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# Meeting The Challenges of The New Normal

## – Philippines

PRESENTED BY

- DEPARTMENT OF EDUCATION

# I. Country Profile (1)

## Infrastructure

- Country Wide Internet Penetration and connectivity
- Country Wide Electricity Coverage
- % of Households with access to digital devices
- % of Households with access to TVs / Radio

## Government

- Education Sector Master Plan available?
- ICT for education plan available?

## Students/Caregivers

- Breakdown/ranking of mode of remote learning: online/TV/radio/paper/drop out

## Partners/Providers

- Major EdTech providers/Content providers/non-profit organisations (list no more than five) in supplementing the governments' efforts

# Country Profile - INFRASTRUCTURE

## Infrastructure

- Country Wide Internet Penetration and connectivity
- Country Wide Electricity Coverage
- % of Households with access to digital devices
- % of Households with access to TVs / Radio

# Internet Connectivity SY 2020-2021

Region	Schools with Internet Connectivity (ES)		Schools with Internet Connectivity (JHS)		Schools with Internet Connectivity (SHS)	
	Number	Percentage	Number	Percentage	Number	Percentage
Region I	2,008	83.32%	487	84.99%	403	74.91%
Region II	1,770	79.98%	399	85.62%	265	78.64%
Region III	2,343	77.56%	680	85.32%	457	78.66%
Region IV-A	2,171	79.03%	616	81.81%	363	71.46%
Region IV-B	1,311	68.96%	352	76.36%	213	77.74%
Region V	1,465	46.39%	442	60.71%	376	55.87%
Region VI	2,302	67.53%	599	74.50%	456	69.72%
Region VII	1,715	58.19%	692	73.93%	507	66.71%
Region VIII	2,000	54.85%	360	61.12%	258	60.14%
Region IX	1,089	51.20%	285	67.06%	196	56.48%
Region X	1,261	58.38%	341	59.41%	226	65.13%
Region XI	953	54.90%	339	58.85%	239	65.30%
Region XII	1,065	58.32%	404	64.85%	259	65.08%
CARAGA	923	54.13%	325	69.44%	238	60.41%
BARMM	1,097	51.45%	157	50.81%	109	54.23%
CAR	1,172	76.15%	248	75.38%	157	69.16%
NCR	505	97.87%	270	95.41%	166	73.45%
<b>Grand Total</b>	<b>25,150</b>	<b>64.17%</b>	<b>6,996</b>	<b>72.17%</b>	<b>4,888</b>	<b>67.33%</b>

# Electricity Supply SY 2020-2021

Region	Schools with Electricity Supply (ES)		Schools with Electricity Supply (JHS)		Schools with Electricity Supply (SHS)	
	Number	Percentage	Number	Percentage	Number	Percentage
Region I	2,396	99.42%	571	99.65%	535	99.44%
Region II	2,192	99.05%	459	98.50%	335	99.41%
Region III	2,992	99.04%	785	98.49%	577	99.31%
Region IV-A	2,735	99.56%	748	99.34%	503	99.02%
Region IV-B	1,855	97.58%	455	98.70%	272	99.27%
Region V	3,123	98.89%	722	99.18%	665	98.81%
Region VI	3,374	98.97%	796	99.00%	636	97.25%
Region VII	2,915	98.91%	927	99.04%	748	98.42%
Region VIII	3,553	97.45%	583	98.98%	427	99.53%
Region IX	2,076	97.60%	424	99.76%	336	96.83%
Region X	2,084	96.48%	563	98.08%	340	97.98%
Region XI	1,677	96.60%	555	96.35%	361	98.63%
Region XII	1,736	95.07%	609	97.75%	384	96.48%
CARAGA	1,662	97.48%	454	97.01%	381	96.70%
BARMM	1,834	86.02%	304	98.38%	194	96.52%
CAR	1,523	98.96%	329	100.00%	221	97.36%
NCR	513	99.42%	280	98.94%	224	99.12%
<b>Grand Total</b>	<b>38,240</b>	<b>97.57%</b>	<b>9,564</b>	<b>98.66%</b>	<b>7,139</b>	<b>98.33%</b>

