No. 0016 EPG/2012

The Permanent Mission of the Republic of the Philippines to the United Nations Office and other International Organizations in Geneva presents its compliments to the Office of the High Commissioner for Human Rights and, with reference to the latter's Note (Ref. No. GVA-0704-ENG dated 10 November 2011), has the honor to transmit the enclosed answers, with attachments, to the questionnaire on norms and standards for quality education relative to a report being prepared by the Special Rapporteur on the right to education, Mr. Kishore Singh.

Please note that the answers provided by the Department of Education of the Philippines apply to primary and secondary education in the country.

The Permanent Mission of the Republic of the Philippines to the United Nations Office and other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 20 January 2012

Office of the High Commissioner for Human Rights
Geneva, Switzerland

Attention: UN Special Rapporteur on the right to education
Dear Assistant Secretary Meñez,

With reference to the letter dated 29 November 2011, we are pleased to submit the accomplished Questionnaire on Norms and Standards for Quality of Education for the Office of the High Commissioner for Human Rights.

We thank you for supporting the right to basic education.

Very truly yours,

[Signature]

RIZALINO D. RIVERA
Undersecretary
Regional Operations
Answers for the Questionnaire on Norms and Standards for Quality Education by the Special Rapporteur on the Right to Education

1. Please list existing national laws, regulations and policies establishing norms and standards for quality of education in your country. Please also include any guidelines on the quality of education.

These are the list of laws after Batas Pambansa 232:

<table>
<thead>
<tr>
<th>LAW</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Order No. 27</td>
<td>Education To Maximize Respect For Human Rights</td>
</tr>
<tr>
<td>July 4, 1986</td>
<td></td>
</tr>
<tr>
<td>Executive Order No. 117</td>
<td>Reorganization Of The Ministry Of Education, Culture And Sports Prescribing Its Powers And Functions And For Other Purposes</td>
</tr>
<tr>
<td>January 30, 1987</td>
<td></td>
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<tr>
<td>Executive Order No. 189</td>
<td>Placing All Public Secondary School Teachers Under The Administrative Supervision And Control Of The Department Of Education; Culture And Sports And For Other Purposes</td>
</tr>
<tr>
<td>June 10, 1987</td>
<td></td>
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<tr>
<td>Republic Act No. 6655</td>
<td>An Act Establishing And Providing For A Free Public Secondary Education And For Other Purposes</td>
</tr>
<tr>
<td>May 26, 1988</td>
<td></td>
</tr>
<tr>
<td>Republic Act No. 6728</td>
<td>An Act Providing Government Assistance To Students And Teachers In Private Education, And Appropriating Funds Therefor</td>
</tr>
<tr>
<td>June 10, 1989</td>
<td></td>
</tr>
<tr>
<td>Executive Order No. 459</td>
<td>Devolving To The Autonomous Regional Government Of The Autonomous Region In Muslim Mindanao Certain Powers And Functions Of The Department Of Education, Culture And Sports, The Control And Supervision Over Its Offices In The Region And For Other Purposes</td>
</tr>
<tr>
<td>May 17, 1991</td>
<td></td>
</tr>
<tr>
<td>Republic Act No. 7172</td>
<td>An Act To Repeal Letter Of Instruction No. 860 Dated May 6, 1979, Directing The Minister Of Education And Culture To Take Over The Management, Control And Operation Of The Philippine Public School Teachers Association</td>
</tr>
<tr>
<td>January 10, 1992</td>
<td></td>
</tr>
<tr>
<td>Republic Act No. 7323</td>
<td>An Act To Help Poor But Deserving Students Pursue Their Education By Encouraging Their Employment During Summer And/Or Christmas Vacations, Through Incentives Granted To Employers, Allowing Them To Pay Only Sixty Per Centum Of Their Salaries Or Wages And The Forty Per Centum Through Education Vouchers To Be Paid By The Government, Prohibiting And Penalizing The Filing Of Fraudulent Or Fictitious Claims, And For Other Purposes</td>
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<tr>
<td>March 30, 1992</td>
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<tr>
<th>Act/Order</th>
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<tbody>
<tr>
<td>Republic Act No. 7796, August 25, 1994</td>
<td>An Act Creating The Technical Education And Skills Development Authority, Providing For Its Powers, Structure And For Other Purposes</td>
</tr>
<tr>
<td>Republic Act No. 7880, February 20, 1995</td>
<td>An Act Providing For The Fair And Equitable Allocation Of The Department Of Education, Culture And Sports Budget For Capital Outlay</td>
</tr>
<tr>
<td>Executive Order No. 127, September 30, 1993</td>
<td>Redefining The Functions Of The Instructional Materials Council Of The Department Of Education, Culture And Sports</td>
</tr>
<tr>
<td>Republic Act No. 7686, February 25, 1994</td>
<td>An Act To Strengthen Manpower Education And Training In The Philippines By Institutionalizing The Dual Training System As An Instructional Delivery System Of Technical And Vocational Education And Training, Providing The Mechanism, Appropriating Funds Therefor And For Other Purposes</td>
</tr>
<tr>
<td>Executive Order No. 188, July 13, 1994</td>
<td>Guidelines On The Entry And Stay Of Foreign Students In The Philippines And The Establishment Of An Inter-Agency Committee For The Purpose</td>
</tr>
<tr>
<td>Republic Act No. 7784, August 4, 1994</td>
<td>An Act To Strengthen Teacher Education In The Philippines By Establishing Centers Of Excellence, Creating A Teacher Education Council For The Purpose, Appropriating Funds Therefor, And For Other Purposes</td>
</tr>
<tr>
<td>Republic Act No. 7797, August 25, 1994</td>
<td>An Act To Lengthen The School Calendar From Two Hundred (200) Days To Not More Than Two Hundred Twenty (220) Class Days</td>
</tr>
<tr>
<td>Executive Order No. 337, May 17, 1996</td>
<td>Transferring The National Training Center For Technical Education And Staff Development (NTCTSED) And Its Administration From The Department Of Education, Culture And Sports (DECS) To The Technical Education And Skills Development Authority (TESDA)</td>
</tr>
<tr>
<td>Republic Act No. 8496, February 12, 1998</td>
<td>An Act To Establish The Philippine Science High School System And Providing Funds Therefor</td>
</tr>
<tr>
<td>Republic Act No. 8545, February 24, 1998</td>
<td>An Act Amending Republic Act No. 6728, Otherwise Known As &quot;An Act Providing Government Assistance To Students And Teachers In Private Education And Appropriating</td>
</tr>
<tr>
<td>Law / Order No.</td>
<td>Date</td>
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<tr>
<td><strong>Republic Act No. 8980</strong></td>
<td>December 05, 2000</td>
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<tr>
<td><strong>Republic Act No. 9155</strong></td>
<td>August 11, 2001</td>
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<tr>
<td><strong>Proclamation No. 614</strong></td>
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<tr>
<td><strong>Republic Act No. 9231</strong></td>
<td>December 19, 2003</td>
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<tr>
<td><strong>Executive Order No. 356</strong></td>
<td>September 14, 2004</td>
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<td><strong>Executive Order No. 361</strong></td>
<td>September 22, 2004</td>
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<tr>
<td><strong>Executive Order No. 402</strong></td>
<td>January 24, 2005</td>
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<tr>
<td><strong>Executive Order No. 430</strong></td>
<td>May 26, 2005</td>
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<tr>
<td><strong>Executive Order No. 433</strong></td>
<td>May 31, 2005</td>
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<tr>
<td><strong>Executive Order No. 434</strong></td>
<td>June 3, 2005</td>
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<tr>
<td><strong>Executive Order No. 652</strong></td>
<td>July 10, 2007</td>
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</tbody>
</table>
Executive Order No. 685
January 10, 2008
The Preschool Coverage To Include Children Enrolled In The Day Care Centers

Executive Order No. 713
March 12, 2008
Strengthening The Authority Of The Presidential Council On Values Formation Towards The Effective Pursuit Of A Just And Moral Philippine Society, Amending Executive Orders 314 And 347, And For Other Purposes

Republic Act No. 9547
April 1, 2008
An Act Strengthening And Expanding The Coverage Of The Special Program For Employment Of Students, Amending For The Purpose Provisions Of R.A. No. 7323, Otherwise Known As The Special Program For Employment Of Students

These are the list of laws prior to Batas Pambansa 232:

<table>
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<tr>
<td>Republic Act 5447 of 1968</td>
<td>Magna Carta for Public School Teachers</td>
</tr>
<tr>
<td>Republic Act No. 6139 August 31, 1970</td>
<td>Regulating Tuition Fees Of Private Schools</td>
</tr>
<tr>
<td>Presidential Decree No. 146 March 9, 1973</td>
<td>Upgrading The Quality Of Education In The Philippines By Requiring All High School Graduates Seeking Admission To Post-Secondary Degree Programs Necessitating A Minimum Of Four Years' Study To Pass A National Entrance Examination And Appropriating Funds Therefor</td>
</tr>
<tr>
<td>Presidential Decree No. 451 May 11, 1974</td>
<td>Authorizing The Secretary Of Education And Culture To Regulate The Imposition Of Tuition And Other School Fees, Repealing Republic Act No. 6139, And For Other Purposes</td>
</tr>
<tr>
<td>Presidential Decree No. 1006 January 1, 1977</td>
<td>Providing For The Professionalization Of Teachers, Regulating Their Practice In The Philippines And For Other Purposes</td>
</tr>
</tbody>
</table>

2. Please describe briefly applicable norms and standards and minimal requirements, especially with regard to the following:
(Please specify if there are different norms for different types of education institutions including (i) primary schools, (ii) secondary schools)

a. SCHOOL INFRASTRUCTURE

1. The Philippine Education For All (EFA) 2015 envisions that all Filipinos are functionally literate by 2015. More children can have access to education through the construction of more school buildings that are most conducive to teaching-learning activities. In ensuring that every community has access to quality basic education services and recognizing that physical factors affect the decision of households to send children to school, the Department of Education formulated and implemented the following policies:
   a. **Establishment of Schools for School-less Barangays** was launched in 2001 to establish public elementary and secondary schools in barangays identified to be without one. This is in addition to the regular school building program of DepED, Department of Public Works and Highways (DPWH) and other government agencies, and local government units to construct an adequate number of classrooms in areas with acute classroom shortages.
   b. **Educational Facilities Improvement Project** (Phase VI) implemented through the Japan’s Grant-in-Aid Program, the Third Elementary Education Project, jointly financed by a 10-year loan from the World Bank and the JBIC which aims at the repair, rehabilitation and improvement of educational facilities.
   c. **Partnership with Non-Government Organizations, Civil Society Groups and Corporate Organizations** like the Federation of Filipino Chinese Chamber of Commerce, Inc., and the “Classroom Galing sa Mamamayang Pilipino Abroad” to construct more school buildings for both elementary and secondary schools.
   d. **Construction of Basic Educational Facilities** under the Basic Educational Facilities Fund (BEFF) which aims to bridge the gap on classroom shortages started in 2011 wherein the Government allotted more funds for the construction of classrooms, repair and rehabilitation of heritage school buildings, the provision of water and sanitation facilities, and the procurement and distribution of school furniture.
   e. The Brigada Eskwela Plus which used to be a week long maintenance week of educational facilities but now expanded to the tracking of out of school children and bring them back to school through the provision of more classrooms;

2. Article XIV of the 1987 Philippine Constitution provides for the protection and promotion of the welfare of the Filipino Youth. Since physical safety of the children gives assurance to parents that their children are safe while attending their classes in schools, the Safe Schools Project is now being implemented nationwide. The Safe Schools Project integrates hazard resilient features, green technology and safety measures in the construction of school buildings and other infrastructure in schools.

3. Section 3 (g) of Republic Act (RA) 9155 - Governance for Basic Education Act 2001 specifically Section 3. (g) to establish schools and learning centers as facilities where schoolchildren are able to learn, a Child Friendly School System is now a policy to support one of the 7 Goals of a Child Friendly School System which is to promote a learning environment reflecting safe for and protective of children’s total well-being through the construction of hazard resilient school buildings. The child-friendly initiative aims to contribute to improving the quality of education by creating a school environment that is friendly, welcoming and protective of children, a place that they can call their "second home."
4. The Convention on the Rights of the Child (CRC) asserts that State Parties, the Philippines in particular, shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of natural and human-induced hazards, physical or mental violence, injury, or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. For schools located in hazard prone areas, the Department has adopted differentiated designs for school facilities to withstand natural calamities such as typhoons, earthquakes, landslides, and floods. These are the "Tent Schools", mobile classrooms for the alternative delivery mode of education, design for children with special needs (gifted and differently-abled), culturally sensitive designs for Muslims and indigenous people.

5. Basic Education Support Reform Agenda – under this agenda is the National Program Support for Basic Education (NPSBE) which serves as sector-wide strategies and priorities to achieve the country’s Education For All and Millennium Development Goal education targets wherein under its resource mobilization component, the Department has implemented the Support for Philippine Basic Education Reform Program with budget allocation to address the shortages in critical inputs such as classrooms, seats, teachers and teaching learning materials. A reallocation within the same program was done to provide greater allocation for School Maintenance and Other Operating Expenses. Public Private partnerships were also expanded within the BESRA Framework not only securing additional resources but also in terms of developing information systems, training of teachers, and management of resources. DepED-Local Government partnerships were forged and expanded especially in terms of classroom construction and enhancement of school-based management. Several transparency and accountability measures were put in place across project implementation such as the civil works, furniture procurement and distribution, and the construction of Learning Resource Management Centers.

6. Policies, Guidelines and Standards on the management (establishment, development and maintenance) of educational facilities including infrastructure in schools as stated in the Educational Facilities Manual such as:
   a. Basic Principles on
      i. School Mapping Exercise;
      ii. School-Community Relations
      iii. Antropometrics
      iv. Thermal Comfort
      v. Visual Comfort
      vi. Acoustical Comfort
      vii. Guidelines on the Use of Color
      viii. Disaster Risk Reduction Measures (How to Make Schools Safe, Roles of Stakeholders, Proper Location of school Sites, Green Schools,)
      ix. Hazard Specific Reduction Measures (Fire Prevention and Safety Measures, Provision of Open Spaces as Evacuation Spaces, Adherence to Building Designs, Standards and Structural Soundness, etc.)
   b. Standard Requirements on School Sites
   d. School Furniture, Equipment and Other Facilities
7. **Programs/Projects Implementation Guidelines**

a. **The School Building Program for Areas Experiencing Acute Classroom Shortage (Red and Black Schools)**

i. **Manner of Allocation** - Allocation for the SBP shall be equitably distributed to all legislative districts on the basis of classroom shortage from the latest Basic Education Information System (BEIS)

ii. **Identification of Recipient Schools** - Recipient Schools must be under the Back code of the BEIS, schools under the Red code of the BEIS, schools declared to be located in hazard prone areas needing immediate relocation; replacement of school buildings razed by fire, condemned school buildings, and Schools with incomplete/partial constructions and still fall under the Red code of BEIS

b. **Classroom Repair/Rehabilitation Including Water and Sanitation Facilities**

i. **Manner of Allocation** - Allocation shall be distributed to all legislative districts on the basis of the following considerations:
   - Data on the reported schools with structural defects
   - Data on shortage of toilet and water facilities from latest BEIS
   - Data base on the reported cost of restoration of Gabaldon and other types of heritage buildings;
   - Schools reported needing immediate repair and rehabilitation

ii. **Identification of Recipient Schools**
   - Prioritization of recipient schools for repair/rehabilitation of classrooms and construction of water and sanitation facilities shall be in the order of priority:
     - Repair and rehabilitation of school buildings including typhoon damaged. Cost shall not exceed 50% of the total cost of new classroom
     - Construction/Repair/Rehabilitation of toilet and water facilities in high need areas
     - Restoration of Gabaldon and other heritage structures

c. **Regular School Building Program (RSBP) DPWH Implemented**

i. **Manner of Allocation**
   - Allocated by legislative districts in accordance with RA 7880 “Fair and Equitable Allocation of DepED Budget for Capital Outlay” or Roxas Law

ii. **Allocation Criteria**
   - Fifty percent (50%) of the total capital outlay to be allocated pro-rata according to each legislative district’s student-population in relation to the total student population of the country;
   - Forty percent (40%) of the total capital outlay allocated only among those legislative districts with classroom shortages, pro-rata to the total classroom shortage of the country as determined by DepED from the BEIS
ii. Identification of Recipient Schools
   - Schools experiencing acute classroom shortage
     1st Priority – Black Code
     2nd priority – Red Code
     3rd priority – Gold Code
     4th priority – Yellow Code

(iii) Completion
   - Completion of unfinished school buildings utilized for academic instruction

(iii) Replacement, Restoration and Repair/Rehabilitation
   - Replacement of school buildings razed by fire, old dilapidated structures which have been condemned
   - Rehabilitation or reconstruction of school buildings damaged by calamities
   - Repair of structures which are already dangerous to the lives of the school populated

