

DEPARTMENT OF EDUCATION

PROGRAMS AND PROJECTS BENEFICIARIES

As of February 2020

I. EDUCATION POLICY DEVELOPMENT PROGRAM



Policy and Research Program

The Policy and Research Program (PRP) aims to strengthen evidence-based decision-making through the oversight, promotion, and conduct of policy development, research, and sector monitoring and evaluation.

The Policy and Research Program supports activities under three key result areas:

- (1) Policy Development
- (2) Research Management
- (3) Sector Monitoring and Evaluation

The Policy and Research Program also includes the Basic Education Research Fund (BERF), a funding mechanism for DepEd researchers which is managed by the region. DepEd personnel may avail of this grant provided that they are qualified based on the issued guidelines (DO 16, s. 2017).

Beneficiaries. Decision-makers and policymakers together with their technical staff will be the direct beneficiaries of the Policy and Research Program, capacitating them to develop, review, and analyze policies; manage, conduct, and utilize research; and conduct M&E and utilize its results. Setting up standards on policy development, research management, and sector M&E will also ensure the efficient implementation of various programs and policies of the Department. For BERF, DepEd personnel from the schools up to the national office who are qualified for the grant will be its direct beneficiaries.

Currently, there are 1,706 research studies approved and implemented. These research studies are conducted by individuals and groups of two to three DepEd personnel who are deemed eligible for the grant as per DepEd Order No. 16, s. 2017 (Research Management Guidelines).

II. BASIC EDUCATION INPUTS PROGRAM



Basic Education Facilities

The Basic Education Facilities Fund (BEFF) is the funding facility of the Department for its School Building Program, which covers the improvement and maintenance of school facilities. It shall be utilized for the provision of classroom, workshops, replacement of old dilapidated buildings, provision of furniture, repair and rehabilitation of classrooms, including water and sanitation facilities and electrification.¹

¹ DepEd Order 35, s. 2017, *Revised Guidelines on the Implementation of the Basic Education Facilities Fund (BEFF)*

Construction of School Buildings

1. **Beneficiaries** – Public Elementary and Secondary Schools with classroom needs.
2. **Prioritization of Recipient Schools/Beneficiaries.** Priorities for the construction of classrooms are as follows:
 - a. Requirements of Kinder, Elementary, Junior High Schools, and Senior High Schools;
 - b. Schools with at least 50% enrolled Indigenous People Students;
 - c. Schools in 6th class Municipalities
 - d. Multi-grade schools
 - e. Special Education Centers/Schools

Region	No. of School Beneficiaries			
	2016	2017	2018	2019
I	343	722	231	30
II	248	643	254	3
III	476	612	365	11
IVA	333	643	203	2
IVB	207	432	348	3
V	350	845	359	4
VI	442	863	370	6
VII	326	424	190	10
VIII	367	686	298	14
IX	155	759	123	1
X	233	987	213	13
XI	253	1,346	181	15
XII	334	562	421	2
CARAGA	292	606	180	4
CAR	95	279	63	-
NCR	103	146	29	-
ARMM	-	-	-	-
Total	4,557	10,555	3,828	118

Provision of School Furniture

1. **Beneficiaries** – Public Elementary and Secondary Schools with new classroom construction and remaining needs nationwide.
2. **Identification of Recipient Schools/Beneficiaries**
 - a. Priority shall be given to schools that are recipients of new academic classrooms under the school building program implemented by the DPWH, DepEd, and other funding sources such as those constructed by the Local Government Units (LGUs);

- b. Second priority should be accorded to schools in need of classroom seats. The result of the latest Furniture Analysis in the EBEIS, NSBI, and/or OUA/efd Surveys shall be used as a basis in determining classroom furniture needs.

Classroom Repair and Rehabilitation

1. **Beneficiaries** – Public Elementary and Secondary Schools needing repair nationwide.
2. **Prioritization of Recipient Schools/Beneficiaries.** The annual lump sum allocation for the repair/rehabilitation of classroom, shall be equitably distributed to all legislative districts on the basis of the following priorities:
 - a. Data on classrooms needing major repair based on the EBEIS, NSBI, and/or OUA/efd Surveys;
 - b. Bottom-Up Budget (BUB) School building repair projects;
 - c. Repair of school buildings damaged by typhoons and other calamities;
 - d. Rehabilitation/Restoration of Gabaldon and other Heritage School Buildings;
 - e. Other priority schools that reported needing immediate repair/rehabilitation.

Region	No. of School Beneficiaries			
	2016	2017	2018	2019
I	220	257	287	4
II	211	233	18	7
III	335	520	382	82
IVA	211	325	346	116
IVB	131	228	256	3
V	285	395	379	33
VI	276	338	379	24
VII	145	264	227	59
VIII	163	227	232	65
IX	145	161	156	24
X	240	222	188	25
XI	85	93	81	19
XII	113	183	105	4
CARAGA	193	180	86	33
CAR	93	126	120	39
NCR	104	65	83	4
ARMM	-	-	-	-
Total	2,950	3,817	3,325	541

Electrification of Schools

1. **Beneficiaries** – Public Elementary and Secondary Schools without or requiring upgrading of electrical connection nationwide.
2. **Prioritization of Recipient Schools/Beneficiaries**
 - a. Schools identified by the National Electrification Administration (NEA) to be on-grid but still remain to be without electricity;

- b. Upgrading of electrical connection of schools to suit current requirements considering the additional facilities and equipment:
- i. Technical-Vocational Schools
 - ii. Senior High Schools offering specialization with specific needs for high grade electrical connections (e.g. welding, automotive, etc.)
 - iii. Other K-10 schools.