# Teacher-Learner Ratio SY 2020-2021

Region	Elementary	Junior High School	Senior High School
Region I	24.18	23.99	26.10
Region II	23.60	24.45	25.29
Region III	29.10	25.00	27.22
Region IV-A	30.43	26.15	27.47
Region IV-B	25.38	23.45	26.06
Region V	23.79	21.98	22.98
Region VI	24.73	26.16	28.41
Region VII	25.69	22.60	27.07
Region VIII	22.22	23.68	28.09
Region IX	24.25	25.73	25.55
Region X	26.64	25.48	26.88
Region XI	26.55	24.21	27.32
Region XII	27.25	26.47	27.21
CARAGA	24.54	23.30	23.31
BARMM	32.64	27.89	52.01
CAR	19.93	20.38	25.96
NCR	31.77	22.99	28.12
<b>Grand Total</b>	<b>26.61</b>	<b>24.40</b>	<b>26.83</b>

# Country Profile - GOVERNMENT

Government

- Education Sector Master Plan available?
- ICT for education plan available?

## E. STRATEGIC CONCERNS FOR ICT USE

Major Final Output	Critical Management/ Operating/Business Systems	Problems	Intended use of ICT
Access of every Filipino to an enhanced basic education program enabling them to prepare for further education and the world of work achieved	Education Policy Development Program	<p>No process for storing education researches that are needed for policy formulation</p> <p>Limited access to details of achievement data that would show specific competencies</p> <p>Limited information on whether the curriculum has been completely delivered by the schools</p> <p>Gathering of data for monitoring and evaluation takes very long</p> <p>Use of data is limited to a few individuals with experience in data analysis</p>	<p>Digitize education researches and store them in a platform that is searchable (DepEd Website)</p> <p>Provide detailed analysis of achievement data that would show specific competencies that need to be developed (Learning Management System)</p> <p>Record the lesson plan of teachers and match this against the curriculum so analysis can be made as to the status of curriculum delivery (Learning Management System)</p> <p>Establish a monitoring and evaluation process that utilizes mobile phone technology (Mobile Apps)</p> <p>Use maps and charts to visualize data and make them easier to understand (Geographic Information System)</p>
	Basic Education Inputs Program	<p>Data on teacher deployment is not real time</p> <p>Data on classrooms and equipment is not real time and data for several equipment that is crucial for school operations is not available</p>	<p>Establish a real time process for recording the location of teachers as soon as they are deployed to a school (DERPS – HR Module)</p> <p>Establish a real time process for recording deliveries and transfer of classrooms and equipment (DERPS – Asset Management Module)</p>





Republic of the Philippines  
**Department of Education**  
OFFICE OF THE SECRETARY

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20 April 2021

**GREGORIO B. HONASAN II**

Secretary  
Department of Information and Communications Technology (DICT)  
C.P. Garcia Avenue  
Diliman, Quezon City

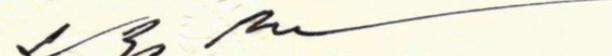
Dear **Secretary Honasan**:

Respectfully transmitting the attached Information Systems Strategic Plan (ISSP) for the period 2022-2024 of the Department of Education (DepEd), for the Department of Information and Communications Technology (DICT)'s reference.

For questions relative to the above-mentioned Plan, please transact with the Information and Communications Technology Service-Office of the Director via email: [icts.od@deped.gov.ph](mailto:icts.od@deped.gov.ph).

Thank you.

Very truly yours,

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

# Country Profile – STUDENTS/CAREGIVERS

Students/Caregivers

- Breakdown/ranking of mode of remote learning: online/TV/radio/paper/drop out

# Breakdown/ranking of mode of remote learning: online/TV/radio/paper/drop out

## Learners were enrolled in alternative modalities

### ALL SECTORS AND LEVEL OF EDUCATION

Learning Modality	<b>SY 2020-2021</b>	<b>%</b>	<b>SY 2021-2022</b>	<b>%</b>	<b>Difference</b>
Modular Print	20,763,311	79%	20,485,978	75%	- 277,333
Modular Digital	543,530	2%	660,173	2%	116,643
Online	1,946,038	7%	2,042,908	8%	96,870
Educational TV	7,281	0%	6,941	0%	- 340
Radio	61,404	0%	79,187	0%	17,783
Homeschooling	27,316	0%	19,831	0%	- 7,485
Blended	2,878,142	11%	3,937,077	14%	1,058,935
<b>TOTAL</b>	<b>26,227,022</b>	<b>100%</b>	<b>27,232,095</b>	<b>100%</b>	<b>1,005,073</b>

# Breakdown/ranking of mode of remote learning: online/TV/radio/paper/drop out

## Learners were enrolled in alternative modalities

### PUBLIC (ALL LEVELS OF EDUCATION)

Similar enrollment trend in the previous School Year, greater percentage of learners in public schools are served under the Modular Print and Blended learning modalities.

