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**E-Net Philippines**

# DOCUMENTATION



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**E-Net Philippines**

Friday, February 18, 2022 | 9:00 AM - 12:10 PM via **zoom**

## ***BUDGET LEARNING SESSION AND WRITESHOP***





# BACKGROUND

The Civil Society Network for Education Reforms (E-Net Philippines) is a network of Civil Society Organizations engaged in policy advocacy and partnerships for education reforms. E-Net has been committed to reforming the Philippine education system and developing alternative learning systems with special concern for the marginalized, excluded, and vulnerable sectors (MEVS).

The COVID-19 pandemic has caused a profound impact on people's health and well-being, education and learning, livelihood, and the economy, mainly affecting the MEVS. There is a need to address inequity and to strengthen the public education system to cope with the crisis, and prepare for future emergencies. Certainly, all these will require higher and sustained spending for education.

E-Net, as education cluster head within the Social Watch Philippines-Alternative Budget Initiative (ABI), has been formulating yearly ABI proposals for education and pursuing collaboration and engagement with the DepEd and legislators for higher and more equitable education budget and allocations that will address the rights of the marginalized, excluded and vulnerable sectors (MEVS). E-Net engages with education agencies and Congress, putting forward its main call to "Increase Education Financing, Protect Education Budgets and Secure the Right to Education for All!". It is within this backdrop that E-Net conducted a Budget Learning Session and Writeshop.



## BACKGROUND

The purpose of the learning session is to discuss the following:

1. 2022 education budget for the marginalized, excluded and vulnerable sectors, inclusive education and Learning Continuity Plan (LCP) for teachers and learners.
2. Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses.
3. Sectors' Alternative Budget Proposal Writeshop - ABI Education Proposals for 2023.

The session was participated in by E-Net's National Advocacy Council, National Executive Board and Sectoral Clusters' members. The Budget Learning Session and Writeshop is the first in a series of activities along the ABI for 2022-2023.

It was an opportunity to discuss about the status of budgeting for education of the MEVS, inclusive education programs and learning continuity plan requirements for teachers and learners (in pandemic and new normal situation), as approved and provided for in the General Appropriations Act 2022, DepEd Budget. In addition, it was an opportunity to unite on specific budget proposals for 2023 to enhance E-Net's collective action in engaging the legislature.

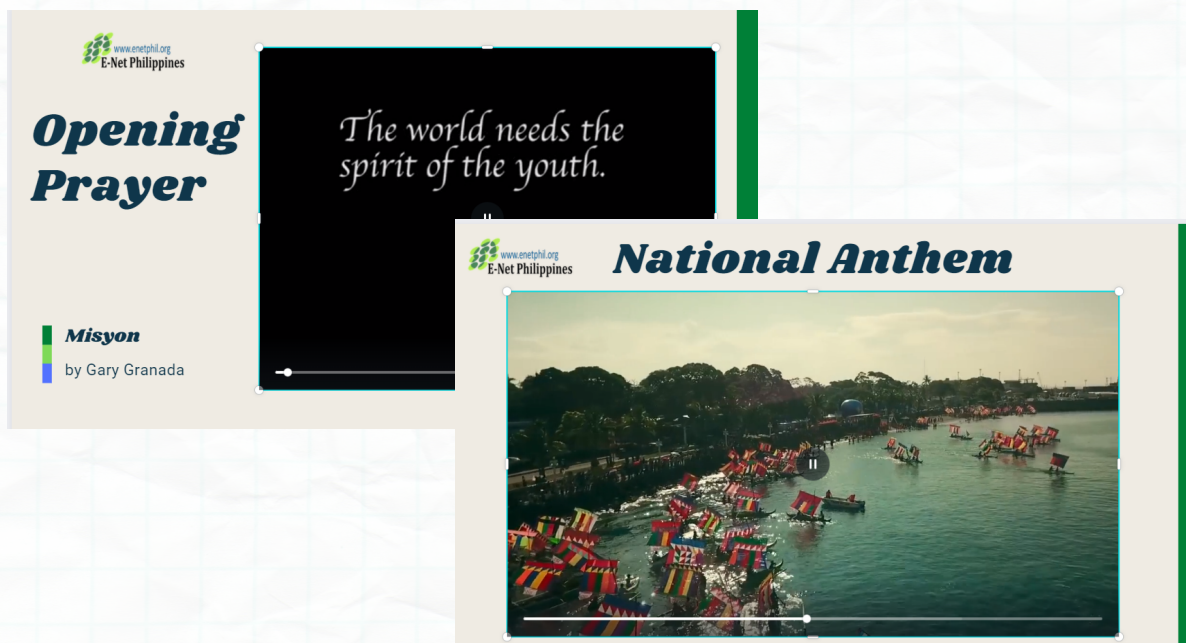




**CHARITO J. PINALAS**

**FACILITATOR**

Ms. Pinalas greeted the participants and introduced herself as the facilitator of the session. She encouraged everyone to help each other and work together so that what they do will become truly worthwhile.



The image shows two video thumbnails from E-Net Philippines. The first thumbnail is titled "Opening Prayer" and features the text "The world needs the spirit of the youth." It is attributed to "Misyon by Gary Granada". The second thumbnail is titled "National Anthem" and shows a dragon boat race on a river with many colorful boats and spectators.

After the preliminaries, she then called on the president of E-Net Philippines, Ms. Olivia C. Lucas, to deliver the opening remarks and present the objectives of the session.



# OLIVIA C. LUCAS

President, E-Net Philippines

## OPENING REMARKS



Ms. Lucas greeted the participants, initially 99 participants in the zoom room, and she was hoping to welcome more.

She mentioned that E-Net, as education cluster head within the Social Watch Philippines-Alternative Budget Initiative (ABI), has been formulating yearly ABI proposals for education. But the proposal that E-Net will formulate this year is very crucial because of the national election.

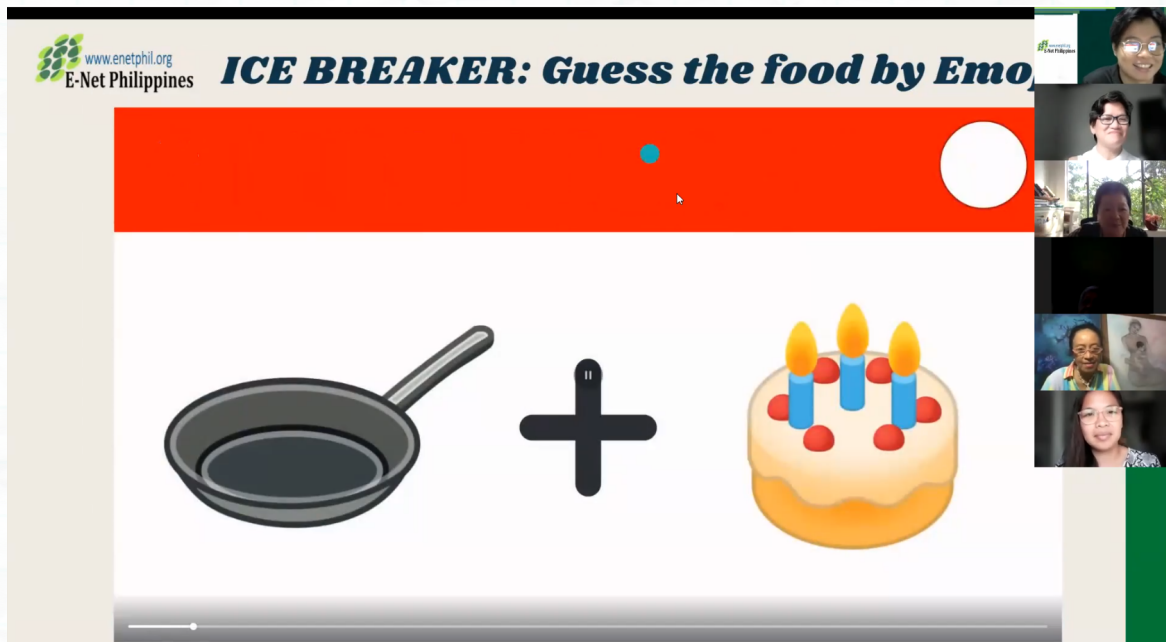
*"The budget that we are looking at is 2023. It's going to be the first full year budget of the new administration. But that new administration is actually not crafting it. We are the ones who are going to craft that budget with the current government,"* Ms. Lucas stated.

She stressed that we are facing, in a sense, a very strategic moment. This is an important time to work together in formulating the budget and have it placed in the DepEd budget or in the National Expenditure program.



# ICE BREAKER

Guess the food by Emoji




After an ice breaker, Ms. Alvelyn Joy Berdan, National Coordinator of E-Net introduced the next speaker - Usec. Annalyn M. Sevilla of Department of Education to discuss the 2022 National Education Budget on the Inclusive Education and Basic Education Learning Continuity Plan for Teachers and Learners.



# USEC. ANNALYN M. SEVILLA

Undersecretary, Department of Education

2022 National Education Budget on the Inclusive Education and Basic Education Learning Continuity Plan for Teachers and Learners




2022 National Education Budget on the Inclusive Education and Basic Education Learning Continuity Plan for Teachers and Learners.

***Usec. Annalyn M. Sevilla***  
UNDERSECRETARY  
Department of Education



ANNALYN M. SEVILLA  
Undersecretary for Finance



Usec. Sevilla shared the highlights of 2022 National Education Budget and brief background of fiscal year 2022 budget. She asked question to participants, **"Guess how much DepEd submitted to DBM as a budget proposal ?"**




Last December 30, 2021, President Rodrigo Duterte, signed the General Appropriations Act that is a total of 5.024 trillion. It is an increase of 11.49% from the previous year budget 4.506 trillion.