Region	No. of School Beneficiaries		
	2017	2018	2019
I	7	53	-
II	20	143	23
III	1	109	-
IVA	20	25	5
IVB	79	27	2
V	48	59	-
VI	48	130	10
VII	9	112	11
VIII	75	155	51
IX	95	79	-
X	5	17	-
XI	12	77	-
XII	54	26	-
CARAGA	41	73	1
CAR	65	94	-
NCR	-	20	4
ARMM	-	-	-
Total	579	1,199	107



Textbooks and Other Instructional Materials

This program aims to provide public schools and learning centers quality text-based learning resources aligned with the K to 12 curriculum as primary bases or supplement to teaching and learning processes.

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

Beneficiaries, SY 2019-2020

Region	Kindergarten	Grade 1	ALS Learners	TOTAL
Region I	75,959	102,181	33,698	211,838
Region II	57,425	78,666	32,958	169,049
Region III	183,366	235,219	54,530	473,115

Region	Kindergarten	Grade 1	ALS Learners	TOTAL
Region IV-A	235,657	296,299	53,336	585,292
Region IV-B	62,580	79,994	29,230	171,804
Region V	126,309	150,668	57,784	334,761
Region VI	121,950	164,161	59,296	345,407
Region VII	137,735	165,040	56,951	359,726
Region VIII	87,663	109,065	51,137	247,865
Region IX	79,555	92,400	36,453	208,408
Region X	97,570	116,930	54,661	269,161
Region XI	94,638	112,785	62,557	269,980
Region XII	91,535	110,945	48,863	251,343
CARAGA	54,921	69,238	40,602	164,761
BARMM	96,298	97,058	23,539	216,895
CAR	26,306	34,444	22,040	82,790
NCR	161,609	191,673	42,088	395,370
Grand Total	1,791,076	2,206,766	759,723	4,757,565



Computerization Program

This program aims to improve the quality of education by providing public schools with appropriate technologies that would enhance the teaching-learning process and meet the challenges of the 21st century in terms of technological advancement. Additionally, the program shall also provide New E-Classroom packages to each public elementary school, junior high school and senior high school including the un-energized schools.

1. **Beneficiaries.** Kindergarten, Elementary, Junior High School, Senior High School public schools, and ALS Mobile Teachers.
2. **Criteria for the selection of beneficiaries/recipient schools. As stipulated in DepEd Order 78, S. 2010 or the Guidelines on the Implementation of the DepEd Computerization Program (DCP), the recipient schools shall be selected on the basis of the following basic criteria:**
 - a. Must have on-site, stable, and continuous supply of electricity and preferably with telephone facilities (for those without electricity in secondary schools an alternative computer laboratory package shall be provided);
 - b. Must have at least one (1) teacher assigned to handle Computer Education classes, to manage the computer laboratory and willing to be trained on lab management including hardware fundamentals and servicing;
 - c. Must have at least one (1) teacher for each subject of English, Science, and Math who are specialists in their areas and willing to be trained on pedagogy-technology and are willing to echo 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 recipient of computers from other programs** such as the DTI's-PCs for Public Schools Projects, CICT's-iSchools Project, etc. unless the equipment are due for replacement and augmentation; and
- f. Must have a strong partnership with other stakeholders to ensure the sustainability of the program.

3. Beneficiaries, FY 2018 and FY 2019

Region	No. of School		Region	No. of School	
	2018	2019		2018	2019
I	588	71	IX	331	172
II	81	407	X	400	123
III	96	649	XI	392	88
IV-A	98	692	XII	445	63
IV-B	305	89	CARAGA	444	130
V	87	673	CAR	255	25
VI	732	162	NCR	218	104
VII	764	98	ARMM	213	116
VIII	489	103	Total	5938	3765



Science & Math Equipment (LTE-SME)

This program aims to provide complete packages of science and mathematics equipment to public schools in order to address the lack of equipment and comply with the requirements of the K to 12 curriculum.

1. Beneficiaries, FY 2018

Public Elementary, Junior High School and Senior High School students under the K to 12 Program across the country are the recipients of this program.

Region	Target Beneficiaries		
	JHS	SHS	Total
I	36	22	58
II	15	16	31
III	71	35	106
IV-A	29	41	70

Region	Target Beneficiaries		
	JHS	SHS	Total
IV-B	17	15	32
V	32	39	71
VI	50	34	84
VII	35	52	87
VIII	22	33	55
IX	15	12	27
X	31	21	52
XI	30	21	51
XII	25	21	46
CARAGA	6	14	20
CO	-	-	-
ARMM	6	9	15
CAR	4	7	11
NCR	39	15	54
TOTAL	463	407	870

***JHS and SHS recipient schools were selected from the List of Schools in EBEIS.
Priority is given to non-recipient schools from the previous project*

2. Legal Bases and Criteria

The 1987 Philippine Constitution states 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 (Article XIV, Section 1).” Which in particular the constitution provided room for Sciences and Technology upholding the provision of quality education through “...research and development, invention, innovation, and their utilization, and to science and technology education, training, and services... that shall support indigenous, appropriate, and self-reliant scientific and technological capabilities, and their application to the country’s productive systems and national life (Article XIV, Section 10).”

In the development of the Basic Education Curriculum, also known as the K to 12 Program under Republic Act 10533 the DepEd shall produce and develop learning materials (Section 10.3). The production and development of locally produced teaching and learning materials shall be encouraged. The approval of these materials shall be devolved to the regional and division education unit in accordance with national policies and standards.