Learning Modality	SY 2020-2021	%	SY 2021-2022	%	Difference
Modular Print	19,783,047	87%	<b>19,610,460</b>	82%	- 172,587
Modular Digital	432,953	2%	<b>564,366</b>	2%	131,413
Online	503,334	2%	<b>697,217</b>	3%	193,883
Educational TV	7,117	0%	<b>6,819</b>	0%	- 298
Radio	60,322	0%	<b>77,971</b>	0%	17,649
Homeschooling	1,894	0%	<b>1,344</b>	0%	- 550
Blended	1,923,742	8%	<b>2,941,864</b>	12%	1,018,122
<b>TOTAL</b>	<b>22,712,409</b>	100%	<b>23,900,041</b>	100%	<b>1,187,632</b>

# Breakdown/ranking of mode of remote learning: online/TV/radio/paper/drop out

## Learners were enrolled in alternative modalities

### PRIVATE (ALL LEVELS OF EDUCATION)

11.8% of learners have access to education through private schools wherein most of these learners continued their studies by online learning and blended learning.

Learning Modality	SY 2020-2021	%	SY 2021-2022	%	Difference
Modular Print	929,121	28%	<b>836,413</b>	26%	- 92,708
Modular Digital	103,701	3%	<b>91,248</b>	3%	- 12,453
Online	1,402,805	42%	<b>1,316,450</b>	41%	- 86,355
Educational TV	162	0%	<b>117</b>	0%	- 45
Radio	1,082	0%	<b>1,142</b>	0%	60
Homeschooling	25,418	1%	<b>18,474</b>	1%	- 6,944
Blended	913,459	27%	<b>948,884</b>	30%	35,425
<b>TOTAL</b>	<b>3,375,748</b>	100%	<b>3,212,728</b>	100%	- <b>163,020</b>

# Breakdown/ranking of mode of remote learning: online/TV/radio/paper/drop out

## Learners were enrolled in alternative modalities

### SUCs/LUCs (ALL LEVELS OF EDUCATION)

0.38% of learners are enrolled in State/Local Universities and Colleges offering basic education. For SY 2021-2022, 32% of their learners received instructions in blended learning followed by 43% modular print , and 19% in online learning.

Learning Modality	SY 2020-2021	%	SY 2021-2022	%	Difference
Modular Print	51,119	43%	39,095	38%	- 12,024
Modular Digital	6,861	6%	4,553	4%	- 2,308
Online	22,976	19%	21,912	21%	- 1,064
Educational TV	2	0%	5	0%	3
Radio	0	0%	74	0%	74
Homeschooling	4	0%	7	0%	3
Blended	37,793	32%	37,905	37%	112
<b>TOTAL</b>	<b>118,755</b>	<b>100%</b>	<b>103,551</b>	<b>100%</b>	<b>- 15,204</b>

# Country Profile – SCHOOLS/TEACHERS

## Schools/Teachers

- Number of schools (by Public/Private; urban/rural), status of school closure/reopening
- School enrolment by level (primary/middle/high) and type (public/private)
- Student-staff ratios by level and type
- School computerization, teacher digital readiness

Number of schools (by Public/Private; urban/rural),  
status of school closure/reopening

# Total Schools by Level of Education

## Number of Schools based on Curricular Offering

Purely ES	43,264	JHS with SHS	7,583
Purely JHS	1,755	ES and JHS	3,135
Purely SHS	1,416	All Offering	3,559

**60,712**

Total number of schools in all sectors  
and levels of education



## Number of Schools by Sector

DepEd- 47,619  
Private – 12,821  
SUCs/LUCs- 240  
PSO - 32

## Number of Schools by Level of Education

Elementary School- 49,958  
Junior High School-16,032  
Senior High School-12,558

# Number of schools (by Public/Private; urban/rural), status of school closure/reopening

SECTOR	PURELY ES	PURELY JHS	PURELY SHS	JHS with SHS	K to 10	K to 12	Sub-Total
PUBLIC	37,402	1,497	235	6,571	1,294	620	47,619
PRIVATE	5,857	220	1,118	915	1,826	2,885	12,821
SUCsLUCs	5	38	63	97	8	29	240
PSO					7	25	32
Grand Total	43,264	1,755	1,416	7,583	3,135	3,559	60,712

Number of Schools as of November 15, 2021

Number of schools (by Public/Private; urban/rural),  
status of school closure/reopening

## Number of Schools by Sector and Offering

**78.43%**

Share of Public  
schools

**21.12%**

Share of Private  
Schools

**0.05%**

Share of PSO

**0.40%**

Share of  
SUCs/LUCs

SY 2021-2022



Number of schools (by Public/Private; urban/rural),  
status of school closure/reopening

## Number of Schools SY2020-2021 vs SY2021-2022

There's an **INCREASE** in the number of public schools and Philippine Schools Overseas offering basic education, while a **DECREASE** in number can be observed in private schools and SUCs/LUCs. Figures below show that additional school have been established to cater Filipino learners.