The education sector has the biggest share of the budget that is 788.52 billion - It is an increase of 4.90%.



Out of the 788.52 B, the share of the budget is 633.32 B for DepEd and its attached agencies.

### DEPED 2021 GAA VS 2022 GAA SHARE IN THE SECTOR

AGENCY	2021 GAA	2022 GAA	AMOUNT	% CHANGE	% share
 <b>DEPED WITH ATTACHED AGENCIES</b>	595,069 M	633,324 M	↑ 38,254 M	6.43%	80.32%
<b>State Universities and Colleges (SUCs)</b>	90,108 M	108,427 M	↑ 18,320 M	20.33%	13.75%
 <b>Commission on Higher Education (CHED)</b>	51,837 M	32,752 M	↓ -19,806 M	-36.82%	4.15%
 <b>Technical Education And Skills Development Authority (TESDA)</b>	14,661 M	14,022 M	↓ -639 M	-4.36%	1.78%
<b>TOTAL</b>	<b>751,676 M</b>	<b>788,524 M</b>	<b>↑ 36,849 M</b>	<b>4.90%</b>	<b>100.00%</b>

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Commission on Higher Education (CHED) and Technical Education And Skills Development Authority (TESDA) comprise the lower amount of budget compared to 2021.

### DEPED ATTACHED AGENCIES 2021 GAA VS 2022 GAA

AGENCY	2021 GAA	2022 GAA	AMOUNT	% CHANGE
<b>DEPED - OSEC</b>	594,110 M	631,771 M	↑ 37,661 M	6.33%
<b>NATIONAL BOOK DEVELOPMENT BOARD</b>	89 M	108 M	↑ 19 M	20.44%
<b>NATIONAL COUNCIL FOR CHILDREN'S TELEVISION</b>	25 M	41 M	↑ 16 M	60.98%
<b>NATIONAL MUSEUM OF THE PHILIPPINES</b>	553 M	698 M	↑ 145 M	26.10%
<b>PHILIPPINE HIGHSCHOOL FOR THE ARTS</b>	117 M	107 M	↓ -10 M	-9.05%
<b>EARLY CHILDHOOD CARE AND DEVELOPMENT COUNCIL</b>	173 M	256 M	↑ 82 M	47.34%
<b>NATIONAL ACADEMY OF SPORTS</b>	-	343 M	↑ 343 M	100%
<b>TOTAL</b>	<b>595,069 M</b>	<b>633,324 M</b>	<b>↑ 38,254</b>	<b>6.43%</b>



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There are increases in budget except for one which is the Philippine High School for the Arts. It is mainly because of the capital outlay provision.



The agency with the highest increase in terms of percentage is the National Council for Children's Television. It is about 61% increase rounded off. Whereas, the National Academy of Sports is the highest because it is a new agency. Last year, it was incorporated inside DepEd's budget. But for this year, it is an independent attached agency.

## DEPED 2021 GAA VS 2022 GAA



### PROGRAMS WITH HIGHER ALLOCATIONS



PROGRAMS	2021 GAA	2021 GAA	AMOUNT	INCREASE
<b>DepEd Computerization Program</b>	6.00 B	11.76 B	5.76 B	<b>96.14 %</b>
<b>New School Personnel Positions</b> (Creation of Teaching)	15.32 B	20.06 B	4.74 B	<b>30.91%</b>
<b>General Management and Supervision</b> (MOOE)	7.61 B	7.64 B	27.90 M	<b>0.37%</b>
<b>Government Assistance and Subsidies</b>	26.83 B	28.37 B	1.54 B	<b>5.73%</b>
<b>Operation of Schools</b> (MOOE only)	28.16 B	30.03 B	1.87 B	<b>6.64%</b>
<b>Human Resource Development</b>	1.89 B	1.90 B	12.25 M	<b>0.65%</b>
<b>Last Mile Schools Programs</b>	1.50 B	1.51 B	10 M	<b>0.67%</b>
<b>Madrasah Education</b>	346.83 M	356.83 M	10 M	<b>2.88%</b>
<b>Learning Tools and Equipment</b>	2.72 B	2.72 B	4.87 M	<b>0.18%</b>

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There will be new teaching positions which has 30% increase or 4.74B amounting to 10,000 new teachers. General Management and Supervision (MOOE) also increased by 27.9 B or 0.37% from last year's budget. However, there is a decrease of 453.9M from the 2022 National Expenditure program.

The operation of schools (MOOE only) - the school principals are managing at the level of the school. It has an increase of 1.87B or 6.64%.

Usec. Sevilla stated, *"It is significant to note that from the target of 165,389 public school teachers and teaching related staff that we should train, instead of that amount, we have trained 3,433,452 teachers including teaching-related staff that were trained in 2020"*



## DEPED 2021 GAA VS 2022 GAA



### PROGRAMS WITH LOWER ALLOCATIONS



PROGRAMS	2021 GAA	2021 GAA	AMOUNT	DECREASE
<b>Flexible Learning Options</b> (ADM, ALS, EiE)	16.62 B	15.22 B	-1.40 B	<b>-8.43%</b>
<b>Administration of Personnel Benefits</b>	1.67 B	1.16 B	-505.14 M	<b>-30.26%</b>
<b>School-Based Feeding Program</b>	6.04 B	3.32 B	-2.72 B	<b>-45.05%</b>
<b>Basic Education Facilities</b>	11.15 B	5.95 B	-5.20 B	<b>-46.63%</b>
<b>Indigenous Peoples Education (IPEd) Program</b>	159.08 M	144.31 M	-14.77 M	<b>-9.29%</b>

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There is a decrease of 1.43 B from the 2021 GAA. However, Usec. Sevilla stressed that we should not be worried about the decreases because those are adjustments for the budget of self learning modules (SLMs). There is a decrease in budget primarily because, DepEd were able to reuse some of learning resources that were used last school year. Some of schools and division offices transferred to less costly means of producing SLMs.

Usec. Sevilla stated, *"I hope you would understand that pandemic happened in March but in August, September, October, we are already producing these SLMs. We would like to thank all of the personnel for quickly moving forward and producing these SLMs. It's not perfect. We would admit that there are some gaps and flaws but at least we moved quickly and showed the youth that we can be resilient and still do something despite the pandemic."*

Some of the SLMs are being transferred to gadgets. It is a shared responsibility with the local government units. DepEd will continue to look for more improvements in producing SLMs. The delivery mode for this year is still the flexible learning option or blended approach.

School-based feeding program has significantly decreased. This accounts to about half of the budget. DepEd had an advance procurement for half of the school year of the school-based feeding program. The budget for this year will cover the needs of the next school year. It was the first time that DepEd were able to do an advance procurement.



Basic Education Facilities budget decreased which means less construction of new classrooms and can also be considered as an effect of Madanas ruling policy wherein LGUs have a bigger allocation in their budget taken from the national government share.

Department of Budget and Management has given DepEd an instruction that budget under DepEd would only cater fifth and sixth class municipalities. The school building program will now be a responsibility of the first-fourth class cities and municipalities.

DepEd had some internal adjustments for the budget of IPED program. They got some budget from DepEd and gave it back to the IPED and brought back 40% of the amount.

**FY 2022 BASIC EDUCATION - LEARNING CONTINUITY PLAN**

Usec. Sevilla explained that in order to help respond to the basic education challenges brought by the pandemic, DepEd developed the Basic Education -Learning Continuity Plan.

**FY 2022 BUDGET FOR BASIC EDUCATION - LEARNING CONTINUITY PLAN (BE-LCP)**

<b>1. For Learning Resources and Compliance to Minimum Health Standards</b>	
Operations of Schools (MOOE)	<b>30.03 B</b>
Flexible Learning Options (Self Learning Modules, DepEd TV, DepEd Radio, Online Learning)	<b>15.22 B</b>
General Management and Supervision (MOOE)	<b>4.23 B</b>
Textbooks and Other Instructional Materials	<b>963.26 M</b>
<b>Subtotal</b>	<b>50.44 B</b>
<b>2. For Capacity Building and Digitization of Learning Modalities</b>	
DepEd Computerization Program	<b>11.74 B</b>
Human Resource Development for Personnel in Schools and Learning Centers	<b>1.88 B</b>
<b>Subtotal</b>	<b>13.62 B</b>
<b>3. PAs for Regular Implementation Under BE-LCP</b>	
GAS - Senior High School Voucher Program	<b>16.53 B</b>
GAS - Education Service Contracting Program for Private Junior High School	<b>10.67 B</b>
Basic Education Facilities	<b>5.95 B</b>
School-Based Feeding Program	<b>3.32 B</b>
Disaster Preparedness and Response Program	<b>124.89 M</b>
<b>Subtotal</b>	<b>36.59 B</b>
<b>TOTAL</b>	<b>100.66 B</b>



## COMPENSATION AND PROFESSIONAL DEVELOPMENT FOR PERSONNEL

### A. Compensation and Benefits

Permanent Positions (Basic Salary, Total Permanent Positions, Creation of New Positions, Reclassification of Positions)	345.51 B
Mid-Year Bonus	28.19 B
Year-End Bonus	28.19 B
Personnel Economic Relief Allowance (PERA)	22.66 B
Lump-sum for filling of Positions	13.77 B
Other Benefits (PAG-IBIG, PhilHealth, Employees Compensation Insurance Premiums, Loyalty Award, Terminal Leave)	9.34 B
Clothing and Uniform Allowance	5.67 B
Non-Permanent Positions	4.85 B
Productivity Enhancement Incentive	4.72 B
Cash Gift	4.72 B
Cash Allowance for Teachers (MOOE)	4.44 B
Special Hardship Allowance	2.34 B
World Teachers' Day Incentive Benefit	925.18 M
Step Increment	845.70 M
Magna Carta for Public Health Workers	605.40 M
Honoraria for Teaching Overload	414.19 M
Representation Allowance	73.28 M
Transportation Allowance	70.69 M
<b>Subtotal</b>	<b>477.33 B</b>

### B. Professional Development for Personnel

Organizational and Professional Development for Non-School/Learning Centers (LC) (MOOE)	107.43 B
Human Resource Development for Personnel in Schools and LC (MOOE)	1.82 B
<b>Subtotal</b>	<b>1.93 B</b>
<b>TOTAL</b>	<b>479.26 B</b>

Source: FY 2022 GAA

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Usec. Sevilla stated that 479.3 B is for the compensation, various benefits, and professional development of the teaching workforce. DepEd assures that part of their budget is the profession development and provision of allowances, incentives, and welfare of the teaching workforce.