In support to the upholding and goals of the Department, the Bureau of Learning Resources assures the provision of Science and Mathematics Equipment to all Public Elementary, Junior and Senior High Schools across the country for the betterment of the Science and Mathematics Education.



Technical-Vocational Equipment (TLE)

LTE-TVL aims to provide schools with Technical-Vocational Packages that are specific to its specializations offered and compliant to the standards of the K to 12 Curriculum

In the development of the Basic Education Curriculum, also known as the K to 12 Program under Republic Act 10533 the DepEd shall be guided by the following:

Section 10.1. Formulation and Design. Pursuant to Section 5 of the Act, the DepEd shall formulate the design and details of the enhanced basic education curriculum. The DepEd shall work with the CHED and TESDA to craft harmonized basic, tertiary, and technical-vocational education curricula for Filipino graduates to be locally and globally competitive.

The LTE-TVL program supports the implementation of the K to 12 curriculum by providing the appropriate and necessary learning resources to Public Senior High Schools offering TVL specializations.

1. Beneficiaries, FY 2018

Target beneficiaries are all DepED Supervised Public Senior High Schools offering TVL specializations nationwide.

Region	Target Beneficiaries		
	JHS	SHS	Total
I	36	22	58
II	15	16	31
III	71	35	106
IV-A	29	41	70
IV-B	17	15	32
V	32	39	71
VI	50	34	84
VII	35	52	87
VIII	22	33	55
IX	15	12	27
X	31	21	52
XI	30	21	51
XII	25	21	46
CARAGA	6	14	20
CO	-	-	-
ARMM	6	9	15
CAR	4	7	11
NCR	39	15	54
TOTAL	463	407	870

*** SHS Beneficiaries were selected from the BEIS list of SHS offering TVL Specializations nationwide. Priority is given to non-recipients of previous TVL projects*



New School Personnel Positions

This program is dedicated towards ensuring an improved proportion of the number of teachers to the number of learners, enhanced learning, and an eased workload of its personnel given the increasing enrolment levels in public schools nationwide.

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

1. Beneficiaries, FY 2019

Region	Kinder/Elem	JHS	SHS	Total
TOTAL	168,525	66,825	190,600	425,950
ARMM	27,360	7,605	5,480	40,445
CAR	2,700	270	4,080	7,050
NCR	3,330	3,285	2,560	9,175
I	5,715	2,700	12,440	20,855
II	8,505	2,295	9,200	20,000
III	13,230	5,985	17,040	36,255
IV-A	16,155	9,765	13,960	39,880
IV-B	5,175	1,350	8,360	14,885
V	9,450	3,870	18,360	31,680
VI	9,135	5,940	16,720	31,795
VII	24,165	4,185	19,360	47,710
VIII	5,490	1,890	10,120	17,500
IX	8,460	2,610	13,000	24,070
X	8,775	4,275	8,520	21,570
XI	7,065	4,545	12,440	24,050
XII	9,450	4,950	10,720	25,120
CARAGA	4,365	1,305	8,240	13,910

2. Beneficiaries, FY 2018

Region	Kinder/Elem	JHS	SHS	ALS	Total
	2018	2018	2018	2018	2018
TOTAL	8,075,541	4,931,828	70,560	150,000	13,227,929
ARMM	82,890	94,196	120	6,000	183,206
CAR	93,006	59,364	880	7,350	160,600
NCR	898,602	416,813	3,320	10,500	1,329,235
I	322,384	259,126	6,880	7,650	596,040
II	128,252	141,603	4,120	13,275	287,250
III	1,242,833	533,197	7,640	9,750	1,793,420

IV-A	1,633,156	714,023	6,000	4,875	2,358,054
IV-B	317,622	185,759	1,800	14,400	519,581
V	473,854	416,768	4,320	8,775	903,717
VI	598,375	436,990	9,600	11,325	1,056,290
VII	139,373	323,071	7,080	5,400	474,924
VIII	335,590	271,568	4,360	10,575	622,093
IX	106,768	207,566	3,080	9,600	327,014
X	509,920	221,661	3,640	10,725	745,946
XI	501,646	282,002	1,760	8,025	793,433
XII	457,511	232,101	3,000	10,575	703,187
CARAGA	233,759	136,020	2,960	1,200	373,939

III. Inclusive Education Program



Inclusive Education is the core principle of the K to 12 Basic Education Program. This promotes the right of every Filipino to quality, equitable, culture-based, and complete basic education. Through inclusive education, all Filipinos will realize their full potential and meaningfully contribute to building the nation²

The inclusiveness of the K to 12 Education is also expressed through existing programs such as *Special Education (SPeD)*, *Indigenous People’s Education (IPEd)*, *Madrasah Education*, and *Flexible Learning*

Options (FLO) including *Alternative Delivery Modes (ADM)* and *Alternative Learning System (ALS)*, which addresses the needs of particular learners.³

The principle of inclusion promotes institutional sensitivity and responsiveness nature, situation, and realities of our country’s learners and directs the Department to proactively address these through the curriculum and the said programs:



Multigrade Education Program

One of the continuing initiatives of the Department of Education (DepEd) along its thrust of increasing access to quality elementary education is strengthening the implementation of the Multigrade Program in the Philippine Education (MPPE)

Multigrade Education Program addresses pressing concerns and issues on the provision of customized teaching and learning materials for multigrade classes and professional development of teachers.⁴

² DepEd Order 21, s. 2019, Annex 5, Inclusive Education Policy Framework for Basic Education

³Ibid.

