



Philippines

Education for All 2015 National Review

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Philippine Education for All 2015 Review Report



Philippine Education for All 2015 **Review Report**

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Acronyms and Abbreviations

4Ps	Pantawid Pamilyang Pilipino Program
A&E	Accreditation and Equivalency
ADM	Alternative Delivery Mode
ACECYD	Advisory Council on the Education of Children and Youth with Disabilities
ALIVE	Arabic Language and Islamic Values Education
ALS	Alternative Learning System
AO	Administrative Order
ARMM	Autonomous Region in Muslim Mindanao
ATEP	Accelerated Teacher Education Program
BALS	Bureau of Alternative Learning System
BBL	Bangsamoro Basic Law
BEC	Basic Education Curriculum
BEE	Bureau of Elementary Education
BESRA	Basic Education Sector Reform Agenda
BFP	Breakfast Feeding Program
BLNS	Basic Learning Needs Survey
BLP	Basic Literacy Program
BP-OSA	Balik-Paaralan para sa Out-of-School Adults
BPA	Budget Partnership Agreement
BSE	Bureau of Secondary Education
CAB	Comprehensive Agreement on Bangsamoro
CAR	Cordillera Administrative Region
CBMIS	Community-Based Monitoring Information System
CB-PAST	Competency-Based Performance Appraisal System for Teachers
CCT	Conditional Cash Transfer
CDW	Child Development Worker

CHED	Commission on Higher Education
DALSC	District Alternative Learning System Coordinator
DBM	Department of Budget and Management
DCC	Day Care Center
DCEFA	Division Committee on Education for All
DCWs	Day Care Workers
DepEd	Department of Education
DILG	Department of the Interior and Local Government
DO	Department of Education Order
DOLE	Department of Labor and Employment
DORP	Dropout Reduction Program
DRR	Disaster Risk Reduction
DRRMO	Disaster Risk Reduction and Management Office
DSWD	Department of Social Welfare and Development
EBEIS	Enhanced Basic Education Information System
ECARP	Every Child a Reader Program
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information Systems
E-Net Philippines	Civil Society Network for Education Reforms
EO	Executive Order
ESCS	Education Service Contracting Scheme
EVS	Education Voucher System
FLEMMS	Functional Literacy, Education and Mass Media Survey
FPW	Framework Plan for Women
GAD	Gender and Development
GASTPE	Government Assistance to Students and Teachers in Private Education
GCOC	Government-Owned and Controlled Corporation
GDP	Gross Domestic Product
GEM	Global EFA Meeting

GFPS	GAD Focal Point System
GPI	Gender Parity Index
HEI	Higher Education Institution
ICT	Information and Communications Technology
IMPACT	Instructional Management by Parents, Community, and Teachers
INFED	Informal Education
IPME	Indigenous Peoples' and Muslim Education
IPPD	Individual Plan for Professional Development
IT-BPO	Information Technology-Business Process Outsourcing
Kalahi-CIDSS	Kapit-Bisig Laban sa Kahirapan – Comprehensive Integrated Delivery of Social Service
KRT	Key Reform Thrust
KSP	Kindergarten Summer Program
LCC	Literacy Coordinating Council
LET	Licensure Examination for Teachers
LGU	Local Government Unit
LHAS	Learners' Health Appraisal System
LIS	Learner Information System
LRMDS	Learning Resources Management and Development System
LSB	Local School Board
M&E	Monitoring and Evaluation
MCW	Magna Carta for Women
MDG	Millennium Development Goals
MILF	Moro Islamic Liberation Front
MISOSA	Modified In-School and Off-School Approach
MOA	Memorandum of Agreement
MOI	Medium of Instruction
MOOE	Maintenance and Other Operating Expenses
MPS	Mean Percentage Score
MT	Mobile Teacher
MTB MLE	Mother Tongue-Based Multilingual Education
MTPDP	Medium-Term Philippine Development Plan

NAPC	National Anti-Poverty Commission
NAT	National Achievement Test
NCBTS	National Competency-Based Teaching Standards
NCCAP	National Climate Change Action Plan
NCDDP	National Community-Driven Development Program
NCR	National Capital Region
NEC	National Education for All Committee
NEDA	National Economic and Development Authority
NER	Net Enrolment Rate
NETRC	National Education Testing and Research Center
NFEP	Non-Formal Education Project
NGO	Non-Government Organization
NIR	Net Intake Rate
NLS	National Learning Strategy
NPSBE	National Program Support for Basic Education
NSO	National Statistics Office
NSTIC	National Science Teaching Instrumentation Center
NYC	National Youth Commission
ODA	Official Development Assistance
OHSP	Open High School Program
OJT	On-the-Job Training
OPAPP	Office of the Presidential Adviser on the Peace Process
OSC	Out-of-School Children
OSY	Out-of-School Youth
PASBE	Philippine Accreditation System for Basic Education
PCW	Philippine Commission on Women
PD	Presidential Decree
PDP	Philippine Development Plan
PES	Parent Education Service
Phil-IRI	Philippine Informal Reading Inventory
PIA	Philippine Information Agency
PMIS	Project Management Information System

PPAs	Programs, Projects, and Activities
PPP	Public-Private Partnership
PQF	Philippine Qualification Framework
Project ReACh	Reaching All Children
PTR	Pupil-Teacher Ratio
PST	Process Skills Test
QAA	Quality Assurance and Accountability
R&D	Research and Development
RA	Republic Act
RCEFA	Regional Committee on Education for All
RMM	Resource Mobilization and Management
SBM	School-Based Management
SEAMEO INNOTECH	Southeast Asian Ministers of Organization Regional Center for Educational Innovation and Technology
SEC	Secondary Education Curriculum
SEF	Special Education Fund
SGC	School Governing Council
SHNP	School Health and Nutrition Program
SHSP	Senior High School Program
SIL	Summer Institute of Linguistics
SIP	School Improvement Plan
SPED	Special Education
SPHERE	Support for Philippine Basic Education Reform
STR	Student-Teacher Ratio
SReYA	School Readiness Year-end Assessment
STVEP	Strengthened Technical-Vocational Educational Program
SY	School Year
TEC	Teacher Education Council
TED	Teacher Education Development
TEDP	Teacher Education Development Program
TEPT	Test of English Proficiency for Teachers
TESDA	Technical Education and Skills Development Authority

TIP	Teacher Induction Program
TLE	Technology and Livelihood Education
TR	Training Regulations
TSNA	Teacher's Strength and Needs Assessment
TVET	Technical Vocational Education and Training
TWG	Technical Working Group
ULAP	Union of Local Authorities of the Philippines
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund (formerly United Nations Children's Emergency Fund)
WATSAN	Water and Sanitation
WB	World Bank

Glossary

Accreditation A process of granting recognition for a level of quality based on a set of standards that needs to be met.

Alternative Learning System A community-based learning system in the Philippines parallel to formal basic education which offers both non-formal and informal education to OSC, OSY and adults.

Barangay A Filipino term for the smallest administrative unit, which may be equivalent to a village or a district.

Basic Education Education intended to meet children's basic learning needs from early childhood and elementary to secondary, including their ALS equivalents for OSY and adults and their SPED equivalent for those with special needs.

Basic Learning Needs Needs that comprise both essential learning tools such as literacy, oral expression, numeracy, and problem-solving, and basic learning contents such as knowledge, skills, values, and attitudes required by human beings to be able to survive, develop to their full capacity, live and work with dignity, fully participate in development, improve the quality of their lives, make informed decisions, and continue learning.

Basic Literacy A set of skills that includes the ability to read with comprehension and write simple messages.

Center-based ECCD Program A service at the community level undertaken in a center, school, or workplace, initiated by NGOs, work-related childcare and education program implementers, child-minding and health center and station operators.

Completion Rate The percentage of entrants in a level of education that completes/finishes the level in accordance with the required number of years of study.

Cohort Survival Rate (CSR) The percentage of enrollees at the beginning grade or year in a given school year that reached the final grade or year of the elementary/secondary level.

CONFINTEA VI The UNESCO-convened International Conference on Adult Education is held every twelve years to emphasize the role of adult education in achieving sustainable development. The Sixth CONFINTEA was held in Belem, Brazil in 2009 where 144 Member States made commitments to youth and adult education.

Curriculum A course of study in a school or college. It refers to a list of educational outcomes that needs to be covered and completed during a specific training program.

Day care service provision The provision of daytime training, supervision, recreation, and sometimes medical services to children of preschool age.

Early Childhood Care and Development A full range of healthcare, nutrition, early education, psychosocial, and other services provided to meet the basic holistic needs of children. It includes center- and home-based programs.

Education Service Contracting Scheme DepEd's contracts with private schools whereby the Government shall shoulder the tuition and other fees of excess students in public high schools who shall enrol under this program.

Functional Literacy A significantly higher level of literacy beyond basic literacy that includes the following competencies: communication skills, critical thinking and problem-solving skills/application of scientific way of thinking in daily life/numeracy, sustainable use of resources/productivity, development of self and sense of community, and expanding one's worldview. These skills must be sufficiently advanced to enable individuals to fully and efficiently participate in activities that commonly occur throughout their lives.

Gross Enrolment Rate The total enrolment in a given level of education as a percentage of the population, which, according to national regulations, should be enrolled at this level.

Grand EFA Alliance A range of partnerships, collaborations, and linkages among educational stakeholders from the national to the community level to make EFA possible.

Home-based ECCD Programs A full range of services that promote the holistic development of children below six years old delivered for, with, and/or by parents, surrogates, or caregivers in an informal setting at home, in the neighborhood, and/or in other improvised safe environments or places in the community.

Kindergarten The program for children aged 4–6 that serves as their introduction to school.

K to 12 Education Program The flagship program of the DepEd that aims to produce Filipino graduates who are holistically developed with twenty-first century skills and prepared for higher education, middle-level skills development, employment, and entrepreneurship.

Madrasah (plural, *madaris*) The Arabic term for school which is operationally defined as an educational institution which is community-based and operated privately whereby the medium of instruction is the Arabic language, with Islamic studies and Arabic literacy as the core emphasis.

Mean percentage Score The ratio between the number of correctly answered items to the total number of test questions, or the percentage of correctly answered items in a test.

Net Enrolment Rate The ratio of the enrolment for the age group corresponding to the official school age in the elementary/secondary level to the population of the same age group in a given year.

Preschool The organized form of instruction for infants to children aged 5–6.

School-Based Management is both a mechanism of decentralized governance where the management of schools that are accountable to both internal and external stakeholders is lodged in the school level; and a framework for integrating various inputs such as teacher training, classrooms, learning materials, nutrition programs, resource mobilization among others.

School Leaver Rate The proportion of students who leave school during the year and those who complete a level but fail to enroll in the next one the following SY to the total number of students enrolled during the previous SY.

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Executive Summary

A country's vision of inclusive growth and development entails investment in human capital, particularly through the provision of quality basic education, competitive technical vocational skills training, and relevant and responsive higher education as stated in the Philippine Development Plan 2011-2016.

The current administration has placed a high regard for education and has pushed for educational reforms that promote inclusive education especially for the marginalized. Education, being the priority of the government, has produced active public-private partnerships over the years both at the national and the school levels.

The fruits of the past and the current EFA-related programs and projects resulted in increased performance of the country in most of the EFA indicators. However, at this time, there are still some gaps in performance which require greater efforts to accelerate and reach national EFA targets by 2015.

The highlights of the country achievement can be summarized as follows:

Goal 1: Early Childhood Care and Education (ECCE)

- There was a 3 percent increase in the number of early childhood day care centers from 2011 to 2013 (51,797 in 2011 to 53,436 in 2013).
- Early Childhood Care and Development (ECCD) enrollees increased by 4 percent as indicated by the Department of Social Welfare and Development (DSWD) enrolment of 1,699,888 in 2011 and 1,778,274 in 2013.

- The Early Years Act of 2013 designated the ECCD Council as the agency responsible for children aged zero to four years old, while DepEd is in charge of children from five to eight years old. ECCD programs towards the development of children aged zero (0) to four (4) years old are provided in center-based and home-based day care centers.

Goal 2: Universal Primary/Basic Education

- The Enhanced Basic Education Act of 2013 was passed into law that ensures kindergarten as the mandated first stage of compulsory formal education.
- Kindergarten education for five-year-old children has made tremendous progress in enrolment following the Kindergarten Act that universalized preschool education.
- There was an 8.5 percentage point average annual increase from SY 2005-2006 to SY 2010-2011 in kindergarten enrolment. The 100 percent target in 2015 is still beyond reach with an observed 77 percent kindergarten Net Enrolment Rate (NER) in SY 2012-2013.
- Access to elementary and secondary education, as revealed by NER, has fluctuated as figures dipped in SY 2005-2006 (Elementary, 84.44%; Secondary, 58.54%) and rose in SY 2010-2011 (Elementary, 95.92%; Secondary 64.30%).

- Primary school-age participation rate was nearing the 100 percent mark with 95 percent NER in SY 2012-2013.
- The figure for the secondary school age participation rate was about 65 percent, which is 35 percentage points away from the 100 percent target in SY 2012-2013.
- Keeping children in school until they finish their basic education remains a challenge as completion rate for elementary, on the average from SY 2005-2006 to SY 2012-2013, was only around 72 percent.
- For the secondary completion rate, the average from SY 2005-2006 to SY 2012-2013 was around 73 percent.
- Survival of children until they reach the final grade/year, as indicated by cohort survival rates, has been improving over the years; however, elementary rate was 75 percent and for secondary it was only 78 percent, putting at least a 20 percentage point difference between the current rate (SY 2012-2013) and the targeted 100 percent target.
- Moreover, eliminating dropout in the first three grades remains an issue with Grade 1 having a 13.04 percent school leaver rate in SY 2011-2012.

Goal 3: Learning and Life Skills for Youth and Adults

- The technical skills education and training programs have been provided to qualified and interested secondary level students through the DepEd Tech-voc program that increased by 35 percent as shown

in the number of enrollees from 246,012 in SY 2007-2008 to 378,150 in SY 2012-2013.

- TESDA TVET enrolment has also increased 19 percent from 2011-2013 (1.6 million in 2011 to 1.9 million in 2013).
- Employment rate among graduates was likewise on the rise from 48.5 percent in 2005 to 65.3 percent in 2013.

Goal 4: Adult Literacy

- Basic literacy rates have improved from 93.4 percent in 2003, while basic literacy rose to 95.6 percent in 2008.
- Functional literacy likewise increased from 84.1 percent in 2003 to 86.4 percent in 2008.
- To increase adult literacy among Filipinos, the DepEd provided basic and functional literacy programs for out-of-school youth and adults under its alternative learning system (ALS). ALS enrolment and number of completers have been increasing steadily from 106,482 enrollees in 2005 to 330,977 in 2013, and from 77,168 completers in 2003 to 232,393 in 2013.

Goal 5: Gender Parity and Equality

- In 2011, more female children aged 0 to 5 years old were availing themselves of day care services. Among children aged 0-3 years old, 44.4 percent were males and 55.4 percent were females; and among children aged 3 to 5 years old, 46.9 percent were male, 47.5 percent

were females. Among children beyond five years old, there were more male than female children provided with day care services.

- In SY 2012-2013, there were more females (96.3 percent in elementary and 70 percent in secondary NER) than males (94.2 percent in elementary and 59.9 percent in secondary) that had access to basic education. Moreover, more females (78.2 percent elementary and 79.9 percent secondary) than males (69.6 percent elementary and 69.8 percent secondary) completed their basic education.
- Females performed better than males in the National Achievement Test (NAT). Females got a mean percentage score (MPS) of 70.6 for elementary and 53.5 for secondary while MPS of males was 67.1 for elementary and 49.0 for secondary in SY 2012-2013.
- On the other hand, more males were availing themselves of and completing the ALS programs of DepEd. In 2013, there were 51.7 percent male enrollees compared to 48.3 percent female enrollees in ALS. Among the completers, 55.0 percent were males while only 45.0 percent were females.
- In terms of technical-vocational (tech-voc) education at the secondary level, females outnumbered males in three out of four programs (ICT, Arts and Trade, and Fisheries).
- In TESDA's TVET, 52 percent of both total enrollees and total graduates were females.

Goal 6: Quality of Education

- The National Achievement Test (NAT), the Philippines' measure of education quality, has been improving.
- The elementary national mean percentage score was still 6 percentage points away from the targeted 75 percent with 68.9 MPS in SY 2012-2013.
- At the secondary level, the national mean percentage score was 23 percentage points away from the set target, with only 51.4 MPS in SY 2012-2013.
- In terms of education input, the education sector is supposed to get the biggest chunk of the national budget. DepEd budget allocation increased from 207.2 billion pesos in 2011 to 336.9 billion pesos in 2014. However, there remained fiscal shortfalls as the overall education budget allocation fell short of the recommended portion of GDP; government spending in education sector was only 2.6 percent of GDP in 2011.
- The current government has been allocating bigger education budgets each year since 2010 to close the input gaps in education. DepEd reported that gaps have been closed in terms of provision of classrooms, seats, and textbooks in public schools.
- DepEd has also increased the number of teachers with more than 102,623 teacher items created and supplemented by 43,204 volunteer kindergarten and LGU-hired teachers.

Education Sector Management and Strategies

The education sector alliance has done notably well in terms of fulfilling the EFA Production Tasks, namely: the institutionalization of school-based management and the national competency-based teaching standards; institutionalization of kindergarten education; and the implementation of K to 12 curriculum and education structure. All these interventions have potential impact that will improve the educational system in the country in the years to come.