## OTHER BENEFITS AND ALLOWANCES FOR PERSONNEL

Personnel Economic Relief Allowances	P2,000/month
Mid-Year Bonus (13th month pay)	One (1) month basic pay of the employee
Special Hardship Allowance	25% of monthly salary for a period of ten (10) months for every fiscal year for qualified personnel
Honoraria for Teaching Overload	Maximum of 25% of the annual basic salary
Year-End Bonus (14th month pay)	One (1) month basic pay of the employee
Cash Allowance to Teachers	Maximum of P5,000/school year for eligible classroom teacher
Representation Allowance and Transportation Allowance	From P5,000 to P14,000 each personnel depending on positions/eligibility
Step Increment Due to Length of Service	Depending on the salary grade table
Cash Gift	P5,000 (Subject to conditions set by DBM issuance)
Productivity Enhancement Incentive	P5,000/year
Loyalty Cash Incentive	P1,000 for every year of service of the qualified employee
Transportation Allowance for Alternative Learning Schools (ALS) Teachers	P3,200/month
Teaching Aid Allowance for ALS Teachers	P5,000/year
Step Increment for Specializing in Teaching Science and/or Mathematics	One-time three (3) salary step increments depending on the salary grade of the teacher
World Teachers' Day Incentive Benefit Bonus	P1,000/teacher
Performance Based Bonus (PBB)	A percentage of salary based on performance ranking if DepEd is eligible for PBB

Source: Bureau of Human Resource and Organizational Development (BHROD)

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# INCLUSIVE EDUCATION

Usec. Sevilla discussed the Fiscal Year 2022 SPECIAL PROVISION FOR ACCESS FACILITIES FOR SCHOOL BUILDING PROGRAM.

## FY 2022 SPECIAL PROVISION FOR ACCESS FACILITIES FOR SCHOOL BUILDING PROGRAM

PROGRAM	SUMMARY OF SPECIAL PROVISION FOR ACCESS FACILITEIS
<b>BASIC EDUCATION FACILITIES</b>	<p>The amount of Php <b>5,949,413,00</b> appropriated herein under the Basic Education Facilities shall be allocated as follows:</p> <p><b>(a) Php 3,183,406 for New Construction</b> - includes the installation or replacement of disability access facilities such as but not limited to ramps, handrails, and tactile paving, in compliance with the accessible and universal design principles set by DPWH</p> <p><b>(b) Php 1,115,744 for School Furniture</b> - includes to ensure that 10% of this amount is allocated for cooperatives of person with disabilities</p> <p><b>(c) Php 458,250,000 for Priority of School Health Facilities</b> - includes the adaptation for accessibility of persons with disabilities to avoid the spread of diseases</p>
<b>QUICK RESPONSE FUND</b>	<p>The amount of Php <b>2,000,000,000</b> appropriated herein under the Quick Response Fund shall serve as a stand-by fund to be used for the replacement, rehabilitation or repair of school buildings and facilities, provision of slope protection for school sites and printing and reproduction of damaged learning modules and materials in order that the situation of the learners and school personnel affected by natural or human-induced calamities, epidemics, crises and catastrophes which occurred in the last quarter of the immediately preceding year and those occurring during the current year may be normalized as quick as possible.</p> <p><b>Replacement, reconstruction, rehabilitation or repair of school building facilities shall include provisions for access facilities such, as but not limited to, ramps, handrails, tactile paving toilets, and paved walkways in compliance with the accessible and universal design principles set by DPWH</b></p>

Usec. Sevilla shared that recently, she and the DepEd Secretary agreed to include in the 2023 proposal the first in the history of DepEd - budget a separate line item called Mental Health program that will be comprehensive.

She stated that an estimate of 14B damage in schools located at Visayas and Mindanao. PHP 3,183,406 provided for New Construction that includes the installation or replacement of disability access facilities such as but not limited to ramps, handrails, and tactile paving, in compliance with the accessible and universal design principles set by DPWH.

The Quick Response Fund should be a stand-by fund whenever there is a calamity or disaster for the replacement, rehabilitation or repair of school buildings and facilities, provision of slope protection for school sites and printing and reproduction of damaged learning modules and materials.



## INDIGENOUS PEOPLES EDUCATION PROGRAM

Usec. Sevilla also discussed the IPED program. She stated that it is one of the highlights of the pilot face-to-face learning.

## INDIGENOUS PEOPLES EDUCATION PROGRAM

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

It is a **systematic and comprehensive policy and program initiative** that is **pursued on a national-scale** and **implemented in partnership with indigenous communities**, in keeping with the **rights-based approach (RbA)** and the principles of participation, inclusion, and empowerment.

**2022 GAA**  
**P144,306,000**



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## 2022 IPED WORK AND FINANCIAL PLAN

ACTIVITIES	BUDGET
IPED Program Support Fund	96,300,000.00
Subsidy for IP learners in community-based schools serving IP learners (dependent on legislation; could be channeled to supporting Learner Support Aides of public schools)	4,875,000.00
<b>Funds for regional offices will be for the following purposes:</b>	
Program Management activities (e.g., quarterly regional level Program Implementation Reviews)	
Activities to support division level IPEd initiatives (e.g. coordinated activities to provide technical assistance to divisions)	
<b>Funds downloaded to divisions will be for the following purposes:</b>	
Program Management activities (e.g., quarterly division level Program Implementation Reviews)	
Activities to support division level IPEd initiatives (e.g. trainings of new teachers in IPEd implementing schools, orientation of learning support aides, monitoring of school level implementation)	
Support to the F2F resumption of selected IPEd implementing schools (dependent on infection situation of localities)	

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## 2022 IPED WORK AND FINANCIAL PLAN

### ACTIVITIES

Support to IPed implementing schools during the pandemic in implementing distance learning delivery (around 90% of funds will be for this purpose); recovery from damages of Typhoon Odette is also a recent development

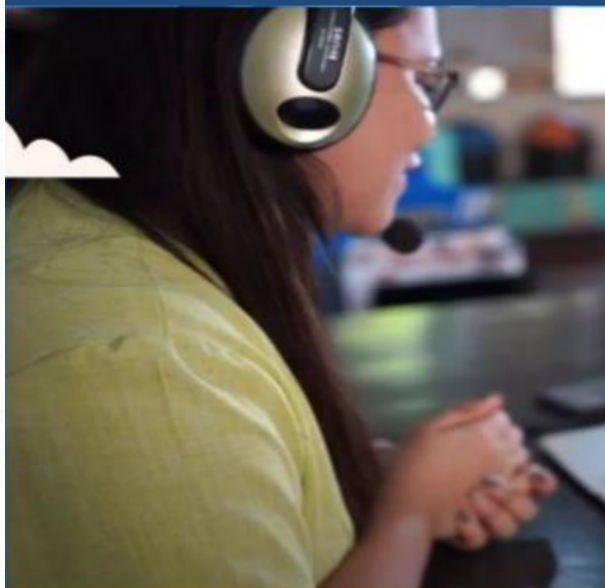
- Enhancement, reproduction and distribution of self-learning modules and other learning materials;
- Supplies needed to do reproduction of learning materials (e.g., printer for those who were not able to purchase in 2021, ink, paper, portable hard drive)
- Supplies needed to ensure internet connection (e.g. wifi-modem for those who were not able to purchase in 2021)
- Radios for learners who will be doing radio-based instruction (for those who were not able to purchase in 2021)
- Salary /honorarium of Learner Support Aides (LSAs; these shall be hired to support schools that need additional manpower to ensure effective learning delivery) \*
- Activities to strengthen partnerships with IP community partners (possible subsidy for IP learners enrolled in community-based private schools serving IP learners)
- Program Management activities at the division level
- Hygiene kits, if school MOOE cannot provide all

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## SPECIAL EDUCATION PROGRAM

## SPECIAL EDUCATION PROGRAM



This program is designed to develop the maximum potential of learners with disabilities for them to become independent, self-reliant. It ensures the acquisition and maximization of learning competencies, as well as the inculcation of values to make them productive and effective member of society.

It shall further be geared towards providing them the opportunities for a full and happy life through adequate, equitable and appropriate support mechanisms and accommodations.

**2022 GAA**  
**P560,203,000**

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The Special Education Program is designed to develop the maximum potential of learners with disabilities for them to become independent, self-reliant.