(iv) Other Priorities
   - Construction/Repair of multi-purpose workshop and science laboratories;
   - Provision of Water Supply and System, repair of water facilities
   - Installation of general electrical wiring
   - Provision of classrooms for indigenous people
   - Provision of classroom for resettlement areas

d. The School Furniture Program
   i. Manner of Allocation – equitably distributed to all legislative districts in accordance with the actual needs determined from the recent BEIS data
   ii. Identification of Recipient Schools
     - schools programmed under the Basic Educational Facilities Fund school building projects and other funding sources
     - Schools under the Black, Red, Orange and Gold codes of BEIS

iii. Implementing Units
     - Division Office - 75% of the nationwide allocation
     - Regional Office – 15% of the nationwide allocation earmarked for cooperatives
     - Central Office – 10% of the nationwide allocation for cooperatives of persons with disability

8. Department Orders, Memoranda
   a. DepED Order No. 1, s. 2011 – Guidelines For the Implementation of the 2011 Basic Educational Facilities Funds
   b. DepED Order No. 3, s. 2011 – Guidelines for the Implementation of the CY 2011 Regular School Building Program (RSBP)
   d. DepEd Order No. 21, s. 2011 – Guidelines on the Institutionalization of “Bayanihang Eskwela” as a Community-Based Public-Private Monitoring of
Projects Under the CY 2011 Regular School Building Program (RSBP) And in Areas Experiencing Acute Classroom Shortage (Red and Black Schools)

e. DepED Order No. 93, s. 2009 – Preschool Building Program

f. DepED Order No. 2, s. 2010 – Implementing Guidelines for the Construction/Repair/Rehabilitation of Classrooms and Schools’ Water and Sanitation Facilities

g. DepED Order No. 4, s. 2009 – Implementing Guidelines for the Construction/Repair/Rehabilitation of Classrooms and Schools’ Water and Sanitation Facilities

See Annex 1 for Standard Requirements for School Sites and School Building (from the Educational Facilities Manual).

b. CLASS SIZE AND PUPIL-TEACHER RATIO

Generally, the standard for teacher-pupil ratio is 1:45. For Elementary Level (Grades I – IV), the standard teacher-pupil ratio is 1:45 per class. In the Elementary Level (Grades V – VI) and Secondary Level, 5 teachers should handle 3 classes (5:3) or a requirement of 1.67 teachers for every organized class (45 students). 1 set of learning materials is required for each class.

For Pre-school, the standard pupil-teacher ratio is 25:1 (Executive Order No. 349). The standard pupil/teacher ratio for Special Education (SPED) classes is 15:1. For the Alternative Learning System (ALS) classes, there is an allocation of one (1) teacher for each district. The standard student/teacher ratio for a typical technical-vocational public secondary school is 20:1. (See Annex 2 for DepED Order No. 77 and No. 93, series 2010)

c. TEACHER QUALIFICATION

The teacher-applicant will be evaluated in the following areas:

1.) Education – a bachelor’s degree (preferably in Education) as well as the grades and academic achievement of the applicant
2.) Teaching Experience
3.) LET/PBET Rating – It is mandatory that the applicant is a passer of the Licensure Examination for Teachers (LET)
4.) Experiential Learning Courses – This is based on the interview relating to their field study and their practice teaching experience
5.) Specialized Training and Skills – Another area of importance would be the specialized training or skills in areas such as journalism, sports, Information and Communication Technology (ICT) etc through training or experience
6.) Interview – The applicant will be graded based on personality and potential
7.) Demonstration Teaching – Evaluation in terms of preparation of lesson plan, classroom management etc
8.) Communication Skills – Administering an English Proficiency Test to measure this area (Listening, Speaking, Reading, Writing)

All applicants must meet these standards in order to serve as a teacher in public schools. (See Annex 3 for Republic Act No. 7836 and DepED Order No. 20, series 2009)
d. WORKING CONDITIONS FOR TEACHERS AND THEIR PROFESSIONAL DEVELOPMENT

The revised Salary Standardization Law III increased the starting salary of teachers from SG 10 to 11. In June 2011, the third of four tranches salary upgrade, all incoming teachers at Teacher I position shall receive Php 17,099.00. (DBM National Budget Circular No 2011-530)

R.A. 9155 stipulates that school heads should "encourage staff development". School heads, which are acting as instructional leader and administrative leader, are expected to have an integrated teacher development program within the school improvement plan. Training needs should be carefully assessed to ensure that teachers are equipped with required competencies based on the National Competency Based Teacher Standards (NCBTS).

With regard to professional development, there is the Teacher Induction Program (TIP) for teachers with 0 – 3 years of experience. This is a 54-hour (equivalent to 5 days) rigorous training program and is done during the summer and semestral break. Upon completion of the 54 hours, the program will correspond to 3 units of MA course.

Due to the K-12 program, the TIP has been replaced with Teacher Training for the K-12 program. This is a training for teachers of Grades 1 and 7 before the implementation of the aforementioned program.

Furthermore, there is also the Individual Plan for Professional Development (IPPD). See Annex 4 for the complete details of the IPPD.

(Please see Annex 4 for Republic Act No. 4670: Magna Carta for Public School Teachers)

e. SCHOOL CURRICULA AND PEDAGOGICAL MATERIALS

ELEMENTARY EDUCATION

Please find attached compact disk containing the School Curricula Content of Elementary Education.

SECONDARY EDUCATION

The content of the curriculum is determined by and should be aligned with the content and performance standards in each of the subjects comprising the curriculum. The content standards define what students are expected to know (knowledge: facts and information), what they should be able to do (process or skills) with what they know, and what they should understand. The performance standards, on the other hand, define the expected proficiency level which is expressed in two ways: students should be able to use their learning or understanding in real-life situations; and they should be able to do this on their own.

Modules are provided as the basis learning resource in public schools. These are self-instructional materials that lend themselves to independent and cooperative learning. These materials are expected to be aligned with the learning standards. For schools with connectivity, web-based resources and video materials are encouraged to be used to enrich and deepen students' understanding. Textbooks may still be used as references where appropriate. For private schools, however, textbooks are the basic learning resource. They are developed by private publishers and are expected to be aligned with the core curriculum of the Department of Education.
f. TEACHING-LEARNING PROCESSES

ELEMENTARY EDUCATION
The following standards for instruction are taken from the Standards for Quality Elementary Education (SQEE) and will be used in planning activities that affect the quality of teaching-learning activities.

Vision:
Instruction that is innovative and enjoyable for the learners’ optimum development towards effective participation in a democratic global society.

Standard 1: Instructional plans are derived from a systematic analysis of the learner’s needs, abilities and interests with the present curriculum as guide.

Standard 2: Instruction is learner-centered and provides for individual differences.

Standard 3: Instruction emphasizes the mastery of learning competencies; hence the lessons are properly planned and meaningfully presented in an environment that is conducive to optimum learning.

Standard 4: Learning is accelerated and enriched by using technology that is appropriate, affordable and user-friendly.

Standard 5: Instructional strategies strengthen the development of critical and creative thinking and lifelong learning skills.

Standard 6: Instructional strategies enhance the development of a positive self-concept.

Standard 7: Instruction facilitates the learners’ social development as a collaborative and service-oriented member of the country.

Standard 8: Instruction is not merely confined in the classroom but makes use of the community as avenue/laboratory for learning.

SECONDARY EDUCATION
Teachers may choose to design their own instructional plans, but there are certain principles that should underpin any teaching-learning plan however it is designed.

a. Planning for assessment should precede planning for instruction. The teacher should be clear about the evidence that he/she should look for that will tell him/her that students are attaining or have attained the standards in terms of what the students know, can do, and understand, and the products and performances that students can produce to demonstrate how they will transfer or use their learning or understanding. By having a clear assessment plan, the teacher can ensure alignment between assessment and the teaching-learning plan.

b. Instruction should be designed around sound learning goals. Facts and information should not be the be-all and end-all of teaching and learning. What is important is what students will do with what they know. Thus, there are core processes that any teaching-learning plan should develop among the students:
   - Acquire knowledge or facts and information;
   - Process or makes sense of facts and information in order to construct meanings or understandings; and
   - Transfer or use one’s understanding in real-life situations.

c. Students should be informed at the start of instruction what the standards or expectations are particularly the desired level of proficiency. If they know them, then they can set their learning goals, track their progress, and be accountable for their learning outcomes. Students will use their goals for formulating their learning plans and for better strategic with their learning. This is what the period for Independent/Cooperative Learning is for.

d. Learning is a personal matter, and so students should be actively engaged all throughout the lesson in order to understand. Motivation, therefore, is a learning predisposition that the
teacher should sustain all throughout, not just at the start of the lesson. This is why teachers should vary the activities students will engage in, and where appropriate, provide for differentiation (in content, process, and even assessment) in recognition of the diversity of learners.

e. Students should be given time to reflect, firm up, revise their own thinking, and deepen their understanding before they transfer their learning or use this in real-life situations. Transfer is a goal that every teaching-learning plan should end with. This is what makes learning authentic.