The Philippine EFA 2015 Review Report reveals the education sector's strengths, one of which is the established alliance among government agencies and the partnership of the government education agencies with civil society organizations and the private sector that has potential to boost the EFA accomplishment of the country. For instance, there is a collaboration among government agencies, NGOs, and private organizations to address the issues on OSYs through the *Abot Alam program*.

Moreover, the legislated policies and government issuances that address key issues on education facilitate the actions conducive to EFA attainment. The most promising development is the sector-wide education reform of establishing the K to 12 system that is backed by legislation.

Challenges and Government Priorities

There are emerging and persistent issues such as poverty, climate change, devastating disasters, armed conflict, and threats to the safety and security of schoolchildren that make universal education attainment a challenge.

The government has been addressing these challenges through legislations and proactive measures embedded in the national plans and actions of inter-government agencies. Poverty is being addressed in the Philippine Development Plan 2011-2016 promoting poverty reduction and inclusive growth. There are programs being pursued to reduce poverty such as the Conditional Cash Transfer (CCT) and the National Community-Driven Development Program (NCDDP). The education sector, through the Department of Education (DepEd) is providing financial assistance to students through the Government Assistance to Students and Teachers in Private Education (GASTPE) and is pushing for inclusive education, particularly for indigenous people, Muslim students, and children with disabilities.

Recently, the government developed the National Climate Change Action Plan to mitigate the impact of climate change in the country. Moreover, the Philippines adopted a management framework and institutionalized a national plan on disaster risk reduction through the Philippine Disaster and Risk Reduction Management Act of 2010. The education sector is also doing its part through the integration of disaster risk reduction in the education system and the establishment of the DepEd Disaster Risk Reduction and Management Office (DRRMO).

Towards a just and lasting peace for the nation, the peace process is being mainstreamed to gain the general public's support, to sustain the peace negotiation and to forge peace agreement. DepEd, for its part, has issued the declaration that schools be "zones of peace" through DepEd Order No. 44 s. 2005.

As for protecting children from all forms of abuses, cruelty and exploitation, the Anti-Bullying Act was enacted through Republic Act 10627.

Moving Forward: The EFA Acceleration Plan 2015

To ensure EFA achievement and to address the challenges faced by the country in general and by the education sector in particular, a Philippine EFA 2015 Acceleration Plan has been developed. This plan includes provisions for a broad EFA strategy, funding, and monitoring and evaluation that will ensure the implementation of the acceleration plan in the country.

Moreover, plans and strategies have been formulated for each of the EFA Goals that would hopefully bring about positive results to address the remaining gaps in target accomplishment.

On the other hand, long-term targets have also been identified to guide the core of education development beyond 2015. Under consideration for future action are the following:

- Improving EFA monitoring and evaluation
- Revitalizing the purpose of Alternative Learning System (ALS)
- Evaluating the effectiveness of Alternative Delivery Mode (ADM)
- Raising the standards of Early Childhood Care and Development (ECCD) Programs
- Improving quality kindergarten to 12 years of basic education
- Enhancing the teaching and learning methods
- Utilizing Information and Communications Technology (ICT) for education
- Building resiliency and improving disaster response
- Strengthening education organizations/institutions



Photo by Rhea Rabin

Chapter I

Introduction

“The Philippine EFA 2015 Plan of Action is a vision and a holistic program of reforms of the country that is not confined to the work of the Department of Education but a societal responsibility that can be implemented within the framework of a Grand Alliance of all sectors and forces that will harness and harmonize the use of educational resources.”

- Philippine EFA National Plan of Action

1.1 Background¹

In 2000, most countries of the world pledged to achieve, by the year 2015, the six Education for All (EFA) goals by implementing the twelve strategies presented in the Dakar Framework for Action of which strategy No. 11 suggested that countries “*systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.*” To renew and elevate country commitments to EFA as the target

year of 2015 approaches, countries in the different regions are expected to conduct a thorough review of EFA achievements and experiences since 2000 to identify emerging issues and challenges, to highlight good practices, and to draw salient lessons learned and prospects for education in the future.

At the 36th session of the UNESCO General Conference in 2011, the Director-General of UNESCO was requested by the Member States to “*mobilize the international community and EFA partners for the achievement of the EFA*” and in particular to “*continue to undertake benchmarking*

¹ The Background contains an excerpt of the UNESCO’s Guidelines on the *Education for All National EFA 2015 Reviews*

for monitoring progress towards EFA.” More recently, the Global Education for All Meeting (GEM) held in November 2012 stated in its Final Statement that: “We agree on a process of national and regional EFA reviews that will inform a global conference on Education for All in 2015. We urge all UNESCO Member States to actively participate in the process leading up to the global conference in 2015 to establish the post-2015 global education agenda.”

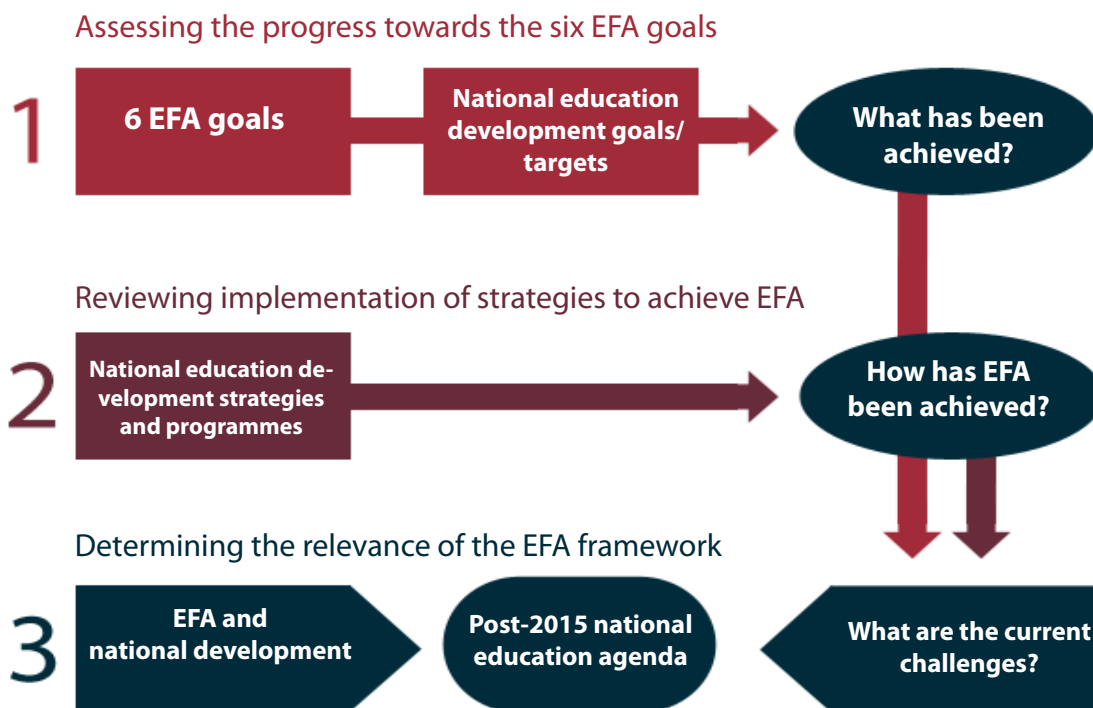
In line with this, UNESCO provided the National EFA 2015 Review Technical Guidelines to education authorities and EFA stakeholders in organizing and conducting their National EFA 2015 Review. This review is a documentation of the progress achieved towards the EFA goals, experiences in implementing the EFA strategies, lessons learned, and emerging issues, and

challenges, with the aim of accelerating actions to complete the unfinished EFA tasks, as well as informing public debates on the future education agenda for the post-2015 era.

Following UNESCO’s guidance, this report focuses on three interlinked strategic objectives or components:

1. Assessing progress towards the six EFA goals;
2. Reviewing the implementation of national strategies to achieve the six EFA goals; and
3. Determining current educational challenges and the future education agenda.

Figure 1: The National EFA 2015 Review Process



Source: UNESCO, 2013

The first component of this report examines what has been achieved with respect to each of the six EFA goals and related national education development goals and targets, using quantitative indicators derived from administrative education statistics, Education Management Information Systems (EMIS), population censuses, household surveys and other reliable data sources, together with qualitative analyses based on policy documents and findings from in-country research reports and case studies.

Component 2 examines how the Philippines implemented its national education strategies, policies, plans and programs. This component involved the relevant departments, agencies and knowledgeable national experts to review their respective experiences with regard to the implementation of EFA, with the aim of describing how progress towards the EFA goals has been achieved in terms of policies, programs and measures taken, and how these policies and measures have been implemented as part of major education development thrusts and strategies in the country. This review highlights some good practices, key factors of success, and how best to use these strategies to work effectively towards attaining each goal in the future. Of particular importance is an assessment of the country's

financial commitment to EFA, how this commitment was maintained, and its impact on the achievement of the EFA goals.

Insights obtained and lessons learned were discussed in Component 3 to determine current challenges for education with respect to priority needs and targets within the country, major education development strategies, policies and plans, implementation mechanisms and capacities, outcomes, and impact. This component also contains the country's overall development dynamics and perspectives on the role of education as well as priorities and strategies that can generate public debate on the country's education agenda after 2015.

In 2012, the Philippine Department of Education had already assessed its EFA achievements and had determined the remaining challenges that resulted in the formulation of the EFA Acceleration Plan that was approved by the National EFA Committee (NEC) of the Philippines. Although the Philippine EFA Assessment Report differed from the prescribed UNESCO outline with its four Philippine EFA objectives instead of the six EFA goals, the report nonetheless provided most of the information in this current report.

1.2 The Philippines' development context: The Philippine Development Plan (PDP) 2011-2016

The Philippines envisions inclusive growth through sustained economic development, improved lives of Filipinos, and empowered poor and marginalized sectors. This has been the core agenda of the Philippine Development Plan (PDP) 2011-2016 that serves as the country's guide in formulating policies and implementing development programs.

Under the updated PDP 2011-2016, the country targets gross domestic product (GDP) growth by 6.5 to 7.5 percent in 2014; 7 to 8 percent in 2015; and 7.5 to 8.5 percent in 2016.²

The envisioned inclusive growth also aims to bring down the unemployment rate from 7 percent to 6.5 to 6.7 percent in 2016. This means that an additional 740,000 Filipinos must be employed every year.³

An enormous challenge to inclusive growth is poverty reduction. Poverty, under the updated PDP 2011-2016, is being dealt with as a state of deprivation in multiple dimensions—health and nutrition, education, and living standards (water and sanitation facilities, electricity, and quality of housing, among others).⁴

Under the PDP 2011-2016, the target is to reduce poverty incidence from 25.2 percent in 2012 to 18 to 20 percent in 2016 and to bring down the level of multi-dimensional

poverty from 28.2 percent in 2008 to 16 to 18 percent in 2016.⁵

In pursuit of inclusive growth and poverty reduction, the country aspires to improve human capabilities through better health and nutrition and through enhancement of knowledge and skills. The country also aims to reduce people's vulnerability by expanding social protection services and providing more secure shelter.⁶

The updated social development priority strategies include: 1) providing health care to all; 2) providing complete and quality basic education; 3) developing workforce competence and life skills through TVET; 4) making higher education competitive and responsive to national development goals; 5) enhancing the targeting system by identifying the "near poor"/vulnerable and knowing their needs; 6) enhancing social protection and insurance for vulnerable groups; 7) setting up a convergence mechanism at all levels; 8) providing a menu of housing options/assistance; 9) building strong partnerships with stakeholders; and 10) pursuing a policy agenda for socialized housing.⁷

In relation to the updated Philippine Development Plan 2014-2016, the Department of Education has the following strategies:⁸

² Updated Philippine Development Plan (PDP) 2011-2016

³ Ibid

⁴ Ibid

⁵ Ibid

⁶ Ibid

⁷ Updated PDP 2011-2016

⁸ Based on Basic Education Roadmap to 2016 [a PPT presentation], February 2014

1. Every Filipino has access to a complete quality basic education.
 - a. Provide the necessary basic education input.
 - b. Provide affirmative action to learners with special needs.
 - c. Engage the private sector in broadening opportunities for basic education.
 - d. Utilize technology in expanding reach of basic education.
2. Every graduate is prepared for further education (vocational, technical, higher and lifelong learning) and the world of work (employment and entrepreneurship).
 - a. Develop an enhanced and learner-centered curriculum.
 - b. Provide relevant instructional materials.
 - c. Improve quality of instruction and professional development of teachers.
3. Delivery of basic education services to learners is effective, efficient and collaborative.
 - a. Improve internal systems and processes.
 - b. Strengthen education leadership and management.
 - c. Expand network of shareholders and strengthen their participation.

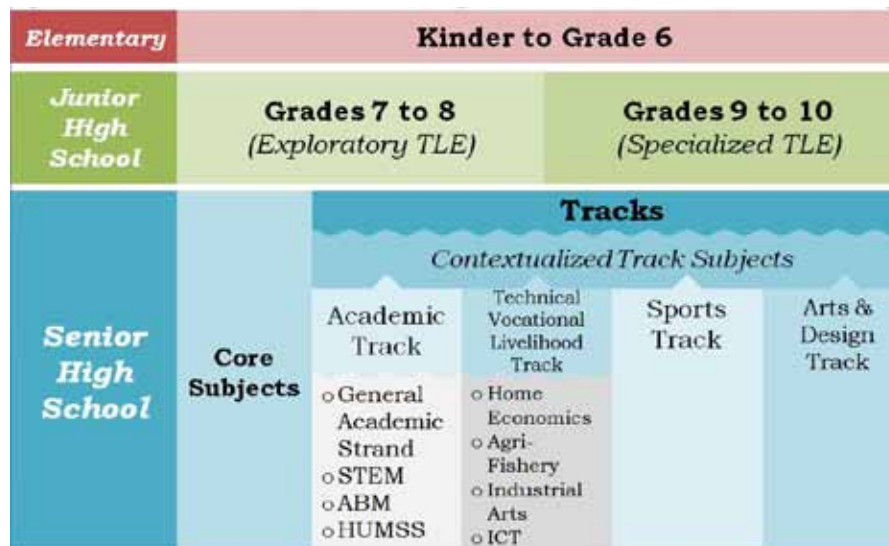
On the other hand, the Technical Education and Skills Development Authority (TESDA) has the following strategies:⁹

1. Filipinos with competencies and life skills pursue economic opportunities.
 - a. Expand access to quality Tech-voc.
 - b. Develop workforce competencies required in key growth areas.
2. Leadership, management and innovation.
 - a. Implement good governance.
 - b. Engage industry in the provision of Tech-voc services.

⁹ Based on TESDA's "Opportunities in human capital investment for inclusive growth"

1.3 Education sector development and challenges

Figure 2: The Enhanced Basic Education Program



Source: DepEd

Aside from endowing Filipinos with their human rights, providing education is valued as the instrument to achieve national development. Education produces an economically empowered citizenry and an economically developed nation.

Governance of Basic Education Act of 2001

The Constitution mandates the establishment, maintenance and support of a complete, adequate and integrated system of education relevant to the needs of the people and society (Article 14, Section 2 of the Philippine Constitution). Moreover, the Governance of Basic Education Act of 2001 (RA 9155) confirmed the constitutional right to free basic education among the school-age population and young adults to provide them with skills, knowledge, and values to become caring, self-reliant,

productive and patriotic citizens (Section 2 or the Declaration of Policy of RA 9155).

The Kindergarten Act and the Enhanced Basic Education Act

The Kindergarten Act (RA 10157) widened the scope of education as it makes preschool for five-year-old Filipinos free, mandatory and compulsory. In line with this development is the curricular and education cycle reform that has been legally instituted through the Enhanced Basic Education Act of 2013 (RA 10533) or the K to 12 law that mandates the government to “create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment.”

The enactment of the Kindergarten Act in 2012 and the Enhanced Basic Education Act of 2013 showed the sincerity of the current administration to reform the education sector and its political will to implement education reforms that will propel the country towards high growth.

Financing Education

The challenge is to allocate enough resources to meet the current input gaps and to translate the education reforms into concrete actions. Budget allocation to the basic education sector is getting the biggest chunk among all departments and has been increasing, i.e., 293.4 billion pesos in 2013 to PhP336.9 billion in 2014,¹⁰ but it remains behind what the High Level Group on EFA recommended four to six percent GDP ratio for total education expenditure.¹¹ Another challenge is to anticipate the number of learners to serve based on population growth. The average exponential population growth rate is 2.05 percent.¹²

¹⁰ Official Gazette of the Philippine Government, 2013. “2014 Budget Message of President Aquino” Retrieved from <http://www.gov.ph/2013/07/23/2014-budget-message-of-president-aquino/>

¹¹ Kishore Singh. 2010, September 14. “UNESCO Future Seminar on “Innovative Financing for Education” Retrieved from <http://www.ohchr.org/Documents/Issues/Education/SeminaInnovativeFinancingEducation.pdf>

¹² National Statistical Coordination Board (NSCB).

Another major development is the inter-agency collaboration in addressing the needs of the poorest Filipinos through the Conditional Cash Transfer (CCT) program that requires school attendance of children (see more discussions on CCT in Chapter 2). However, even with this support, there are still many Filipinos who remain educationally unreached and underserved due to tremendous geographical barriers to access the schools, emerging climate change issues, continuing threats to security and peace, and the long-standing marginalization of indigenous peoples and those with disabilities.

The problem does not exclude those who are actually in school as there remains much to be desired when it comes to the quality of education being provided.