## 2022 SPED WORK AND FINANCIAL PLAN

ACTIVITIES	BUDGET
SPED Program Support Fund	342,000,000
Conversion of SPED Center to ILRC	114,000,000
Policy on Distance Education for LWDs	2,196,800.00
Policy on the use of FSL in Basic Education	2,183,800.00
Revised MFAT	1,078,400.00
Orientation-Workshop of FSL Core Trainers	3,939,800.00
Regional Training on Filipino Sign Language	17,500,000.00
Training of Grades 5 and SHS Teachers on SPED Content and Pedagogy	15,468,700.00
Upskilling of School Heads and Supervisors on Inclusive Education	30,956,600.00
Institution-Based Training Program for Receiving Teachers on SPED	14,924,300.00
SPED Advocacy Program	1,000,000.00
Resource Book on Learners with Difficulties and with Disabilities	590,000.00

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DepEd initiated an increase of MOOE from 15,000 to 50,000. But there is a veto message that the COA should issue the policy. Usec. Sevilla met with COA commissioners and recently she received a briefer that COA will soon issue the guidelines for the policy.

### MADRASAH EDUCATION PROGRAM

## MADRASAH EDUCATION PROGRAM



The Madrasah Education Program (MEP) is a comprehensive program that aims to provide Muslim learners with appropriate and relevant educational opportunities within the context of their cultures, customs, traditions, beliefs and interests through the integration of the Arabic Language and Islamic Values Education (ALIVE) in public schools and K to 12 Curriculum in private madaris in the basic education program so that every Muslim Filipino shall have the intellectual and educational capacity to participate in nation building.

**2022 GAA**  
**P356,830,000**

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## 2022 MEP WORK AND FINANCIAL PLAN

ACTIVITIES	BUDGET
MEP Program Support Fund	67,150,000.00
Compensation/honorarium (for Asatidz handling ALIVE classes)	194,040,000.00
Provision of IMs Allowances (to Asatidz handling ALIVE Classes)	27,720,000.00
Financial grants to Private Madaris Implementing K to 12 Program plus ALIVE program	34,585,000.00
Policy on Madrasah Education Program	2,178,700.00
Language Enhancement and Pedagogy (LEAP) Teaching Modules	2,189,300.00
Training Workshop on Arabic Emergent Reading and Culture Awareness (AERCA)	2,475,200.00
Training Workshop for Private Madaris Teachers	2,510,900.00
Training Workshop of Asatidz handling ALIVE Classes	7,527,400.00

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## WAYS FORWARD

## STATUS OF THE LAST MILE SCHOOLS PROGRAM (LMSP) FOR CY 2020



MOA signing ceremony between DepEd and CSO Education Cluster on the DepEd commitment to OGP 5<sup>th</sup> NAP 2019-2022

### 44 Schools

committed to the Open Government Partnership under Last Mile Schools Program

As of December 30, 2021

#### CLASSROOMS

##### COMPLETED

4% or 6 classrooms out of 146 target classrooms

##### ON GOING

132 classrooms

##### FOR PROCUREMENT

8 classrooms

#### SCHOOL SITES

##### COMPLETED

4.5% or 2 School Sites out of the 44 committed schools

##### ON GOING

40 School Sites

##### FOR PROCUREMENT

2 School Sites

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There was a MOA signing ceremony between DepEd and CSO Education Cluster on the DepEd commitment to OGP 5<sup>th</sup> NAP 2019-2022.



DepEd wants to promote transparency and accountability in delivering services to the learners and stakeholders. One of the committed program is the Last Mile School program.

As of December 30, 2021, a total of 44 schools in various identified priority schools were already committed under LMS program.

Usec. Sevilla shared some actual photos of completed LMS.

## STATUS OF THE LAST MILE SCHOOLS PROGRAM FOR CY 2020

### COMPLETED LAST MILE SCHOOLS

Patong National High School, Calbiga, Samar



## STATUS OF THE LAST MILE SCHOOLS PROGRAM FOR CY 2020

### COMPLETED LAST MILE SCHOOLS

Patag Primary School, Culaba, Biliran





## STATUS OF THE LAST MILE SCHOOLS PROGRAM FOR CY 2020

### ONGOING LAST MILE SCHOOLS

**Cadacalan Elementary School, Apayao**



**Inigan Elementary School, Rodriguez, Rizal**



**Villaminda Elementary School, Quezon**

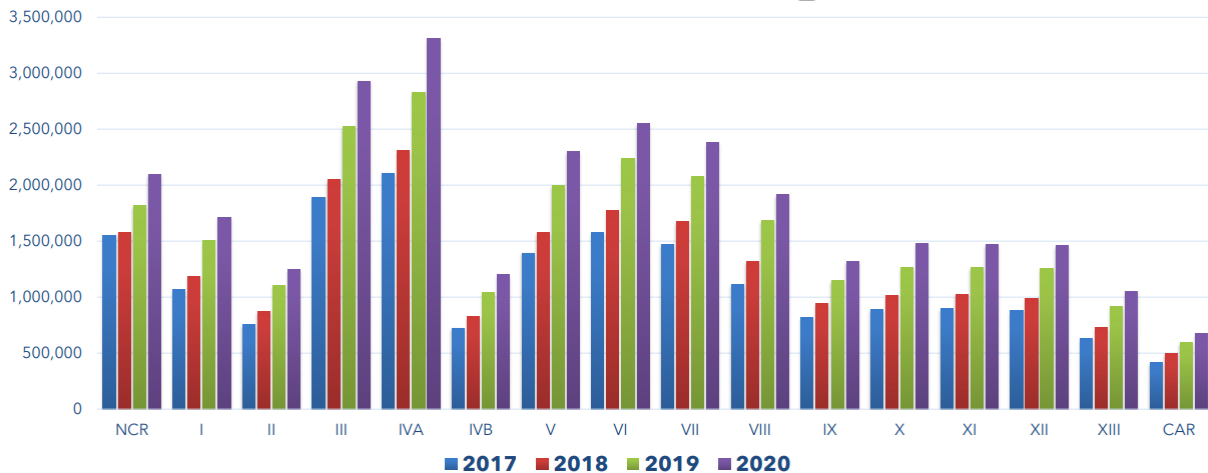


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## SCHOOL MAINTENANCE AND OTHER OPERATING EXPENSES (MOOE)

2017-2020  
(In Thousand Pesos)



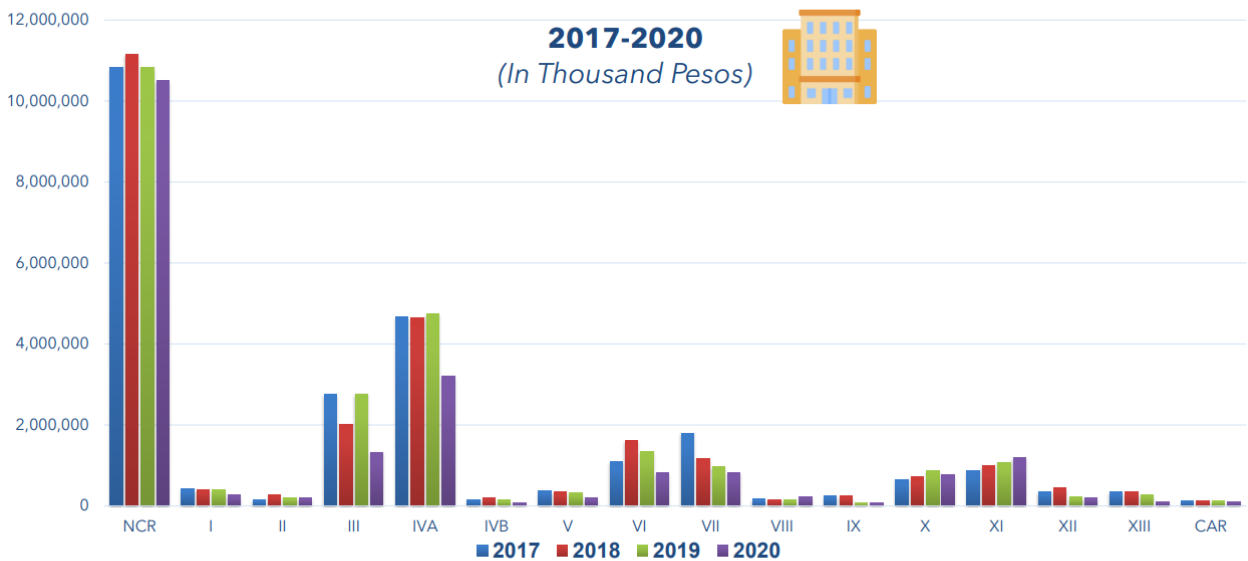
DEPARTMENT OF EDUCATION

32

Usec. Sevilla stressed that since E-Net is conducting a writeshop, it should not just focus solely on the national budget but also on the local government budget which is the Special Education Fund (SEF). She also mentioned that because of Mandanas ruling, the national government budget share will be decreased because it needs to add to the local government share.



