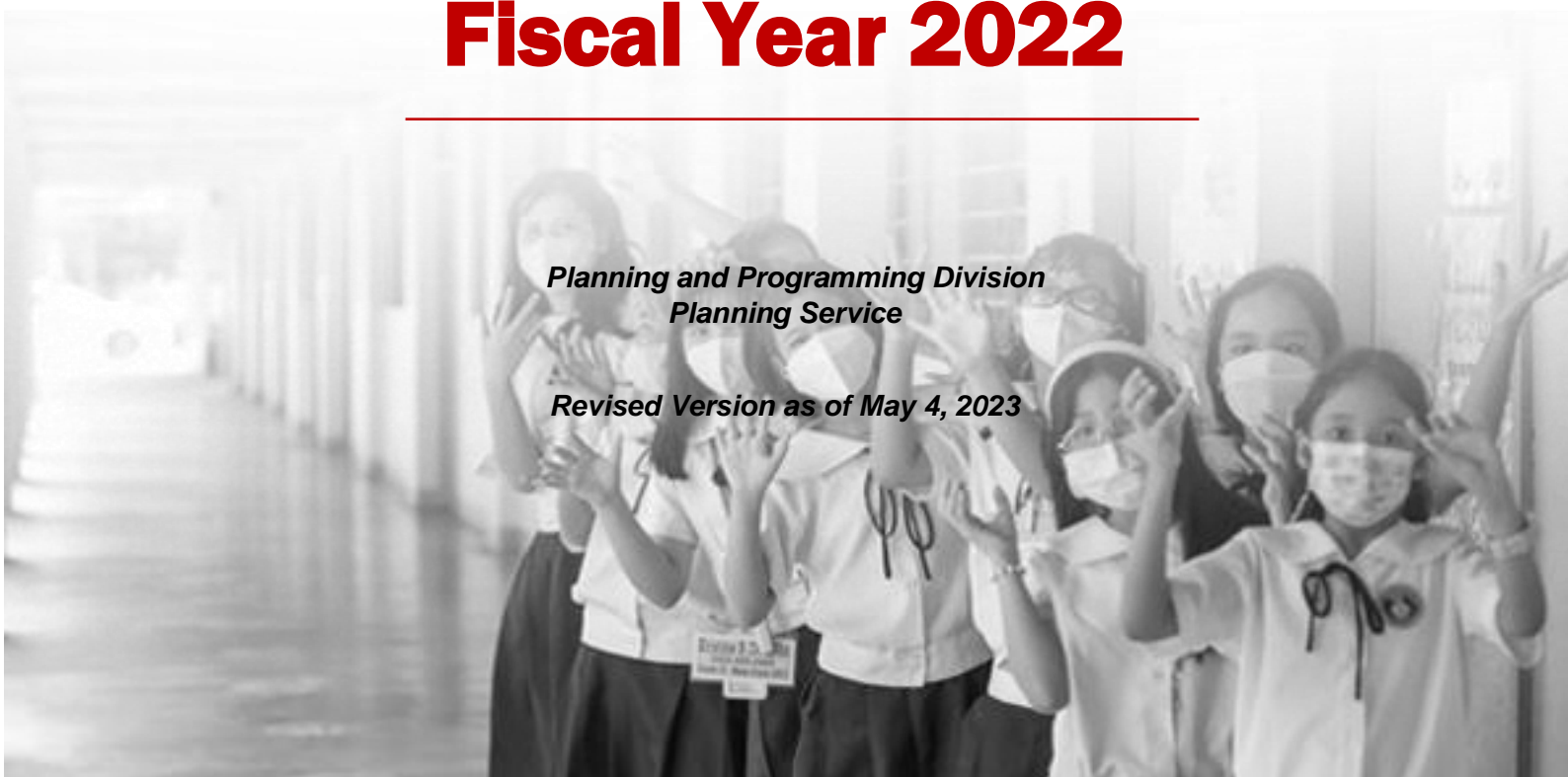




Programs and Projects of the Department of Education for Fiscal Year 2022



*Planning and Programming Division
Planning Service*

Revised Version as of May 4, 2023

EDUCATION POLICY DEVELOPMENT PROGRAM

Policy and Research Program (PRP)



The Policy and Research Program (PRP) supports DepEd in strengthening evidence-based decision-making through the oversight, promotion, and conduct of policy development, research, and sector monitoring and evaluation.