ALTERNATIVE LEARNING SYSTEM

In the following page is a simplified chart of the learning process of the Alternative Learning System (ALS). Please also refer to Annex 5.

g. SCHOOL MANAGEMENT, INCLUDING STUDENT AND PARENTS’ PARTICIPATION

A number of policy actions so far adopted and featured are on School-Based Management (SBM). At the core of the ongoing reform initiative, SBM seeks to empower school heads and teachers to assume greater responsibility and accountability in managing their schools. SBM also provides the mechanism by which students, parents, local officials and other community members actively participate in delivering quality basic education to all. Complementing SBM is ALS as part of the core of basic education reform.

The creation of the School Governing Council is one way to address school management. School governance refers to the authority of education stakeholders to jointly make decisions directed towards the continuous improvement of learning and promotion of children’s welfare in the school. It is the interface among school stakeholders who make strategic decisions that shape the school and its work and are, therefore, ultimately accountable for the work and actions of the whole system.  

Thus, the School Governing Council (SGC) is composed of internal stakeholders (students and student organizations, parents of students/pupils and Parent associations, teachers, non-teaching and teacher associations in the school) and external stakeholders (various government agencies, Non-government agencies, civic and social organizations, alumni, retirees, professionals, basic sectors: business, fisherfolks, farmers, indigenous people, cultural minority etc).

The SGC provides a forum for parents, students, teachers, community stakeholders and the school head to work together towards continuously improving student learning outcomes. The SGC determines the general policies of the school on student welfare, discipline and well-being; development and implementation of the School Improvement Plan (SIP); monitoring of the SIP implementation; reporting progress of SIP implementation to the SDS and the community and management of Council resources.

h. METHODS TO EVALUATE STUDENT PERFORMANCE AND ASSESS LEARNING OUTCOMES

The Department of Education through the National Education Testing and Research Center (NETRC) had instituted national examinations to evaluate student performance and assess learning outcomes; to wit: a) the National Achievement Test (NAT); b) Philippine Educational Placement Test (PEPT); and the c) Philippine Validating Test (PVT).

The NAT is a system-based assessment specifically designed to gauge learning outcomes across target levels in identified periods of basic education. The PEPT and PVT are equivalency tests with specific purposes. The former was instituted to retrieve out-of-school youth and place them in the

3 A Manual on School Governing Council. p 7 Department of Education, Pasig City
4 Ibid p 10, 11, 14
PATHWAYS TO LEARNING IN NFE A&E SYSTEM: A LEARNER'S POINT OF VIEW

STEP 2: The Learning Process

From Step 1

Learner meets one-on-one with Instructional Manager to:
- Set learning goals
- Develop Individual Learning Agreement
- Select appropriate learning modules
- Negotiate schedule of learning support activities

Facilitator-Aided Instruction (Lower Elementary Stage)
Learner sets schedule and attends regular learning group sessions with instruction given by Instructional Managers using modules and facilitators’ guides

Self Learning (Advanced Elementary Stage & Secondary Level)
Learners works through selected modules by:
1) Completing module pre-test
2) Working on module activities, exercises and self-assessment
3) Completing module practical assignment
4) Completing module post-test

Accesses supplementary print & non-print materials

Participates in self-study learning groups

Attends learning group sessions and group tutorials

Seeks one-on-one tutorial assistance from peer learners, mentors or Instructional Managers

Update learning goals and Individual Learning Agreement

Learner exits NFE A&E System if satisfied he/she has achieved his/her learning goals and does not wish to participate further in the program or take the NFE A&E Test

One or more choices of learning support is possible

To Step 3: Equivalency Testing, Certification and Graduation
formal school system if they so desire; and validate and accredit knowledge and skills in academic areas gained through informal and non-formal means for re-entry into formal school, job promotion, entry to job training, for employment and self-fulfillment. The PVT on the other hand, is an equivalency type of test intended to validate learning gains acquired in various situations under certain circumstances. It is designed for learners who have attended non-graded school programs, distance education programs and other home-study programs. Learners who have studied in schools without government permit/recognition are also given this test to determine their equivalent grade/year level. (See Annex 6 for the NAT, PEPT and PVT computation as well as corresponding brochures)

ELEMENTARY EDUCATION

The primary education is currently following the National Assessment and Grading System Framework as promulgated in Department Order No. 71, series 2010. (See Annex 6)

SECONDARY EDUCATION

The assessment process is holistic, with emphasis on the formative or developmental purpose of quality assuring student learning. It is also standards-based as it seeks to ensure that teachers will teach to the standards and students will aim to meet or even exceed the standards. The students' attainment of standards in terms of content and performance is, therefore, a critical evidence of learning.

Being standards-based, assessment seeks to quality assure and evaluate attainment of learning standards in the following areas:

a. Content standard – assessment in this area considers what the student knows (knowledge), can do (process or skills, i.e., how the student makes sense of or constructs meanings out of the facts and information), and understands (understandings or meanings made); and

b. Performance standard – assessment in this area looks into how the student transfers his/her understanding to life situations in the form of products and performances, or through authentic performance tasks.

Assessment tools shall be those appropriate for the level being assessed. The level of knowledge, for example, being on facts and information, may be assessed using traditional measures (e.g., paper-and-pencil tests using multiple choice, true-false, or matching type of tests) if the intention is to find out students' knowledge of specific facts and information. But if the purpose is to determine if students' knowledge of facts and information is of sufficient breadth and depth to develop understanding, then the constructed response type of assessment will be useful. For the latter, the use of rubric as a scoring guide will be appropriate.

For the assessment of process or skills, the emphasis should be on how students construct meanings or make sense of the facts and information. Students, for example, may be asked to outline, organize, analyze, interpret, translate, convert, or express the information (such as a set of statistics) in another form or format; draw analogies; construct graphs, flowcharts and mind maps or graphic organizers; or transform a textual presentation into a diagram. They may also be asked to draw or paint pictures, or do role plays to represent or express creatively their sense of facts and information. Assessment, in this regard, may focus on how logically and analytically students make sense of the information.

It is important that teachers quality assure or assess formatively the process of meaning-making that students undertake even as early as the exploration phase of the lesson when students are collecting information. Students need to understand the content requirements of the task. Thus, they need to sift through or screen the information for usefulness, authenticity, accuracy or relevance. They need to distinguish between fact and opinion, between truth and hearsay. They should know what is important and what is not, what is essential and what is trivial. They may need to outline before they organize the information into a coherent story or paragraph. Assessment for learning is, therefore, very critical as early as this stage when students are exploring their understanding, the process of meaning-making being an essential building block to developing, firming up and deepening one's understanding.

The next level of assessment centers on the meanings or understandings that students themselves make or develop. Assessment at this level should be able to draw from the students their understanding of the EU (Essential or Enduring Understanding) which may be expressed using any of
the facets of understanding, or any other appropriate manifestation of understanding as applied in other subject areas.

The highest level of assessment focuses on the products or performances which students are expected to produce through authentic performance tasks. The GRASPS model of assessment (McTighe and Wiggins, 2005) may be used for this purpose.

Results of the assessment across levels should be fed back immediately to the students, consistent with the principle of assessment as learning. As already mentioned, students need to learn from the results of the assessment so they know what to improve further, and then plan strategically how they can address any learning deficiency.

**ALTERNATIVE LEARNING SYSTEM (ALS)**

In the following page is a chart of the equivalency testing of the Alternative Learning System (ALS).

3. **Please identify the institutional mechanisms in your country used to collect and process information and to assess adherence to norms and standards established to ensure quality of education.**

   (Please specify if there are different mechanisms monitoring public or private institutions)

   The institutional mechanism that aims to collect and process information and to assess adherence to norms and standards established to ensure quality of education would be the Basic Education Sector Reform Agenda (BESRA) that the Department of Education (DepED) conceptualized in mid-2005 to facilitate the implementation of the Philippine Education for All 2015 Plan, as well as to sustain and institutionalize initiatives or interventions proven to be effective in increasing access to quality and relevant basic education. BESRA focuses on specific policy actions that seek to improve conditions affecting basic education provision, access and delivery in the following five key reform thrusts (KRT):

   1. KRT 1: Continuous school improvement facilitated by active involvement of Stakeholders;
   2. KRT 2: Better learning outcomes achieved through improved teacher standards;
   3. KRT 3: Desired learning outcomes enhanced by National Learning Strategies (NLS), multi-sector coordination and Quality Assurance and Accountability (QAA);
   4. KRT 4: Improved impact on outcomes resulting from complementary early childhood education, Alternative Learning Systems (ALS) and private sector participation;
   5. KRT 5: Changed institutional culture of DepED to better support these key reform thrusts

   In addition, the department is currently employing two modes of data collection and processing of school statistics. These are the regular Basic Education Information System (BEIS) and the Enhanced BEIS (E-BEIS).