## SPECIAL EDUCATION FUND (SEF)

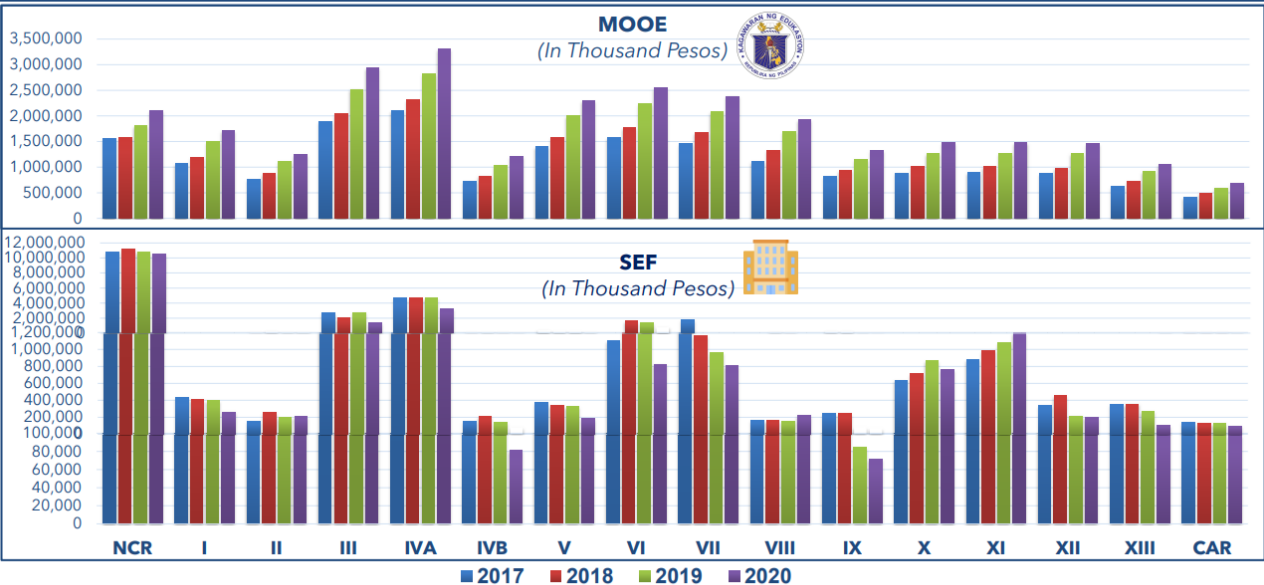


DEPARTMENT OF EDUCATION

33

Usec. Sevilla stated that "... there is some discrepancy or some equity problem in the share of national government and share of the SEF. Those who have SEF, probably higher general fund, gets more of the national government. DepEd secretary gave me the instruction to put equity in giving budget to schools."

## SEF VS MOOE



DEPARTMENT OF EDUCATION

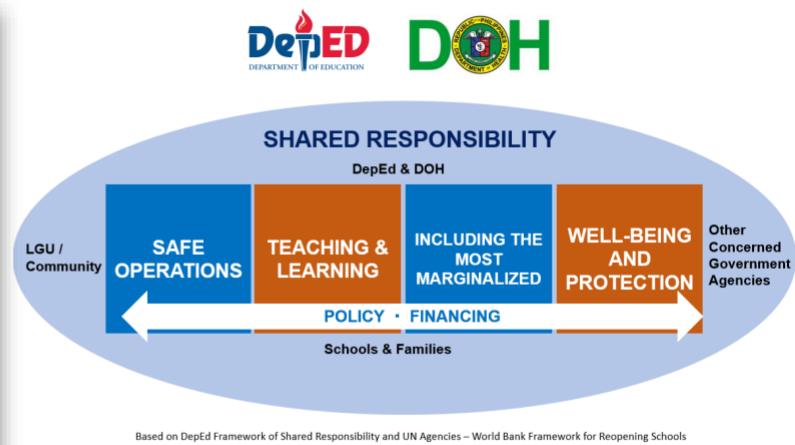
34



In the historical data of the MOOE and the comparison with the SEF between 2017 and 2020, DepEd reviewed the formula and giving more weight to the LGU level as an equity fund.

In DepEd's progressive expansion, they will give recognition with lower SEF while building stronger partnership with the LGUs with higher shares so that they can put an investment for education using their local funds.

## GUIDELINES ON THE USE OF THE DOWNLOADED FUNDS FOR THE IMPLEMENTATION OF PILOT F2F CLASSES



Based on DepEd Framework of Shared Responsibility and UN Agencies – World Bank Framework for Reopening Schools

Usec. Sevilla also emphasized the importance of shared responsibility while discussing the face-to-face framework.





# OPEN FORUM



**CHARITO J. PINALAS**

**FACILITATOR**

Ms. Pinalas facilitated the open forum. The documentation can be accessed through the link below:

<https://tinyurl.com/OpenForumDocumentation>

Usec. was not able to answer all the queries from the participants because she will attend to another meeting. However, she asked the E-Net Secretariat to send her the pending questions which she will address as soon as possible.



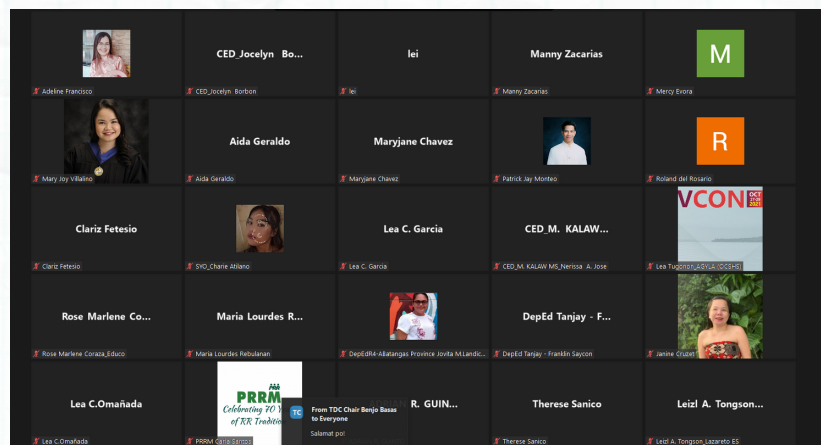
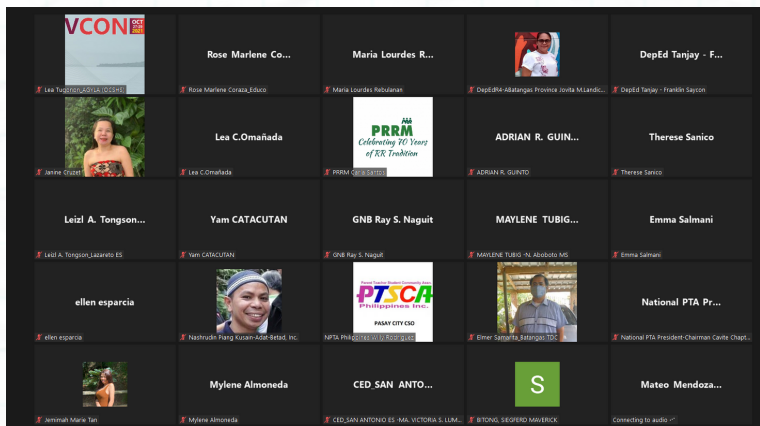
# AWARDING OF CERTIFICATE



Prof. Flora C. Arellano, Board member, E-Net Philippines, awarded the certificate of appreciation to Usec. Annalyn M. Sevilla, in grateful acknowledgment of her invaluable insights, experiences, and expertise as shared with E-Net Philippines during the National Budget learning session.

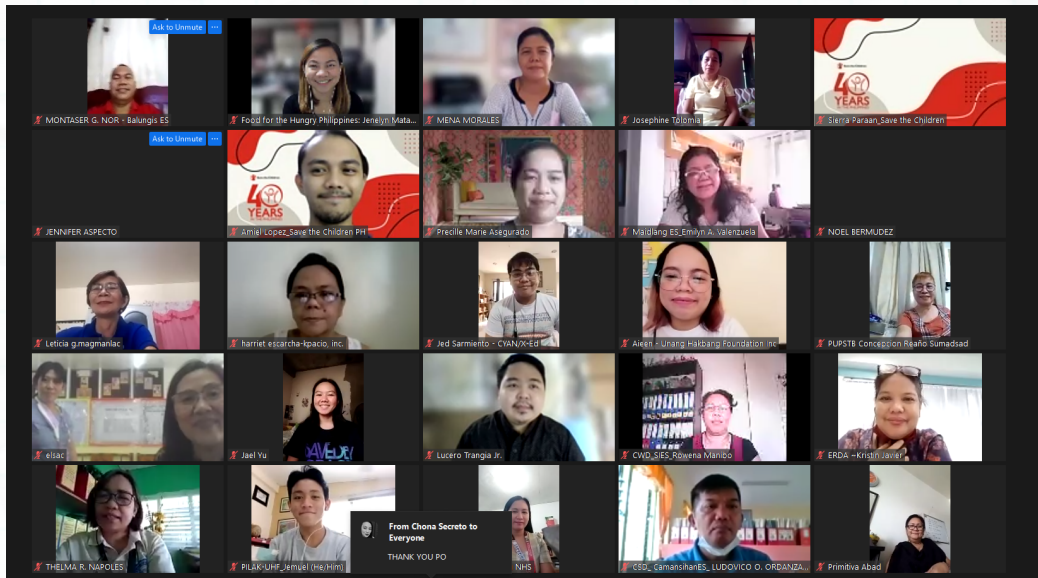
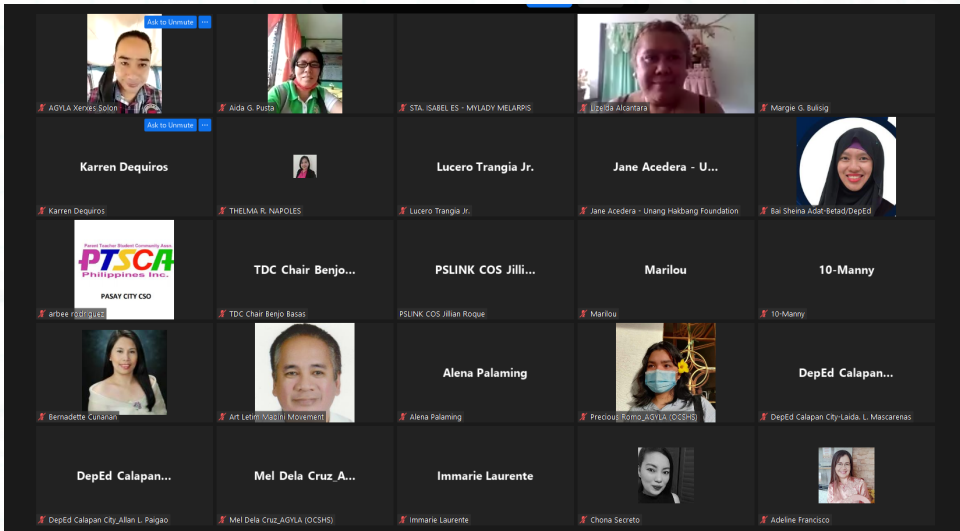


# PHOTO OPPORTUNITY





## PHOTO OPPORTUNITY



After the photo opportunity, Ms. Alvelyn Joy Berdan, National Coordinator of E-Net introduced the next speaker - Ms. Mitzi Chan, Advocacy Officer, E-Net Philippines to discuss the Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses.