PRP supports the implementation of three key areas: **(1)** policy development, **(2)** research management, and **(3)** sector monitoring and evaluation. It also includes the Basic Education Research Fund (BERF), a funding mechanism for DepEd researchers, which the Regional Offices manage. Qualified DepEd personnel may avail themselves of the grant as provided in DO 16, s. 2017 and DO 26, s. 2021.

Through the DO 13, s. 2015, the policy development process in DepEd was established while DepEd Order No. 39, s. 2016 adopts the Basic Education Research Agenda, which guides education research and utilization of results to inform planning, policy, and program development. The Basic Education Monitoring and Evaluation Framework was recently issued through DepEd Order 29, s. 2022, to establish the roles and responsibilities of all DepEd operating units in monitoring and evaluation. Support fund is also provided to Regional Offices to roll out the Basic Education Monitoring and Evaluation Framework policy.

GOAL

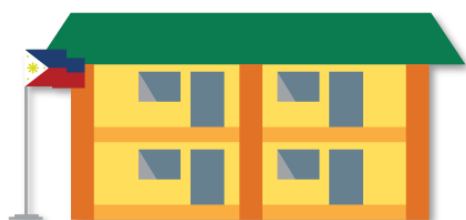
- a. DepEd offices have improved basic education governance through evidence-based decision-making.
- b. All operating units practice evidence-based planning and utilize evidence-based plans and policies.

OUTCOME

DepEd offices developed relevant and responsive education policies to support evidence-based decision-making.

BASIC EDUCATION INPUTS PROGRAM

Basic Education Facilities (BEF)



The School Building Program under the Basic Educational Facilities Fund (BEFF) of the Department of Education (DepEd) aims to address the classroom gaps in high-priority schools nationwide. The BEFF was incorporated into the General Appropriations Act (GAA) in 2013. Before this, the Department had two budget sources for the School Building Program – the Regular School Building Program (RSBP) by Republic Act 7880 (Equitable Access to Basic Education Law) and the School Building Program for Areas Experiencing Acute Classroom Shortage (Red and Black Schools in the Basic Education Information System).

Prior to BEFF, the Department of Public Works and Highways (DPWH) only implemented the Regular School Building Program with an annual budget of P1 billion, 90% of which is implemented by DPWH, and the remaining 10% is called the discretionary fund of the Secretary of Education implemented by DepEd. Likewise, since 2005, the School Building Program for Areas Experiencing Acute Classroom Shortage was incorporated into the DepEd's Budget, where DepEd oversaw its implementation until 2012.

GOAL

Basic Education Facilities aims to achieve the following:

- a. To attain the ideal classroom-to-pupil ratio that is 1:25 to 1:30 for Kindergarten, 1:30 to 1:35 for Grades 1-3, 1:25 per class of 2 consecutive grades for Multigrade, 1:40 to 1:45 for Grade 4 to Junior High School, and 1:40 for Senior High School;
- b. To provide complete sets of school furniture per classroom;
- c. To energize off-grid and on-grid schools; and
- d. To provide ideal and sufficient school health facilities for school children.

OUTCOME

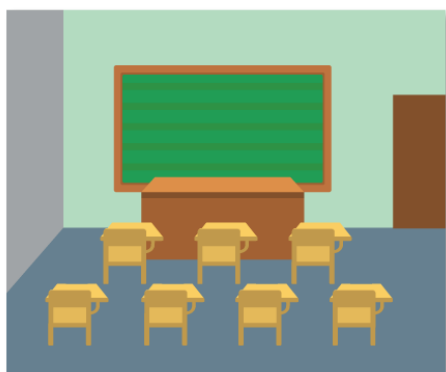
Learners have 100% access to an ideal learning environment safe from risks and impacts from natural and human-induced hazards by 2030.



1. Construction of School Buildings

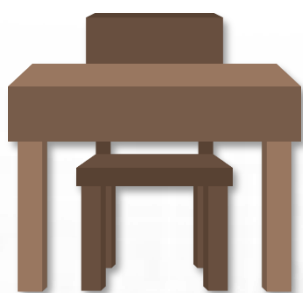
Under the basic education facilities, one of the components is the construction, replacement, and completion of school buildings, including technical-vocational laboratories.

The program aims to address classroom requirements based on standard parameters per key stages and replace school buildings totally damaged by typhoons and other calamities and those that are structurally unsafe and need replacement.