⁴DepEd Order 08, s. 2018, *Guidelines on the Utilization of the 2018 Financial Support for Multigrade Schools*

1. Beneficiaries

Region	# of Schools		Enrolment		Region	# of Schools		Enrolment	
	2019	2018	2019	2018		2019	2018	2019	2018
I	76	72	12,442	12,805	X	98	98	18,519	20,233
II	81	89	18,984	19,135	XI	55	45	11,212	11,469
III	25	14	5,350	5,016	XII	19	16	11,463	11,254
IV-A	38	22	8,658	7,183	CARAGA	71	76	17,131	18,519
IV-B	44	53	20,684	22,244	BARMM	60	57	18,283	16,354
V	42	43	14,764	15,579	CAR	214	227	20,885	23,139
VI	80	76	14,469	14,721	NCR	6	-	975	121
VII	27	29	14,338	15,057					
VIII	310	349	53,282	55,822					
IX	47	51	17,059	16,897					



Special Education (SPED) Program

This Special Education Program specifically aims to enhance access and upgrade the quality of SPED programs and services, as well as to raise the efficiency of education services directed towards all recognized SPED Centers for elementary and secondary schools with classes for *learners with special needs*.

The ultimate goal of SPED is the inclusion of children with special needs into the regular school system and eventually, in the community.⁵

1. Beneficiaries, SY 2019-2020

Region	Learners with Disability			
	Elementary	Junior High School	Senior High School	Total LWD
Region I	7,004	670	69	7,743
Region II	7,941	225	26	8,192
Region III	12,951	855	157	13,963
Region IV-A	15,012	1,777	234	17,023
Region IV-B	3,285	227	16	3,528
Region V	4,950	804	55	5,809
Region VI	9,971	733	158	10,862
Region VII	7,997	879	206	9,082

⁵DepEd Order 38, s. 2015, *Guidelines on the Utilization of Support Funds for SPED*

Region	Learners with Disability			
	Elementary	Junior High School	Senior High School	Total LWD
Region VIII	2,939	260	24	3,223
Region IX	11,286	381	10	11,677
Region X	4,548	597	36	5,181
Region XI	9,044	814	85	9,943
Region XII	7,086	839	34	7,959
CARAGA	4,042	312	33	4,387
BARMM	1,503	411	28	1,942
CAR	1,504	192	21	1,717
NCR	13,930	1,496	516	15,942
Grand Total	124,993	11,472	1,708	138,173

2. Beneficiaries, SY 2018-2019

Type of LSEs	SPED Learners				
	Elementary			Graded- JHS	Total
	Graded	Non-Graded	Total ES		
Gifted			27,942		27,942
With Diagnosis from Licensed Medical Specialist:					
Visual Impairment	28,290	40,618	68,908	23,163	92,071
Hearing Impairment	3,131	1,698	4,829	8,801	13,630
Learning Disability	6,877	3,719	10,596	3,202	13,798
Intellectual Disability	4,056	3,260	7,316	2,564	9,880
Autism Spectrum Disorder	5,486	17,281	22,767	2,018	24,785
Emotional-Behavioral Disorder	3,482	8,425	11,907	379	12,286
Orthopedic/ Physical Handicap	1,077	830	1,907	1,149	3,056
Speech / Language Disorder	868	511	1,379	962	2,341
Cerebral Palsy	1,717	1,050	2,767	1,198	3,965
Special Health Problem/ Chronic Disease	616	1,462	2,078	134	2,212
Multiple Disabilities	433	408	841	2,524	3,365
	547	1,974	2,521	232	2,753

With Manifestations:	44,856	21,652	66,508	73,052	139,560
Difficulty in Seeing	5,395	910	6,305	23,175	29,480
Difficulty in Hearing	2,757	2,279	5,036	3,254	8,290
Difficulty in Applying Knowledge	10,048	3,703	13,751	12,533	26,284
Difficulty in Remembering, Concentrating, Paying Attention and Understanding	15,954	8,102	24,056	19,906	43,962
Difficulty in Applying Adaptive Skills	3,348	1,835	5,183	3,977	9,160
Difficulty in Displaying Inter-Personal Behavior	2,950	1,189	4,139	4,531	8,670
Difficulty in Mobility (Walking, Climbing and Grasping)	1,407	1,122	2,529	1,390	3,919
Difficulty in Communicating	2,997	2,512	5,509	4,286	9,795
Total Learners with Special Educational Needs	73,146	62,270	163,358	96,215	259,573
Number of Schools with SPED Learners		Elementary - 6,072		Junior High School - 2,451	



Madrasah Education Program

The Madrasah Education Program (MEP) aims to provide the Muslim 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) program in the basic education curriculum so that the Muslim citizens shall have the intellectual and educational capacity to participate actively in the social, economic and political endeavours of the country.⁶

The table below shows the beneficiaries of the Madrasah Program per region:

1. Beneficiaries

Region	No. of Learners enrolled in ALIVE Classes			No. of schools offering ALIVE Classes		
	ES	JHS	Total	ES	JHS	Total
Region I	487	70	557	103	49	152
Region II	277	51	328	89	42	131
Region III	1,041	210	1,251	237	94	331
Region IV-A	2,097	362	2,459	282	90	382
Region IV-B	4,288	60	4,348	137	38	175
Region V	243	92	335	162	76	238
Region VI	510	104	614	160	66	226