2021-2022

60,712

PUBLIC	47,619
PRIVATE	12,821
SUCs/LUCs	309
PSO	20



2020-2021

60,957

PUBLIC	47,421
PRIVATE	13,256
SUCs/LUCs	247
PSO	33

# National Enrollment in All Sectors for SY 2021-2022

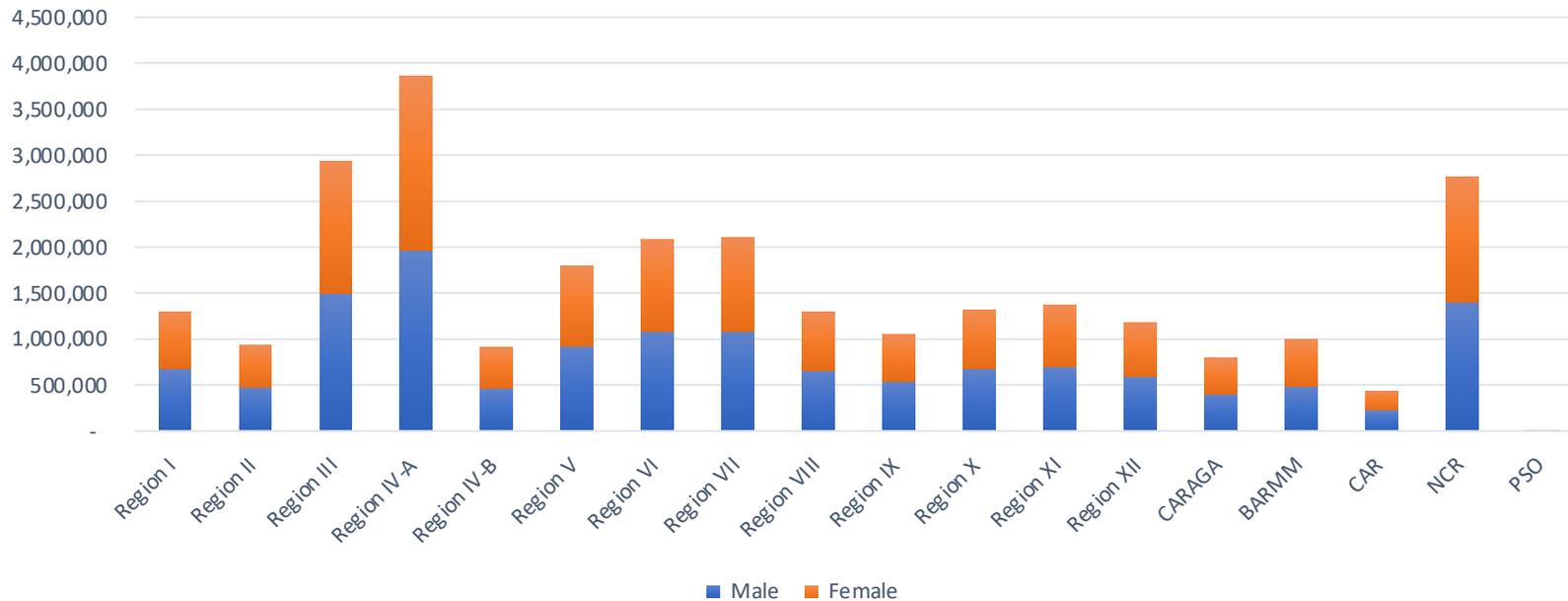
SECTOR	KINDERGARTEN	ELEMENTARY GRADE 1 TO 6	JUNIOR HIGH SCHOOL GRADE 7-10	SENIOR HIGH SCHOOL GRADE 11-12	TOTAL (K to 12)
PUBLIC	2,014,039	11,930,475	7,462,719	2,492,808	23,900,041
PRIVATE	128,556	765,665	1,132,012	1,186,495	3,212,728
SUCs/LUCs	826	8,610	45,728	48,387	103,551
PSO	1,165	8,079	5,136	1,395	15,775
FORMAL	2,144,586	12,712,829	8,645,595	3,729,085	27,232,095
ALS					306,390
NATIONAL					27,538,485