2. Classroom Repair and Rehabilitation

DepEd's school infrastructures and facilities need maintenance religiously to ensure the safety of teachers, non-teaching personnel, and learners. This is dealt with the rehabilitation, renovation, and repair of Kindergarten, Elementary, and Secondary school buildings, and repair of water and sanitation facilities. The classroom repair and rehabilitation anchor on the "Repair All" policy to cover all repair needs of the schools. The project extends to the repair of multi-purpose buildings, gymnasiums, stages, courts, fences, walkways, and other non-classroom facilities damaged by calamities and having immediate repair needs. A specific budget is appropriated for this component to maintain the quality of classrooms and their conduciveness for learning with appropriate space.



3. Provision of School Furniture

The provision of school furniture includes sets of learners' tables and chairs, sets of teacher's tables and chairs, and sets of working tables and stools for technical and vocational laboratories. School furniture was also redesigned from armchairs to tables and chairs. The school furniture is provided to newly constructed classrooms and existing classrooms needing replacement of their old school seats and other furniture.



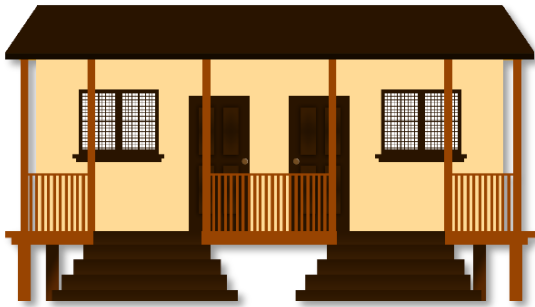
4. Electrification of Schools

Newly constructed classrooms package connection to electrical systems. Also, schools without access to electricity are focused on this component to ensure that all schools, on or off-grid, are energized and connected to modernized electrical systems. Specifically, it includes upgrading existing electrical power systems of existing buildings, purchasing and installing appropriate transformers, and installing solar power systems, as may be necessary and appropriate in the use of renewable energy.

5. Priority School Health Facilities

In strengthening the return of the in-person classes, the department appropriated an amount specifically to establish COVID-19 response in schools. This is through constructing potable water facilities, toilets, handwashing stations, and school clinics. These facilities will ensure proper hygiene for learners, teachers, and other school personnel.

Gabaldon Heritage Schools Restoration and Conservation



Recognizing the importance of Gabaldon Schoolhouses and other heritage school buildings in the history of Philippine education, the Department of Education (DepEd) embarks on conserving and restoring these school buildings to prevent their deterioration. These schoolhouses are considered important structures considering their architectural, historical, social, and scientific significance. The passing of Republic Act (RA) No. 10066, "National Cultural Heritage Act of 2009," and RA No. 11194, "Gabaldon School Building Conservation Act," further prove the significance of these structures to Filipino heritage.

Cognizant of the importance of Gabaldon Schoolhouses to Filipino education and culture, DepEd took the initiative to preserve their original architectural features and reinforce their structural integrity. In March 2018, the Office of the Undersecretary for Administration (OUA), through the Education Facilities Division (EFD), officially introduced the Gabaldon Heritage Schools Restoration and Conservation Project. The guidelines in the conservation and restoration of Gabaldon Schoolhouses and heritage school buildings mandated in the Implementing Rules and Regulations (IRR) of RA 11194 of 2019 shall be conformed accordingly.

Based on the 2019-2020 National School Building Inventory (NSBI) under the Basic Education Information System (BEIS), a total of 2,045 Gabaldon Schoolhouses are still existing in 1,787 schools nationwide. On the other hand, there are 49 Gabaldon Schoolhouses recorded as condemned.

GOAL

The Gabaldon Heritage Schools Restoration and Conservation goal aligned with the BEDP 2030 is to restore and conserve existing Gabaldon School Buildings based on IRR of RA No. 11194, otherwise known as the "Gabaldon School Building Conservation Act."

OUTCOME

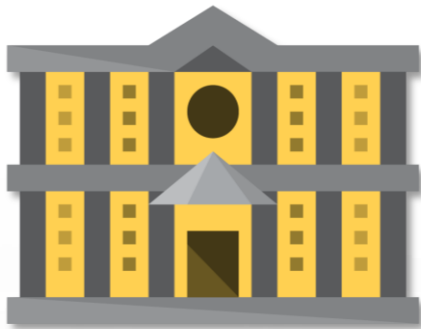
At the end of the program, learners will have 100% access to an ideal learning environment that is safe from risks and impacts from natural and human-induced hazards by 2030.