# MS. MERZI FLORENCIA "MITZI" CHAN

Advocacy Officer, E-Net Philippines

Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses



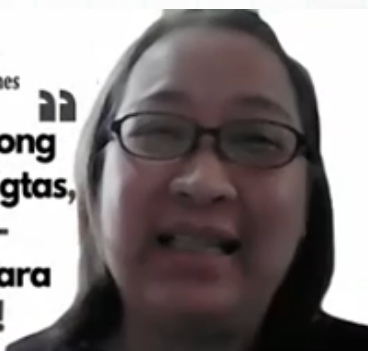
Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses

***Ms. Mitzi Chan***

ADVOCACY OFFICER  
E-Net Philippines



**Edukasyong  
Sapat, Ligtas,  
Karapat-  
dapat, Para  
sa Lahat!**



Ms. Chan shared that Mr. Alce Quitlig, Research Associate of Social Watch Philippines was supposed to discuss the ABI - Education budget proposal for 2022 and budget tracking. However, due to unforeseen

circumstance, Mr. Quitlig informed E-Net that unfortunately, he would not be able to do so. Nevertheless, he prepared an initial budget tracking paper and was able to send a copy to Ms. Chan.

As a refresher, Ms. Chan presented the contents of ABI - Education budget proposal for 2022 to the participants. The proposal was a product of series of consultations from different sectors.



**Alternative Budget Proposals - FY 2022 Proposed National Budget**



Agency	Relevant Budget Item/PAP	Proposal Description	Amount (In Pesos)
DepEd-OSEC	School-Based Feeding Program (SBFP)	Daily meal for estimated 2 million kinder students	1.5 B
	School-Based Feeding Program (SBFP)	Provision for additional 1 million learners whose family incomes have dropped as a consequence of COVID containment measure	3 B
	Flexible Learning Options (ADM/ALS/EiE)	Alternative Learning System service delivery to 1 million learners at ₱10,000/learner	10 B
		Alternative Learning System Community Learning Centers (for 250 municipalities with the highest poverty incidence at ₱200,000/municipality)	50 M
		Additional ₱10 billion for production of Self-Learning Modules (SLMs) to support the Basic Education-Learning Continuity Plan	10 B
		Implement Art. 210 of the Labor Code (Book IV) requiring employers to help establish and operate adult education programs for their workers and employees. ₱20M for policy and program development.	20 M
	Indigenous Peoples Education (IPEd) Program	Indigenous peoples' Learning Centers in identified 100 IP communities (₱350,000 per ILC/CLC)	35 M
Basic Education Madrasah Program	₱5,000 subsidy for 20,000 Muslim children	100 M	

There is a proposal for School-based Feeding Program amounting to 4.5 B. Ms. Chan stated that we considered the provision for additional 1 million learners whose family incomes have dropped as a consequence of COVID containment measure.

Ms. Chan also recalled that during Usec. Sevilla's presentation, she mentioned that the budget Flexible Learning Options (FLOs) were integrated in various items. Meanwhile, the proposed budget for Alternative Learning System (ALS) was 10 B plus 50 M because it is one of our main advocacies.

For Indigenous peoples' Learning Centers in identified 100 IP communities (₱350,000 per ILC/CLC), a budget amounting to 35 M was proposed while for Basic Education Madrasah Program ₱5,000 subsidy for 20,000 Muslim children, a budget amounting to 100 M was proposed.

Ms. Chan recognized the comment of Doc Dingan about increasing the Basic Education Madrasah Program ₱5,000 subsidy. She hoped that during the writeshop, they would take the initiative to propose an increase. She added that in ALS, we also proposed an increase and it reached 10 B because we provided ₱10,000 budget for each ALS learner.



Alternative Budget Proposals - FY 2022 Proposed National Budget



Agency	Relevant Budget Item/PAP	Proposal Description	Amount (In Pesos)
DEPED-OSEC	Last Mile Schools Program	Restoration of ₱5 billion allocation for the construction of infrastructure for 88 last mile schools	5 B
	Textbooks and other instructional materials	Restoration of ₱100 million appropriation for Textbooks and Instructional Materials for Learners with Disabilities	10 M
	Special Education Program or new budget item under Inclusive Education Program	Piloting the establishment of 30 Learning Resource Centers (LRCs) for Learners with Disabilities (₱3M per LRC)	90 M
	New School Personnel Positions or Operations of Schools	Hiring of 1,500 guidance counselors to implement academic and psychosocial counseling for at-risk high school students in the school and community settings	45 M
	Human resource development for personnel in schools and learning centers	Continuing training of teachers and parents for multi-modal teaching and learning for ₱1 million teachers/parents/caregivers (₱5,000 each)	5 B
	Operations of schools	Support Teachers Requirements for Online and Distance Learning: gadgets, supplies for learning materials, communication, transportation expenses (₱3,000 each for 8 months, 9,000 teachers)	21.6 B
	Learner Support Programs	Health of Teachers and Personnel 1) Mass testing and free covid vaccination; 2) Provision of hygiene kits; 3) Provision of psycho-social/psycho-emotional support; 4) Monthly medical check-ups @ ₱5,000 x 900,000 teachers & personnel	4.5 B

For the Last Mile Schools Program, a Restoration of ₱5 billion allocation for the construction of infrastructure for 88 last mile schools was proposed amounting to 5 B. Based on Usec. Sevilla's presentation, LMS program covers 44 schools, so on the ABI, we added another 88 because there are about 7,000 categorized as LMS. This is also our proposal to Open Government Partnership and ABI for 2022.

For Textbooks and other instructional materials, she corrected the figure written in the slide, the proposed budget amounted to 100 M not 1 M. There is an annual allocation of 100 M for textbooks and other instructional materials for Learners with Disabilities from 2010-2016. But in 2017, it was not allocated because it was integrated in MOOE. E-Net fought for this starting 2019. From 2019 up to this year, we were able to restore it in the budget.

The Piloting the establishment of 30 Learning Resource Centers (LRCs) for Learners with Disabilities (₱3M per LRC) budget proposal amounting to 90 M.

Ms. Chan stated, "These are what we really want to be included in our budget especially now that we are just waiting for the signing of the President to approve the Inclusive Education Bill for Learners with Disabilities"



## Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses

Meanwhile, for the New School Personnel Positions or Operations of Schools, we proposed Hiring of 1,500 guidance counselors to implement academic and psychosocial counseling for at-risk high school students in the school and community settings. The budget amounted to 45 M.

A budget amounting to 5 B was proposed for continuing training of teachers and parents for multi-modal teaching and learning for ₱1 million teachers/parents/caregivers (₱5,000 each).

### Alternative Budget Proposals - FY 2022 Proposed National Budget



Agency	Relevant Budget Item/PAP	Proposal Description	Amount (In Pesos)	
DEPED-OSEC	Basic Education Curriculum	Strengthen adolescent reproductive health program of DepEd with improved modules on sex education	20 M	
	Basic Education Facilities	School electrification via Solar Photovoltaic Technology: Financing amounting to ₱1 billion to subsidize the installation of solar PVs in public schools	1 B	
		10-faucet Hand Washing Stations (HWS) for 2,000 priority schools (₱50,000 per HWS)	100 M	
	Child Protection Program	Strengthening of the newly established Child protection Unit	10 M	
		Plantilla positions for 5 staff dedicated to the Child protection unit	2.145 M	
		Consultations and workshops with learners, teachers, parents and members of child protection committees to discuss the Child protection policy	5 M	
		Strengthening of the Child Protection Committees (CPC) in schools	5 M	
	Administration of Personnel Benefits	Payment of Special Hardship Allowance in areas that have been declared in State of Calamities or where teachers are exposed to hardships/hazards in the workplace pursuant to Sec19, Magna Carta for Public School Teachers	25% of teacher salary per latest SSL	
	<b>TOTAL</b>			<b>62.092 B</b>

Ms. Chan stated that there is a need to strengthen adolescent reproductive health program of DepEd with improved modules on sex education especially in this time of pandemic. A budget amounting to 20M was proposed.

Budget proposals were also crafted for Basic Education Facilities and Child Protection Program. Since the Child Protection Committees (CPC) in schools are newly-created committees, proposing budget for it is needed for strengthening its capacities.