“Population Projection” Retrieved from http://www.nscb.gov.ph/secstat/d_popnProj.asp

1.4 Major policies, strategies and interventions for education and learning

Philippine EFA 2015 National Plan of Action

Based on the Philippine EFA 2015 National Plan of Action, the country should provide basic competencies to everyone to achieve functional literacy for all. This will be done through the four-component objectives (as against the six of global EFA), namely:

1. Universal coverage of out-of-school youth and adults in the provision of learning needs;
2. Universal school participation and total elimination of drop-outs and repetition in Grades 1 to 3 (achievement of this outcome requires a quality assured program for preschool and early childhood care and development which should reach all children aged 3 to 5 years old);
3. Universal completion of full cycle of basic education schooling with satisfactory achievement levels by all at every grade or year;
4. Commitment by all Philippine communities to the attainment of basic education competencies for all – Education for All by All.

To attain these goals, nine urgent and critical tasks categorized into general classes were formulated. These include six production tasks that will yield the desired educational outcomes and three enabling tasks that are necessary to sustain effective implementation of the production. These nine tasks are as follows:

Production Tasks

1. **Better Schools:** Make every school continuously perform better.
2. **Early Childhood Care and Development (ECCD):** Make expansion of coverage yield more EFA benefits.
3. **Alternative Learning System (ALS):** Transform non-formal and informal interventions into an alternative learning system yielding more EFA benefits
4. **Teachers:** Promote practice of high quality teaching.
5. **Longer Cycle:** Adopt a 12-year program for formal basic education with two more years added, one each for elementary and high school, to the existing 10-year basic education schooling.
6. Accelerate articulation, enrichment, and development of the **basic education curriculum** in the context of the pillars of new functional literacy.

Enabling Tasks

7. **Funding:** Provide adequate and stable public funding for country-wide attainment of EFA goals. This includes adoption of a funding framework for basic education that combines the national and local government funding to support the most cost-effective local efforts to attain quality outcomes in every locality across the whole country.
8. **Governance:** Create a network of community-based groups for local attainment of EFA goals. A knowledge-based movement which

reaches, engages, and organizes persons in each locality to form a nationwide network of multisectoral groups advocating and supporting attainment of EFA goals in their respective localities.

9. **Monitor progress** in efforts towards attainment of EFA goals: Development and implementation of indicators of “quality education.”

The Basic Education Sector Reform Agenda (BESRA)

To help the Philippines attain its EFA goals and targets, the DepEd formulated the Basic Education Sector Reform Agenda (BESRA) in 2005. BESRA is a policy reform package that seeks to improve the regulatory, institutional, structural, financial, informational, cultural, and physical conditions that affect the provision of access to, and delivery of basic education, particularly in the field. BESRA policy actions are grouped into the following Key Reform Thrusts (KRTs):

- KRT 1: School-Based Management (SBM): The schools, communities, and stakeholders are made responsible for all students’ continuous learning improvement.
- KRT 2: Teacher Education Development (TED): The TED pushes for a competency-based system for hiring, deploying, evaluating, promoting, and continuously developing teachers.
- KRT 3: National Learning Strategies (NLS): Multisectoral national strategies would be developed to improve enrolment, participation, and completion

rates, as well as reduce the dropout rate. This involves operationalization of the K to 12 Education Program, the use of alternative delivery modes in formal education, and the institutionalization of the ALS.

- KRT 4: Quality Assurance and Accountability (QAA) and Monitoring and Evaluation (M&E): This covers the formulation of QAA Framework (QAAF) that serves as a roadmap in instilling the quality and accountability in the sector’s operation. It also establishes the Quality Management System that systematically puts into action the QAAF.
- KRT 5: Organizational development with Resource Mobilization and Management (RMM) and Information and Communication Technology (ICT): This refers to a culture change strategy to be adopted to improve the DepEd’s operational capacity through staff and facility development, as well as increased unit transparency, accountability, and integrity under a rationalized structure. RMM particularly refers to introducing reforms to obtain adequate basic educational resources, as well as optimally allocate and mobilize resources across all levels while formulating rational policies to efficiently and effectively manage and mobilize basic educational resources. System-wide and outcome-focused RMM initiatives should subsequently be realized. This

also involves the current and future use of ICT evaluating and directing plans to support the organization and monitoring of goal achievement.

Through the BESRA Program Implementation Plan, the government will adopt a sector-wide approach to fully articulate reform strategies into specific policy instruments that will create a supportive environment for all developmental programs and projects.

Ten-Point Education agenda

One of the notable thrusts of the current administration under President Benigno S. Aquino III is to improve the Philippine educational system by employing a concrete education agenda. His education agenda, entitled “Ten Ways to Fix Philippine Basic Education,” presented during the 2010 National Elections, laid down the ground work for the ultimate realization of education reforms by the end of his term in 2016. President Aquino emphasized the following points as critical in reaching educational reforms for the country:

1. **A 12-year basic education cycle:** Expand basic education in the country from a short 10-year cycle to a globally comparable 12 years.
2. **Preschool for all:** All public schools, to offer to all public school children introduction to formal schooling through a full year of preschool.
3. **Madaris education:** Make the full basic EFA available to all Muslim Filipino children anywhere in the country.
4. **Technical-Vocational Education (TVE):** Reintroduce TVE in public high schools to better link schooling to local industry needs and employment.
5. **A reader by Grade 1:** Make each child able readers by the time they complete Grade 1
6. **Science and math proficiency:** Rebuild the science and math infrastructure in schools and universities to encourage more students to become scientists, engineers, technicians, technologists, and teachers, making the country globally competitive in industry and manufacturing.
7. **Private schools as partners:** Expand the Government Assistance to Students and Teachers in Private Education Program (GASTPE) by targeting one million private high school students every year through Education Service Contracting Scheme (ESCS) while scrapping the wasteful Education Voucher System (EVS).
8. **Medium of Instruction (MOI):** Make the MOI larger than just the classroom. The country should become trilingual—“learn English well and connect with the world; learn Filipino well and connect with our country; and retain your dialect and connect with your heritage.”
9. **Quality textbooks:** Do not tolerate poor textbook quality in schools; hence, textbooks should be chosen based on three criteria—quality, better quality, and more quality.
10. **Build more schools with local government units (LGUs):** Build more schools in areas where there are no public or private schools through a covenant with LGUs in order to realize genuine EFA.

The relevance of EFA

Education is regarded as the major contributor to the improvement of living standards of disadvantaged groups. For many poor Filipinos, education is a means to a better life. The EFA 2015 Plan asserts that: *Basic education as an anti-poverty instrument can provide the skills, attitudes, knowledge and values that people can use to organize themselves for common access to useful information, and a united approach to greater productivity. It can also empower the marginalized and prevent their exploitation and alienation from the development process.*

Anchored on the 2000 Dakar Framework for Action on EFA, the Philippine EFA 2015 Plan of Action is the overarching framework for basic education. It emphasizes the need to provide basic EFA and to add another dimension to what has been almost exclusively school-based education. It points to an “urgent need to respond to the

learning needs of youth and adults who have either never been to school, dropped out, reverted to illiteracy, or need basic or advanced skills to find jobs.” It suggests a viable alternative to formal schooling that can ensure basic learning achievement for all Filipinos. It stresses that educational opportunities are channels of learning that can become effective conduits of values orientation, consciousness, and information that is useful and relevant to a wide range of social goals.

Though the government officially approved the Philippine EFA 2015 Plan of Action only in 2006, it was already being utilized by the DepEd as its overall planning and policy framework as early as 2003. It had also been integrated into the formulation and updating of the MTPDP 2001-2004 and the MTPDP 2005-2010.

Chapter 2

Tracking the Progress of Philippine EFA 2015

In gauging the progress of EFA in the Philippines, government statistics on actual services per goal was collected and analyzed along with related programs and services that were implemented to achieve the specific EFA targets. Studies related to the EFA indicators were also included to substantiate the EFA review report.

2.1 Goal 1: Achieving Early Childhood Education (ECE) / Early Childhood Care and Development (ECCD)

The first goal is to expand and improve the comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

National Policies on ECCD

Early Childhood Care and Development (ECCD) plays a crucial role in ensuring that children are taught the skills and knowledge essential in building a learner's interest to acquire education in life. Recognizing the benefits of ECCD to a person's well-being and the country, RA No. 8980 or the *ECCD Act* was legislated to institutionalize a national ECCD system. Through the ECCD Act, a comprehensive, integrative, and sustainable ECCD framework of the country was developed. This ECCD Act promotes multisectoral and inter-agency collaboration under the coordination of a national ECCD Council.

This Act was amended through RA 10410 or the *Early Years Act of 2013* that recognizes the age from zero to eight years as the first



Photo by Elaissa Mendoza

crucial stage of educational development. It likewise clarified that the ECCD Council shall be responsible for the development of children from zero to four years old while DepEd shall be responsible for children from five to eight years old. Moreover, it establishes an ECCD system that covers a health, nutrition, early education and social services development program for children from zero to four years old.

The *Early Years Act* contains several provisions for inclusiveness of ECCD services. For instance, it specified the provision of reasonable accommodation and an accessible environment for children with disabilities, as well as advocating respect for cultural and linguistic diversity.

Care and education services for children below 5 years old

The Department of Social Welfare and Development (DSWD) is the agency responsible for human development concerns such as the provision of social services provided in day care centers. For instance, DSWD is implementing the Supplementary Feeding Program (SFP) nationwide. This is in addition to the regular meals served to Day Care Center children as part of DSWD's program to ensure that day care children are well-nourished as they attend classes.¹³ On the other hand, local government units are mandated to provide the basic services and facilities such as the establishment and maintenance of day care centers as stipulated in RA No. 7160, otherwise known as the Local Government Code of 1991.

The issuance of Presidential Decree (PD) No. 1567 in 1977 or the decree on Establishing a Day Care Center in Every Barangay,¹⁴ that requires each barangay to put up at least one day care center in its area of jurisdiction resulted in the expansion of day care centers in the country.

Thirty-four years after the issuance of PD No. 1567 and 12 years after the enactment of RA No. 6972 or the *Barangay-Level To-*

tal Development and Protection of Children Act in 1990, out of 42,026 *barangays* in the country, 4,570 *barangays* had yet to put up their own day care center out of (DSWD, 2011). The number of day care centers, on the other hand, has increased from 51,797 in 2011 to 53,436 in 2013.

Because of the growth in population, particularly in regions or *barangays* where there is high birthrate, the one day care center per *barangay* policy would not guarantee the delivery of quality ECCD services to all children aged zero to four years old. As the *State-of-the-Art Review of Day Care Services in the Philippines* (2010) revealed, center-based day care services only reached 19.9 percent of the target population. Hence, several *barangays* had to put up more than one center for their residents. The number of children served nationwide increased from 1,699,888 in 2011 to 1,778,274 in 2013. This figure only covers those LGU-operated DCCs and does not include privately-run DCCs.

¹³ DSWD. 2014, May 26. "DSWD steps up feeding program for day care children." Retrieved from <http://www.dswd.gov.ph/2014/05/dswd-steps-up-feeding-program-for-day-care-children-2/#sthash.duq7nuek.dpuf>

¹⁴ Barangay is a Filipino word for village.

Table 1: Number of Day Care Centers and Children Served, 2011 and 2013

	Number of Day Care Center	Number of Day Care Children
2011	51,797	1,699,888
2013	53,463**	1,778,274**

** Based on the Number of Day Care Centers (including Supervised Neighborhood Play Groups) and Day Care Children Served under the Supplementary Feeding Program of the DSWD

Source: Department of Social Welfare and Development (DSWD)

To expand access to ECCD services, DSWD piloted and implemented various modalities. The Early Years Act specified the programs that will deliver the necessary services for children aged zero to four: 1) **center-based programs** such as day care or child development services, and community or church-based early childhood education programs, and 2) **home-based programs**, i.e., neighborhood-based play groups, family child care programs, parent education and home visiting programs.

DSWD Administrative Order 29

In 2011, the DSWD issued a new set of guidelines for accreditation of day care center and child development workers and teachers catering to children aged zero to four. The guidelines, an enhanced version of AO No. 29 s. 2004, set standards for day care centers and workers on how to deliver services efficiently and effectively. The accreditation covers centers managed by national government agencies, government-owned and -controlled corporations (GOCCs), local government units (LGUs), social welfare development agencies, public organizations, and private individuals or groups.

The DSWD's accreditation system also established a quality assurance mechanism for ECCD services catering to children aged from zero to four years old. However, as documented in a recent review in 2011, the actual turnout in the number of accredited day care centers (23%) and of child development workers (24%) was very low. There were reported cases of expired accreditation of centers and workers while others did not undergo the accreditation process.¹⁵

The Child Development Workers (CDWs) serving in day care centers must undergo training and accept technical supervision from DSWD and would be issued Certificate of Accreditation once the standards are met.¹⁶

¹⁵ National EFA Committee (NEC), 2014. "Philippine Education for All 2015 Plan of Action: An Assessment of Progress Made in Achieving the EFA Goals"

¹⁶ DSWD Circular 6. S. 1991. "Implementing Guidelines for RA 6972." Retrieved from http://www.usep.edu.ph/GAD/images/sitedocuments/Laws/National/Health%20and%20Social%20Welfare%20Laws/republic_act_6972_irr.pdf

2.2 Goal 2: Achieving universal primary/basic education



The second goal is to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.

Policies to universalize basic education

The Kindergarten Act

RA No. 10157 or the *Kindergarten Act*, which was approved on 20 January 2012, institutionalized kindergarten as part of the basic education cycle, making it mandatory for all five-year-olds to attend preschool prior to their entry to Grade 1. The Kindergarten Act paved the way for the adoption of kindergarten services for the gifted, children with disabilities, indigenous people and Muslim pupils, and those in especially difficult circumstances.

Policy on Free and Compulsory Education

In the Philippines, basic education is free and compulsory as mandated by the Philippine Constitution and the Enhanced Basic Education Act of 2013. The government provides free schooling from kindergarten to secondary education. The operation of 38,659 public elementary and 7,748 public secondary schools (DepEd Fact Sheet, 2013) that offer free education to all Filipino learners is a visible manifestation of the government's adherence to this mandate.

The Philippine National Education for All 2015 Plan of Action, anchored on the 1990 World Declaration on EFA and 2000 World Conference on Education for All and Dakar Framework of Action, ensures that every child, youth and adult be served their basic learning needs and that educational disadvantages do not take root early on. It seeks to put all children aged six and above in school.

Anti-Truancy Policy

Presidential Decree 798, titled “Authorizing the Confinement in Rehabilitation Centers or Reformatories of Truants and Youths Out-of-School for No Legitimate Reason,” was issued in 1975. There are various city/municipal ordinances that have been enacted to address the problems of the school-age population who do not wish to attend school. These anti-truancy policies need enforcement to improve school participation rates.

In adherence to international and national laws that recognize the right of all to education, a Memorandum of Agreement (MOA) on providing basic learning needs was forged by the DepEd with the Civil Society Network for Education Reforms (E-Net Philippines), the Department of the Interior and Local Government (DILG), the Union of Local Authorities of the Philippines (ULAP), and the National Youth Commission (NYC). The MOA will consolidate efforts to address a large number of Filipino children and youth who are not part of the formal education system or the Alternative Learning System (ALS) because of lack of interest or due to socioeconomic reasons.

Progress to attain universal basic education

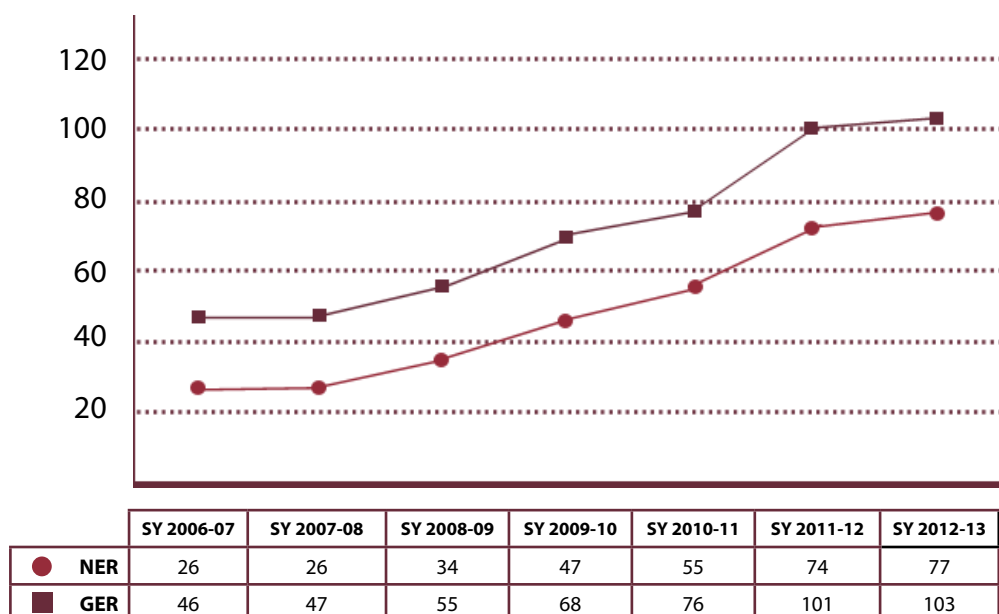
Prior to 2012, pre-primary education or kindergarten was not compulsory, but there were DepEd programs that supported pre-primary education such as Day Care as Expanded Kindergarten, the Preschool Service Contracting Scheme, and the Six-Week Summer Preschool Program.

DepEd offered two pre-primary program types: the *Regular Kindergarten Program* wherein regular teachers handled a class of 25 to 30 children and the *Kindergarten Volunteer Program* wherein volunteer degree holders handled 11 to 30 children.

Under the Kindergarten Act, DepEd offered the Kindergarten Summer Program or the Eight-Week Kindergarten Program for prospective Grade 1 entrants as well as the Early Childhood Experience in Grade 1 offered for pupils who failed the School Readiness Year-End Assessment.