Quick Response Fund (QRF)



DepEd intended to fast-track the recovery programs of the department on school communities or areas stricken by disasters, natural or human-induced calamities, epidemics, pandemics, or complex emergencies (RA 10121 or the Philippine DRRM Act of 2010). Specifically, DepEd utilizes this fund to rehabilitate and repair school buildings and facilities. The main purpose of this fund is to bring back normal operations as quickly as possible for school communities.

Last Mile School Program (LMSP)



In May 2019, the DepEd Memorandum No. 59, s. 2019 entitled “Prioritizing the Development of the Last Mile Schools in 2020-2021: Reaching Out and Closing the Gap,” was released. It formalized the efforts and made the actions taken in line with the Last Mile Schools Program official. Furthermore, it itemizes the indicators to be used in identifying a school as among the Last Mile Schools as well as the specific programs, projects, and activities that address the needs of the Last Mile Schools, and around 15.2% or 7,144 schools have so far been identified as Last Mile Schools based on the parameters.

The LMSP upholds the constitutional right of every Filipino, no matter their background, distance, or personal circumstances, to access quality education.

GOAL

The Last Mile Schools Program aims to ensure that no learner is left behind, and no area is underdeveloped, finally bridging the gap, and making education truly accessible to all. Specific The Last Mile Schools Program aims to ensure that no learner is left behind and no area is underdeveloped, finally bridging the gap and making education truly accessible to all. Specifically, it aims to:

- Constructed standard classrooms ensuring a minimum of four newly constructed classrooms per school;
- Provided electricity through the installation of solar panels especially off-grid schools;
- Provided potable water in the form of deep wells, ram pumps, filtration equipment, and other sources, together with wash facilities and restrooms; and
- Provided standard school furniture, math and science equipment, laboratory tools and e-materials, textbooks, manuals, and other teaching and learning materials.

OUTCOME

At the end of the program, learners will have 100% access to an ideal learning environment that is safe from risks and impacts from natural and human-induced hazards by 2030.

Textbooks and Other Instructional Materials



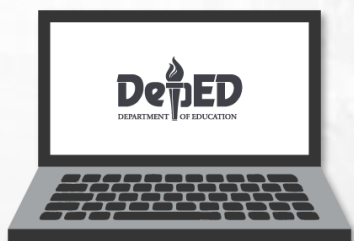
This program is DepEd's arm in terms of learning resources (LRs) covering textbooks, teacher's manuals, and other instructional materials such as accessible format LRs for Learners with Disabilities (LWDs), assistive tools and devices, and the conversion of print LRs to the electronic publication (e-pub) LRs anchored to the needs of the learners.

Likewise, in support of the commitment of the Department of Education to fully implement the K to 12 curriculum by procuring, printing, and delivering textbooks and instructional materials to supplement the teaching process and facilitate learning in public schools and community learning centers.

GOAL

All public school learners and teachers nationwide will have complete access to quality, relevant, inclusive, curriculum-compliant text-based LRs by 2030, accessible in different platforms and formats that supplement and facilitate effective teaching and learning processes and outcomes.

DepEd Computerization Program (DCP)



DepEd Computerization Program (DCP) was implemented under the existing DepEd Order No. 78, s. 2010. This program covers the provision of Information and Communication Technology (ICT) packages and tablet and laptop versions. With the new administration's arrival, the DCP was also modified to focus on providing e-classroom packages and other e-learning devices for learners and teachers.

GOAL

The DepEd Computerization Program aims for all learners and teachers to be ICT literate and competent in using ICT-based tools and being innovative members of society.

OUTCOME

All schools will achieve the ideal ratio in eLearning Cart Packages and Smart TV packages, mainly 1 eLearning cart package for Grade 4 to Grade 12 while 1 Smart TV package (5 sets per package) for Kinder to Grade 3.

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



According to DepEd Order No. 52, s. 2015, BLR is mandated to provide non-text-based learning resources to all types of learners in all public schools, specifically Science and Mathematics Equipment, to facilitate the effective teaching and learning process and acquire the necessary skills and knowledge compliant with the K to 12 curriculum in every Key Stages.

GOAL

Learners complete K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths by providing curriculum-aligned Learning Tools and Equipment for Science and Mathematics to all DepEd managed Public Schools (all key stages) with an ideal ratio of one (1) package for every seven (7) sections consisting of 40 learners.