⁶DepEd Order 51, 2004,

Region	No. of Learners enrolled in ALIVE Classes			No. of schools offering ALIVE Classes		
	ES	JHS	Total	ES	JHS	Total
Region VII	2,900	174	3,074	160	61	221
Region VIII	204	47	251	102	42	144
Region IX	21,901	297	22,198	253	61	314
Region X	15,951	3,129	19,080	264	66	330
Region XI	5,200	205	5,405	190	56	246
Region XII	29,302	5,543	34,845	302	82	384
CARAGA	1,123	74	1,197	88	24	102
ARMM	62,258	7,682	69,940	584	75	659
CAR	341	42	383	56	24	80
NCR	2,062	170	2,232	202	84	286
PSO	2,060	1,328	3,388	10	7	17
National	152,245	19,640	171,885	3,381	1,037	4,418

Source: LIS SY 2018-2019

Region	Public Elementary			
	No. of Learners in ALIVE Classes			No. of Schools with ALIVE Classes
	Male	Female	Total	
Region I	266	213	479	117
Region II	85	65	150	80
Region III	621	551	1,172	245
Region IV-A	896	944	1,840	265
Region IV-B	2,259	2,027	4,286	146
Region V	155	163	318	185
Region VI	247	185	432	163
Region VII	466	458	924	158
Region VIII	116	105	221	125
Region IX	11,142	10,725	21,867	250
Region X	8,694	9,048	17,742	251
Region XI	2,746	2,584	5,330	188
Region XII	13,495	13,067	26,562	297
CARAGA	203	230	433	90
ARMM	30,006	31,823	61,829	592
CAR	118	107	225	40
NCR	872	909	1,781	202
National	72,387	73,204	145,591	3,394

Region	Public Junior High School			
	No. of Learners in ALIVE Classes			No. of Schools with ALIVE Classes
	Male	Female	Total	
Region I	31	40	71	37
Region II	24	15	39	32
Region III	77	94	171	76
Region IV-A	146	130	276	89
Region IV-B	28	37	65	46
Region V	51	37	88	77
Region VI	57	37	94	67
Region VII	60	64	124	54
Region VIII	62	52	114	65
Region IX	68	79	147	52
Region X	659	839	1,498	59
Region XI	95	100	195	52
Region XII	2,384	2,582	4,966	75
CARAGA	33	32	65	31
ARMM	2,187	2,777	4,964	78
CAR	8	22	30	17
NCR	60	51	111	54
National	6,030	6,988	13,018	961

Source: LIS SY 2018-2019



Indigenous People's Education (IPEd) Program

The Indigenous People's Education (IPEd) Program is DepEd's response to the right of Indigenous People (IP) to basic education that is responsive to their context, respects their identities, and promotes their indigenous knowledge, skills, and other aspects of their cultural heritage.

Additionally, the IPEd Program supports the realization of the K to 12 Basic Education Curriculum, which subscribes to the following standards and principles that are: inclusive, culture-sensitive, and flexible enough to enable and allow schools to localize, indigenize, and enhance based on the community's educational and social context.⁷

The program shall extend its support through these four (4) thematic focus areas, namely, (a) curriculum and learning resources development; (2) capacity building; (3) knowledge management, and, (d) education planning for IPEd.

⁷DepEd Order 22, s. 2018, *Amended Multi-year Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education Program Support Fund*

1. Beneficiaries

Region	Public	Private	SUCs/LUCs
Region I	77,994	9,459	561
Region II	225,230	15,499	184
Region III	60,610	8,859	265
Region IV-A	45,352	12,236	109
Region IV-B	175,276	6,560	512
Region V	51,671	2,942	39
Region VI	72,984	3,696	115
Region VII	42,282	6,999	54
Region VIII	24,051	1,866	142
Region IX	246,486	13,822	1,211
Region X	194,641	18,996	1,931
Region XI	308,679	24,068	146
Region XII	243,326	15,105	857
CARAGA	125,944	7,800	76
ARMM	397,130	36,998	16,783
CAR	267,840	59,016	3,052
NCR	34,059	9,212	293
National	2,593,555	253,133	26,330

Source: LIS SY 2018-2019



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

Alternative Learning System is a program aimed at providing an alternative path of learning for the out-of-school youth and adults who are basically literate but have not completed 10 years of basic education as mandated by the Philippine Constitution. Through this program, school dropouts will be able to complete elementary and secondary education outside the formal system.

With its version 2.0, it aims to provide opportunities for Out-of-School youth and adult (OSYA) learners to develop basic and functional literacy skills and to access equivalent pathways in completing basic education.



Alternative Learning System-Education Skills and Training (ALS-EST)

ALS-EST: The Alternative Learning System (ALS) Integrated Education and Skills Training Program modifies the regular ALS program by integrating Technical-Vocational Training and other skills training. The program will utilize existing DepEd expertise, particularly from remaining technical high schools and select Senior High Schools, and leverage partnerships with SUCs, LGUS, private sector and CSOs, to provide the technical-vocational and other skills training components attuned to the demands and opportunities of the local community and the country.

The ALS Integrated Education and Skills Training Program aims to produce ALS completers that not only are able to catch up with basic academic education, but have also acquired technical competencies suitable for immediate employment. Thus, this program will be able to help fulfill the state’s obligation to provide basic education, at the same time mitigating the problem of a considerable number of out-of-school and unemployed youth.

The ALS Integrated Education and Skills Training Program implement the commitment of the President in his first SONA, and of the DepEd Secretary, to expand and intensify ALS.