During FY 2011 and 2012, approximately 8,000 new kindergarten teachers were hired; 42,880 were trained as part of the Kindergarten Volunteer program, 13,962 as part of the 2011 summer program, 633 as trainers of the summer or the 40-week kindergarten curriculum program; 471 were given scholarships to attend the summer institute-based training for kindergarten teachers; and a 20-day training program was offered by state universities and colleges for the equivalent of a 9-unit course for a Master’s degree in Early Childhood and Development (NPSBE WB ICR Report 2013).

Figure 3: Gross Enrolment Rate (GER) and Net Enrolment Rate (NER), Kindergarten, SY 2006-2007 to 2012-2013



Source: PowerPoint Presentation on the Status of EFA Implementation in the Philippines, DepEd, 2014

Gross and net enrolment for kindergarten has been increasing since SY 2006-2007. With the universalization of the preschool program in SY 2011-2012, a big increase in gross (25 percentage points) and net (19 percentage points) enrolment rates was recorded in that school year. The average NER increase was 8.5 percentage points while for GER, the figure was 9.5 percentage points.

There was an increase in the proportion of Grade 1 pupils/entrants who enrolled with some form of ECCE experience. From 56.28 percent in SY 2000-2001, the percentage of Grade 1 entrants with ECCE increased to 83.40 percent in SY 2013-2014, a 27.12 percentage point increase.

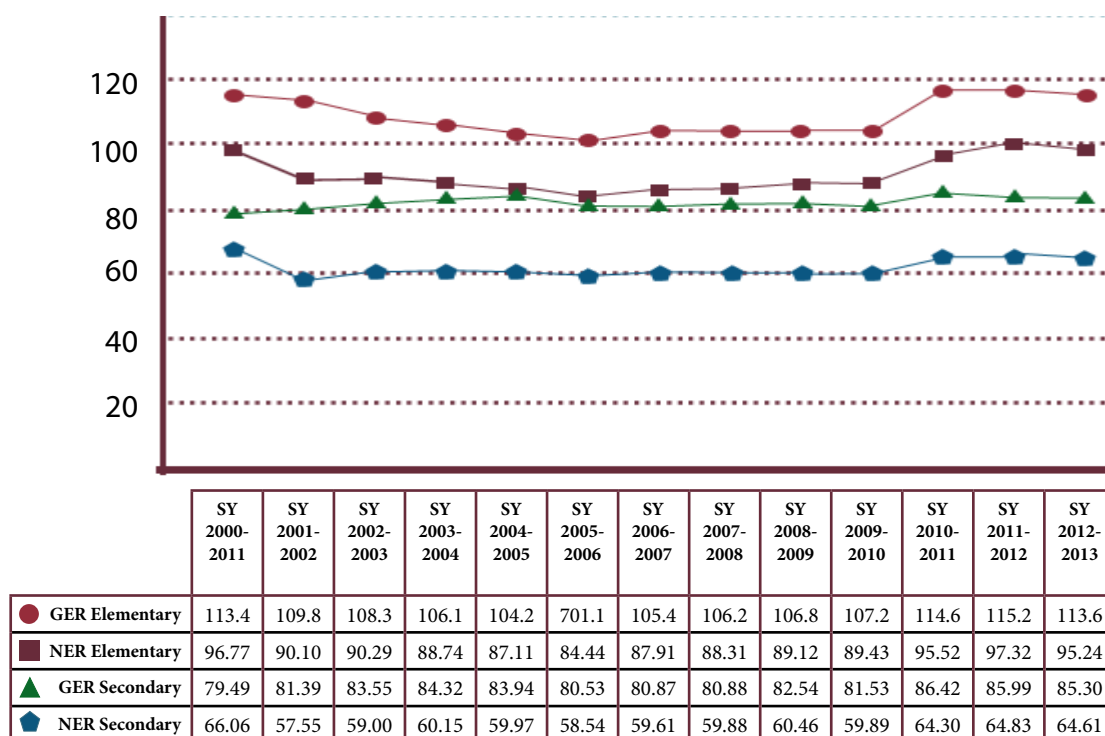
There was a proportion of Grade 1 entrants that was beyond or below the right age. This could be gleaned from the higher than 120 percent Gross Intake Rate from SY

2000-2001 to SY 2004-2005 and the higher than 130 percent from SY 2007-2008 to 2011-2012.

While elementary enrolment had a 2.5 percentage point average decrease from SY 2000-2001 to SY 2005-2006, it increased since 2006-2007 for both GER and NER with an increase of around one percentage point average. As for the secondary level, the enrolment trend was upward until SY 2004-2005. Secondary GER had been nearly steady until SY 2010-2011 while the secondary NER was mostly steady until SY 2008-2009.

Universalization of primary education was nearly attainable as seen in the NER data in SY 2012-2013, with a 95.24 percent elementary NER. The universalization of secondary education, on the other hand, remained an elusive target with an NER of 64.61 percent in SY 2012-2013.

Figure 4: Gross Enrolment Rate (GER) and Net Enrolment Rate (NER), Elementary and Secondary, SY 2000-2001 to SY 2012-2013



Source: Research and Statistics Division, DepEd

Although the proportion of Filipino children entering first grade at the right age of six had increased over the years since 2000 to 2013, there remained 28 percent who did not enter Grade 1 at the right age in SY 2012-2013.

Having children who do not enter school at the right age results in pupils who are overaged. There are 5.3 million children in the elementary and secondary levels who are overaged by at least two years for their grade or year level (APIS 2008 as cited in UNICEF, Unpublished). This has implications on the universalization of primary education as overaged pupils are prone to dropping out of school.

Policies and programs to reach more children

Multigrade Program

The multigrade program aims to serve the needs of school-age children in remote, far-flung, and disadvantaged areas. It addresses the problem of incomplete grade levels among elementary schools by offering six grade levels to children. In recognition of its viability to deliver necessary educational services, the DepEd issued DO No. 38 s. 1993.

In the Philippines, multigrade schools comprise around 33 percent of the total number of public elementary schools that serve 8 percent of the total number of

elementary students.¹⁷ For the benefit of 1,573 pure multigrade schools¹⁸ nationwide, DepEd allocated PhP 118,000,000 to support the implementation of multigrade program in SY 2012-2013.

Alternative Delivery Modes (ADMs)

The 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS) showed that there were 12.3 million or 32 percent of the 39 million Filipinos from age six to 24 who were not in school. The most common reasons cited for not going to school were the high cost of education (24%), employment/looking for work (22%), and lack of personal interest (20.4 %). For primary school-age children, the most common reason for not attending school was that they are too young to go to school (35%), while the most common response among the youth was their lack of personal interest in school (45%).

To address the needs of marginalized students and those at risk of dropping out, the DepEd institutionalized various alternative modalities which made education more flexible to accommodate learners with diverse sociocultural and economic backgrounds.

To accelerate the benefits of ADMs, particularly for disadvantaged communities and congested schools, the DepEd implemented the following ADMs:

- **Instructional Management by Parents, Communities, and Teachers (IMPACT)** is a management system wherein parents,

teachers, and community members collaborate to provide children quality education at less cost. IMPACT was developed to address the high student population and dropout rates. IMPACT learning materials are based on the national curricula of the DepEd. IMPACT institutes multigrade instruction as a pedagogical strategy involving older students (grade six) guiding younger students (grade one) supported by programmed instruction, peer learning, self-instruction and individualized tutorial and remediation. In SY 2012-2013, IMPACT was implemented in 31 elementary schools with 4,932 enrollees.¹⁹

- **Modified In-School Off-School Approach (MISOSA)** frees children from the confines of the classroom as it allows them to learn at home or in their communities. It combines formal and non-formal learning activities to address the lack of classrooms, learning materials, and teachers. It likewise taps community resources for instructional materials or knowledge sources. It is implemented by grouping students into two—group 1 goes to class for a certain period of time while group 2 learns at home using modules or performing assigned tasks. At a set date, group 1 spends time learning outside school while the group 2 attends formal classes. In SY 2012-2013, there were 84,754 pupils in 117 schools benefiting from MISOSA.²⁰

¹⁷ Based on SY 2008-2009 data

¹⁸ Pure multigrade school refers to schools with no monograde classes. A multigrade class comprises pupils of at least two different grade levels.

¹⁹ DepEd 2012 Annual Report

²⁰ Ibid.

- The **Open High School Program (OHSP)** is a strategic component of the Dropout Reduction Program (DORP) that does not require students to attend regular classes while enrolled. The OHSP uses flexible and distance learning strategies to accommodate learners whose physical impairments, jobs, financial situations, remote residences, and other such reasons prevent them from attending regular classes. Any learner assessed as capable of independent learning and willing to undergo self-directed learning can enroll in the OHSP. Aside from being a strategy to reduce the number of dropouts, the OHSP also addresses the low secondary level participation rate. In SY 2011-2012, there were 39,822 OHSP enrollees in 942 OHSP implementing schools.

Policy guidelines were issued via DO No. 54 s. 2012 to strengthen ADMs, . Funding support was provided via DO No. 53 s. 2011.

Early Registration Day

One of the policy strategies implemented by the DepEd in order to achieve the MDG and EFA goals is the conduct of the annual “Early Registration Day” that usually starts on the last week of January. This was implemented through DO No. 62 s. 2008 titled “Early Registration for Incoming First Year High School Student for SY 2009-2010.” In 2014, early registration was set on January 25 through DepEd Order No. 2 s. 2014.

The “Early Registration Day” aims to ensure that Filipino children enroll such that all five-year-olds and all six-year-olds would be in kindergarten and Grade 1, respectively, in the coming school year starting in June.

Moreover, this is also a massive advocacy campaign for the registration of out-of-school children (OSC) and out-of-school youth (OSY) from disadvantaged groups, including street children aged 5 to 18, to be provided flexible learning options and the alternative learning system (ALS) of education.

Through the conduct of the early registration program, the DepEd would have the necessary data to prepare for the required logistics in time for the opening of classes. The event promotes the collaboration of the LGUs, barangay officials, schools and school heads, parent-teacher associations (PTAs), civil society/civic organizations, and the business sector.

The DepEd’s No Collection Policy

A DepEd policy that supports EFA goal issued through DO No. 48 s. 2009 is the “No Collection Policy” that prohibits the collection of certain school fees and prescribes a schedule for the collection of necessary fees. This policy enables parents to send their children to school. It also helps increase enrolment and reduces dropout rate.

Another EFA-related policy is DO No. 41 s. 2012 or the “Revised Guidelines on the Opening of Classes,” which reiterated the constitutional mandate to provide free basic education through the removal of financial constraints for the parents and guardians of Filipino learners. The DepEd Order enforced the policy that no fees shall be collected from schoolchildren from kindergarten to Grade 4 at any time during the school year while for those in Grade 5 up to high school, collection of voluntary contribution should be in August, two months after the opening of classes. The DepEd Order provides the acceptable list of membership fees and contributions as well the authority for parent-teacher associations to collect the fees.

CCT Program of the Department of Social Welfare and Development (DSWD)

In support of EFA, the DSWD implemented the Conditional Cash Transfer (CCT) program, locally known as *Pantawid Pamilyang Pilipino Program (4Ps)*, to provide the poorest households a five-hundred-peso subsidy per month for healthcare and nutrition expenses and a three-hundred-peso education subsidy per month per child for a maximum of three children. The CCT benefits are given once the program conditions are met, such as:

- Three to five-year-old children in the family should attend day care or preschool classes at least 85 percent of the time; and
- Six to 14-year-old children in the family should enroll in elementary or secondary schools and be able to attend at least 85 percent of the class meetings.

The 4Ps ensured positive results according to a 2012 study on CCT in the Philippines, which reported a “strong and statistically significant impact of the CCT program on improving school enrolment among younger cohort of children aged 9 to 12” (Chaudhury, & Okamura, 2012). Aside from improving school participation, there were reports of reduction in school leaver rate and improvement in NAT results (based on clusters of EFA Assessment FGDs). Chaudhury and Okamura (2012) also mentioned that by improving both the nutrition status and educational outcomes, CCT could help break the cycle of poverty in the Philippines.

Government Assistance to Students and Teachers in Private Education (GASTPE)

To expand students’ access to education, the country legislated Republic Act No. 6728, otherwise known as the “Government Assistance to Students and Teachers in Private Education Act.” RA No. 6728, later amended as RA No. 8545, mandated the implementation of the Education Service Contracting Scheme (ESCS) and the Education Voucher System (EVS). Based on DO No. 11 s. 2013, which contains the policies and guidelines for the implementation of GASTPE, the ESCS targets deserving elementary graduates who want to continue studying in private high schools and provide them with financial assistance from the government. Moreover, the financial assistance is extended to those in the Open High School Program (OHSP). Each ESC grantee enrolled in formal school in the National Capital Region (NCR) could receive PhP10,000.00 per entire school year while those in all other regions could receive PhP6,500.00 per entire school year. A grantee under OHSP could receive as much as PhP6, 500.00 per year.

The number of students benefiting from GASTPE has increased by 21 percent from 666,000 in SY 2009-2010 to 809,000 in SY 2013-2014.²¹

Obtaining non-government organizations’ and private entities’ assistance

Side by side with government programs are the EFA-related initiatives of non-government organizations and private entities. Many Filipinos successfully completed edu-

²¹ Summary of Accomplishments, as of 4 July 2014, DepEd

cation with the help of various NGOs such as CSOs, private corporations, and philanthropist groups through scholarships and other forms of education support.

At the national level, policies were put in place to improve and strengthen public-private partnerships (PPPs) for education. For instance, the Adopt-a-School and *Brigada Eskwela* Projects were institutionalized to widen the extent of collaboration among education allies. Republic Act 8525 or the Adopt-a-School Act, enacted in 1988, promotes the participation of the private sector in nation-building through investments in the education of Filipino children. Meanwhile DepEd Order 24 s. 2008 institutionalized the conduct of *Brigada Eskwela* or the National School Maintenance Week (see Chapter 3 for more details on Adopt-a-School and *Brigada Eskwela*).

Schools are also empowered to address EFA-related issues with the support of the civil society groups and stakeholders, particularly parents, community members, religious and civic organizations, and LGUs. Various development organizations also helped students finish schooling through the provision of scholarships, transportation allowances, and school supplies.

Testing programs for education access

The DepEd, through the National Education Testing and Research Center (NETRC), paves the way for the unschooled children and school leavers who want to enter/re-enter the formal education system at their appropriate level of competency through the Philippine Educational Placement Test (PEPT) and Philippine Validating Test (PVT).

The PEPT provides equivalency and placement in the formal school system for

adult learners, recognizing their learning experiences gained outside of school. Those who drop out from the elementary and the secondary schools or those who have never attended a formal school but can read and write, can avail of this equivalency and placement test.

The PVT is an equivalency type of test intended to validate learning gains acquired in various situations under certain circumstances such as those who dropped out of school by force of circumstances before the end of school year, e.g., absences caused by illness.

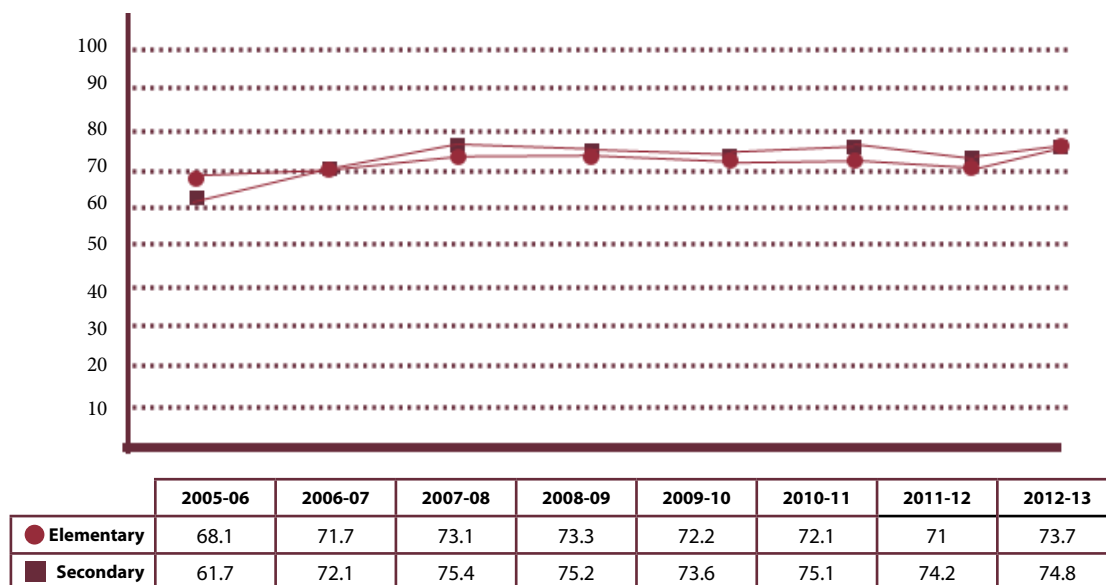
Progress in keeping school-age children in school

In the Philippine EFA 2015 National Plan of Action, the second objective specifically aims to eliminate dropout and repetition of learners in the first three grades. This period is recognized as crucial to the child's school performance as well as his or her sustained participation towards basic education completion. A few national programs specifically address issues on internal efficiency.

Internal school efficiency

The internal efficiency of schools could be measured by the school's capacity to retain its students in school and produce graduates.