   In the BEIS, the school heads (SHs) shall supervise their teaching and non-teaching personnel and staff in accomplishing their school profiles and submit these to their respective Division Offices (DOs) for data processing.

   In the E-BEIS, the SHs shall supervise the encoding of required school statistical data and submit these online.

   *(See Annex 7 for DepED Order 47, series 2011 and DepED Order 68, series 2011)*
PATHWAYS TO LEARNING IN NFE A&E SYSTEM:
A LEARNER'S POINT OF VIEW

STEP 3: Equivalency Testing, Certification and Graduation

From Step 2

Registers for NFE A&E Test

Takes NFE A&E Test

Successfully Completes NFE A&E Test

Prepares to exit NFE A&E System
- Graduation
- Counselling session to discuss learner’s future options

Learner returns to Step 2 to further upgrade knowledge/skills in areas he/she found difficult in NFE A&E Test

Returns to Step 2

Decides to try and retake NFE A&E test

Does not meet minimum standards of NFE A&E test

Exits NFE A&E System

Elementary Level NFE A&E graduate decides to continue in NFE A&E System. Enrols in Secondary Level NFE A&E

Returns to Step 1

Exits/Re-enters the World of Work

Enters other nonformal training programs

Enters formal training programs, e.g., TESDA and Meralco Foundation, Inc.

Enters/re-enters formal elementary or secondary school system (Learner must take PEPT for placement into respective formal grade/year levels)

Enrols in Academic-Focused Bridging Program

Enters post secondary, tertiary education through CHED/PASUC and its member institutions
4. Please provide information on other relevant initiatives and developments aiming to promote quality in education

Enhanced K+12 Basic Education Program. The K-to-12 program is the center-piece of the transformation of Philippine basic education as it will expand basic education from 10 to 12 years and making kindergarten mandatory prior to entry in Grade 1. K-to-12 is aimed at enhancing the quality of basic education as a matter of urgent policy action by uncrowding and enhancing the curriculum and making education relevant to socio-economic developments and trends. It will consist of the following: one year of kindergarten, six years of elementary education, four years of junior high school and two years of senior high school. The senior high school curriculum will be competency- and skills-based and will offer areas of specialization to prepare students for productive endeavour and to meet the country’s human capital requirements.

Major Programs/Activities/Projects of the Department of Education Under FY 2010-2011 (As of September 16, 2010).

<table>
<thead>
<tr>
<th>BUREAU OF ELEMENTARY EDUCATION (BEE)</th>
<th>TITLE</th>
<th>OBJECTIVES/DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Preschool Education for All Children</td>
<td>This program is the Department of Education's (DepED) commitment to Education For All (EFA) goals. It aims to provide quality preschool experiences for all 5-year-old children to prepare them for the formal curriculum in Grade I. Included in the program is the preschool curriculum model building and preschool building project.</td>
<td></td>
</tr>
<tr>
<td>II. Enhancement of Elementary Education Curriculum and Model Building</td>
<td>The SSES is a research and development project designed to develop students with higher aptitude for science and mathematics through the implementation of an enhanced science and mathematics curriculum at the elementary level. Children enrolled in the program are identified using set criteria and are primed to be mainstreamed to the Science and Technology High Schools. The project was piloted in SY 2007-2008 to selected 57 schools in 55 divisions in 16 regions particularly among the gifted and fast learners classes in Special Education Center and regular schools.</td>
<td></td>
</tr>
<tr>
<td>A. Special Science Elementary Schools (SSES) Project</td>
<td>The MTB-MLE is the project being initiated by the Department to sustain the implementation of the Lingua Franca Education Project which has been implemented in SY 1999-2000. The overall goal is to develop lifelong learners at the elementary level who are proficient in the use of their first language (L1), the national language (L2) and other languages.</td>
<td></td>
</tr>
<tr>
<td>B. Mother Tongue-Based-Multilingual Education (MTB-MLE) Project</td>
<td>This project is geared towards the creation and operation of a Special Program in the Arts in public elementary schools for the early detection, intervention and development of pupils from preschool to Grade VI who have exhibiting potentials in the field of arts like music, dance, visual arts, theater, and creative writing.</td>
<td></td>
</tr>
</tbody>
</table>
### III. Increasing Participation and Completion

<table>
<thead>
<tr>
<th>A. Multigrade Program in Philippine Education (MPPE)</th>
<th>An alternative delivery system to democratize access to and improve the quality of elementary education through the completion of incomplete elementary schools and the organization of multigrade classes in sparsely populated, isolated and hard-to-reach areas. The program maintains education services in barangays with decreasing enrolment and maximizes the use of thin resources like lack of classrooms, teachers, and other education resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Special Needs Education Program</td>
<td>This program aims to address the significant keys in special education namely: <strong>Early Intervention</strong> – ensuring that children with disabilities and their parents have access to suitable help and care; <strong>Removing Barriers to Learning</strong> – embedding inclusive practice in all schools and early years setting; <strong>Raising Expectations and Achievement</strong> – developing teaching skills and strategies and focusing on progress these children make; and <strong>Delivering Improvement In Partnership</strong> – a hands-on approach on collaboration with parents and the community.</td>
</tr>
</tbody>
</table>

### IV. School Quality Assurance

| A. Accreditation Program for Public Elementary Schools (APPES) | The APPES is an evaluation system to challenge all public elementary schools to strive for excellence through recognition and enlightened self-evaluation based on agreed standards. In 2003, the project was launched involving eight (8) pilot schools with Level I accreditation. |

### V. Distance Education for Public Elementary Schools

| A. Modified In-School Off-School Approach (M-ISOSA) | The M-ISOSA is an alternative delivery mode of education which is meant to address the problem of congestion or overcrowding of classes due to classrooms and teachers shortage thus resulting to big class size, less contact time with pupils, absenteeism, and insufficient learning materials. These problems if left unaddressed will result to poor school performance in learning outcomes, participation, and completion. |
| B. Distance Education for Public Elementary School (DEPES) | The program aims to improve participation and cohort-survival rates and to reduce incidence of dropouts through the establishment of a modified distance program for both regular children and those with special needs. It also provides opportunities for continuous upgrading of teachers' professional competencies through self-instructional training modules. |

### VI. Support to Professional Enhancement/Development

| A. Professional Enhancement and Development | The program serves as the human resource development strategy of the Bureau aimed at enhancing employee’s commitment, increasing |
their productivity, and improving their competency and career life. This also includes capability building of field personnel in the regions, divisions, and schools by providing specialization trainings/scholarship grants. Likewise, Chiefs and Assistant Chiefs of elementary education divisions hold regular conferences to update them with the current trends in education, and review programs and projects for policy recommendation.

### VII. Every Child A Reader Program (ECARP)

The ECARP is a national program to make every Filipino child a reader and ensures that all children from Grades I-III are reading at their own levels. It is designed to provide elementary pupils the necessary materials to improve their achievement in reading. It also seeks to develop a training model to enhance teachers' competence in the teaching of reading in the elementary grades.

#### A. Reading Recovery Program

Reading Recovery is an effective early literacy intervention designed to reduce significantly the number of children with literacy difficulties in school. It provides daily one-to-one teaching with a specially trained teacher for children making the slowest progress in literacy learning after a year at school. It is also a supplementary to classroom instruction. The aim of Reading Recovery is to prevent literacy difficulties at an early stage before they begin to affect a child's education progress.

#### B. Philippine Informal Reading Inventory (Phil-IRI) Assessment Project

Phil-IRI is the assessment component of ECARP which aims to gauge the reading proficiency level of pupils and to make every Filipino child a reader at his/her own grade level. Under this project, new set of tools are printed and distributed to all regions and divisions. These tools are administered by the teachers to all public elementary pupils as pre- and post-test every school year. In support to the project, downloading of funds were provided to all regions and divisions for production and distribution of tools. Likewise, the Phil-IRI database system was launched in SY 2009-2010 to facilitate the processing and analysis of data at the school, division, regional, and national levels.

### BUREAU OF SECONDARY EDUCATION (BSE)

#### I. Continuing Education Program

A. Dropout Reduction Program (DORP)

This is a dropout intervention program of DepED for secondary education to reduce dropout rate and increase participation rate. It has three major modalities: Open High School Program (OHSP), Effective Alternative Secondary Education (EASE), and Schools Initiated Interventions (SII).
### A. Continuing Education Via Television (CONSTEL)

This project are video lessons in English, Science, and Mathematics (ESM) which were meant to help teachers teach and students learn difficult topics/skills and integrate computers in teaching. The video lessons show integrative teaching and collaborative learning. They are packaged for viewing into segments which will maximize a section of a lesson plan, either the presentation or the development or the enrichment or remediation part.