OUTCOME

By 2025, 100% of DepEd-managed public schools in all key stages will be provided with curriculum-aligned Learning Tools and Equipment for Science and Mathematics with an ideal ratio of One (1) package for every seven (7) sections consisting of 40 learners.

By 2030, 100% of the qualified DepEd-managed public schools in all key stages will be provided replacement of curriculum-aligned Learning Tools and Equipment for Science and Mathematics with an ideal ratio of One (1) package for every seven (7) sections consisting of 40 learners.

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



Learning Tools and Equipment – Technical Vocational Livelihood (LTE-TVL) refers to the provision of TVL Learning Tools and Equipment to Public Senior High Schools offering the TVL track. The program is managed by the Bureau of Learning Resources which oversees the provision learning resources aligned to the curriculum and supportive of the various curriculum programs and learning modalities.

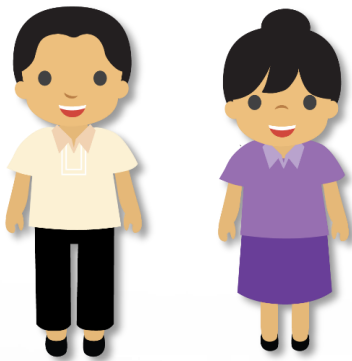
GOAL

Learners attain Stage 4 (Grades 11–12) learning standards equipped with knowledge and 21st century skills developed in chosen core, applied, and specialized SHS tracks.

OUTCOME

By 2025, 100% of eligible DepEd supervised Public Senior High Schools offering the TVL track will receive one (1) complete package of learning tools and equipment per TVL specialization. By 2030, 100% of all eligible DepEd supervised Public Senior High Schools offering the TVL track received one (1) complete replacement package of learning tools and equipment per TVL specialization.

New School Personnel Position (NSPP)



The Department of Education proposes the creation of new teaching positions through the New School Personnel Positions (NSPP) Program to attain the ideal teacher-learner ratio in every public school nationwide. NSPP is crucial in providing quality basic education because teaching personnel in school precedes a conducive learning environment. Teachers remain to be the most vital factor in ensuring learner achievement even with the shifts in learning delivery modality. Sufficient teaching personnel in schools optimize teacher-learner contact time, supervision, and professional development opportunities.

GOAL

This program aims to improve the proportion of teachers to the number of learners in schools across key stages to deliver basic education services effectively.

OUTCOME

By 2030, at least 95% of public schools will achieve the standard teacher-learner ratio.

INCLUSIVE EDUCATION PROGRAM

Multigrade Program in the Philippine Education (MPPE)



The Multigrade Program in Philippine Education (MPPE) is anchored on Article IV, Section 1 of the 1987 Philippine Constitution, which stipulates that the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. It is also the State's policy that the educational system reaches out to serve educationally deprived communities, enrich their involvement in community and national life, and unite all Filipinos into a free and just nation.

The Multigrade Program was formally introduced to public schools to guarantee the continuing provision of quality education services in the archipelago's remote, isolated, and underprivileged communities. With low enrollment, public schools were encouraged to provide complete grade levels or form a combination of Multigrade schools. It contributes to DepEd's strategic goal of increasing access to and improving the quality of basic education. Multigrade Program aims the following:

- a) Increase access to basic education in underserved and inaccessible communities with low enrollment.
- b) Establish multigrade courses in public and private schools to allow for the use of flexible learning curricula for pedagogical and philosophical issues.
- c) Enhance education in multigrade classrooms by providing suitable teaching and learning materials and resources, technical assistance to teachers and school administrators, and continuous monitoring and evaluation of classes; and
- d) Encourage stakeholders to develop partnerships and linkages to improve Multigrade schools' and students' engagement and learning performance.

Since its foundation in 1993, the program has become a vital part of the Philippines' basic education system, providing substantial contributions to fulfilling the Department's constitutional mandate for education for all and global commitment.

Over 18% of the country's elementary schools have Multigrade classes as of School Year 2021-2022. There are 6,757 Multigrade Schools in the Philippines, with 17,731 teachers serving approximately 400,000 students.

GOAL

All school-aged children in geographically isolated and disadvantaged areas (GIDA) have accessed to equitable quality basic education through Multigrade schooling.