Alternative Delivery Mode (ADM)

ADM is a tried and tested alternative modality of education delivery within the confines of the formal system that allows schools to deliver quality education to marginalized students and those at risk of dropping out in order to help them overcome personal, social, and economic constraints in their schooling (Republic No. 10618 (An Act Establishing Rural Farm Schools as ADM of Secondary Education and Appropriating Funds Therefor).⁸

Additionally, ADM may also be defined as follows:

1. Instructional or learning modalities that do not strictly follow the typical set-up for regular classroom instruction
2. An alternative way of delivering and providing education to learners who are enrolled in the formal school but for various reasons cannot attend school regularly and are at risk of dropping out.
3. It is one of the two categories of Flexible Learning Options. One of which is Alternative Learning System.
4. It is flexible in terms of time and duration of the instruction, the place of instruction and the modes of instruction depending on the context and needs of the learners.

The following table shows the beneficiaries of the Flexible Learning Options for Alternative Learning System (ALS), ALS-Education Skills and Training (ALS-EST) and Alternative Delivery Mode (ADM):

⁸ Alternative Delivery Mode (ADM) – Frequesntly Asked Questions (FAQ) 2019

1. Beneficiaries, SY 2019-2020

Region	No. of Learning Facilitators	No of enrollees			
		BLP	A&E Elementary	A&E Secondary	Total
I	432	1,231	3,758	28,548	33,537
II	439	1,985	5,615	25,235	32,835
III	676	1,807	6,971	45,260	54,038
IV-A	755	1,497	8,980	41,863	52,340
IV-B	376	2,556	4,898	21,516	28,970
V	1,466	4,154	7,610	44,079	55,843
VI	662	2,633	10,294	46,047	58,974
VII	567	1,947	10,178	44,354	56,479
VIII	645	3,644	8,815	38,551	51,010
IX	357	1,870	5,788	28,421	36,079
X	584	4,638	10,946	38,604	54,188
XI	817	4,107	12,667	45,212	61,986
XII	629	4,944	10,123	33,539	48,606
CARAGA	532	2,863	8,757	28,492	40,112
BARMM	280	7,702	5,829	9,775	23,306
CAR	347	2,752	2,808	16,283	21,843
NCR	696	1,282	6,605	32,887	40,774
Grand Total	10,260	51,612	130,642	568,666	750,920

2. Beneficiaries, SY 2018-2019

Region	Basic Literacy Program (BLP)	Accreditation and Equivalency (A&E)		Total
		Elementary	Secondary	
Region I	852	2,938	27,712	31,502
Region II	2,255	5,613	26,041	33,909
Region III	1,786	6,432	51,505	59,723
Region IV-A	1,542	10,202	48,743	60,487
Region IV-B	3,381	5,257	24,750	33,388
Region V	15,353	10,306	49,254	74,913
Region VI	2,205	8,451	41,404	52,060
Region VII	2,135	10,426	49,322	61,883
Region VIII	3,703	8,773	39,486	51,962
Region IX	2,192	5,354	24,932	32,478
Region X	4,969	14,058	49,002	68,029
Region XI	3,634	12,070	48,584	64,288
Region XII	5,246	11,542	38,628	55,416
CARAGA	2,970	8,033	26,907	37,910
ARMM	9,930	6,776	8,208	24,914
CAR	2,578	3,338	19,056	24,972
NCR	1,323	8,416	45,440	55,179
National	66,054	137,985	618,974	823,013

IV. SUPPORT TO SCHOOLS AND LEARNERS PROGRAM



School-Based Feeding Program

The School-Based Feeding Program is intended to address short-term hunger and under nutrition by providing hot meals to undernourished (severely wasted and wasted) Kinder-Grade 6 learners in all divisions, covering a period of 120 days. The meal provided must meet 1/3 of the Recommended Energy and Nutrient Intakes (RENI) for children per Phil. Dietary Reference Intake (PDRI).

Through the virtue of RA 11037, or the Masustansyang Pagkain para sa Batang Pilipino Act, and as one of the components of the National Feeding Program, the program is intended to cater undernourished public school children from kindergarten to grade six (6) with the provision of at least one (1) fortified meal for a period of not less than one hundred twenty (120) days in a year.

Also mandated by RA 11037 and in coordination with other national government agencies, the SBFP also incorporates fresh milk and fresh milk-based food products in the fortified meals and cycle menu in accordance with RA 8172 as one of the components of the National Feeding Program.

Included in the FY 2018 School-Based Feeding Program (SBFP) targets are Undernourished (severely wasted, wasted & stunted) Kinder to Grade 6 Public School learners. Over 19% of the targeted learners or 33,979 beneficiaries benefited in the program as supported by the DepEd Order No. 39, series of 2017 titled Operational Guidelines on the Implementation of School-Based Feeding Program for Sys 2017-20202

1. Beneficiaries, SY 2018-2019

Region / Division	Total Number Kinder to Grade 6	PPAN - Kinder SW/W	Total Number of Beneficiaries	Total Financial Requirements
NCR	169,872		169,872	366,923,520
Region I	90,079		90,079	194,570,640
Region II	44,932	3,129	48,061	103,811,760
CAR	6,736	10,261	16,997	36,713,520
Region III	158,609	3,909	162,518	351,038,880
Region IV-A	267,215		267,215	577,184,400
Region IV-B	81,022	32,648	113,670	245,527,200
Region V	161,534	85,042	246,576	532,604,160
Region VI	173,492	49,578	223,070	481,831,200
Region VII	120,313	30,918	151,231	326,658,960
Region VIII	93,164	35,928	129,092	278,838,720
Region IX	72,787	30,221	103,008	222,497,280
Region X	73,702	34,671	108,373	234,085,680

Region / Division	Total Number Kinder to Grade 6	PPAN - Kinder SW/W	Total Number of Beneficiaries	Total Financial Requirements
Region XI	77,620		77,620	167,659,200
Region XII	83,402	61,815	145,217	313,668,720
ARMM	76,628	70,227	146,855	317,206,800
CARAGA	40,824	12,654	53,478	115,512,480
Grand Total	1,791,931	461,001	2,252,932	4,866,333,120

