



Programs and Projects of Department of Education

Planning and Programming Division

As of December 31, 2022

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 implementation of the 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 is managed by the Regional Offices. DepEd personnel may avail themselves of this grant provided that they are qualified based on 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 the conduct of education research and utilization of results to inform planning, policy, and program development. Recently, the Basic Education Monitoring and Evaluation Framework was 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 for the roll-out of the Basic Education Monitoring and Evaluation Framework policy.

GOAL

The following are goal of PRP:

- a. DepEd offices have improved basic education governance through evidence-based decision making;
- b. Plans and Policies are evidence-based; and
- c. All operating units are practicing evidence-based planning and policy development.

OUTCOME

At the end of the program, DepEd offices developed relevant and responsive education policies to support evidence-based decision-making.



Basic Education Facilities (BEF)

The School Building Program under Basic Educational Facilities Fund (BEFF) of the Department Education (DepEd) aims to address the classroom gaps in high priority schools nationwide. The BEFF was incorporated in the General Appropriations Act (GAA) since 2013. Prior to this, the Department had two budget sources for the School Building Program – the Regular School Building Program (RSBP) in accordance with 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 implements 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 in the DepEd's Budget where DepEd was in charge of its implementation until 2012.

GOAL

Basic Education Facilities aims to achieve the following:

- a. To attain ideal classroom to pupil ratio that is 1:40;
- 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

At the end of the program, learners have 100% access to Ideal learning environment that is 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, completion of school buildings including technical vocational laboratories, and construction of water and sanitation facilities. The construction of water and sanitation includes provision of water supply system which taps any available source of clean water or suitable water storage.

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



2. Classroom Repair and Rehabilitation

DepEd's school infrastructures and facilities need maintenance religiously to ensure the reliability of teachers, non-teaching personnel, and learners' safety. 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 anchors on the "Repair All" policy

to cover all repair needs of the schools. The project extends to 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 its conduciveness for learning with appropriate space.



3. Provision of School Furniture

The provision of school furniture includes the sets of learners' table and chair, sets of teacher's table, and chair, and sets of working table and stool for technical and vocational laboratories. School furniture also was redesigned from armchair to table and chair. The school furniture are provided to newly constructed classrooms and existing classrooms needing replacement of its old school seats and other furniture.



4. Electrification of Schools

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



4. Priority School Health Facilities

In strengthening the return of the in-person classes, the department appropriated an amount specifically for the purpose of establishing COVID-19 response in schools. This is through the construction of potable water facilities, toilets, handwashing stations, and clinics in schools. These facilities will ensure proper hygiene not just of learners but of 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 the conservation and restoration of these school buildings to prevent their further deterioration. These schoolhouses are treated as 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 proves 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 with 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 goal of the Gabaldon Heritage Schools Restoration and Conservation aligned with the BEDP 2030 is to restore and conserve existing Gabaldon School Buildings based on IRR of RA No. 11194 otherwise known as "Gabaldon School Building Conservation Act."

OUTCOME

At the end of the program, Filipinos are aware of their pivotal role in shaping the nation's public school system. Moreover, younger generation are instilled with the sense of place and pride and for them to treasure their time in these historical edifices as much as their ancestors did.



Quick Response Fund (QRF)

DepEd is allocated with a P2 billion QRF yearly intended to fast track the recovery programs of the department on school communities or areas stricken by disasters, natural or human-induced calamities, epidemics, pandemic, or complex emergencies (RA 10121 or the Philippine DRRM Act of 2010). Specifically, DepEd utilizes this fund for rehabilitation and/or minor repair of school buildings and facilities.

The main purpose of this fund is to bring back normal operation 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 make official the actions taken in line with the Last Mile Schools Program. 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 Last Mile Schools Program is part of the Public Schools of the Future framework aligned with the Philippine Development Plan 2017-2022. 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. Specifically, it aims to:

- a. Constructed standard classrooms ensuring a minimum of four newly constructed classrooms per school;
- b. Provided electricity through the installation of solar panels especially off-grid schools;
- c. Provided potable water in the form of deep wells, ram pumps, filtration equipment, and other sources, together with wash facilities and restrooms; and
- d. 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 have 100% access to 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 manuscripts, textbooks, instructional materials such as accessible format LR for Learners with Disabilities (LWDs), tablet, Personal Computer (PC), and the conversion of print LR to electronic publication (e-pub) LR anchored to the needs of the learners.

Likewise, it is in line with the Department of Education's commitment to fully implement the K to 12 curriculum. It involves the procurement, printing, and delivery of Textbooks and Instructional Materials for teachers' instrument in teaching and learners in public schools and community learning centers.

GOAL

All public-school learners and teachers nationwide have complete access to quality, relevant, inclusive, and curriculum compliant text based LR by FY 2030 attaining all learning standards that equip learners with the necessary skills and attributes to pursue their chosen paths.



DepEd Computerization Program (DCP)

DepEd Computerization Program (DCP) was implemented by virtue of the existing DepEd Order No. 78, s. 2010. This program covers the provision of e-classroom packages, tablet and laptop version. With the entrance of the new administration, the DCP was also redesigned to focus on providing e-classroom packages and other e-learning devices for learners and teachers.

GOAL

The DepEd Computerization Program aims that all learners are ICT literate and competent in using ICT-based tools being innovative members of the society.