OUTCOME

By 2030, 98.50% of learners in geographically isolated and disadvantaged areas will continue to be in school to complete basic education through Multigrade Schooling and achieve at least a fixed level of proficiency or mastery in (a) functional literacy, (b) numeracy, and (c) 21st-century skills.



Special Education (SPed) Program

The Philippines is continuously responsive to Sustainable Development Goal 4 (SDG4) in ensuring equal access to all levels of education suitable to the learning needs of diverse learners by looking closely at the status of each group of learners with varying contexts, eccentricities, and circumstances.

The Special Education Program aims to develop the maximum potential of learners with disabilities to enable them to become self-reliant. The program also ensures the acquisition and maximization of learning competencies and the inculcation of values to make them productive and effective members of society. It shall also be geared towards providing learners with disabilities the opportunities for an entire and independent life by providing a relevant curriculum, adequate and appropriate support mechanisms, and accommodations. Ensures learning environments inclusive to LWDs by converting four hundred forty-six (446) SpEd Centers into Inclusive Learning Resource Centers (ILRCs), making 112 converted SpEd Centers by 2030.

GOAL

The Special Education Program's goal shall include learners with disabilities in the formal basic education system and alternative learning education by providing adequate and relevant education programs and services, support mechanisms, and accommodations to address their unique conditions and needs.

- a. upon completion of the Basic Education Program, learners with a disability shall be equipped with adequate skills, values, and attitudes to prepare them for productive and independent living;
- b. ensure access of learners with disabilities to adequate and appropriate curriculum, programs and services, support mechanisms, and accommodations that will address the Learners with Disabilities' unique conditions and needs;
- c. strengthen partnerships and linkages with the LGUs and other stakeholders to support programs for learners with special educational needs;
- d. raise the efficiency, effectiveness, and efficacy of SpEd program operations; and
- e. upskill the school leaders, receiving teachers, and special needs education teachers.

OUTCOME

By 2030, 20% of school-aged children and adults with disabilities will be participating in inclusive basic education with appropriate quality education, and teachers will be adequately equipped with skills to cater to the educational needs of learners with special education needs. Moreover, school leaders are upskilled in managing, implementing, and organizing inclusive programs, and stakeholders are proactive in supporting the inclusion programs.

Madrasah Education Program



Education among Muslim learners is one of the solutions that address the issues like historical injustice, marginalization, terrorism, violent extremism, alienation, poverty, and others. Thus, the Madrasah Education Program (MEP), a comprehensive program for Muslim learners in public and private Madaris (schools), aim to provide Muslim Filipino learners with appropriate and relevant educational opportunities within the context of their cultures, customs, traditions, and interests through the integration of the Arabic Language and Islamic Values Education (ALIVE) in public schools and K to 12 Curriculum in private Madaris in the basic education program.

The situational analysis highlights the following gaps/needs: In the SY 2021 to 2022, around 1,572,008 Muslim learners were enrolled in public schools, but only 179,665 Muslim learners were enrolled in the ALIVE classes nationwide. Thus, 1,392,343 (11.42%) Muslim learners are still to be mapped out and encouraged to enroll in ALIVE classes. Also, among the registered ALIVE teachers (Asatidz), only 12.44% are LET passers which poses a problem for bringing in qualified teachers to ensure quality in Basic Education.

GOAL

The needs of Muslim learners in public and private schools are addressed to foster Inclusive Education (IE).

OUTCOME

By 2030, Madrasah Education Program provided equitable access, opportunities, appropriate education programs, and services to quality basic education for 1,044,258 (75%) Muslim learners (both public and private) in 16 regions proficient in Arabic Language and guided by the different principles of Islamic Values Education.

Indigenous People's Education (IPEd) Program



Republic Act (RA) No. 8371 or the Indigenous Peoples Rights Act (IPRA) recognizes, promotes, and protects the rights of Indigenous Cultural Communities/Indigenous Peoples, including their right to culturally appropriate education and development. DepEd's landmark policy, DepEd Order No. 62 s. 2011 or the National Indigenous Peoples Education Policy Framework, affirms DepEd's recognition of the longstanding education issues being raised by indigenous communities and serves as the key basis for operationalizing IPEd-related provisions of IPRA.

To address the education concerns of IP communities and learners, there is a need for a national education system that is responsive to the context of Indigenous communities, respects their identities, and promotes their indigenous knowledge, competencies, and other aspects of their cultural heritage. An education that realizes inclusion addresses institutional gaps and promotes appropriate education interventions at the community and individual levels. *The Indigenous People's Education (IPEd) Program* is DepEd's response to the right of Indigenous Peoples (IP) to basic education.