Figure 5: Completion Rates, Elementary and Secondary, SY 2005-2006 to 2012-2013

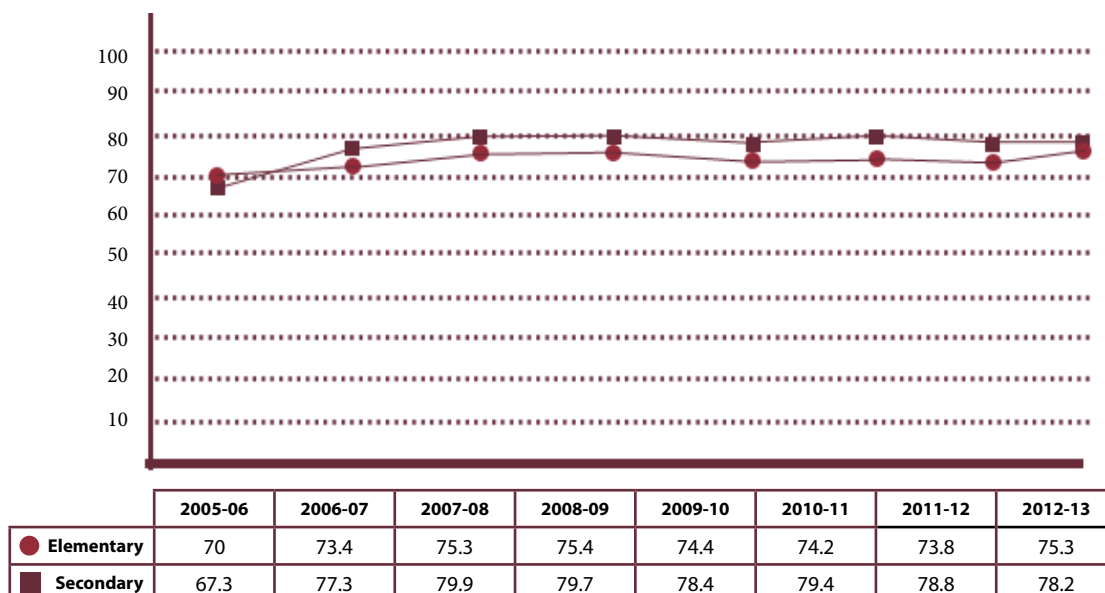


Source: PowerPoint Presentation on the Status of EFA Implementation in the Philippines, DepEd, 2014

The country registered a significant increase in both elementary and secondary completion rates from SY 2005-2006 to SY 2006-2007. From 2006-2007 to SY 2012-2013, the rates fluctuated within the 71-74 percent range for elementary, averaging around 72 percent, while secondary

completion rates fluctuated within the 72-75 percent range, averaging around 73 percent. As of SY 2012-2013, there were around 26 percent of pupils who did not finish their six years of elementary, while around 25 percent of the students did not complete their four years of high school.

Figure 6: Cohort Survival Rates, Elementary and Secondary, SY 2005-2006 to 2012-2013



Source: PowerPoint Presentation on the Status of EFA Implementation in the Philippines, DepEd, 2014

In terms of cohort survival rate, there was an increase from SY 2005-2006 to 2006-2007, followed by a fluctuating trend. On the average, within the eight SY's covered, twenty-six percent of pupils at the elementary level do not reach sixth grade while 23 percent fail to reach the end of high school.

In general, around six percent of pupils in the elementary level leave school. A minimal reduction in the overall elementary school leaver rate was seen between SY 2006-2007 (6.4%) and SY 2011-2012 (6.38%).

Most of the leavers and repeaters were in the lowest grade levels from grades 1 to 3. About 13.04 percent of students, in fact, left Grade 1 in SY 2011-2012. The number was lower for Grades 2 and 3 at 4.78 percent and 3.30 percent, respectively.

A UNICEF report (Unpublished) cites the thinking of parents and teachers that a six-year-old child is too young to enter school as a Grade 1 pupil is a contributing factor to the repetition of levels and the dropout among first graders. Teachers with unrealistic expectations of six-year-old pupils and their use of an inappropriate early learning development framework could lead to instruction and assessment which are unfit for six-year-old pupils. This may push learners out of school. On the other hand, parents whose children experienced emotional trauma in school tend to pull out their children and enroll them at a later time.

Policies and programs to keep children in school

Child protection policy

To ensure that all schools are conducive to the education of children, thus improving the holding power of schools, the DepEd developed a “Child Protection Policy” to eliminate all forms of abuse and exploitation that hinder the realization of EFA objectives. The Child Protection Policy or DepEd Order No. 40, s. 2012 promulgates the DepEd’s zero tolerance for any form of abuse, exploitation, violence, discrimination and bullying of any person below 18 years of age.

In 2013, the Anti-Bullying Act or RA 10627 was enacted to enforce all elementary and secondary schools to address acts of bullying. The law defined acts of bullying against students and prohibited such acts. It also enjoined schools to adopt anti-bullying policies.

School Health and Nutrition Program (SHNP)

In 2011, the DepEd strengthened its **School Health and Nutrition Programs (SHNPs)** to make them more responsive to enhancing students’ motivation and capacity to learn, improving outcomes, reducing absenteeism, and ensuring completion. The programs intensified the involvement of LGUs, NGOs, professional groups, and private entities.

One of the key components of the SHNPs is the **Breakfast Feeding Program (BFP)**, which aims to improve the nutritional status of at least 70 percent of the beneficiaries at the end of 100 to 120 feeding days, and to improve their attendance to reach 85 to 100 percent. From the initial implementation in divisions in three regions, the BFP

was expanded to 14 regions to serve undernourished kindergarten to Grade 3 students. In SY 2011-2012, the BFP covered 1,053 schools and benefited 7,126 kindergarten and 32,608 elementary students.

Based on DO No. 87 s. 2012, the feeding program was renamed **School-Based Feeding Program (SBFP)** to provide flexibility to schools in terms of when to feed the target beneficiaries. In SY 2013-2014, there were 40,361 pupils and 814 schools that benefited from SBFP.

Schools not listed as SBFP beneficiaries were instructed to work with LGUs, NGOs, parent-teacher associations (PTAs) and other stakeholders for the feeding program.

There are school benefactors who contribute to education through the feeding program. A concrete example of the stakeholders’ involvement in feeding programs for schoolchildren was Jollibee’s *Busog, Lusog, Talino* Program. In other parts of the country, many LGUs allot funds to support their own school feeding programs.

Aside from the feeding programs to keep pupils in school, the DepEd is also implementing the **Learners’ Health Appraisal System (LHAS)**, which aims to develop focused health and nutrition interventions that address learners’ health and nutrition conditions, thus improving learner outcomes. In relation to this, the DepEd has the WASH (Water, Sanitation and Hygiene) in Schools (WinS) program which prevents hygiene-related diseases, increases attendance and learning achievement, and contributes to dignity and gender equality. Several WASH initiatives have been done in collaboration with the Essential Health Care Program (EHCP) with Fit for School (FFS) and UNICEF as well as Save the Children Philippines.

Every Child A Reader Program (ECARP)

The ECARP is a DepEd intervention to ensure that all children from Grades 1 to 3 are reading at their own level. In line with the K to 12 program, ECARP aims for all children to be able to read in mother tongue by the end of Grade 1, in Filipino by the end of Grade 2 and in English by the end of Grade 3. One of its components is Reading Recovery, an intervention program for children who lag behind their peers in terms of reading and writing. Part of Reading Recovery was the distribution of 3,637 books to 274 schools.²² Part of the program is capacitating teachers to become literacy problem solvers. Apprenticeship training on teaching early literacy and reading was given to 367 teachers.²³

The ECARP uses various assessment tools such as the Philippine Informal Reading Inventory (Phil-IRI), which is also used as a measuring tool to assess a child's Filipino and English reading proficiency levels. Through this assessment tool, schools can determine students' reading levels while national, regional, and division education offices can determine level reading profiles.

Mother Tongue-Based Multilingual Education (MTB MLE)

Various language projects such as the DepEd's Lingua Franca Project (1999-2001) that piloted the use of mother tongue as medium of instruction for Grade 1 through DO No. 80 s. 1999, and the Summer Institute of Linguistics' (SIL) Lubuagan MLE Program (1999-present) showed that the use of the mother tongue in instructing children in the early grades boosts children's potential to learn and succeed in their academic lives.

²² DepEd 2012 Annual Report

²³ Ibid

With strong resolve, the DepEd institutionalized the use of the child's mother tongue as the medium of instruction in all areas except for subjects of Filipino and English through DO No. 74 s. 2009. In SY 2012-2013, MTB MLE was implemented nationwide with 12 major languages and later expanded into 19 languages. All elementary schools are now obliged to use their own dialect or mother tongue as the medium of instruction and offer a subject on the same in Grades 1 to 3.

Conditional Cash Transfer (CCT) program

The government's CCT program, aside from improving education access, helps in improving the holding power of school. The CCT program resulted in fewer students leaving schools that implement 4Ps, based on the comparison of dropout rate between 4Ps schools and non-4Ps schools by the Research and Statistics Division of the DepEd. The comparison showed dropout rate growth of 18 percent incurred by schools that are not implementing 4Ps compared to nine percent dropout growth in schools where students are receiving 4Ps (DepEd, SY 2010-2011). Thus, aside from helping put children in school, 4Ps likewise keeps children in school.

Alternative delivery modalities (ADMs)

Alternative delivery modalities (ADMs) do not only increase the participation of children in school, but they also help children remain in school through the use of flexible learning modalities and schedules. For instance, elementary pupils who could not continue to go to school may be given modules to study at home, while high school dropouts are able to continue their education through the Open High School Program.

Instituting inclusive education

The Enhanced Basic Education Act of 2013 or RA 10533 mandates an education that is “learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners.” In response to this, the DepEd issued DO No. 43 s. 2013 that calls for the inclusiveness of basic education through the implementation of programs for the gifted, learners with disabilities, Muslim learners, indigenous peoples, and learners under difficult circumstances (i.e., geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse; child labor practices). Prior to this, the DepEd had already established IP Education, Madrasah Education, and Special Education.

Madrasah education

To promote EFA and to contribute to the peace process through improved quality of life for Muslims, the Madrasah Education Program was institutionalized. The DepEd implemented the Refined Elementary Madrasah Curriculum (REMC) through DO No. 40 s. 2011. REMC, an improvement of “Standard Curriculum for Elementary and Public Schools and Private Madaris” developed in 2004, is being implemented in elementary public schools with at least 15 Muslim students and the private madaris. For public schools, REMC is implemented through Arabic Language and Islamic Values Education (ALIVE) while for private madaris, it is through the Refined Standard Madrasah Curriculum.

In 2013-2014, there were 1,235,854 Muslim students who were enrolled in elementary and secondary education. The highest proportion of Muslim learners is in the Autonomous Region in Muslim Mindanao (ARMM). Aside from setting standards for madrasah education, the DepEd also set standards for madrasah teachers through DO No. 30 s. 2012 or the “Policies and Guidelines on the Hiring and Deployment of Madrasah Teacher I.”

An initiative of DepEd, with support from AusAID, is the Philippine Response to Indigenous and Muslim Education (PRIME) which responded to the specific challenges of the disadvantaged Indigenous Peoples and Muslim communities from 2011 to 2014. It covered 24 priority divisions in nine regions to address the access of 107,414 IP and Muslim girls and boys in 611 schools. One of the initiatives under PRIME was the building of dormitories, prayer rooms, and learning and multimedia center to improve access of Muslim learners. There were also efforts to indigenize the learning materials in at least 141 schools.

A recent study conducted by the University of the Philippines reveals that the Muslim Education Program has effectively improved access to education of Muslims as well as developed a culture of peace.²⁴

²⁴ Research and Development Foundation of the College of Education, Inc., University of the Philippines. 2014. “Muslim Education Initiatives Review: Effectiveness, Efficiency, Impact and Sustainability of Muslim Education Programs” Vol.1.

Indigenous peoples education

The DepEd's commitment to making education inclusive was made even more evident by its adoption of the National Indigenous Peoples Educational Policy Framework through DO No. 62 s. 2011. The framework aims to make the education culture-responsive. It adopts the indigenous peoples' learning system and uses culturally appropriate learning resources and environments. It likewise enjoins personnel, particularly teachers, to be appreciative of indigenous peoples' cultural heritage and to integrate their culture in learning contents and processes.

In SY 2013-2014, there were 997,138 elementary and 246,820 secondary indigenous learners with 21 percent of all IP students located in CAR.

Through PRIME, the DepEd's Indigenous Peoples Education Office (IPSEO) was able to provide training to Indigenous People Education (IPEd) focal persons in 100 school divisions and to work with NGO-run schools in IP communities.

Special Education (SPED)

The inclusion of gifted students and students with special needs in the basic education system was recognized by the issuance of DO No. 26 s. 1997. Funding support for 345 elementary SPED centers via DO No. 24 s. 2012, and for 153 secondary schools with SPED programs via DO No. 98 s. 2011 was provided to serve children with special needs.

Secondary schools with special students used the additional funds to buy assistive devices and testing tools, train and develop SPED teachers, and enhance the participation of special students in various activities. The teachers were also trained in basic classroom accommodation strategies for differently-abled students.

In SY 2013-2014, government elementary schools, including kindergarten enrolled 110,169 pupils with disabilities. Fifteen percent of those pupils with disabilities were from SPED classes or SPED centers mainstreamed in regular classes, while 85 percent of pupils with disabilities did not attend any SPED classes. On the other hand, in secondary school in SY 2013-2014, there were 84,232 students with exceptionalities or those who had difficulty learning due to impairment.

The Department of Education, together with the sector for people with disability, created the Advisory Council on the Education of Children and Youth with Disabilities (ACECYD) through DO No. 77 s. 2011. ACECYD is now working on the "Five-Year Development Plan for Children and Youth with Disabilities" for their formal education and alternative learning.

2.3 Goal 3: Achieving learning and life skills for youth and adults

The third goal is to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

The *Technical Education and Skills Development Act of 1994* (Republic Act No. 7796) established the Technical Education and Skills Development Authority (TESDA) which merged the **National Manpower and Youth Council** (NMYC) of the Department of Labor and Employment (DOLE), the **Bureau of Technical and Vocational Education (BTVE)** of the Department of Education, Culture and Sports (DECS, now DepEd), and the **Apprenticeship Program** of the Bureau of Local Employment (BLE) of DOLE. The establishment of TESDA ensures that there is reduced overlapping of activities among private and public agencies implementing skills development and that there is a national agency that provides direction

for the country's technical-vocational education and training (TVET) system.²⁵

TVET serves high school graduates, secondary school leavers, college undergraduates and graduates who want to acquire competencies in different occupational fields. Likewise benefiting from TVET are the job-seekers and employed persons who want to upgrade their skills or acquire new skills.²⁶

Technical-vocational education of DepEd

DepEd provides for the technical-vocational education needs of the school-age population through the Strengthened Technical-Vocational Education Program (STVEP) which utilizes a competency-based curriculum that specifies outcomes aligned with industry requirements in surrounding communities. In SY 2012-2013, the STVEP was implemented by 282 high schools nationwide, comprising about 3.6 percent of the 7,748 public secondary schools in the country. The number of technical-vocational enrollees increased from 246,012 in SY 2007-2008 to 306,000 in SY 2011-2012 and to 378,150 in SY 2012-2013. The number of tech-voc enrollees comprised seven percent of the total 5,702,597 public school enrollees at the secondary level. In SY 2012-2013, most of tech-voc high school students were enrolled in Arts and Trade (68%). This was followed by Agriculture (18%), Fisheries (9%) and in ICT (5%).

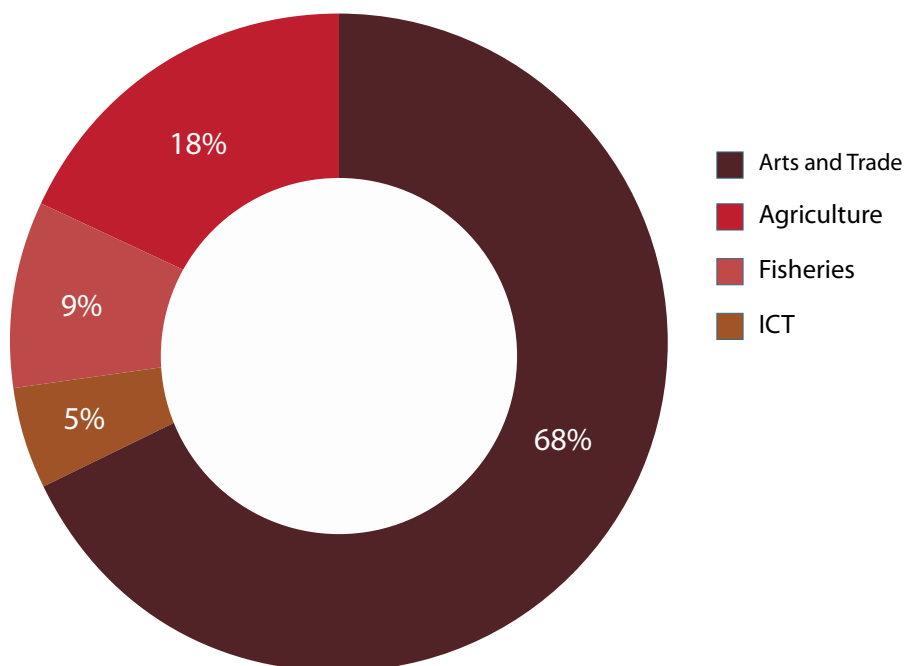


Photo by SEAMEO INNOTECH

²⁵ TESDA. "Brief History of TESDA." Retrieved from http://www.tesda.gov.ph/page.aspx?page_id=10

²⁶ TESDA. "The Philippine Technical Vocational Education and Training (TVET) System." Retrieved from http://www.tesda.gov.ph/uploads/file/Phil_TVET_system.pdf

Figure 7: Percentage of Students per Tech-Voc Subject, Public Schools, SY 2012-2013



Source: Research and Statistics Division, DepEd

So far, Tech-voc is one of the most successful special programs that addresses issues related to obtaining relevant quality education. Large numbers of technical-vocational high school graduates passed the national certification tests and were awarded national certificates of competence. In SY 2011-2012, out of 30,555 students assessed, 21,254 were certified with full qualifications and 6,663 received a Certificate of Completion (COC), suggesting a 91 percent passing rate.