Instructional plans and technical scripts for CONSTEL ESM II and III were developed under this program. Concepts/skills that were targeted in the plans and scripts were drawn from those not mastered or least mastered based on the results of the National Achievement Test (NAT) and those identified by the teachers as difficult to teach.

### B. 2010 Secondary Education Curriculum (SEC)

The curriculum in the Philippines is revised every ten (10) years as a matter of practice, but the rapid rate of change in education and the fast obsolescence of knowledge necessitate a continual revisiting and updating of the curriculum to make it responsive to emerging changes in the needs of the learner and of society. Thus, the refinement of the curriculum remains to be a work in progress.

Aside from the issue of relevance, the refinement of the secondary education curriculum was guided by the need, as articulated in the EFA Plan 2015, to streamline its content in order to improve student mastery and contribute to the attainment of functional literacy.

This became the primary consideration in the design of the curriculum and the formulation of standards and the essential understandings from which the content of the curriculum was derived.

### III. Continuing Special Programs

#### A. Special Program in the Arts (SPA)

SPA is a nationwide program for students with potentials and talents in the arts namely: Music, Visual Arts, Theater Arts, Media Arts, Creative Writing, and Dance. The program was initially piloted in 17 schools and later adopted by 51 secondary schools. Teacher-implementers of the program were provided an advanced level of training in the six areas of art. The training was also participated in by Regional and School Coordinators.

#### B. Special Programs in Sports (SPS)

SPS aims to develop further talented athletes who can be trained for higher levels of sports competition nationally and/or internationally. It was initially implemented in 15 schools and later mainstreamed in 300 secondary schools.

#### C. Engineering and Science Education Program of Science and Technology-Oriented High Schools

These are special science classes attached to big national high schools designed as an enrichment program in Science and Mathematics. It aims to
<p>| D. Regional Science High School (RSHS) | improve the quality of the learning process to prepare students for courses in engineering in the tertiary level. The program is implemented in 197 schools in the country. A network of 17 schools in the country catering to students with talents in the sciences. The network focuses on the development of science culture among science-inclined students, thereby encouraging them to take up a career in the field of science. |
| E. Special Program in Journalism (SPJ) | The SPJ is a special program which was being implemented by DepED in response to the need for developing children with talents in journalism. It was designed to provide students who have rich experiences in print and broadcast media. |
| F. Special Education Program (SPED) | SPED is designed to serve students with special needs. From an original 89 secondary schools it was expanded to 222 secondary schools across the country. Some of these schools are now equipped with some assistive devices, instructional materials, and other facilities funded by the Php 500,000.00 subsidy from the national government. Teachers were also trained in basic classroom accommodation strategies for the differently-abled students. |
| G. Special Program in Foreign Languages (SPFL) | SPFL designed for students who have demonstrated competence in English and are capable of learning another foreign languages such as Spanish, Japanese, French, and German. |
| H. Accreditation for Public Schools | Aimed at setting-up a voluntary accreditation for public secondary schools. An accreditation framework was developed for public schools composed of standards, criteria, and instruments in evaluating schools effectiveness. |
| I. Certification Program ESM + AP, TLE, Fil., MAPEH, EP | The certification program aims to improve the capability of teachers who are non-majors in Science and Mathematics by: 1) implementing a certificate program that will increase their knowledge of content and upgrade their competence in teaching and assessment for learning; 2) setting up a teacher support group among the teacher for the provision of continuing professional enhancement; and 3) utilizing the results of progress monitoring and evaluation to design follow-through divisional interventions for continuous teaching development and professional upgrading. |
| IV. Expanding Access to Secondary Education Programs A. Open High School Program (OHSP) | OHSP is offered to in-school youth (ISY) and out-of-school youth (OSY) who cannot attend the school regularly for justifiable reasons. It is |</p>
<table>
<thead>
<tr>
<th><strong>B. Government Assistance to Students and Teachers in Private Education (GASTPE)</strong></th>
<th>GASTPE is a program that aims to increase participation rate and to decongest public secondary schools through the extension of financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools. The assistance is provided to private education through the Education Service Contracting (ESC) and the Education Voucher System (EVS).</th>
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<tbody>
<tr>
<td><strong>V. Child-Friendly School System (CFSS)</strong></td>
<td>The CFSS in secondary schools is a program that is in line with the Sixth Country Program for Children (CFPC-VI) of UNICEF. This program seeks to respond to the needs of students in disadvantaged conditions (e.g., congested classroom, areas of armed conflict, prevalence of child labor, indigenous peoples, and integrated schools). CFSS is an expansion program from the elementary level. It was piloted and initially implemented in eight (8) secondary schools and expanded to 52 high schools (60 UNICEF-led CFSS), and another 54 more schools added to better serve the youth. To date, a total of 114 schools are already in the CFSS movement. The BSE-led child-friendly schools have undergone all the training based on the modules developed by the UNICEF. The program also provided capacity building to PTCA presidents (or alternate) community health workers, and school officials on Student and Community Participation and Health Promotion.</td>
</tr>
<tr>
<td><strong>B. Philippine Schools Overseas (PSO)</strong></td>
<td>Under the program, the Department processes the PSO requests for permit to operate and for government recognition. Four (4) new PSOs were given permit to operate bringing the total to 48 PSOs serving the needs of 14,836 children of overseas Filipino workers.</td>
</tr>
<tr>
<td><strong>VI. Organizational Efficiency Programs</strong></td>
<td>BSE staff are sent to training/continuing professional development, either locally or internationally. It equips personnel in leadership roles particularly in the field of curriculum and instruction. It also build the capacity of BSE staff through participation in training programs and conference locally and internationally.</td>
</tr>
<tr>
<td><strong>B. Exchange Visitors Program</strong></td>
<td>This is a regulatory and development service being extended to Filipino secondary school teachers currently teaching Science,</td>
</tr>
<tr>
<td>BUREAU OF ALTERNATIVE LEARNING SYSTEMS (BALS)</td>
<td>Mathematics, English and Special Education in the United States. Under this program, the Department review/evaluate projects and proposals submitted by the Commission on Filipinos Overseas (CFO).</td>
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<tr>
<td><strong>A. MAJOR PROGRAMS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I. Basic Literacy Program (BLP)</strong></td>
<td>This is an institutionalized program aimed towards the Eradication of Illiteracy (EOI) among basic non-literate out-of-school children, youth, and adults. It is delivered through the unified ALS Contracting Scheme.</td>
</tr>
<tr>
<td><strong>A. Family Basic Literacy Program (FBLP)</strong></td>
<td>This is a literacy service learning intervention utilizing literate family members to help non-literate members upgrade their literacy skills and improve the educational opportunities of poor families in the depressed, deprived, and underserved (DDU) areas.</td>
</tr>
<tr>
<td><strong>B. Alternative Learning System for Differently-Abled Persons (ALS-DAP)</strong></td>
<td>This project aims to deliver BLP to the special differently-abled children/OSY/Adults (like e.g., the hearing impaired, etc.) who have not availed of/ have no access to the formal school system through specialized approaches (e.g.: sign language) in coordination with Special Education Division.</td>
</tr>
<tr>
<td><strong>C. ALS Mobile Library</strong></td>
<td>This is a collection of print and non-print materials like books, pamphlets, recordings, and film placed in a receptacle and circulated in target areas to serve the literacy needs of prospective learners, this comes after the implementation of the BLP-, LSCS, FBLP, and other ALS programs/projected areas.</td>
</tr>
<tr>
<td><strong>D. Indigenous Peoples (IP) Education-(BLP)</strong></td>
<td>This is an ALS program comparable to basic education aimed at providing culturally-appropriate knowledge, attitudes, values, and life skills and other community-based support services responsive to the expressed specific needs, interests, and aspirations of the IPs. This is an institutionalized community-based program aimed at addressing their basic learning needs and making them basically literate.</td>
</tr>
<tr>
<td><strong>E. Arabic Language and Islamic Values Education (ALIVE) in ALS</strong></td>
<td>This is a special project of the DepED under the Office of Muslim Affairs (OMA) that aims to contribute to the peace effort of the government by helping Muslim migrants (OSC, OSA and OSY) to become functionally literate and uplift their lives.</td>
</tr>
<tr>
<td><strong>II. Accreditation and Equivalency (A&amp;E) Program</strong></td>
<td>A program aimed at providing an alternative pathway of learning for out-of-school youth and adults who are basically literate but who have not completed the 10 years of basic education mandated by the Philippine Constitution. Through</td>
</tr>
</tbody>
</table>
### A. Computer-Based Instruction (eSkwela)

This program, school dropouts are able to complete elementary and high school education outside the school system.