Note: Formal & ALS Enrollment as of November 15, 2021



# Kindergarten to Grade 12 Enrollment

Kindergarten to Grade 12 Enrollment  
(ALL SECTOR)

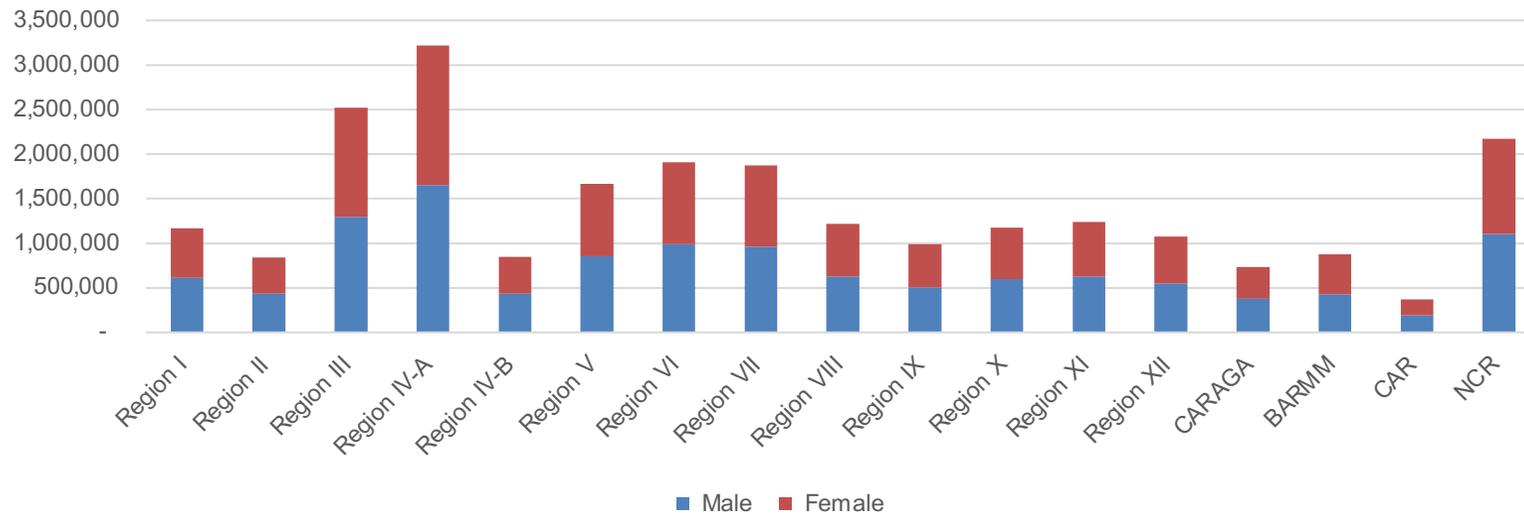


Region	Male	Female	Total
Region I	674,686	630,149	1,304,835
Region II	477,005	454,406	931,411
Region III	1,499,016	1,437,885	2,936,901
Region IV-A	1,965,435	1,893,574	3,859,009
Region IV-B	470,250	448,340	918,590
Region V	925,681	878,259	1,803,940
Region VI	1,080,998	1,011,773	2,092,771
Region VII	1,079,206	1,030,861	2,110,067
Region VIII	661,898	628,595	1,290,493
Region IX	539,532	522,566	1,062,098
Region X	674,836	655,477	1,330,313
Region XI	696,601	679,665	1,376,266
Region XII	597,715	584,756	1,182,471
CARAGA	404,998	387,756	792,754
BARMM	485,994	520,514	1,006,508
CAR	227,205	217,029	444,234
NCR	1,398,570	1,375,089	2,773,659
PSO	8,082	7,693	15,775
<b>Grand Total</b>	<b>13,867,708</b>	<b>13,364,387</b>	<b>27,232,095</b>

- The total number of learners in all sectors and levels of education for SY 2021-2022 is **27,232,095**.
- Region IV-A has the highest number of enrollment in all sectors and levels for SY 2021-2022, followed by Region III and NCR.
- CAR has the least number of enrollees this school year, followed by Region XIII.
- Male and female learners almost equally shared the total number of enrollment, with male learners only exceeding female learners by 503,321.