DepEd and TESDA formed a partnership to implement Technical Vocational Education and Training (TVET) with Arabic Language and Islamic Values Education (ALIVE), with the aim to provide technical-vocational education and training with ALIVE for Muslim out-of-school youth (OSY) and to facilitate employment of Muslim OSYs by providing trade certification and job

placement opportunities. It was able to produce 2,536 graduates when it was implemented in 2007. Unfortunately, TVET with ALIVE was discontinued due to funding constraints.²⁷

Under the K to 12 Education Curriculum, a tech-voc track will be offered at the junior and senior high school levels. Graduates of the tech-voc track under K to 12 are expected to be equipped with employable competencies when they exit Grades 10 and 12 through National Certification I and II.²⁸

²⁷ Research Development Foundation of the College of Education, UP Diliman, "Muslim Education Initiative Review: Effectiveness, Efficiency, Impact, and Sustainability of the Muslim Education Programs, 2014.

²⁸ TESDA. 2013. "TESDA Policy Review No. 2" Retrieved from <http://www.tesda.gov.ph/uploads/File/policybrief2013/PB%20Kto12%20as%20of%20Sept.20,%202013.pdf>

Technical-vocational and education and training (TVET) of Technical Education and Skills Development Authority (TESDA)

In broad terms, the overall mandate of TESDA is the formulation of manpower and skills plans; setting of appropriate skills standards and tests; coordination and monitoring of manpower policies and programs; and provision of policy directions and guidelines for resource allocation for the TVET institutions in both the private and public sectors.²⁹

In line with TESDA's standards-setting role, competency standards for middle-level skilled workers in the form of units of competency containing descriptors for acceptable work performance were developed. TESDA's competency standards were packaged into qualifications that describe the levels of educational qualifications and set qualifications standards which form part of the Philippine Qualification Framework. The competency

standards and qualifications, as well as the training standards and assessment, make up the national training regulations (TR).

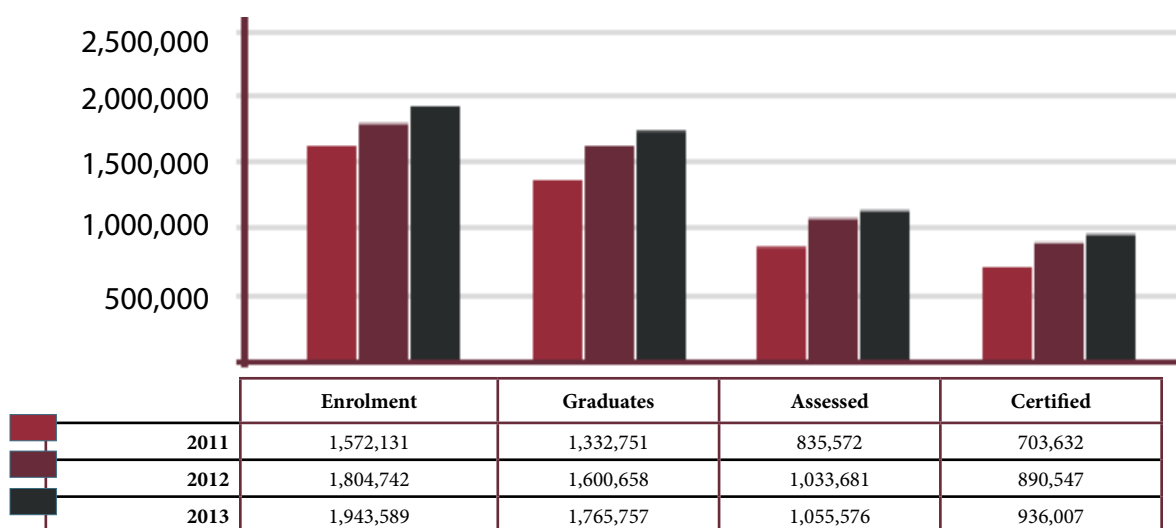
The training regulations (TR) serve as basis for the following:

- Competency assessment and certification;
- Registration and delivery of training programs; and
- Development of curriculum and assessment instruments.

The number of TVET enrollees and graduates has been growing as indicated by the 13 percent increase from 2011 to 2012 and the seven percent increase from 2012 to 2013 in the number of enrollees as well as the 17 percent increase from 2011 to 2012 and the nine percent increase from 2012 to 2013 in the number of graduates. A steady rise has likewise been noted among those assessed (19 percent increase from 2012 to 2013 and two percent increase from 2012 to 2013) and among those certified (21 percent increase from 2012 to 2013 and five percent increase from 2012 to 2013).

²⁹ Ibid

Figure 8: Number of Technical-Vocational and Education and Training (TVET) beneficiaries, 2011-2013



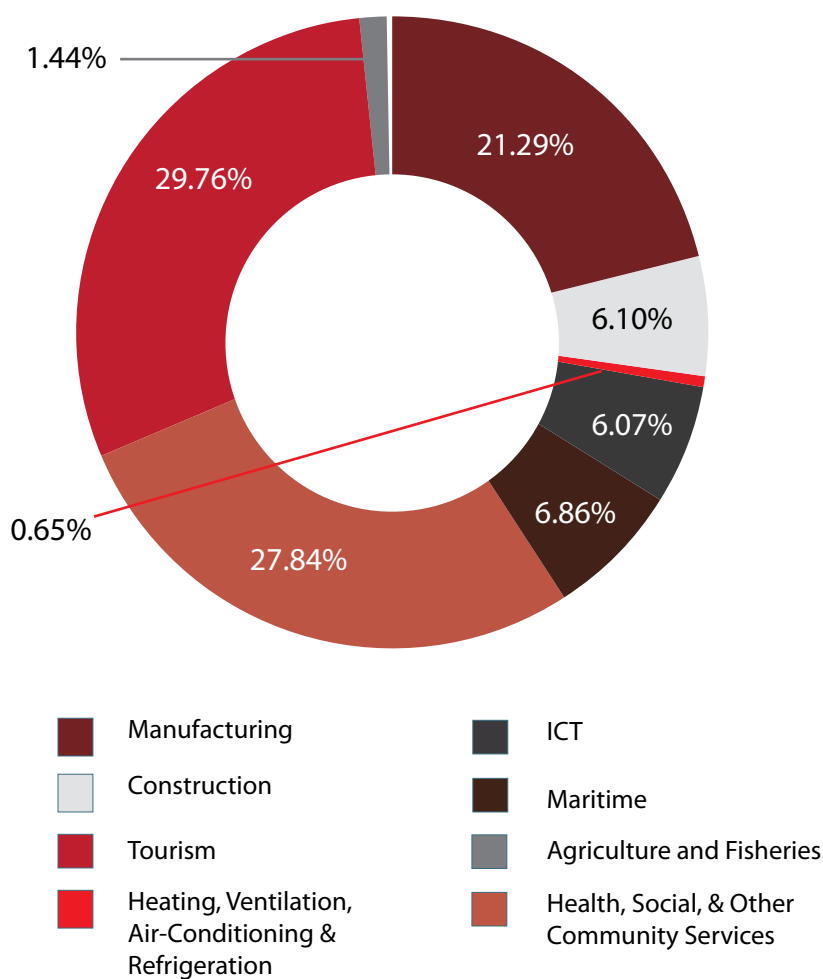
Source: TESDA-Labor Market Information Division

The top three popular TVET areas for TESDA certification among Filipinos are 1) tourism (30%); 2) health, social and other community development services (28%); and 3) manufacturing (21%).

The quality of TVET programs is improving, as seen in the rising employment rate among

TVET graduates from 48.5 percent in 2005 to 60.9 percent in 2011 and 65.3 percent in 2013. The employment rate among Tech-voc graduates in Information Technology-Business Processing Outsourcing (IT-BPO) and electronics industries has also increased.

Figure 9: Certified Skilled/Tech-Voc Workers by Sector, 2012



Source: TESDA

2.4 Goal 4: Achieving adult literacy

The fourth goal is to achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and an equitable access to basic and continuing education for all adults.

Eradicating illiteracy

Republic Act 7165 created the Literacy Coordinating Council (LCC) to carry out the declared “policy of the state to give highest priority to the adoption of measures for the total eradication of illiteracy.” Republic Act 10122 strengthened the position of the council towards the promotion of literacy in the country. The task falls upon the members of the council, namely, the representatives of the following agencies: DepEd; DILG; Philippine Normal University; Philippine Information Agency; National Economic and Development Authority; Senate Committee on Education, Arts and Culture; House of Representatives Committee on Basic Education and Culture; and an NGO, specifically one that comprises a consortium/network of NGOs. Presently, this NGO slot is being occupied by E-Net.

Through Memorandum Circular 2007-155 of DILG, governors, mayors/vice-mayors and regional DILG directors were enjoined to create/strengthen local LCCs or literacy implementing units.

Literacy of Filipinos

Basic Literacy, as defined by the National Statistics Office (NSO), is the “ability of a person to read and write with understanding a simple message in any language or dialect.” On the other hand, the DepEd defines basic literacy as the ability to read, write and count. These differences in definition would explain the different data sets on basic literacy from the two agencies. The definition of functional literacy in FLEMMS also differs from the national definition used by the LCC and the DepEd. While the latter’s definition is much broader in scope, it has not been operationalized in terms of assessment.

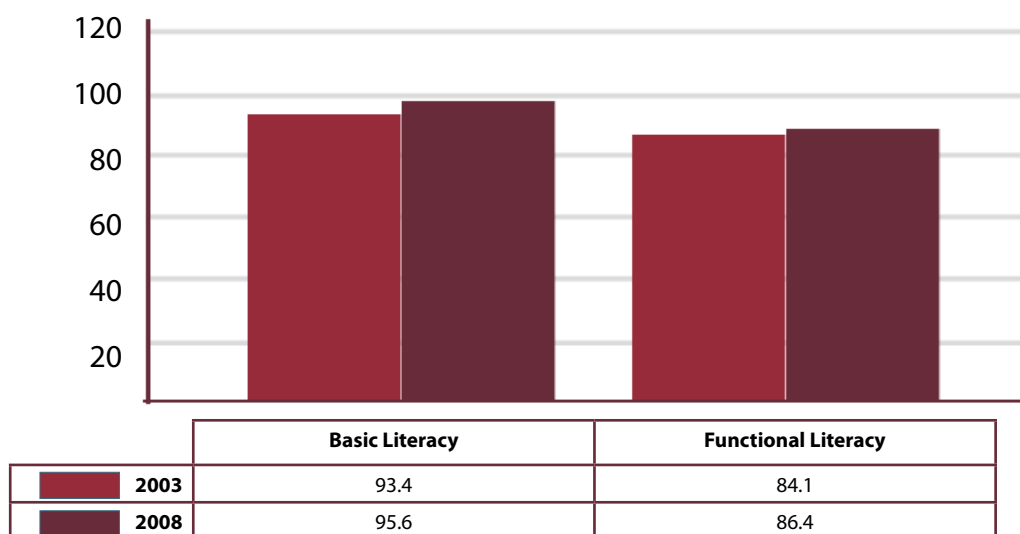
The Philippines’ basic or simple literacy target based on the NSO definition of having the ability to read and write and understand a simple message is close to being achieved.

According to the 2008 FLEMMS, around 95.6 percent of Filipinos aged 10 to 64 years old possess the ability to read, write, and understand a simple message. This indicates a 2.0 percentage point improvement in the basic literacy rate from 93.4 percent in 2003. Furthermore, NCR almost attained universal basic literacy with a 99.2 percent rating. There are regional disparities, however, with the ARMM having the lowest basic literacy rate at 82 percent, although this is a significant increase from the 2003 rate of 70 percent.



Photo by Ethel Agnes P. Valenzuela

Figure 10: Basic and Functional Literacy Rates, 2003 and 2008



Source: FLEMMS, NSO, 2008

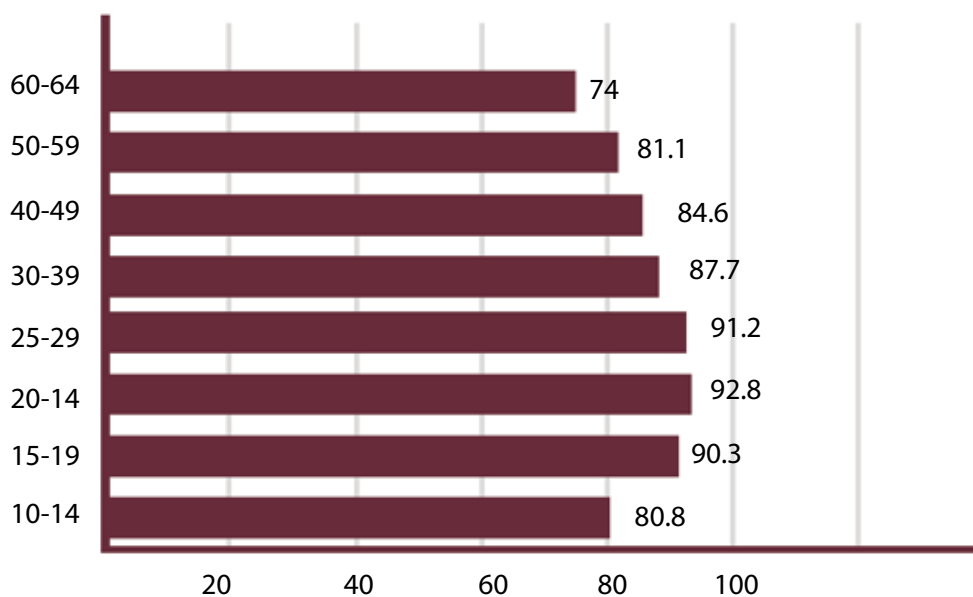
As for functional literacy, the NSO defines it as a higher level of literacy, which not only includes reading and writing skills but also numerical skills. These skills must be sufficiently advanced to enable individuals to fully and efficiently participate in activities that commonly occur in their lives which require a reasonable capability to communicate via written language. On the other hand, the DepEd defines functional literacy as having the ability of or skills in communication, critical problem solving, sustainable use of resources/productivity, development of self and sense of community, and expanding one's world vision.

The 2008 FLEMMS showed that the national functional literacy rate, as defined by the NSO, reached 86.4 percent, exceeding the 84.59 percent target given for the country. As for the number of functionally illiterate Filipinos, the 2008 FLEMMS showed a slight decrease from 16.0 percent in 2003 to 14 percent in 2008.

Despite the reported decrease during the period, it has been found that one out of ten Filipinos remains functionally illiterate.

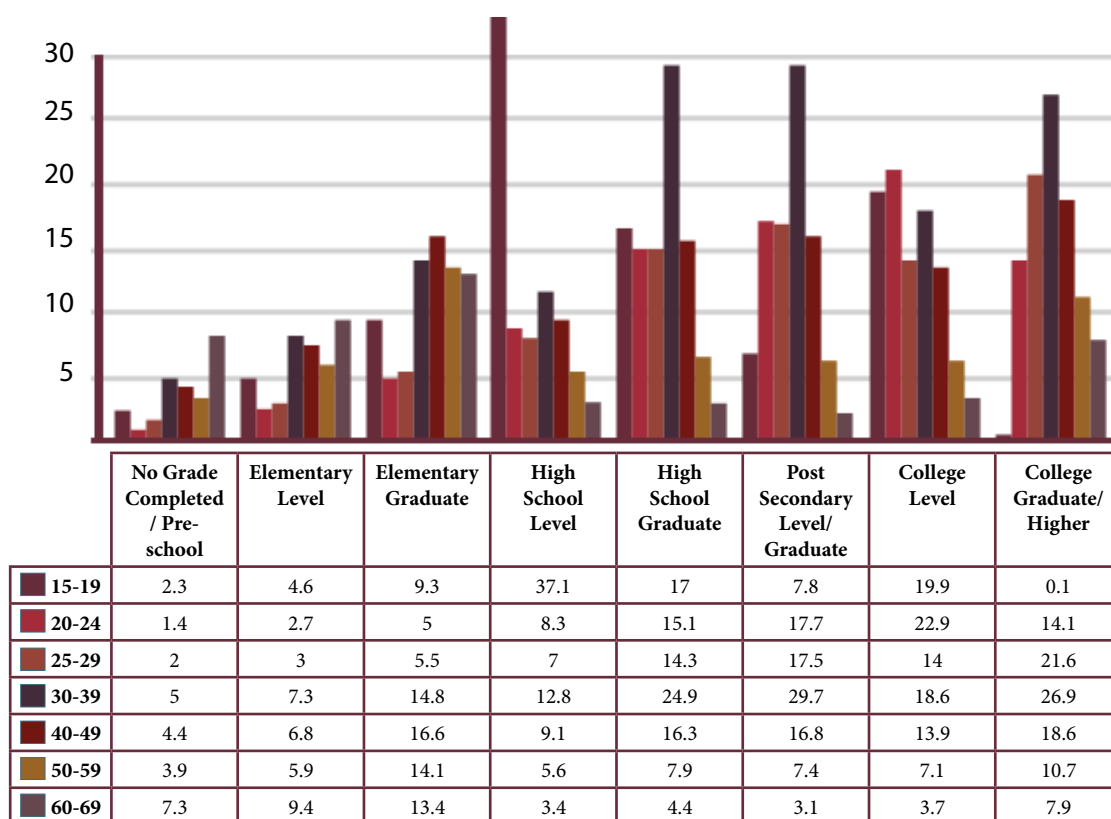
In 2008, among the population from ages 10 to 64, young Filipinos aged 20 to 24 had the highest functional literacy rate at 92.8 percent, followed by those in the 25 to 29 age group (91.2%) and the 15 to 19 age group (90.3%). The least functionally literate are those from 50-59 years old (71.1%).