The basis for the computation of Payment of Special Hardship Allowance was the 25% of teacher salary per latest SSL.



**For Consideration in the CHED Budget 2022**

Agency	Relevant Budget Item	Proposal Description	Amount
	Universal Access to Quality Tertiary Education (UAQTE)	Increase the amount of budget needed to operationalize the components of the UAQTE and UNIFAST laws and expand the number of beneficiaries.	<b>60,000,000,000</b>
CHED	General Administrative and Support Services (GASS) and CHED Regional Offices	Budget to expand organizational support for the effective implementation of the UNIFAST/UAQTE laws.	
	Pandemic Response – Support to Students	Additional subsidies for students in pandemic time Internet/load allowance 1,387,000 currently enrolled x Amount of allowance (P100/week) x 10 months (2 Semesters) = P 5,548,000,000.00	<b>5,548,000,000</b>
	Pandemic Response – Support to Prepare and Strengthen the Health Care System	Funding for Doctor para sa Bayan Act (5 SUCs) – restore CHED original budget of P1 billion Medical Scholarship and Return Service Program – restore CHED original budget of P 500 million	<b>1,000,000,000</b> <b>500,000,000</b>

Ms. Chan stated that when we say National Education budget it should also cover the TESDA and tertiary. However, we were not able to engage for TESDA. But last year, we were able to engage for CHED and SUCs with the help of representatives from the E-Net Youth Sector especially the PUP Speak.

For the Universal Access to Quality Tertiary Education (UAQTE), 60 B was proposed to expand its coverage.

**For Consideration in the CHED Budget 2022**

Agency	Relevant Budget Item	Proposal Description	Amount
	Scholarships for Faculty	Restore the Budget for Continuing Scholars (P2.25B) and Additional Budget for New Scholars	<b>2.25 Billion + Budget for New Scholars</b>
CHED	Research, Development and Innovation	Increase Budget to fund additional research, development and innovation proposals.	
	New Personnel	Budget for Creation of Plantilla positions for Mental Health Professionals to be assigned in SUCS	<b>P128,000,000 for 160 MHP</b>



**For Consideration for the SUCs Budget 2022**

Agency	Relevant Budget Item	Proposal Description	Amount
SCUs/ LUCs	Support to Faculty in Pandemic time	Internet Allowance/Transportation: 24,930 professors x Amount of allowance (P3,000/month) x 10 months (2 semesters) Additional Budget for Preparation of Instructional Materials – <b>P50,000/IM Development</b>	<b>747,900,000 + Budget /IM Development</b>
	Support to Students in Pandemic time	Internet/load allowance 1,387,000 currently enrolled x Amount of allowance (P100/week) x 10 months (2 Semesters) = P 5,548,000,000.00	<b>5,548,000,000</b>
	Faculty Development Fund	Budget for Continuing Trainings of Faculty for the Multi-mode of Teaching	
	Instruction	Budget for Instructional Materials P100/subject x 8 subjects x 1,387,000 students in SUC's	<b>2,219,200,000</b>
	Research	Earmark substantial funds for the development of research in the Universities.	
	Capital Outlay	Budget for <u>softwares</u> for quality assurance and <u>equipments</u> for printing of quality of modules i.e. high-end printers.	

Ms. Chan stated that it was challenging to craft the budget proposal for CHED and SUCs. Later on, the budget for Support to Faculty and Students in Pandemic time, Faculty Development, Instruction, Research, and Capital Outlay were included in the proposal.



After the presentation of the ABI - Education budget proposal for 2022, Ms. Chan proceeded to discuss the template Mr. Quitarlig initially prepared.



## Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses

Ms. Chan stated that it is important for E-Net members and partners to celebrate budget gains and tracking losses. Many of our gains are achieved during the second part of the budget legislation. We have two engagement - in the lower house, committee on appropriations, and in the Senate - finance committee.

2022 GAA Vol. No.- Page No	Dept/ Agency	Budget item/PAP	2022 SWP-ABI Proposal Amount (in PhP)	2022 NEP Proposal Amount (in PhP)	2022 Bicam Amount (in PhP)	2022 GAA Amount (in PhP)	Variance (GAA less NEP)	Remarks
Vol I-A p.190 / 233	DepEd-OSEC	Provision of Instructional Materials for Learners with Disabilities - Textbooks and other Instructional Materials	<b>100,000,000</b> Restoration of ₱100 million appropriation for Textbooks and Instructional Materials for Learners with Disabilities	0	100,000,000	100,000,000	<b>100,000,000</b>	<b>Gains</b>

According to Ms. Chan, in the ABI, we had a gain from the restoration of 100 M for Provision of Instructional Materials for Learners with Disabilities - Textbooks and other Instructional Materials.

Vol I-A p.216	DepEd-OSEC	Last Mile School Program	<b>5,000,000,000</b> Restoration of ₱5 billion allocation for the construction of infrastructure for 88 last mile schools	1,500,000,000	10,000,000	1,510,000,000	<b>10,000,000</b>	How many additional last mile schools covered?
Vol. I- B p.771	DepEd-OSEC - Unprogrammed Appropriations	Last Mile Schools Program	see above	0	1,000,000,000	1,000,000,000	<b>1,000,000,000</b>	<b>Gains</b> How many additional last mile schools covered?
Vol I-A p.216	DepEd-OSEC	Child Protection Program	<b>22,145,000</b> Strengthening	4,580,000	22,145,000	26,725,000	<b>22,145,000</b>	<b>Gains</b>

For the Last Mile Schools Program, we had a gain of 10 M. There is a standby fund around 1 B for the unprogrammed appropriations if the revenues exceed the target and when the government would be able to generate foreign funding.

During the legislative deliberations, the budget for Child Protection program was restored. We had a gain of 22,145,000.



## Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses

Vol I-A p.233	DepEd-OSEC	Basic Education Facilities	<b>320,000,000</b> 10-faucet Hand Washing Stations (HWS) for 2,000 priority schools (₱50,000 per HWS)	5,441,663,000	507,750,000	5,949,413,000	<b>507,750,000</b>	For confirmation: WASH in schools program - Construction of hand washing stations in at least 1,000 priority schools
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Ms. Chan also stressed that we had a gain of 507,750,000 for the Basic Education Facilities,

Vol. I- B p.771	DepEd-OSEC - Unprogrammed Appropriations	Basic Education Facilities	see above	0	1,000,000,000	1,000,000,000	<b>1,000,000,000</b>	For confirmation: WASH in schools program - Construction of hand washing stations in at least 1,000 priority schools <b>Gains</b>
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Vol I-A p.233	DepEd-OSEC	Indigenous Peoples Education (IPEd) Program	<b>35,000,000</b> IP Learning Centers - P350,000/CLC/ Indigenous community x 100 CLCs	51,478,000	92,828,000	144,306,000	<b>92,828,000</b>	For confirmation: Indigenous peoples' Learning Centers in identified 100 IP communities (₱350,000 per ILC/CLC to cover <u>cover</u> community mobilization, design, and construction of the structure, and the development of learning materials)
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DepEd have 7 programs under its Inclusive Education Program. Ms. Chan stated that this information is subject for confirmation: "Indigenous peoples' Learning Centers in identified 100 IP communities (₱350,000 per ILC/CLC to cover cover community mobilization, design, and construction of the structure, and the development of learning materials)."

Vol I-A p.234	DepEd-OSEC	Madrasah Education Program	<b>100,000,000</b> ₱5,000 subsidy for 20,000 Muslim children	346,830,000	10,000,000	356,830,000	<b>10,000,000</b>	For confirmation: ₱5,000 subsidy for 20,000 Muslim children for ₱10 million
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## Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses

As per Madrasah Education Program, Usec. Sevilla clarified that it will cover Madrasah nationwide. Ms. Chan stated that there is a need to confirm if the increase of subsidy is feasible.

Vol I-A p.234	DepEd-OSEC	Special Education Program	<b>90,000,000</b> Piloting the establishment of 30 Learning Resource Centers (LRCs) for Learners with Disabilities (₱3M per LRC)	297,203,000	263,000,000	560,203,000	<b>263,000,000</b>	For confirmation: Piloting the establishment of 30 Inclusive Learning Resource Centers (LRCs) for Inclusive Learners with Disabilities (₱3M per LRC) – as stipulated in DepEd Department Order 45 s. 2021
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In Special Education Program, a budget amounting to 90,000,000 was proposed for Piloting the establishment of 30 Learning Resource Centers (LRCs) for Learners with Disabilities (₱3M per LRC).

Vol. I- B p.771	DepEd-OSEC - Unprogrammed Appropriations	School-Based Feeding Program	<b>3,000,000,000</b> Provision for additional 1 million learners whose family incomes have dropped as a consequence of COVID containment measure;	0	1,000,000,000	1,000,000,000	<b>1,000,000,000</b>	<b>Gains</b>
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For School-Based Feeding Program, we had a gain of amounting to 1B after lobbying to budget legislation,

Vol I-A p.960 /972	DOH-OSEC	Cancer Control Program - Prevention and Control of Non- Communicable Diseases	750,000,000	0	789,956,000	789,956,000	<b>789,956,000</b>	<b>Gains</b>
Vol I-A p.967	DOH-OSEC	Health Promotion	1,600,000,000	478,616,000	50,110,000	528,726,000	<b>50,110,000</b>	
Vol I-A p.968	DOH-OSEC	Benefits for COVID-19 Workers ( <i>Actual Budget Item Title: Compensation and Other Benefits for COVID-19 Workers in Health Facilities</i> )	50,500,000,000	0	7,919,160,000	7,919,160,000	<b>7,919,160,000</b>	



## Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses

Ms. Chan further talked about other ABI proposals lodged to budget of other agencies. If education agencies cannot cover some budget, we need to look at budget of other agencies.

