ALS learners categorized under the Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) for SY 2022-2023 by region.

FY 2022 Regional Breakdown of ALS Learner Beneficiaries in SY 2022-2023

| Region | Target | *BLP | **A&E Elementary | **A&E Secondary | Total |
|--------------------|----------------|---------------|------------------|-----------------|----------------|
| PHILIPPINES | 682,008 | 33,168 | 125,377 | 481,903 | 640,448 |
| NCR | 43,750 | 885 | 9,092 | 35,737 | 45,714 |
| Region I | 28,093 | 659 | 3,027 | 19,515 | 23,201 |
| Region II | 29,680 | 948 | 3,797 | 17,358 | 22,103 |
| CAR | 14,456 | 687 | 1,256 | 7,003 | 8,946 |
| Region III | 45,113 | 1,177 | 7,726 | 39,246 | 48,149 |
| Region IV-A | 51,139 | 1,106 | 10,473 | 40,848 | 52,427 |
| Region IV-B | 24,740 | 2,045 | 4,158 | 17,050 | 23,253 |
| Region V | 60,019 | 2,993 | 10,736 | 49,167 | 62,896 |
| Region VI | 57,375 | 1,501 | 8,945 | 35,958 | 46,404 |
| Region VII | 52,688 | 1,032 | 8,742 | 33,725 | 43,499 |
| Region VIII | 51,141 | 1,645 | 7,108 | 26,272 | 35,025 |
| Region IX | 23,979 | 1,341 | 5,468 | 22,429 | 29,238 |
| Region X | 52,469 | 2,045 | 9,571 | 35,183 | 46,799 |
| Region XI | 64,699 | 3,614 | 12,383 | 38,138 | 54,135 |
| Region XII | 44,920 | 3,814 | 7,260 | 26,470 | 37,544 |
| CARAGA | 37,746 | 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 that 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 Philippine Dietary Reference Intake (PDRI).

Beneficiaries. The primary beneficiaries of the School-Based Feeding Program (SBFP) are all kindergarten learners and grades 1 to 6 verified as wasted and severely wasted. Furthermore, suppose the fund allocated in the SBFP has excess. In that case, it may be programmed to stunted learners, learners at risk of dropping out, indigenous people, and those from indigent families.¹³

In 2022, DepEd originally targeted to feed 1,723,808 learners with Nutritious Food Products (NFP) but increased to 3,491,028 while the milk beneficiaries totaled 3,466,217. Those beneficiaries of nutritious food products were usually provided with E-Nutribun; the milk products were fresh dairy milk retrieved at school premises.

As of February 28, 2023, the actual beneficiaries for NFP/Hot meals reached 91% of the total targeted learner beneficiary. Specifically, Regions NCR, CAR, I, II, III, IV-A, IX, and X fed 100% of their learner beneficiary. At the same time, there are regions fed almost half (e.i., IV-B and VIII) and others with more than half of their targeted learners. Meanwhile, for milk feeding, it achieved 83% of its learner beneficiary. Regions CAR, I, II, III, IV-A, IX, X, XI, and XII have already fed their targeted learner beneficiaries. At the same time, the rest of the regions almost completed the feeding cycle for their targeted beneficiaries.

Moreover, the Feeding cycle for both NFP/Hot Meals and Milk will be continued up to the first quarter of FY 2023 since other regions experienced failure in the bidding process and lack of supplies for E-Nutribun and others delayed in procuring such dairy products

FY 2022 Regional Breakdown of SBFP Beneficiaries

| Region | Nutritious Food Product/Hot Meal | | Milk | |
|--------------------|----------------------------------|------------------|------------------|------------------|
| | Target | Actual | Target | Actual |
| PHILIPPINES | 3,491,028 | 3,190,025 | 3,466,217 | 2,865,578 |
| NCR | 313,720 | 313,720 | 313,720 | 190,725 |
| RO I | 176,929 | 176,929 | 176,929 | 176,929 |

¹³ 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

| Region | Nutritious Food Product/Hot Meal | | Milk | |
|---------|----------------------------------|---------|---------|---------|
| | Target | Actual | Target | Actual |
| RO II | 108,483 | 108,483 | 102,360 | 102,360 |
| CAR | 41,734 | 41,734 | 41,734 | 41,734 |
| RO III | 334,448 | 334,448 | 334,671 | 102,360 |
| RO IV-A | 553,714 | 553,714 | 553,714 | 334,671 |
| RO IV-B | 147,949 | 87,306 | 156,407 | 553,714 |
| RO V | 299,417 | 292,983 | 300,313 | 91,169 |
| RO VI | 277,003 | 257,254 | 269,913 | 274,113 |
| RO VII | 275,244 | 199,460 | 275,223 | 206,391 |
| RO VIII | 191,982 | 111,674 | 194,188 | 162,363 |
| RO IX | 155,497 | 155,497 | 155,497 | 0 |
| RO X | 180,296 | 180,296 | 180,296 | 155,497 |
| RO XI | 153,666 | 128,109 | 153,406 | 180,296 |
| RO XII | 171,142 | 164,293 | 152,125 | 153,406 |
| RO XIII | 109,804 | 84,125 | 105,721 | 152,125 |

Source: Updated Budget Accountability Report No. 1, as of March 31, 2023



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 specializations.

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

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

Education Service Contracting Program (ESC)¹⁴

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

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.