Furthermore, 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 improve based on the educational and social context of the community

GOAL

School-aged children, youth, and adults in situations of disadvantage benefited from appropriate equity initiatives.

OUTCOME

By 2030, more IP learners will be served by a culture-responsive education system and have attained the appropriate essential stage learning standards and cultural (Indigenous Knowledge Systems and Practices) competencies. Specifically, the following are the targeted outcomes:

- a. 100% of key stage 1 IP learners in IPEd implementing schools (with 100% IP enrollment) have attained a highly proficient level (90-100) in the Early Language Literacy and Numeracy (ELLN);
- b. 100% of key stage 1 IP learners in IPEd implementing schools (with 100% IP enrollment) have attained a highly proficient level (90-100) in their cultural competencies (IKSPs);
- c. 100% of key stage 2 IP learners in IPEd implementing schools (with 100% IP enrollment) have attained a highly proficient level (90-100) in the National Achievement Test (NAT); and

- d. 100% of key stage 2 IP learners in IPEd implementing schools (with 100% IP enrollment) have attained a highly proficient level (90-100) in their cultural competencies (IKSPs).

Alternative Learning System (ALS)



Alternative Learning System is a program that provides an alternative learning path for the Out-of-School Youth and Adults (OSYA) who are literate but still need to complete ten years of basic education as mandated by the Philippine Constitution. School dropouts can complete elementary and secondary education outside the formal system through this program.

GOAL

Disadvantaged school-aged children and youth, and adults benefited from appropriate equity initiatives

OUTCOME

The end program's outcome of the alternative learning system are:

- a. All out-of-school children and youth participate in formal or non-formal basic education learning opportunities;
- b. 75% of out-of-school children in special cases, out-of-school youth, and adults participated in the Alternative Learning System Program; and
- c. All school-age children, youth, and adults in disadvantaged situations participate in inclusive basic learning opportunities and receive an appropriate quality education.



SUPPORT TO SCHOOLS AND LEARNERS



School-Based Feeding Program

The *School-Based Feeding Program* is the provision of hot meals/nutritious food products (NFP) and milk to the severely wasted and wasted Kindergarten to Grade 6 learners per Republic Act 11037, “Masustansyang Pagkain para sa Batang Pilipino,” an Act signed by President Rodrigo Roa Duterte last June 20, 2018.

The program is intended to address short-term hunger and malnutrition by providing nutritious food products/hot meals and milk to undernourished (severely wasted and wasted) Kinder-Grade 6 learners in all divisions, covering 120 days. The meal must meet 1/3 of the Recommended Energy and Nutrient Intakes (RENI) for children per Philippine Dietary Reference Intakes (PDRIs).

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

GOAL

The School-Based Feeding Program aims to:

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

OUTCOME

Healthy learners finish schooling, live their dreams, and become effective and productive contributors to society.



Government Assistance and Subsidies

Government Assistance and Subsidies (GAS) acknowledges the completing roles of private and public schools. Through the GAS program, access to quality secondary education is strengthened, providing that private education serves as a viable option for learners, especially those who have challenged access to Junior High Schools and desired Senior High School track.

GOAL

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.

OUTCOME

Decongest public schools by increasing the coverage of government assistance to learners in the areas with acute classroom shortages or areas with aisle students through strengthened public and private complement with the private schools.

1. The **Education Service Contracting Program (ESC)** is a GAS program that provides financial assistance through 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 has been identified to need more 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 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.

While the JDVP has been managed by the Bureau of Curriculum Development since 2017, it is now being transferred to GAS-PMO.

EDUCATION HUMAN RESOURCE DEVELOPMENT



Human Resource Development

The Department issued DepEd Order No. 21, series of 2018 aims to foster and support the professional development and career advancement of personnel in schools and learning centers as well as teaching personnel who serve managerial, supervisory, and administrative functions at the Schools Division Offices (SDOs), Regional Offices (ROs), and Central Office (CO).

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

GOAL

The goal is that there be improved quality of teachers and school leaders as it impacts on their professional practice through the provision of relevant, responsive, integrated, and programmatic professional development aligned to the career progression system.

OUTCOME

Improved competence of teaching and teaching-related staff. This competence is a set of knowledge and skills necessary for teaching and teaching-related staff to effectively perform their respective roles and responsibilities.