2. Beneficiaries, SY 2019-2020

Region	PPAN - Kinder SW/W	Total G1-6 (Less the Kinder in PPAN Areas only)	Total Beneficiaries
NCR		144,089	144,089
Region I		93,715	93,715
Region II	384	40,000	40,384
CAR	1,715	10,577	12,292
Region III	238	144,515	144,753
Region IV-A		263,316	263,316
Region IV-B	11,471	74,278	85,749
Region V	27,720	147,368	175,088
Region VI	20,474	146,999	167,473
Region VII	9,963	134,682	144,645
Region VIII	9,168	92,478	101,646
Region IX	6,803	73,143	79,946
Region X	5,785	76,370	82,155
Region XI		84,896	84,896
Region XII	19,863	78,737	98,600
ARMM	9,963	48,910	58,873
CARAGA	2,497	56,676	59,173
Grand Total	126,044	1,710,749	1,836,793



Government Assistance and Subsidies

This program aims to improve access to quality secondary education through the government extension of financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools. This can be attained through:

1. The Education Service Contracting Program (ESC) that aims to democratize and improve access to quality education by extending financial assistance (in the form of a tuition subsidy) to qualified elementary school graduates who wish to pursue secondary education in a private school.
2. The Senior High School Voucher Program (SHS VP) that is a mechanism that will provide financial assistance to senior high school students who shall enroll in non-DepEd schools that will offer SHS, including private JHSs, private higher education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs).
3. The Joint Delivery Voucher will optimize TVL learning by allowing SHS students enrolled in public schools to avail of vouchers and take their TVL specializations in eligible partner institutions from either private or non-DepEd public SHSs, as well as TVIs, offering their desired specializations.

Education Service Contracting Program (ESC) based on DO no. 20 s. 2017

A. Terms of the ESC grant

The ESC grant covers four years of junior high school starting from Grade 7. If 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 of grantees within a school year.

The grant is terminated if a grantee does any one of the following:

- Drops out for non-health reasons in the middle of the school year;
- Does not reenroll the following school year;
- Fails to be promoted to the next grade level or is retained at the same grade level;
- Is suspended for more than two (2) weeks, dismissed or expelled by the school for disciplinary reasons; or
- Transfers to a non-ESC-participating JHS

Transfers to another ESC-participating JHS are allowed. In cases when the applicable subsidy amount of the releasing school is different 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 medical doctor.

B. Slot allocations

Slot allocations represent the maximum number of grantees ESC-participating JHSs can accept in Grade 7 in the coming school year. Allocations are based on the capacity of schools to accommodate grantees (fixed slots), with more slots awarded for demonstrated quality (incentive slots).

1. Fixed slots

- a. The maximum allocation for new participating schools is fifty (50) slots

b. The minimum slots for currently participating schools of good standing is equal to the number of billed Grade y grantees in the previous school year. A school is considered in good standing when all of the following 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 that rate 3.0 or higher in their last certification or are accredited by any member of the federation of Accrediting Agencies of the Philippines (FAAP) are awarded incentive slots as follows:

Table 1. Schedule of Incentive Slots

ESC certification rating/accreditation level	Incentive slots
ESC certification rating of 3.0 or higher	30
Level I accreditation	30
Level II or higher accreditation	60

The total slots allocated to a school in a given year is the sum of its fixed and incentive slots.

3. Slots allocation for the coming school year shall be posted on the school's ESC IMS accounts on the last week of April. Allocations posted on the ESC IMS are final.

C. Selecting grantees

ESC-participating JHS shall give priority to graduates of public elementary schools. The School Committee shall profile and assess the students considered for ESC grants and select grantees based on need, given the limited slots allocated to the school.

D. Beneficiaries, SY 2019-2020 as of Dec 1, 2019

Region	ESC Grantees	OHSP Grantees	Total Grantees
Region 1	59,127		59,127
Region 2	39,511		39,511
Region 3	144,161	329	144,490
Region 4A	184,515	206	184,721
Region 4B	26,907		26,907
Region 5	56,543		56,543
Region 6	70,576		70,576
Region 7	89,778	53	89,831
Region 8	29,548		29,548
Region 9	26,635		26,635
Region 10	54,886	495	55,381
Region 11	49,674	5	49,679
Region 12	48,804	300	49,104
Region 13	25,245	33	25,278
NCR	108,329	138	108,467
CAR	28,095		28,095
ARMM	22,346	187	22,533
Grand Total	1,064,680	1,746	1,066,426

Senior High School Voucher Program (SHS VP) based on DO no. 10 s. 2019

A. Eligibility

Only learners who completed JHS in public schools operated by DepEd, or in public or private educational institutions not directly operated by DepEd, but granted by DepEd with a permit or government recognition to operate SHS are eligible for SHS VP. For brevity, these learners shall be referred to as Grade 10 completers. Grade 10 completers are subdivided into (1) automatically qualified learners, and (2) voucher applicants

1. Automatically Qualified Learners

Only Grade 10 completers in SY 2018-2019 who fall under the categories listed below will automatically qualify for vouchers and are considered qualified voucher recipients (QVRs). They do not need to apply for vouchers.

- Category A: All Grade 10 completers in Public Schools operated by DepEd
- Category B: All Grade 10 completers in SUCs and LUCs
- Category C: All Grade 10 completers in private school who are ESC grantees

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 D: All Grade 10 completers of SY 2018-2019 in private schools who are not ESC grantees
- Category E: Learners who passed the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Test for Grade 10 by the start of the school year
- Category F: Learners who passed the Philippine Education Placement Test (PEPT) for Grade 11 by the start of the school year.