# Kindergarten to Grade 12 Enrollment

Kindergarten to Grade 12 Enrollment  
(PUBLIC)

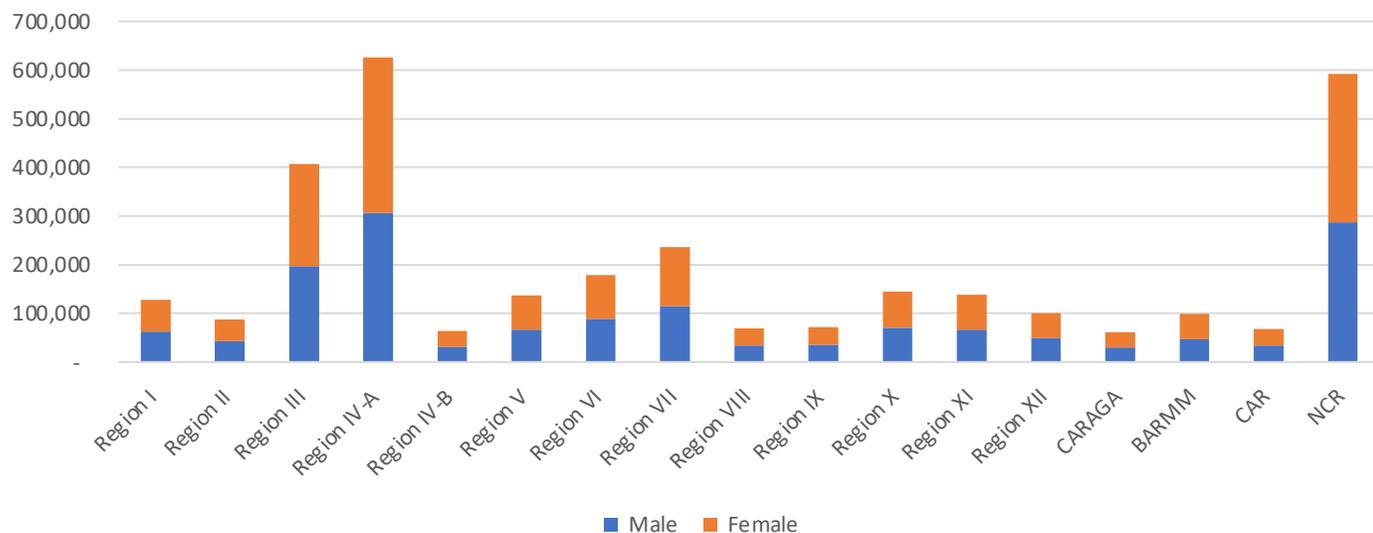


Region	Male	Female	Total
Region I	609,018	561,855	1,170,873
Region II	433,251	409,734	842,985
Region III	1,298,379	1,224,045	2,522,424
Region IV-A	1,654,510	1,567,197	3,221,707
Region IV-B	437,072	413,749	850,821
Region V	858,113	805,418	1,663,531
Region VI	991,221	918,788	1,910,009
Region VII	964,707	908,153	1,872,860
Region VIII	625,517	590,633	1,216,150
Region IX	503,236	483,716	986,952
Region X	600,581	575,235	1,175,816
Region XI	630,137	607,851	1,237,988
Region XII	547,037	531,724	1,078,761
CARAGA	374,224	355,902	730,126
BARMM	427,290	450,103	877,393
CAR	192,411	180,345	372,756
NCR	1,107,284	1,061,605	2,168,889
<b>Grand Total</b>	<b>12,253,988</b>	<b>11,646,053</b>	<b>23,900,041</b>

- Public schools have **23,900,041** K-12 learners this school year.
- Region IV-A has the highest number of enrollment for the public sector, followed again by Region III and NCR.
- CAR has the least number of enrollees this school year for all regions, followed again by Region XIII.
- There are more male learners in public schools than female learners.