OUTCOME

All schools achieved the ideal ratio in Classroom Packages, laptop for teachers, and E-Classroom Packages mainly 1 TV per classroom, 1 laptop per teacher and 1 e-classroom package per 6 learners by FY 2030.



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

Pursuant 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, Cebu Office provides Science and Mathematics Equipment to facilitate the effective teaching and learning process and acquire the necessary skills and knowledge compliant to 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-Cebu 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 all eligible DepEd supervised Public Senior High Schools offering the TVL track received 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 inadequacy on the number of teachers in public schools is constantly being addressed by the program, New School Personnel Position. Yearly, the department proposes the creation of new teaching positions to attain the ideal teacher-learner ratio in every public schools nationwide. Under the Bureau of Human Resource and Organizational Development-School Effectiveness Division (BHROD-SED), which oversees the NSPP, helps and enables

schools to continuously improve by creating policies and standards that support school-based governance and management systems and procedures for delivering high-quality basic education services.

NSPP is crucial in the provision of quality education because teaching personnel in school precedes a conducive learning environment. Teachers remain to be most important factor in ensuring learner achievement even with the shifts in various learning delivery modality.

Based on the planning standards set by the Department in determining the teacher requirements, using the enrollment data of SY 2021-2022 and the existing teacher inventory (as of March 2022), the teacher requirements for all levels of education is 94,876. Addressing the teacher shortage will optimize the teaching force with ideal teaching loads that allow for an increased learner contact time and supervision, and opportunities for professional development.

GOAL

This program aims to improve the proportion of the number of teachers to the number of learners, to provide an effective and efficient delivery of basic education services to the learners.

OUTCOME

At the end of the program, 100% of public schools meeting the standard teacher-learner ratio.

INCLUSIVE EDUCATION PROGRAM



Multigrade Program in Philippine Education (MPPE)

There are schools with very low number of enrollees, teachers, or classrooms. This resulted to the mobilization of the multigrade class which consists of at least two grade levels in a single-grade classroom supervised by one teacher for an entire school year. Multigrade arrangement is common on schools located in sparsely populated, geographically isolated, and disadvantaged communities.

This has been practiced since 1993¹ as a solution to democratizing access to quality elementary education through the issuance of DECS Order No. 38, s. 1993, Multigrade program was established. Nowadays, it remains as an integral part of the basic education system in the Philippines, making significant contributions to the realization of our constitutional mandates for education for all.

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 providing Multigrade Program continue to be in school to complete basic education and achieved 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 1987 Philippine Constitution (Article XIV, Sections 1 and 2) explicitly upholds the protection and promotion of all citizens' rights to quality education at all levels. One of DepEd's program that ensures such is the Special Education Program. It addresses the issues of the estimated severe disability to be around 12% of the general population (Philippine Statistics Authority, 2019) wherein around 53% of children with disabilities are from impoverished households and not attending school. Furthermore, the program name is also planned to be revised for a more indiscriminatory identification of learners with special educational needs.

GOAL

The SPeD program aims the following:

- a. learners with special education needs complete basic education program equipped with adequate skills, values, and attitudes;

¹ SEAMEO Innotech Review of the Multigrade Program in Philippine Education, January 24, 2020

- b. learners with special education needs access adequate and appropriate curriculum, programs and services, support mechanism, and accommodations that will address the learners with disabilities' unique conditions and needs;
- c. partnerships and linkages with Local Government Units (LGUs) and other stakeholders be established for support to the programs of learners with special education needs;
- d. raised efficiency, effectiveness, and efficacy of SPED program operations; and
- e. upskilled school leaders, receiving teachers, and special needs education teachers.

OUTCOME

By 2030, 20% of school-age children and adults with disabilities are participating in inclusive basic education with appropriate quality education. Also, teachers are 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 providing support to the inclusion programs.



Madrasah Education Program (MEP)

Madrasah Education Program (MEP) is a comprehensive program for Muslim learners in public and private Madaris (schools) which 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 the basic education program.

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

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

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

OUTCOME

By 2030, more IP learners are served by a culture-responsive education system and have attained the appropriate key stage learning standards and cultural (IKSPs) 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 ELLNA;
- 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 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 aimed at providing an alternative path of learning for the Out-of-School Youth and Adult (OSYA) who are literate but have not completed 10 years of basic education as mandated by the Philippine Constitution. Through this program, school dropouts will be able to complete elementary and secondary education outside the formal system.

GOAL

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

OUTCOME

The end of 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% 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 and youth and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education.

SUPPORT TO SCHOOLS AND LEARNERS



School-Based Feeding Program (SBFP)

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 product/hot meals and milk to undernourished (severely wasted and wasted) Kinder-Grade 6 learners in all divisions, covering 120 days. The meal provided must meet 1/3 of the Recommended Energy and Nutrient Intakes (RENI) for children per Philippine Dietary Reference Intakes (PDRI).

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 finished schooling and living their dreams and being an effective and productive contributor to the society.



Government Assistance and Subsidies (GAS)

Government Assistance and Subsidies (GAS) acknowledges the completing roles of private and public schools. Through the GAS program, the access to quality secondary education is strengthened providing that private education serves as a viable option for learners specially to those learners having 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 shortage or areas with aisle students through strengthened public and private complimentary with the private schools.

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

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

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

EDUCATION 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.