¹⁴ DepEd Order No. 20 s.2017 Guidelines on the Implementation of the Educational Service Contracting and Teachers' Salary Subsidy Programs in Junior High School Effective School Year 2017-2018

B. Slot allocations

Slot allocations reflect the maximum number of grantees 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 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 the 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 can apply for extra spots. All requests for additional slots must go through the ESC Information Management System (IMS) school panel. 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 available program funding.

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 the total fees solely.

| 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 when the TSS is remitted to schools shall be paid the TSS in proportion to actual services rendered.

Senior High School Voucher Program (SHS VP)¹⁵

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 below categories 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

¹⁵ DepEd Order No. 16 s.2020 Guidelines on Eligibility and Application for the Senior High School Voucher Program for School Year 2020-2021

- Category B: All Grade 10 completers in Private Schools who are ESC grantees in ST 2021-2022

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 before 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 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 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)¹⁶

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. Senior High School – Tech-Voc and Livelihood (SHS-TVL) has been offering for the past four to five years.

¹⁶ DepEd Order NO. 40, s. 2021, Guidelines on the Implementation of the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations for School Year 2021-2022

2. Has been ascertained to have inadequate facilities, equipment, tools, and teachers for any TVL specialization for the past two or three years; and
3. Are in locations with accessible private SHSs, non-DepEd public SHSs, or private TVIs, that can provide learners with additional instruction and training to meet their required TVL competencies and skills.

B. The GAS-PMO 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 is 1,338,438, 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 92,030 targeted beneficiaries for the JDVP; however, the actual beneficiaries for the SY 2022-2023 remained on hold since the program is conducting preliminary activities to finalize the final list of beneficiaries. It is expected to be concluded in the first quarter of FY 2023.

Regional Breakdown of SY 2022-2023 Learner Beneficiaries

| Region | ESC | | SHS Voucher | |
|--------------------|------------------|----------------|------------------|------------------|
| | Target | Actual | Target | Actual |
| PHILIPPINES | 1,149,975 | 965,278 | 1,383,730 | 1,338,438 |
| NCR | 126,235 | 102,351 | 285,960 | 280,884 |
| RO I | 57,631 | 51,470 | 51,813 | 47,768 |
| RO II | 41,467 | 38,875 | 31,879 | 28,716 |
| CAR | 30,517 | 28,409 | 26,750 | 24,723 |
| RO III | 154,246 | 129,144 | 188,421 | 185,871 |
| RO IV-A | 202,783 | 171,832 | 264,407 | 260,943 |
| RO IV-B | 26,666 | 27,150 | 27,587 | 25,335 |
| RO V | 59,853 | 51,497 | 58,437 | 56,349 |
| RO VI | 75,972 | 66,325 | 68,147 | 65,322 |
| RO VII | 93,332 | 76,101 | 105,286 | 101,433 |
| RO VIII | 29,872 | 28,163 | 30,096 | 27,861 |
| RO IX | 27,302 | 25,970 | 40,850 | 38,366 |
| RO X | 62,170 | 57,106 | 64,807 | 62,723 |
| RO XI | 54,964 | 42,751 | 68,852 | 65,137 |

| Region | ESC | | SHS Voucher | |
|---------|--------|--------|-------------|--------|
| | Target | Actual | Target | Actual |
| RO XII | 54,506 | 40,931 | 39,759 | 38,483 |
| RO XIII | 26,863 | 27,203 | 30,678 | 28,524 |

Source: ESC & SHS Voucher from Voucher Management System as of 31 December 2022 JDVP data (SY 2012-2022) provided by Bureau of Curriculum Development- DepEd, December 2022
Source: ESC & SHS Voucher from Voucher Management System as of 31 December 2022. JDVP data provided by Bureau of Curriculum Development-DepEd, December 2022.

*Actual beneficiaries of JDVP will be available in April 2023



EDUCATION HUMAN RESOURCE DEVELOPMENT



Human Resource Development

The Department issued DepEd Order No. 21, series of 2018, which aims to promote and 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 of the current fund, teachers and teaching-related staff trained, there is a total of 305,059. The training conducted was recognized and non-recognized programs (validated by the NEAP recognition process). However, the number of beneficiaries is expected to increase since regional reports are to be submitted. The Central Office is awaiting the submission of updated reports from other DepEd Regional Offices. Moreover, for FY 2021, 19,656 trained teachers, and the teaching-related staff was regions.

FY 2022 Regional Breakdown of Teachers and Teaching-Related Beneficiaries

| Region | Target | Actual |
|--------------------|----------------|----------------|
| PHILIPPINES | 325,290 | 305,059 |
| Central Office | 214,200* | |
| NCR | 8,537 | 35,823 |
| RO I | 7,114 | 21,254 |
| RO II | 5,039 | 25,535 |
| CAR | 4,571 | 13,157 |
| RO III | 10,180 | 57,666 |
| RO IV-A | 11,072 | 18,263 |
| RO IV-B | 4,290 | 7,721 |
| RO V | 7,114 | 18,158 |
| RO VI | 9,845 | 23,447 |
| RO VII | 9,188 | 16,485 |

| Region | Target | Actual |
|---------|--------|--------|
| RO VIII | 6,741 | 7,862 |
| RO IX | 4,663 | 9,797 |
| RO X | 5,899 | 24,979 |
| RO XI | 6,087 | 8,949 |
| RO XII | 4,570 | 4,417 |
| RO XIII | 6,180 | 11,546 |

**Beneficiaries of the target personnel trained by the Central Office are in the field offices; thus, the actual accomplishment of ROs exceeds the target.*