Vol. I-B p.771	DOH-OSEC - Unprogrammed Appropriations	Compensation & Other Benefits for COVID-19 Workers in Health Facilities	see above	0	42,000,000,00 0	42,000,000,000	<b>42,000,000,00 0</b>
Vol I-A p.971	DOH-OSEC	Procurement of COVID-19 Vaccine Booster Shots (New Budget Item)		0	2,792,970,000	2,792,970,000	<b>2,792,970,000</b>
Vol. I-B p.770	DOH-OSEC - Unprogrammed Appropriations	Procurement of COVID-19 Vaccine Booster Shots		45,367,853,000	0	45,367,853,000	<b>0</b>
Vol I-A p.982	DOH-OSEC	Health Technology Assessment	26,657,363	13,576,000	19,501,000	33,077,000	<b>19,501,000</b>

All proposals to Department of Health are concerned related to COVID-19 response.

Vol. I-B p.771	DOH-OSEC - Unprogrammed Appropriations	Cancer Assistance Fund	see above	0	400,000,000	400,000,000	<b>400,000,000</b>
Vol I-A p.1135	DOLE-OSEC	Livelihood Assistance for Parents/Guardia ns of Child Laborers - Livelihood and	800,640,000	0			Update: Amount and number of beneficiaries under discussion by DOLE



## Alternative Budget Initiative (ABI) Budget Tracking: Gains and Losses

Budget proposals are also crafted for Livelihood Assistance for Parents/Guardians of Child Laborers - Livelihood and Emergency Employment.

Vol I-A p.1136	DOLE-OSEC	Child Labor Prevention and Elimination Program - Welfare Services	178,500,000	0	80,000,000	80,000,000	<b>80,000,000</b>	Budget increase for DOLE Child Labor Prevention and Elimination Program confirmed by DOLE BWSC; Allocation per Regional Office currently being discussed
Vol. I- B p.294	DSWD-OSEC	Social Pension for Indigent Senior Citizens	28,349,920,400	23,518,015,000	1,500,000,000	25,018,015,000	<b>1,500,000,000</b>	

The grand total is shown below:

<b>GRAND TOTAL, Child Protection (In <u>PhP</u>)</b>	<b>6,101,285,000</b>	<b>1,504,580,000</b>	<b>1,212,145,000</b>	<b>2,716,725,000</b>	<b>1,212,145,000</b>
<b>GRAND TOTAL (In <u>PhP</u>) 3</b>	<b>90,782,862,763</b>	<b>77,019,814,000</b>	<b>61,167,460,000</b>	<b>138,187,274,000</b>	<b>61,167,460,000</b>
<b>GRAND TOTAL net of <u>Unprogrammed</u> (In <u>PhP</u>) 3</b>	<b>86,982,222,763</b>	<b>31,651,961,000</b>	<b>15,767,460,000</b>	<b>47,419,421,000</b>	<b>15,767,460,000</b>



# OPEN FORUM



**CHARITO J. PINALAS**

**FACILITATOR**

Ms. Pinalas read some comments and queries from the participants.

Query from **Mr. Andy Q. Rosales**, *"hindi pa po pasado sa kongreso, bakit po ginastusan na ng gobyerno ang pagtuturo ng SOGIE sa grade 10-AP?"*

Suggestion from **Mr. Mateo**, *"pakisama naman po sa ating discussion ang access to budget. nahihirapan po ang iba na magkaroon ng isang clear or simple memo ng proposal sa pagkuha ng budget. yes nasa 2nd cycle tayo ng school improvement plan. doon po hinihimay ang paggamit ng MOOE. mga access, quality, governance..."*

*Other comments and queries can be viewed through the link below:*

<https://tinyurl.com/OpenForumDocumentation>



# AWARDING OF CERTIFICATE



Prof. Flora C. Arellano, Board member, E-Net Philippines, awarded the certificate of appreciation to Ms. Merzi Florencia T. Chan, in grateful acknowledgment of her invaluable insights, experiences, and expertise as shared with E-Net Philippines during the National Budget learning session.



# MS. MERZI FLORENCIA "MITZI" CHAN

Advocacy Officer, E-Net Philippines

## HOW TO FORMULATE ALTERNATIVE BUDGET PROPOSALS



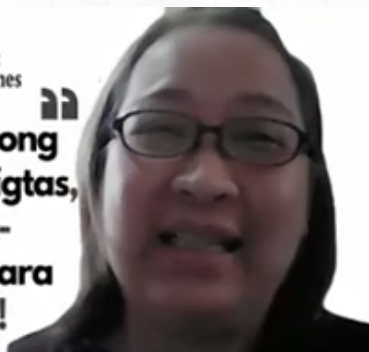
Alternative  
Budget  
Initiative



## HOW TO FORMULATE ALTERNATIVE BUDGET PROPOSALS



**Edukasyong  
Sapat, Ligtas,  
Karapat-  
dapat, Para  
sa Lahat!**



Ms. Chan stated that the first step in crafting Alternative Budget Proposal is to analyze the situation in our sector. The advocacies, priorities, and sectoral goals should be clear.

### GUIDELINES ON CRAFTING ALTERNATIVE BUDGET PROPOSALS

Analyze the situation in your sector. Be clear about your advocacies, sectoral goals and priorities.

Critically analyze the sectoral and agency allocations in relation to your advocacies. What is already there? What is lacking? What more needs to be added?



She led the participants in remembering the sectoral priority agenda adopted by the General Assembly which can be basis on crafting the alternative budget proposals.



In addition to items which already have allocations, propose new items of expenditure.



Calculate the cost of your additional and new allocations.



Write up your situational analysis and justify your alternative proposals.

In addition, Ms. Chan stated that aside from sectoral lens, it is recommended to include in the analysis crosscutting concerns such as:

- *Climate change*
- *Gender responsiveness*
- *Responsiveness to the needs of different marginalized groups such as Persons with Disabilities (PWDs), children, Indigenous Peoples (IPs), and Muslims*

She also reminded everyone that the budget proposals should not be limited to education agencies but rather include other agencies.

A template was crafted based on the budget items of DepEd and the other agencies. These are the main Programs, Activities, and Projects (PAPs).



### ABI BUDGET PROPOSAL FORMAT (EDUCATION - DEPED)

BUDGET ITEM/PROGRAMS, ACTIVITIES, PROJECTS (PAPs)	BUDGET PROPOSAL	RATIONALE
I. EDUCATION POLICY DEVELOPMENT PROGRAM		
II. BASIC EDUCATION INPUTS PROGRAM		
III. INCLUSIVE EDUCATION PROGRAM		
IV. SUPPORT TO SCHOOLS AND LEARNERS PROGRAM		
V. EDUCATION HUMAN RESOURCE DEVELOPMENT PROGRAM		

### ABI BUDGET PROPOSAL FORMAT (EDUCATION – CHED/SUC)

BUDGET ITEM/PROGRAMS, ACTIVITIES, PROJECTS (PAPs)	BUDGET PROPOSAL	RATIONALE
I. Universal Access to Quality Tertiary Education (UAQTE) - Scholarship and Student Assistance Programs		
II. Scholarships for Faculty		
III. Research, Development and Innovation		
IV. New Personnel		

### ABI BUDGET PROPOSAL FORMAT (EDUCATION – TESDA)

BUDGET ITEM/PROGRAMS, ACTIVITIES, PROJECTS (PAPs)	BUDGET PROPOSAL	RATIONALE
I. TECHNICAL EDUCATION AND SKILLS DEVELOPMENT PROGRAM - TESD Training Program – School-based, Center-based, Enterprise-based, Community-based - TESD Scholarship and Student Assistance Program - RA 9509 – Barangay <u>Kabuhayan</u> Act		
II. TECHNICAL EDUCATION AND SKILLS DEVELOPMENT POLICY PROGRAM		
III. TECHNICAL EDUCATION AND SKILLS DEVELOPMENT REGULATORY PROGRAM		



## BREAKOUT GROUPS PER SECTOR: INITIAL DISCUSSION ON BUDGET PROPOSAL

Ms. Chan stated that there is an option for the sectors to the writeshop between February 18-February 24. The finalization of ABI proposal should be accomplished by 1st week of March.

8 breakout groups per sector were opened namely:

1. Persons with Disabilities
2. Teachers
3. Younger Children
4. Older Children
5. Youth
6. Indigenous Peoples
7. BARMM
8. Adult Education

These served as platform for a 20-minute initial discussion about their budget proposal.

Before the session ended, Ms. Pinalas reminded everyone to contact E-Net Secretariat if they are in need of technical or zoom assistance and other logistical concerns. Afterwards, she called Ms. Alvelyn Joy Berdan, National Coordinator, E-Net Philippines for her closing remarks.



# MS. ALVELYN JOY BERDAN

National Coordinator, E-Net Philippines

## CLOSING REMARKS



Ms. Berdan extended her gratitude to all the attendees, E-Net's National Advocacy Council, National Executive Board, and Sectoral Clusters' members.

She did not want to call it as "closing" remarks because there will be continuations of discussions between February 18 - February 24.

In the end, she encouraged everyone to collaborate with their co-sectors for a fruitful and comprehensive crafting of their Alternative Budget Proposal.

After the session, all powerpoint presentations and learning materials were sent to the sectors via email. The continuation of their writeshops were scheduled between February 18 - February 24.

-end-