Figure 11: Functional Literacy Rate, by Age Group, 2008



Source: FLEMMS, NSO, 2008

Figure 12: Highest Educational Attainment, by Age Bracket, by Level of Education, in Percentage, 2008



Source: FLEMMS, NSO, 2008

Looking at the educational attainment of Filipinos per age group, (see Figure 10) it could be gleaned that young Filipinos age 15 to 29 have the lowest level of education while those 30-39 age bracket tend to have attained the highest.

Community-based lifelong learning for OSC, OSY and adults through the Alternative Learning System

EFA has expanded the delivery of education from the traditional school system to an alternative learning system (ALS). Without undermining the traditional school system, the DepEd's ALS has been proven effective in delivering basic literacy for illiterates; functional literacy non-formal education for elementary and secondary out-of-school learners; and functional literacy informal education for all.

ALS is considered as the "other leg" of the Philippine educational system (Philippine Education System: Non Formal and Informal Education, UNESCO). It is designed to capture learners who have been through difficult circumstances, regardless of their gender or age. Since the differences in each individual pose great challenge in the way learning is obtained, ALS uses various approaches appropriate for the learners such as the life skills approach, the reflective approach, and the 4As of adult learning. It likewise utilizes various modalities and learning resources that fit the uniqueness of each learner such as use of mother tongue, disability modalities, and educational technologies.

The responsibility of leading the effort to eliminate illiteracy among OSY and adults through ALS falls upon the DepEd's Bureau of Alternative Learning System (BALS). The DepEd-BALS has developed and introduced cost-effective alternative learning strategies to achieve adult functional literacy using

regional languages, Filipino, and English. Despite the limited budget of less than 1.0 percent of the annual allocation for basic education and the learning facilitator-to-target ratio of only 1:68, DepEd BALS has developed a curriculum comparable to that of the formal basic education system which has been subsequently used as the basis for its annual elementary and secondary level accreditation and equivalency tests.

The primary role of DepEd-BALS is to develop exemplary programs and open creative learning opportunities to achieve multiple types of literacy for all. Thus, programs on both non-formal and informal education as components of ALS have been continuously promoted and implemented by the BALS.

Since the number of illiterate children, youth and adults has been rising in the past years, NFE programs such as the Basic Literacy Program (BLP) have been carried out by DepEd BALS to address this issue. In 2013, there were 35,100 BLP learners and 26,003 BLP completers.

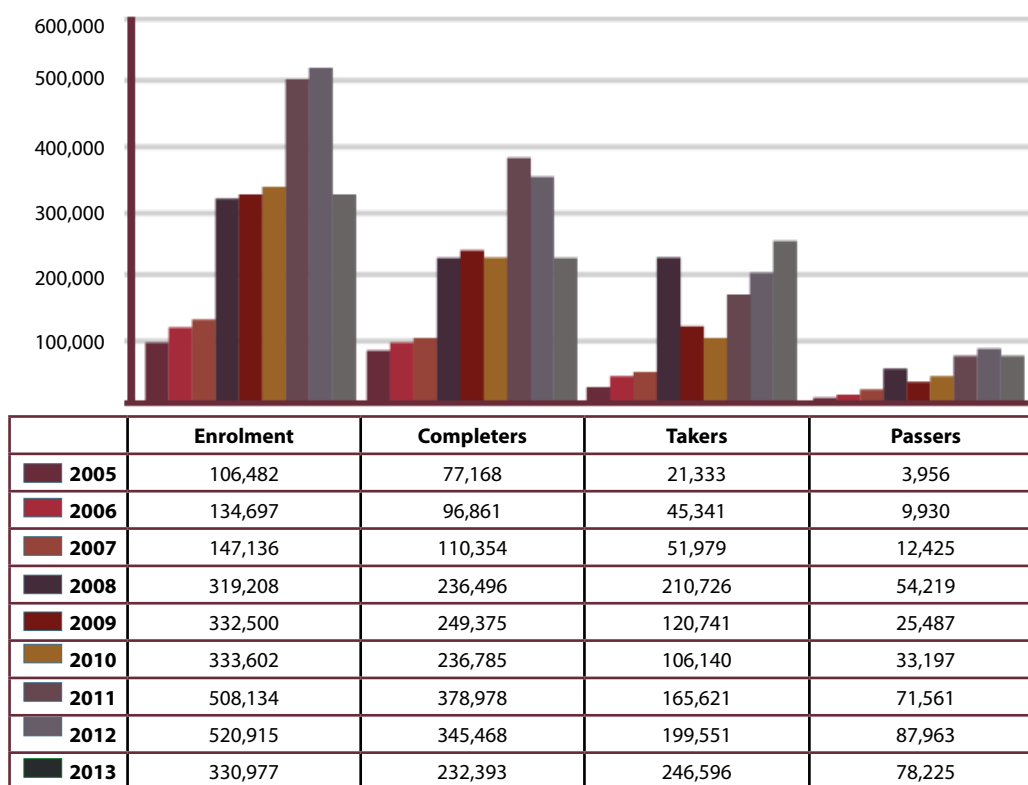
Along this line, the DepEd BALS also implements the A&E system for elementary and high school dropouts, which allows learning to take place anytime and anywhere, depending on the learners' availability through a modular and flexible program.

Through the scheme, a learner may enter or reenter an ALS program or rejoin the formal education system once he/she passes the pen-and-paper and composition writing tests and receives the certification from the DepEd BALS for successfully completing elementary or secondary education. In 2013, there were 265,843 A&E enrollee for both elementary and secondary levels and 186,710 A&E completers for both levels.

Informal education has become widely accepted as a means to provide education to those who have been hindered access to formal or traditional education. Considering that 75 percent of the population lives below the national poverty line and the notion that failure to obtain formal education is often attributed to the widespread household poverty in both rural and

urban areas, informal education has been progressively developed by the DepEd through its Informal Education (INFED) Program. The INFED specifically aims to provide education to the marginalized and special interest groups using life skills or a personal development approach. In 2013, there were 22,346 enrollees and 18,530 completers of INFED.

Figure 13: Alternative Learning System Enrolees, Completers, A&E Test-Takers and Passers, 2005-2013

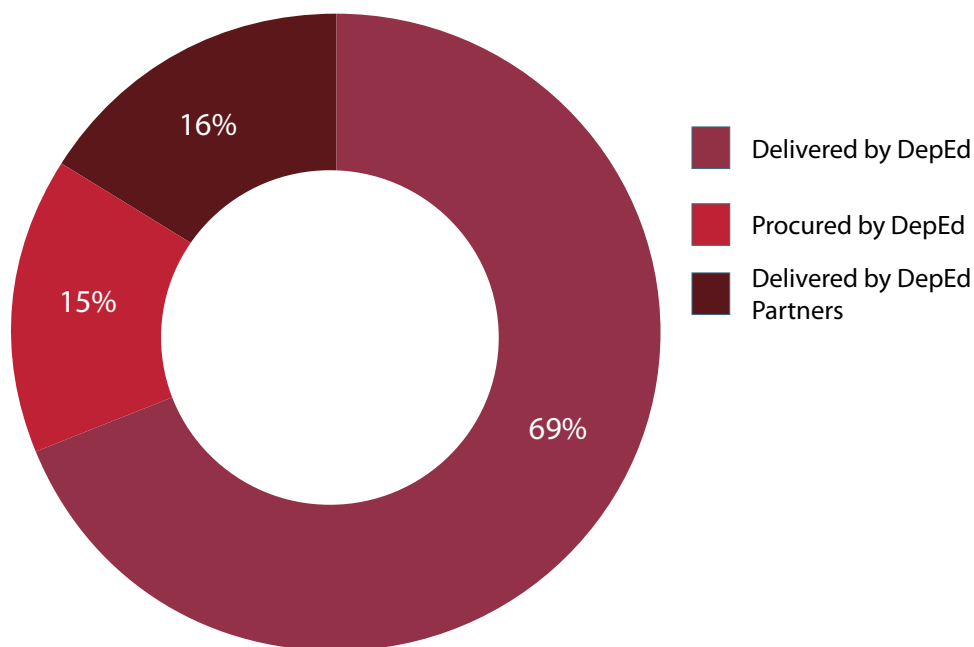


Source: Bureau of Alternative Learning System, DepEd

ALS programs are serving a growing number of clients. In 2011, the number of ALS enrollees reached half a million, a significant increase from around 100,000 enrollees in 2005. However, the figure dropped from 520,915 enrollees in 2012 to 330,977 in 2013. The decrease may have been due to the fact that the DepEd BALS gathered and processed the 2013 data manually from the Learner Information System (LIS), and since the system is not fully operational, many of the implementers did not finish their input of data. As for the number of A&E test takers, the number was highest in 2013 with 246,596, a considerable increase from the 21,233 in 2005. Even with an increase in the number of A&E test takers, the number of A&E passers has been quite low. In 2013, only 31.72 percent of test-takers passed the A&E.

The ALS programs are delivered through various mechanisms. For instance, the DepEd provides BLP, A&E and INFED through Mobile Teachers and District ALS Coordinators. There were also ALS programs procured by the DepEd from services providers, namely: 1) Unified Contracting Scheme; 2) Balik-Paaralan Para sa Out-of-School Adults; 3) ALS Literacy Volunteers; and 4) Indigenous Peoples. DepEd partners such as NGOs, LGUs, and community-based organizations likewise deliver ALS programs. Among the three delivery mechanisms, the DepEd accounts for the biggest proportion of ALS clients served at 69.6 percent, followed by the DepEd partners at 15.9 percent, and DepEd-procured service providers at 14.6 percent.

Figure 14: Types of ALS Delivery Mechanisms, 2013



Source: Bureau of Alternative Learning System, DepEd

ALS caters to the marginalized such as the OSYs and the indigenous peoples. Through DO No. 101 s 2010, an IP Education curriculum in ALS was developed in collaboration with NCIP. There were various efforts by ALS Mobile Teachers and Coordinators to adapt the ALS learning materials in order to suit the learning needs of the IPs.³⁰ Some school divisions instituted the ALIVE in ALS program to deliver Arabic Language and Islamic Values to Muslim out-of-school youth.³¹

Abot Alam: Reaching out to the out-of-school youth

To address the challenge of three to four million out-of-school youth in the country, the **Abot Alam program** is being implemented as a national strategy to organize and unify efforts to increase functional literacy of OSYs and equip them with skills that will help them secure employment and/or engage in productive livelihood activities. The Abot Alam program aims to target 35 percent of the 3.0 million OSYs from 15 to 30 years old in 2014; another 35 percent in 2015; and the remaining 30 percent in 2016.

Through DO No. 17 s. 2014, the DepEd issued the guidelines on the implementation of the *Abot Alam* Program. The program brings together national government agencies, NGOs, and institutions under the leadership of the DepEd and the National Youth Commission (NYC) to mobilize and

harmonize programs and respond to the basic learning needs of out-of-school youth from 15 to 30 years old who are unemployed and have not yet completed basic or higher education. A memorandum of understanding among government agencies and NGOs was signed to solidify the collaboration on the education agenda for the youth.

The program consists of data gathering at the barangay level that will determine the program intervention for the OSY, ranging from ALS or ADM by DepEd, livelihood and skills training by TESDA, higher education scholarship by CHED, vocation and employment guidance by DOLE; and other LGU projects/NGO initiatives.

Non-DepEd support for literacy programs

A 2010 DepEd National EFA Committee survey of non-school basic learning needs revealed an abundance of community-based activities supporting the attainment of EFA. Some are categorized as champions of community-based EFA, including LGUs, NGOs, local businesses, government agencies, religious organizations, networks, and HEIs engaged in literacy and civic welfare programs.

Local government literacy programs

Local government units (LGUs) have been consistent in supporting EFA goals. Collectively, they have been responding to EFA challenges to meet the basic learning needs of the unreached villages in their respective localities. Using the Special Education Fund (SEF) of LSBs or LGU funds, local governments have been providing education and training to disadvantaged members of their municipalities.

³⁰ Juan Miguel Luz, et al. 2014. "Baseline Study of DepEd's Readiness to Provide and Sustain Basic Education Services to Disadvantaged IP Communities," AIM Center for Development.

³¹ Juan Miguel Luz, et al. 2014. "Baseline Study of DepEd's Readiness to Provide and Sustain Basic Education Services to Disadvantaged Muslim Communities," AIM Center for Development.

Similarly, the LGUs have been extending assistance in accelerating the implementation of ALS in their areas of jurisdiction by directly funding literacy and other ALS programs for illiterates and out-of-school youth. Some LGUs have been noted for acknowledging the hard work of instructional managers by giving more competitive honoraria. Other LGUs are able to extend generosity by providing transportation and meal allowances to ALS test-takers. No consolidated data on the number and profile of learners in LGU-funded literacy programs are currently available.

Literacy programs of NGOs and other agencies

Literacy programs of NGOs have been widely acknowledged as key partners of government in community development, especially in areas where indigenous

cultural communities are often afflicted by poverty and unreached by formal education. In the 2010 basic learning needs survey of providers, a greater majority of non-school-based literacy service providers are NGOs (55%) while only one-third are government organizations (32%). A few are international organizations (1%). The remaining organizations come from the academe (7%), most of which are extension programs of private and public HEIs and people's organizations (3%). NGOs and religious groups also sponsor ALS classes for indigenous people. Some ALS programs are also being implemented by partner agencies such as the Philippine Science Centrum through interactive exhibits and galleries, and the PIA through puppet theatre presentations; radio, television, and print media productions; and networking advocacy and social mobilization.



Photo by Rhea Rabin

2.5 Goal 5: Achieving gender parity and equality

The fifth goal is to eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Policies on gender and development

The Philippine Magna Carta of Women (MCW), legislated in 2009 through RA 9710, mandates a non-discriminatory and pro-gender equality and equity measure to enable women's participation in the formulation, implementation, and evaluation of policies, plans, and programs for national, regional, and local development. The Philippine Framework Plan for Women (FPW) calls for gender-responsive governance to be undertaken by government agencies, LGUs and civil society such as the mainstreaming of Gender and Development (GAD) in the bureaucracy.³²

Pursuant to RA 9710 or the MCW, the Philippine Commission on Women (PCW)-Department of the Interior and Local Government (DILG)-Department of Budget and Management (DBM)-National Economic and Development Authority (NEDA) Joint Memorandum Circular 2013-01 was issued to prescribe policies and procedures in mainstreaming gender perspectives in local planning, programming and budgeting.

³² Philippine Commission on Women. "Philippine Initiatives on Gender-Responsive Governance" Retrieved from <http://www.pcw.gov.ph/focus-areas/gender-responsive-governance/initiatives>

It specifically states that "GAD planning and budgeting shall be integrated in the regular activities of the LGUs, the cost of implementation of which shall be at least five percent of their total Annual Budgets."

In the DepEd, GAD is institutionalized through DO No. 27 s. 2013 which mandates the establishment of the GAD Focal Point System (GFPS), an institutional mechanism to ensure gender mainstreaming. Moreover, the DepEd Order issued guidelines and procedures on the establishment of GFPS at the regional, division and school levels.

Literacy rate by gender

Based on the 2013 Global Gender Gap Index, the Philippines is fifth in rank and is the only country in Asia and the Pacific to close the gender gap both in health and education.³³ Moreover, MDG goal 3 has reportedly been achieved as gender parity in primary and secondary education was met.³⁴

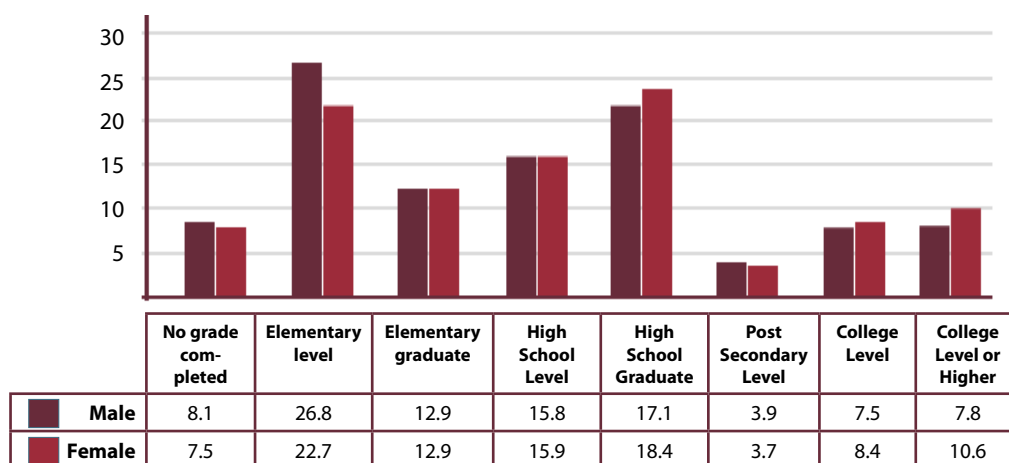
The 2010 Census states that the total population is 92,337,852 Filipinos, 46,459,318 of which are males and 45,638,660 females.³⁵ In terms of educational attainment, females tend to be more highly educated than males as there is a slightly higher percentage of females (10.6 %) than males (7.8 %) who had completed college or higher education (FLEMMS, 2008). On the other hand, there were slightly more females (15.7%) than males (11.7%) who were out of school (FLEMMS, 2008).