# Kindergarten to Grade 12 Enrollment

Kindergarten to Grade 12 Enrollment  
(PRIVATE)

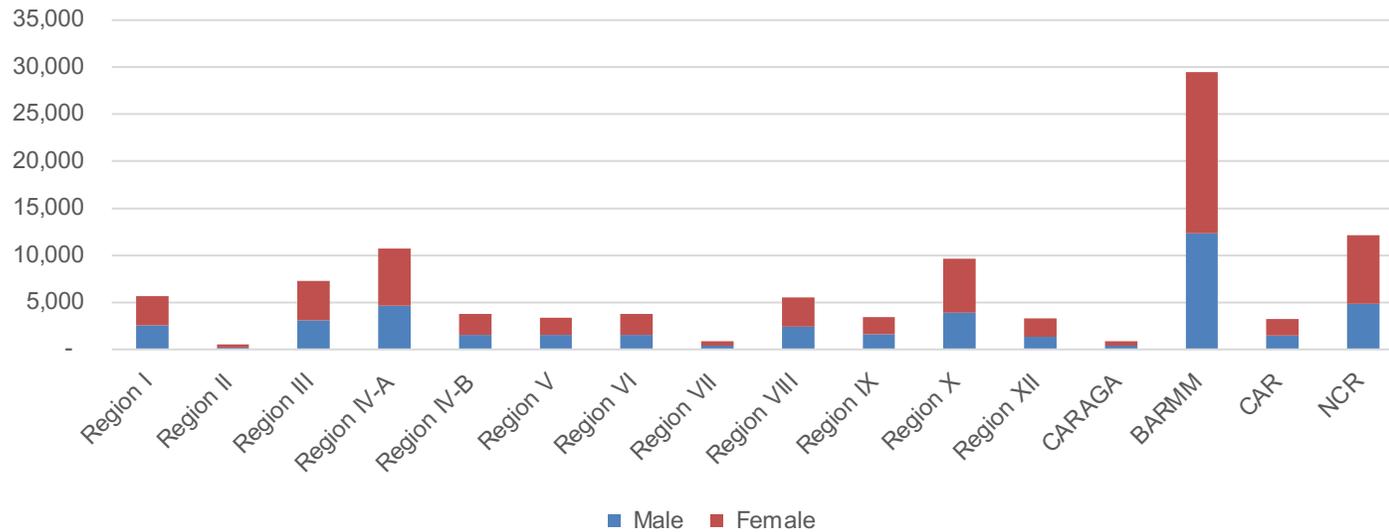


- Private schools have **3,212,728** K-12 learners this school year.
- Similar with public schools, Region IV-A has the highest number of learners, followed by NCR and Region III.
- Region XIII has the least number of enrollees this school year, immediately followed by Region IV-B.
- Contrary to public schools, private schools have more female learners than male learners.

Region	Male	Female	Total
Region I	63,134	65,192	128,326
Region II	43,561	44,362	87,923
Region III	197,522	209,684	407,206
Region IV-A	306,278	320,326	626,604
Region IV-B	31,648	32,317	63,965
Region V	66,044	71,003	137,047
Region VI	88,230	90,764	178,994
Region VII	114,129	122,192	236,321
Region VIII	33,958	34,839	68,797
Region IX	34,700	36,992	71,692
Region X	70,341	74,547	144,888
Region XI	66,464	71,814	138,278
Region XII	49,305	51,118	100,423
CARAGA	30,382	31,351	61,733
BARMM	46,349	53,294	99,643
CAR	33,307	34,949	68,256
NCR	286,424	306,208	592,632
<b>Grand Total</b>	<b>1,561,776</b>	<b>1,650,952</b>	<b>3,212,728</b>

# Kindergarten to Grade 12 Enrollment

Kindergarten to Grade 12 Enrollment (SUCs/LUCs)



Region	Male	Female	Total
Region I	2,534	3,102	5,636
Region II	193	310	503
Region III	3,115	4,156	7,271
Region IV-A	4,647	6,051	10,698
Region IV-B	1,530	2,274	3,804
Region V	1,524	1,838	3,362
Region VI	1,547	2,221	3,768
Region VII	370	516	886
Region VIII	2,423	3,123	5,546
Region IX	1,596	1,858	3,454
Region X	3,914	5,695	9,609
Region XI	0	0	0
Region XII	1,373	1,914	3,287
CARAGA	392	503	895
BARMM	12,355	17,117	29,472
CAR	1,487	1,735	3,222
NCR	4,862	7,276	12,138
<b>Grand Total</b>	<b>43,862</b>	<b>59,689</b>	<b>103,551</b>

- The total number of enrollment in SUCs/LUCs this school year is **103,551**.
- BARMM has the most number of learners, followed by NCR and Region IV-A.
- Regions II, VII and XII have the least number of enrollees this school year.
- Similar with private schools, SUCs and LUCs have more female learners than male learners.