### B. Radio-Based Instruction (RBI) Program

The computer-based delivery takes advantage of the promise of providing learning opportunities through ALS that is characterized by separation of the learning facilitator from the learner and use of mixed media software. The project targets OSY and adults above 15 years, as well as all other disadvantaged in-school age groups in cities and urban areas in the country.

### C. IP-A&E

Radio broadcast is an alternative delivery mode utilizing the A&E Program of the BALS. This program utilizes radio broadcasting through local radio stations in selected sites. As an alternative learning delivery system, it hopes to provide a viable delivery system for basic education. The specific objectives of the program are: 1) to provide learning opportunities for listeners who are OSYs and adults; and 2) to enable learners/listeners acquire equivalency in basic education.

### D. mLearning

This is an institutionalized community-based program for the IPs aimed at addressing the basic learning needs of the IPs and making them functionally literates.

### III. Informal Education (InfED) Program

This is a delivery mode of teaching-learning intervention thru the use of mobile phones.

### C. IP-InfEd

InfED is an educational activity that addresses the special needs and interests of the marginalized and other interest groups of learners, making use of the life-skills approach for personal development.

### B. Sustainable Environmental Education Development (SEED)

This is an institutionalized community-based program for the IPs aimed at addressing their expressed specific needs, interests, and aspirations.

### C. Informal Education for Various Interest Groups

This is an InfED project which focuses on environmental concerns of the community.

### D. Adolescent Friendly Enhancement Program (AFLEP)

It is an ALS lifelong learning program aimed at providing learning experiences to develop/enhance or pursue an individual or group's interests on his/her chosen social, civic, spiritual, cultural, recreational, health, economic, and other lifelong learning activities for personal or community development.

The AFLEP is a pioneering InfED program that caters to specific needs and interests of a specific group of learners which are adolescents aged 16 to 24 years old. For the 27 million Filipinos who did not complete basic education and composed...
### B. DELIVERY MECHANISMS/FIELD OPERATION

#### I. DepED Delivered

<table>
<thead>
<tr>
<th>A. ALS Mobile Teacher Program</th>
<th>The ALS Mobile Teacher Program makes education accessible to OSYs and adults in deprived, depressed, and underserved communities. The program utilizes mobile teachers who go from one community to another to provide ALS. The program also covers other support components to mobile teachers such as materials, capacity development, and other forms of assistance to ensure effective program delivery. It is a delivery mechanism which the Department through the Division Offices enters into a contract with private groups or organizations and other government organizations in order to deliver the BLP and the A&amp;E Program.</th>
</tr>
</thead>
</table>

#### II. DepED Procured

<table>
<thead>
<tr>
<th>A. Unified ALS Contracting Scheme</th>
<th>This is a delivery mechanism which ensures the participation of legitimate small groups and organizations at the grassroots level, whether they are independent or affiliates of umbrella organizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Balik-Paaralan Para sa Out-of-School Adults (BP-OSA): for A&amp;E</td>
<td>The BP-OSA is an ALS program for the secondary level dropouts being delivered in 59 secondary schools by secondary school teachers serving as instructional managers.</td>
</tr>
<tr>
<td>C. ALS Gabay-Aral sa Pamayanan (AGAP): for BLP &amp; A&amp;E</td>
<td>The AGAP program is an ALS implementation delivery mode for providing education in areas where the AGAP volunteers live to conduct intensive community-based training for illiterate OSCs. OSYs and adults who are willing to learn basic literacy skills or other desired and necessary competencies for continuing education.</td>
</tr>
</tbody>
</table>

#### III. Assessment and Certification System (A&E Test)

| II. Assessment and Certification System (A&E Test) | It is a system of certification through successful completion of the ALS A&E Test at two learning levels: Elementary and Secondary. The test in both levels are standardized paper and pencil-based tests and composition writing. Successful passers of the said test will have access to counseling regarding options and possible pathways whether to re-enter/return to or shuttle from the ALS system to the formal school system or vice-versa or opt to enter the world of work. |

### INSTRUCTIONAL MATERIALS COUNCIL SECRETARIAT

| I. Textbook Delivery Program | This program is a nationwide partnership between the Department and civil society. |
II. Textbook Walk Program

This program aims to synchronize school- or community-based efforts where local volunteers and companies organize to supplement the mechanisms for onward distribution of the DepED in bringing textbooks and other instructional materials to the recipient elementary schools. With the successful implementation of this program which was initially pilot-tested by G-Watch in 12 districts of 3 divisions, this program shall now be implemented to different districts with English, Science and Mathematics textbook deliveries. The preparations for the Textbook Walk Program includes the formulation of the design of the plans and mechanisms, identification of the pilot areas and prospective community participants, conduct of briefing-orientations, and follow-up coordination leading to the event.

III. Textbook Exchange Program

The program aims to eradicate multiple/duplicate titles per subject per grade/year level, flush out unused or surplus textbooks, and shortages. This shall cover all textbook purchases made through national, regional, and divisional procurements. At the start of the year, the Supply Officers or Designated Property Custodians, Principals, School Heads, District Supervisors, Teachers-in-Charge shall identify unused, surplus or multiple/duplicate textbooks that have not been used or have been stored for more than three (3) years in stockrooms or storages. The textbook lists shall be subjected to the program. The textbook lists for the program shall not include: a) books that have exceeded their life span of five (5) years; b) books that are due for condemnation and to be discarded; c) PRODED and SEDP series; and d) books that are deemed to be in decrepit condition. The program shall have direct impact on textbook shortages nationwide.

IV. Textbook Audit on Utilization, Delivery, and Distribution Project

This project aims to gather data from the field that will assist management in formulating policies to improve current systems and procedures on textbook utilization, delivery, and distribution as well as to gain feedback on the quality of instructional materials being provided by the Central Office to the public schools.

NATIONAL TEACHING INSTRUMENTATION CENTER (NSTIC)

I. Development of Standard and Improvised Science Equipment

To do research and development of science equipment so that it can be manufactured in the Philippines using locally available materials, technology, and manufacturing equipments.
## II. Development of print and Non-print Instructional Materials Related to Science Equipment Development

There are two types of science equipment developed by NSTIC namely: the standard and the improvised science equipment are those made using conventional manufacturing equipment while the improvised kind are the simplified versions of the standard science equipment that can be constructed by the science teachers in situ.

## III. Mass Production and Purchase of Science and Math Equipment, Laboratory Glassware and Consumables

NSTIC will also produce manuals for every science equipment that will be developed so that users will be guided on the functionality and proper maintenance procedures. The manuals are very important for the users to have better appreciation of the equipment.

Distribution of science and math equipment, laboratory glasswares, and consumables that will be used by science and math teachers of identified recipient schools to improve the academic performance of the students. Cabinets will also be included to provide proper and safe storage of the aforesaid equipment. A public bidding will be initiated by Bids and Awards Committee (BAC) of the Central Office, and NSTIC will act as the project implementing unit and Quality Control Inspector.

## IV. Capability Building for Science Teachers

There are three projects under the capability building for science teachers namely: a) Training Workshop on the Improvisation of Science Equipment - to train the elementary and secondary science teachers in the different skills of doing science equipment improvisation so that they can construct their own improvised science equipment in case the need arise. There will be discussion of the content in relation to the improvised science equipment constructed. NSTIC will provide the training materials and construction manuals; b) Training Workshop on the Use and Care of Standard Science Equipment - the participants will be trained on the proper use/application and maintenance and repair procedures of the standard science equipment that will be distributed to the schools. There will be discussion on the content in relation to the application of the science and math equipment. The main objective of the training is to maximize the utilization of the distributed science and math equipment; to enhance the knowledge of the science teachers; and extend the useful life of the equipment; and c) Orientation on the Procedures of Inspection at the Receiving End, Acceptance and Familiarization of Science Equipment - part of the capability building is the orientation in the procedures of inspection, acceptance and the accomplishing of the documents of the science and math equipment that will be delivered to the schools. The participants who are school head, supply officer, and science supervisor will be exposed to the equipment for familiarization purposes.
V. Other Programs/Projects

A. Library Hub Project

The projects aims to develop the love for and habit of reading among public school pupils and students through building a warehouse of supplementary reading materials called the Library Hub. The hub is anchored on the principle that every child can develop desirable reading habits and skills through greater access to reading materials. Ultimately, it will create a pervasive reading culture and environment in public schools. Under the project, the Department is tapping the support and cooperation of both internal and external stakeholders.

B. DepED Computerization Program

The programs aims to provide public schools with appropriate technologies that would enhance the teaching-learning process and meet the challenges of the 21st century. The program shall provide one computer laboratory to all secondary schools.