B. Qualification or Disqualification

Grade 10 completers who fall under Categories A, B, and C, as discussed in “Eligibility” are QVRs and should not apply. Applications by QVRs shall not be processed

Private Education Assistance Committee National Secretariat (PEAC NS) shall only process all the complete applications submitted by Voucher Applicants (VAs) on or before the deadline, and forward the results to DepEd for approval.

C. Beneficiaries, SY 2019-2020 as of Dec 1, 2019

Region	Total G11 VPBs	Total G12 VPBs	Total VPBs
Region 1	22,673	21,093	43,766
Region 2	14,455	13,733	28,188
Region 3	88,148	81,262	169,410
Region 4A	127,785	118,060	245,845
Region 4B	11,952	11,348	23,300
Region 5	24,512	21,216	45,728
Region 6	32,454	30,520	62,974

Region	Total G11 VPBs	Total G12 VPBs	Total VPBs
Region 7	47,282	44,082	91,364
Region 8	12,734	11,898	24,632
Region 9	16,573	15,448	32,021
Region 10	23,947	23,095	47,042
Region 11	32,314	28,142	60,456
Region 12	23,315	19,565	42,880
Region 13	11,456	10,484	21,940
NCR	134,403	128,054	262,457
CAR	12,101	11,576	23,677
ARMM	11,306	8,005	19,311
Grand Total	647,410	597,581	1,244,991

Joint Delivery Voucher Program (JDVP) based on DO no. 19 s. 2019

A. Learner-Beneficiaries

The beneficiaries are the Grade 12 students enrolled in the TVL track from identified DepEd public SHSs. The said DepEd public Senior High Schools (SHSs) must be assessed and selected by their respective schools Division Offices (SDOs) and Regional Offices (ROs) based on the following criteria:

1. Has been offering Senior High School – Tech-Voc and Livelihood (SHS-TVL) since SY 2016-2017;
2. Has been ascertained to have inadequate facilities, equipment, tools, and teachers for any TVL specialization since SY 2016-2017; and
3. Are located in areas where there are accessible private SHSs, non-DepEd public SHSs, or private TBIs, that can provide further instructions and training to learners to complete their needed TVL competencies and skills.

B. The consolidated list of qualified SHSs shall be prepared by the Bureau of Curriculum Development (BCD) through a series of validation with the concerned Schools Division (SDOs) and ROs.

C. Beneficiaries, SY 2019-2020

Component	Indicator	Grantees
Joint Delivery Voucher Program (JDVP)	No. of grantees	70,000

D. Beneficiaries, SY 2018-2019

Component	Indicator	Grantees
Joint Delivery Voucher Program (JDVP)	No. of grantees	155,996

V. EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM



Human Resource Training Development /Organizational and Professional Development for Non-School Personnel

This program is dedicated to supporting human resource development and training programs. More specifically, it aims to make the department responsive to the organizational needs and manpower requirements by developing appropriate skills and attitudes of its personnel.

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

HRTD for Personnel in Schools and Learning Centers

Description

- Capacity building initiatives and interventions that develop individual competencies and values
- Focused on instructional leadership and teaching & teaching-related functional competencies
- Recognizes the application of different learning methodologies such as structured & experiential learning experiences and coaching & mentoring

Target beneficiaries

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

Training Components

- 1) Teacher Quality Improvement (Teacher Induction Program, Career Pathways Program, Specialized Programs, Scholarship Programs)
- 2) School Leaders Quality Improvement (School Heads Development Program, District and Supervisors Development Program, Superintendent Leadership Program)
- 3) Program Support (Policy, Planning and Research, HRD Program Management, NEAP Operations)

HRTD for Organizational and Professional Development for Non-School Personnel (OPDNSP)

Description

- Initiatives and interventions that strengthen organizational and office effectiveness in the areas of performance improvement, quality management, governance, structure, systems, processes, resource management, and organizational culture

- Capacity building initiatives and interventions that develop individual competencies and values
- Focused on core, managerial leadership and non-teaching functional competencies
- Recognizes the application of different learning methodologies such as structured & experiential learning experiences and coaching & mentoring

Target beneficiaries

- 1) DepEd Organizational Units/Offices
- 2) CO Directors and Personnel
- 3) RO Directors and Non-Teaching Personnel
- 4) Non-Teaching Personnel in the SDO

Training Components

1) Organizational Development

- Programs, projects, or activities across the Central Office, Regional Offices, Schools Division Offices, and Schools & Learning Centers related to performance improvement, quality management, governance, structure, systems, processes, resource management, and organizational culture
- Supports organizational and office effectiveness through the development, implementation, and monitoring & evaluation of relevant Human Resource and Organizational Development (HROD) policies, systems, standards, processes, and tools

2) Professional Development (Functional)

- L&D-related activities that are designed, developed, implemented, and monitored & evaluated by non-school-based divisions or offices
- Addresses the non-teaching functional competency needs of employees

3) Professional Development (Core and Leadership)

- L&D-related activities that are centrally designed, developed, implemented, and monitored & evaluated by a non-school-based L&D focal office
- Addresses the core and leadership competency needs of DepEd employees and key functional groups such as, but not limited to, the Personnel Development Committee (PDC)

4) **OPDNSP Fund Management**

- Regular and day-to-day operational activities necessary to manage the fund effectively and efficiently such as, but not limited to, those related to fund planning, implementation, and monitoring & evaluation (M&E)