# Alternative Learning System

ALS Program	SY 2020-2021	SY 2021-2022	Difference	Percentage from Previous SY
BLP	33,617	15,023	-21,475	44.69%
A&E Elementary	105,362	54,236	-51,126	51.48%
A&E Secondary	460,386	237,131	-223,255	51.51%
<b>TOTAL ALS</b>	<b>599,365</b>	<b>306,390</b>	<b>-292,975</b>	<b>51.12%</b>

# II. Top 3-5 Issues/Challenges in Past 5 Years

*(Provide source of information if not confirmed by country)*

Stakeholders	Description of Issues (i.e. type of issues such as curriculum, pedagogy, assessment, infrastructure)	Magnified by COVID-19? How?
Teachers	<ol style="list-style-type: none"><li>1. Curriculum management and implementation</li><li>2. Teacher and learner support on curriculum implementation</li></ol>	
School leaders	<ol style="list-style-type: none"><li>1. School governance and operations in the new normal</li><li>2. Provision of teacher and school support on curriculum management and implementation</li></ol>	
Policy makers	<ol style="list-style-type: none"><li>1. Technology</li><li>2. Agility</li><li>3. Complementarity</li></ol>	

# III. Latest and Past Reforms and Actions

implemented to address top issues (Indicate guidance notes/policy measures developed or made available)

No.	Issue i.e. curriculum, pedagogy, assessments	Types of Issues addressed <small>(link to the Issue No. in section II if there is a corresponding issue)</small>	Reforms Implemented/Year Implemented	Successes/Difficulties
1	Need to Transition to Distance Learning due to Pandemic		<ul style="list-style-type: none"> <li>Implemented Distance Learning – Modular Distance Learning, Online Distance Learning, TV/RBI and Blended Distance Learning</li> <li>Conducted series of training to teachers on the implementation of the new LDMs</li> </ul>	
2	Need to Develop Learning Resources Appropriate to Different Content Formats		<ul style="list-style-type: none"> <li>Development of Self-Learning Modules and Conversion to different Content and Accessible Formats</li> <li>Conducted orientation to parents and Learning Facilitators on the implementation of LDMs</li> <li>Development of Parents Handbook and Learning Facilitators Handbook for the New Normal</li> </ul>	

# III. Latest and Past Reforms and Actions

implemented to address top issues (Indicate guidance notes/policy measures developed or made available)

No.	Issue i.e. curriculum, pedagogy, assessments	Types of Issues addressed <small>(link to the Issue No. in section II if there is a corresponding issue)</small>	Reforms Implemented/Year Implemented	Successes/Difficulties
3	Need to Decongest the K t 12 Curriculum		Streamlining of the K to 12 Curriculum into the Most Essential Learning Competencies	
4	Need to Focus on Formative Assessments		<ul style="list-style-type: none"><li>• Development of SLMs focusing on Formative Assessment</li><li>• Issued DO 31, s. 2020</li></ul>	

# IV. COVID-19 Response during lockdown/school closures

No.	Stakeholders (i.e. teachers, school leaders, policy makers, parents & community)	Efforts made to minimise learning loss during lockdown/school closures	Successes/Difficulties
1	Teachers	Conducted Intervention activities/remediation activities through home visits, direct phone call, SMS, video conferencing, instructional videos, walkie-talkie, video/audio lessons . Schools implement their respective innovative initiatives in providing instructional support to learners.	
2	Parents and Community	Schools provided guidance/assistance on how to deliver quality education services to learners amid the pandemic.	
3	Policy Makers	Issued policy guidelines on the implementation of the distance learning delivery modalities, academic ease, hiring of support aides and reiterated the need to conduct remediation activities as provided for in DO 8, s. 2015 and DO 31, s 2020 and conduct of remedial classes during “summer”	

# V. COVID-19 Recovery

## Challenges with regard to learning recovery post-lockdown

No.	Stakeholders (i.e. teachers, school leaders, policy makers, parents & community)	Challenges with regard to learning recovery post-lockdown	Measures Taken (if any)
1	Teachers	Difficulty of teachers to conduct remediation/intervention activities due to health protocols	Teachers use other forms of communication if only to reach out to learners
2	Parents	Parents are also pre-occupied with their respective work to earn a living for the family	Hired LAS and employed community volunteers
3	Community	Community engagement in the conduct of face to face learning delivery modality	Conducted pilot implementation of f2f modality
4	Employee welfare support and interventions	Budget implications	Provision of Employee Safety and Health Interventions

Thanks for your time



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