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES (NEAP)

I. Principals Program

A. Basic Course in SBM – Transformational Leadership

A four-day program to enhance the competencies of the school heads as transformational leaders to address the low achievement of learners, high dropout rate, low survival rate, low participation rate, and low completion rate; also offered as induction program for incoming school heads.

B. Instructional Leadership

A four-day program to enhance competencies of school heads on instructional supervision.

C. Training Workshop on School Improvement Plan (SIP) Preparation

A six-day program for the professional development of elementary/secondary school heads on developing school improvement plan to remedy problem on participation rate, dropout rate, completion rate, and low performance.

D. Training on Performance Management

A three-day program to review competencies of school heads in the different cycles of performance management.

E. Basic Course on School-Based Management (BCSBM) (Elementary and Secondary) Induction Program for Principals Qualifying Passers

A four-day program to enhance competencies of the school heads as bridging and transformational leaders to address low achievement of learners, high dropout rate, low survival rate, low participation rate, and low completion rate.

II. Directors Program

A. Training on Project Management

A five-day training/workshop on the awareness on the cycles of Project Management specifically on the application of the systematic approach to the management of tasks/projects whose objectives are explicitly stated in terms of the time, cost, and based on its performance parameters.

B. Session Guide Writeshop

The developing of session guides that would equip the trainers in the conduct of Regional Education Development Plan (REDP) preparation.

C. Course on Strategic Planning Management – REDP

A two-phase training/workshop on the preparation of plans that are carefully structured and focusing on key goals and strategies that will lead to the achievement of objectives and better
### III. Superintendents Program

| A. Training-Workshop on Division SIP Appraisal | A four-day planning activity designed to ensure quality plans both at the school and the division levels. It provides the venue for both the Division and the schools to collaborate on strengthening the school performance. The appraisal process provides the division with detailed information of the programs and projects of the schools. |
| B. Special Training for SEDIP Divisions on the DEDP Enhancement | A 6-day revisit of DEDPs with focus on the alignment of goals and purpose to that of the SIP and the REDP. |
| C. DEDP Preparation for ARMM and RDRT for the Region | It is a two-phase training-workshop on the formulation of the DEDPs. |
| D. Training on Project Management | A four-day training/workshop where the Division is guided in setting up an internal M&E system that tracks the progress of DEDP Execution and in assessing the major milestones of its implementation. |

### IV. Supervisors Program

| A. Training of Trainers (TOT) on Transformational Leadership for Regional Level | A four-day program to enhance the competencies of the regional supervisors in bridging and assisting leaders in the field thru a positive changes by helping and influencing them with at a deeper level of belief, thru the actual execution in addressing low performance and achievement of learners. |
| B. Training of Trainers (TOT) on the Development of M&E Instruments | A 5-day program that enhances knowledge and skills among the prospective trainers in the effective process of developing and utilizing M&E instruments. |
| C. TOT on Instructional Leadership for Education supervisors (selected ESs from the Region) | A four-day program to enhance competencies of education supervisors in facilitating effective and efficient instructional supervision. |

### V. Trainers Development Program

<p>| A. TOT for SIP Preparation | A six-day program for the professional development of elementary/secondary school heads on developing SIP to remedy problem on participation rate, dropout rate, completion rate, and low performance. |
| B. TOT on Instructional Leadership Course | A four-day program to enhance competencies of school heads on instructional supervision. |
| C. TOT on BCSBM | A four-day program to enhance the competencies of the school heads as transformational leaders to address low achievement of learners, high |</p>
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<tr>
<td>D.</td>
<td>TOT on REDP</td>
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<td>E.</td>
<td>TOT on the Institutionalization of Division M&amp;E System</td>
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<td>F.</td>
<td>TOT on Basic Course for Training &amp; Development (T &amp; D) Team on Designing and Implementing Training Programs</td>
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<td>G.</td>
<td>TOT (Basic Course 2) on Performance-Based Evaluation</td>
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<td>H.</td>
<td>TOT on the Establishment and Relative Operations of NEAP in the Region</td>
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<td>I.</td>
<td>Training of Assessors</td>
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<td>J.</td>
<td>TOT on Performance Management Program</td>
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<td>K.</td>
<td>TOT on Establishing and Managing a Reading Program</td>
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<td>L.</td>
<td>TOT of Potential SIP Trainers – Basic Training Management Course (BTMC) and Training in Facilitation Skills (TFS)</td>
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<td>M.</td>
<td>TOT for Action Research Preparation</td>
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<tr>
<td>N.</td>
<td>Workshop on the Evidence-Based Advocacy for Gender Equality and Equity in Education</td>
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The following Health and Nutrition Programs address EFA Goals (Expanding early childhood care and education; Improving the quality of education; & Providing learning and life skills to young people and adults) and MDG Goals (Eradicate extreme poverty and hunger; Reduce child mortality rate; Combat HIV/AIDS, malaria, and other diseases; & Ensure environmental sustainability).

HEALTH PROGRAMS

1. **Medical / Dental / Nursing Services**
   Aims to promote, protect and maintain the health status of school children and teachers and non-teaching personnel through the provision of various health services and inculcation of desirable values and behavior. Implemented with various government agencies, NGOs and professional organization.

2. **Nutritional Assessment which is done by nurses**
   Nutritional assessment is the appraisal of available information to provide a description of existing nutritional situation. Height and weight of children are determined and compared with the WHO Child Growth Standards Tables and Charts to come up with the nutritional status of children.

3. **Integrated Soil Transmitted Helminthiasis Prevention and Control Program (School-based Deworming Program)**

4. **Vision and Auditory Screening**
   An intervention to prevent eye and ear diseases.

5. **Essential Health Care Program (EHCP)**
   A school-based health program that teaches simple and cost-effective health interventions like proper handwashing and correct toothbrushing that promote cleanliness and prevent illness among public school children.

6. **Oral Health Care Program**
   7 O’Clock Toothbrushing Habit Activity – A program to enhance oral health education and prevent dental diseases through the inculcation of a daily toothbrushing habit.

7. **School-Based HIV & AIDS Education Prevention Program**
   Is a practical and massive information dissemination campaign anchored on RA 8504 (The Philippine AIDS Prevention and Control Act of 1998). It seeks to educate the general population on the risks of HIV and AIDS as an attempt to reduce infection.

8. **National Drug Education Program (NDEP)**
   An educational endeavor aimed to raise the consciousness of elementary and secondary students on the perils of use of illicit drugs. It has been designed to enable all sectors to work collaboratively with the school system as the core, thereby unifying all sectoral endeavors. It is anchored on RA 7624 of 1992 (An Act Integrating Drug Prevention and Control in the Intermediate and Secondary Curricula as well as the Non-Formal, Informal and Indigenous Learning Systems) and RA 9165 (Comprehensive Dangerous Drugs Act of 2002).

9. **Traditional and Alternative Health Care**
   In collaboration with the Philippine Institute of Traditional and Alternative Health Care (PITAHC) of the DOH, school health personnel and parents are trained on the preparation and use of locally available but effective herbal medicines for the treatment of common ailments.

10. **Health-Promoting School Program**
    One of the components of CFSS where all members of the school community work together to provide students with integrated and positive experiences and structures which promote and protect their health.
11. Teachers’ Health Welfare Enhancement Program
School health personnel shall conduct health examination and health profiling of all teachers and non-teaching personnel. Those found at risk or manifesting signs and symptoms of illnesses are managed accordingly.

12. School-Based Tuberculosis Prevention and Control Program
Includes casefinding and treatment of TB symptomatic DepED personnel and students. It is implemented in coordination with the Department of Health and PhilHealth.

13. Psycho-Social Intervention Program
Designed to prepare school health personnel with the knowledge and skills to conduct psycho-social intervention as well as train other school personnel on crisis management especially in war-torn and calamity-stricken areas.
APPENDIX

Translation of Words in Vernacular Mentioned in the Answers provided by the Department of Education of the Philippines

Page 3

**Palarong Pambansa** - National Sports Competition

Page 4 (footnote)

**Batas Pambansa 232** - National Law 232

Page 5 (under a. School Infrastructure)

*item 1.a.*

**Barangays** - the smallest administrative division in the Philippines and is the native Filipino term for a village, district or ward

*item 1.b.*

"**Classroom Galing sa Mamamayang Pilipino Abroad**" - Classroom from Filipino Citizens Abroad

*item 1.e.*

**Brigada Eskwela Plus** - School Brigade Plus

Page 8 (under 8. Department Orders, Memoranda, item d.)

**"Bayanihang Eskwela"** - The origin of the term *bayanihan* can be traced from a common tradition in Philippine towns where community members volunteer to help a family move to a new place by volunteering to transport the house to a specific location. The term *bayanihan* has evolved into many different meanings and incorporated as codenames to projects which depict the spirit of cooperative effort involving a community of members.

Eskwela means school.