³³ The Philippine Progress Report on the Implementation of the Beijing Platform for Action

³⁴ Ibid

³⁵ 2013 Statistical Yearbook

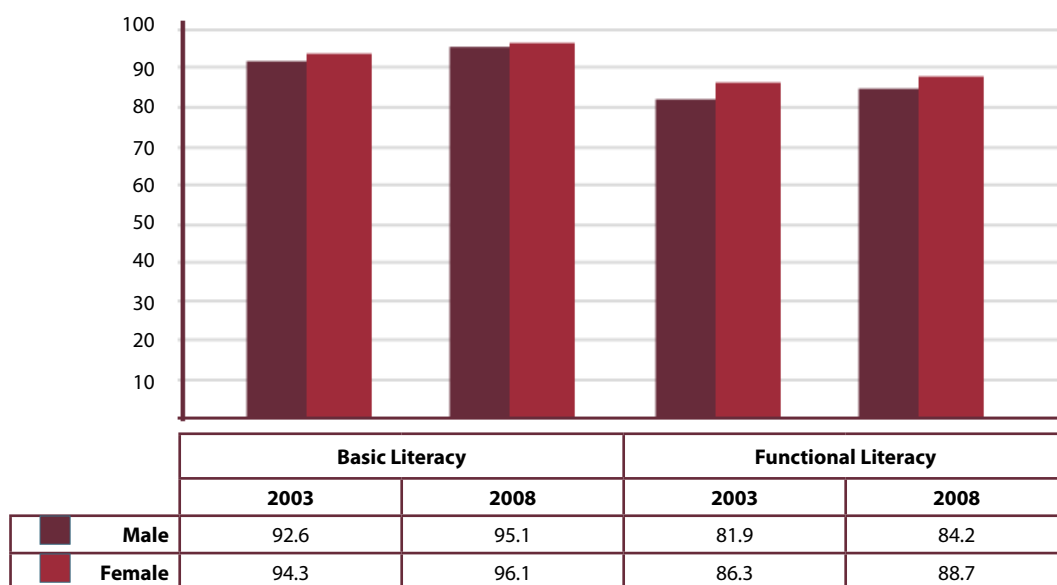
Figure 15: Percentage of Population 6 Years Old and Above, by Educational Attainment and by Sex, 2008



Source: 2008 FLEMMS

The 2008 FLEMMS results likewise validate the female population's edge in education over the male population as it yields higher basic and functional literacy rates for females both in 2003 and 2008.

Figure 16: Basic and Functional Literacy Rates, by Sex, and by Year, 2003 and 2008



Source: 2008 FLEMMS

Gender parity in ECCD

In 2011, there were more female than male children from age zero to three (44.4% males, 55.5% females) and children three to five years old (46.9% males, 47.5% females) who received ECCD services in day care centers. On the other hand, in the same year, there were more male children (51.5%) than female children (48.2%) aged five years old and above who received ECCD services in day care centers.

Gender parity in formal education

Gender concepts and the use of gender-sensitive principles are now being integrated into curriculum development and implementation. Moreover, lesson exemplars or teaching guides that harmonize pedagogical strategies and gender concepts are being made available in consonance with the K to 12 program.³⁶

Based on the GPI³⁷ for SY 2012-2013, girls outperformed boys in all education efficiency indicators. The disparity was higher at the secondary level.

At the elementary NER, 96.3 percent of students were females and 94.2 percent were males, while at the secondary level, 70 percent were females while 59.5 percent were males.

In terms of cohort survival rate, the rate for female elementary pupils was 79.4 percent while the rate for males was 71.6 percent. Among secondary students, the rates were 83 percent for females and 73.5 percent for males.

The completion rate for elementary girls was 78.2 percent compared to 69.6 percent for boys, while for secondary students, there was a 79.9 percent completion rate for females and 69.8 percent for males.

Girls have also been outperforming boys in terms of National Achievement Test (NAT) scores. The mean percentage score of females at the elementary level was 70.62; the equivalent for males was 67.15. At the secondary level, girls' mean percentage score was 53.52 compared to 49.04 for boys in SY 2012-2013.

UNICEF (Unpublished) provided the following reasons why boys may not perform as well as girls in education:

- Boys are less ready for school as evidenced by boys' SReYA test score and ECE participation rate which are lower than those of girls. This could be a factor on why more boys than girls are likely to drop out or repeat a grade.
- Boys are more likely to get sick and become malnourished than girls. These factors affect their school attendance and academic performance.
- Parents tend to view girls as more academically inclined than boys, thus parents would more likely support their daughters' education and tend to tolerate their sons' educational underachievement.
- Boys, particularly those from poor families in rural areas, are pulled out of school and are most likely to drop out to be able to make financial contribution to the family by taking on jobs that do not require high academic skills, e.g., working as farm helpers or stevedores.

³⁶ The Philippine Progress Report on the Implementation of the Beijing Platform for Action

³⁷ A GPI of 1 indicates parity between the sexes; a GPI that varies between 0 and 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.

- In traditional classrooms where routine and passive activities are the norm, boys are more likely than girls to lose interest. Lack of interest, in several dropout studies, is the number one culprit that leads students to drop out of school.
- Teachers' gender bias, stereotyping and low regard for boys are causing under achievement among male youth. Unintentionally, teachers may be treating girls better than they are treating boys. Moreover, female teachers may not be able to respond to boys' learning needs.

Gender parity per type of education and training program

There may be more girls who are in formal basic education, but there are more boys availing of ALS programs. There were more male (51.7%) than female (48.3%) enrollees, as well as more male (55.0%) than female

(45.0%) completers of the ALS programs in 2013. For both levels of A&E test-takers in 2013, there were more males (56.2%) than females (43.8%).

The number of males and females in technical-vocational secondary schools was almost equal, except in ICT where females (52.9%) outnumbered males (47.1%) in SY 2012-2013. There were slightly more males (50.5%) than females (49.5%) in Agriculture; very slightly less males (49.8%) than females (50.2%) in Fisheries; and a slightly smaller number of males (49.2%) than females (50.8%) in Art and Trade.

The TESDA Women Center, established in 1998, addressed the issue of male-dominated TVET courses and paved for better access and opportunities for women. As for TESDA's TVET, 52 percent of the total enrollees from 2009 to 2012 were females and 52 percent of TVET graduates were also females.³⁸

³⁸ Philippine Progress Report on the Implementation of the Beijing Platform for Action (draft)

Table 2: Gender Parity Index (GPI), by Education Indicator

	Year	Male	Female	GPI
Basic Literacy	2008	95.1%	96.1%	1.01
Functional Literacy	2008	84.2%	88.7%	1.05
Children 0-3 years old in DCCs	2011	44.4%	55.4%	1.25
Children 3-5 years old in DCCs	2011	46.9%	47.5%	1.01
Children 5 years above in DCCs	2011	51.5%	48.2%	0.94
Elementary NER	SY 2012-2013	94.2%	96.3%	1.02
Secondary NER	SY 2012-2013	59.5%	70.0%	1.18
Elementary Cohort Survival Rate	SY 2012-2013	71.6%	79.4%	1.11
Secondary Cohort Survival Rate	SY 2012-2013	73.5%	83.0%	1.13
Elementary Completion Rate	SY 2012-2013	69.6%	78.2%	1.12
Secondary Completion Rate	SY 2012-2013	69.8%	79.9%	1.14
Elementary NAT	SY 2012-2013	67.2%	70.6%	1.05
Secondary NAT	SY 2012-2013	49.0%	53.5%	1.09
ALS Enrollees	2013	51.7%	48.3%	0.93
ALS Completers	2013	55.0%	45.0%	0.82
A&E Elementary & Secondary	2013	56.2%	43.8%	0.78
Tech-voc-Agriculture	2012-2013	50.5%	49.5%	0.98
Tech-voc-Fisheries	2012-2013	49.8%	50.2%	1.01
Tech-Voc-Art & Trade	2012-2013	49.2%	50.8%	1.03
Tech-voc-ICT	2012-2013	47.1%	52.9%	1.12

Source: Research and Statistics Division, DepEd, Department of Social Welfare and Development, 2008 FLEMMS

2.6 Goal 6: Achieving quality of education

The sixth goal is to improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

to the fact that the Philippine government's investment in basic education at present is being increased to meet its EFA and MDG commitments. In 2011, the DepEd budget in proportion to the national budget was at 16.3 percent. In proportion to the GDP, it was 2.6 percent.³⁹

Addressing education input gaps

The DepEd receives the biggest share of the national government's annual budget. The Philippine *Basic Education Public Expenditure Review* (World Bank & AusAID, 2012) points

³⁹ Rosario Manasan. 2013. "Medium Term Plan for Basic Education, 2014-2017: Pushing for Quality and Inclusiveness"

Over the past four years, the education sector started receiving a larger proportion of the national budget, and there was a reduction of the basic input shortages.

As of 2012, the DepEd reported that it has achieved a 1:1 student to textbook ratio and a 1:1 student-to-school seat ratio. Moreover, the number of new classrooms constructed has slightly exceeded the number of classroom shortage. As for water and sanitation, 95 percent of the backlog would have been addressed once the ongoing construction and procurement are completed.

In terms of teachers, a total of 102,623 new teaching positions have been created from 2010 to 2013.⁴⁰ The number of DepEd teacher items is being supplemented by the volunteer kindergarten and LGU-hired teachers. In SY 2013-2014, the teacher-pupil ratio (TPR) for elementary schools was 40.36 while at the secondary level, the student-teacher ratio (STR) was 34.06.⁴¹

⁴⁰ Summary of Accomplishments, as of 4 July 2014, DepEd

⁴¹ EBEIS, BOSY 2013–2014 Enrolment, Research and Statistics Division, DepEd

Table 3: 2010 Backlogs and Accomplishments on Basic Education Critical Resources

Resources	2010 Backlogs	Accomplishments
Classrooms	66,800	66,813 Classroom constructed (Feb. 2014)
Teachers	145,827	102,623 new items created and 43, 204 kinder volunteers & LGU-hired
Textbooks	61.7 million	1:1 student to textbook ratio (2012)
Seats	2.5 million	1:1 student to seat ratio (2012)
Water and Sanitation	135,847	52,590 completed 5,747 on-going construction 70,532 ongoing procurement <i>as of September 2013</i> <i>*Remaining 6,978 WATSAN in 2014 budget</i>

Source: Basic Education Roadmap 2016, 2014

Utilizing quality enhancing tools in education

To facilitate effective teaching and learning, DepEd, through the National Science Teaching Instrumentation Center (NSTIC) is providing schools and learning centers with affordable quality science and mathematics instructional equipment. In 2012, the *Mass Production of Science and Mathematics Equipment* benefited 544 public secondary schools, Regional Science High Schools and Engineering Science Education Program schools. This is in addition to the 442 schools that benefited from the same program in 2011. To date, there are 4,357 schools nationwide that have benefited from the program.⁴²

Ushering the Philippine education into the 21st century and enhancing the teaching and learning is the *DepEd Computerization Program* that is providing computer laboratory packages to secondary schools, e-classrooms to elementary schools and laptop units to mobile teachers. Through this program, ICT would eventually be

⁴² DepEd 2012 Annual Report



Photo by SEAMEO INNOTECH

integrated in the formal school system to raise the ICT literacy among learners, teachers, and school heads.⁴³

Another ICT initiative is the *Learning Resources Management and Development System* (LRMDS) that made available online quality assured teaching and learning materials that could be used inside and outside the classroom. The LRMDS portal contains teaching guides and learning materials by DepEd, materials by education partners here and abroad, and materials produced by teachers themselves. These materials are mapped against their appropriateness in terms of level, subject, and learning area in the K to 12 curriculum.⁴⁴

Instituting teacher quality

Hiring quality teachers

In the Philippines, two of the basic qualifications a teacher applicant must possess include being a bachelor's degree holder and a Licensure Examination for Teachers (LET) eligible/passers. No teacher gets hired to work for the public schools when he/she lacks the required academic qualifications and national certification.

The BESRA ushered in significant changes in the evaluation of teaching for hiring and promotion. One key change is the development and implementation of a competency-based framework—the **Teacher Education Development Program (TEDP)**—and standards—the **National Competency-Based Teaching Standards (NCBTS)**—to guide all policies, reforms, and activities related to teaching and teacher development.

⁴³ DepEd 2012 Annual Report

⁴⁴ Summary of Accomplishments, as of 4 July 2014, DepEd

One of the moves related to these was the integration and institutionalization of School-Based Management (SBM) and TEDP to fill in created or vacated teacher posts through DO No. 12 s. 2012. The new hiring guidelines for teachers ensure that schools are involved in the hiring process, and competency standards are followed in appointing teachers.

Improving teacher performance

In a bid to provide quality education through strengthened teacher education and training, the **Teacher Education Council (TEC)** was established in August 1994 through RA No. 7784 or “An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council.” Under RA 7784, the TEC is mandated to formulate policies and standards that would improve the system of teacher education in all existing public and private schools, and the design of programs that would enhance the pre-service, in-service, re-training, and teacher development.

Through this, the **Teacher Induction Program (TIP)** was developed and implemented to improve the quality of entrants to the teaching profession. The TIP was institutionalized for teachers with zero to three years of experience. In 2012, there were 22,660 teachers who were part of the TIP.

The TEC also spearheaded the K to 12 regional mass training for Grades 1 to 7 teachers nationwide. In the second quarter of 2012, there were 73,655 Grade 1 teachers and 69,542 Grade 7 teachers across all regions who underwent training.

The DepEd also issued policies and guidelines on Training and Development

(T&D) programs and activities through DO No. 32 s. 2011. These directed the central, regional, and division offices and schools to integrate their professional development plans with their development plans. It also specified standards for T&D programs for each personnel category. Teachers should adhere to the NCBTS and the Teacher Strength and Needs Assessment (TSNA). Each of the DepEd personnel, meanwhile, should have a Training Passbook, which serves as a list of his/her training needs and record of training attendance.

Through DO No. 32 s. 2009, the NCBTS-based TSNA and the Individual Plan for Professional Development (IPPD) were adopted to promote teachers’ professional development so they can become personally responsible for their professional advancement and the improvement of student learning. The NCBTS-TSNA is a self-assessment tool to gauge a teacher’s professional development, specifically in the formulation of his/her IPPD.

To improve science and mathematics teaching, the DepEd implemented a certification program that aimed to improve the capability of non-science and non-math major teachers by increasing their knowledge of content and upgrading their competence in teaching and assessment for learning; setting up a teacher support group to provide continuous professional enhancement; and utilizing the results of progress monitoring and evaluation to design follow-through divisional interventions for continuous teaching development and professional upgrading.

To improve the teachers’ English proficiency, the Test of English Proficiency for Teachers (TEPT) was administered. The TEPT subtests on structure, written expression, and reading comprehension. The Teacher

Test in Science and Mathematics, meanwhile, aimed to assess teachers' proficiency in English to teach elementary and secondary science and math.

In SY 2011-2012, the national TEPT average was 50.53 percent, while that of the Process Skills Test (PST) in Science and Mathematics was 46.03 percent.

Improving learning outcomes

The DepEd and its stakeholder allies responded to the urgent and critical need to improve the quality of basic education through the K to 12 education reforms. Compared with the pre-K to 12 educational system, which was congested and outdated in terms of desired competencies and content, the K to 12 Curriculum was enriched to make it more relevant and responsive to learners' needs.

The K to 12 Philippine Basic Education curriculum Framework aims to foster a *holistically developed Filipino with 21st century*

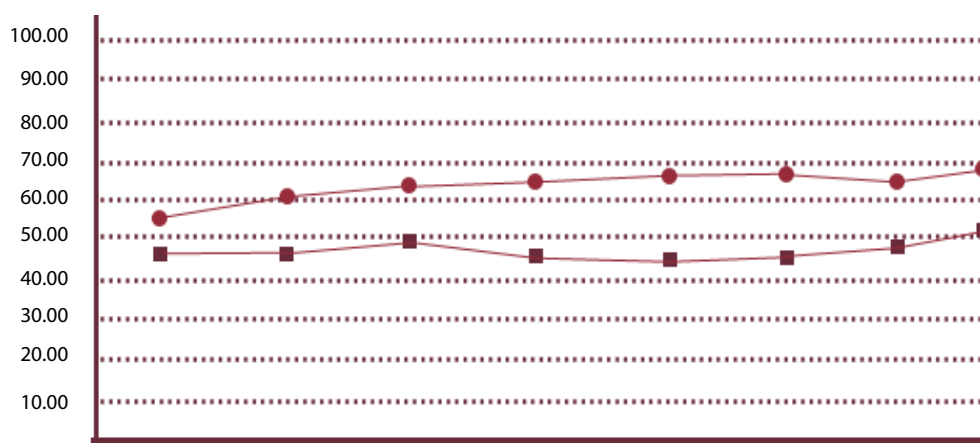
skills so that Filipino graduates will be prepared for higher education, middle-level skills, employment, and entrepreneurship. The learning goals of the new curriculum are: Information, Media, and Technology Skills; Learning and Innovation Skills; Communication Skills; and Life and Career Skills.

Gauging quality education

The **National Education Testing and Research Center (NETRC)** is an agency of the DepEd that engages in comprehensive assessment, research, and evaluation for the formulation of educational policies that would effectively and efficiently deliver the needs of its clientele in basic education. The NETRC conducts national assessment, research, and evaluation to formulate educational policies in basic education.

One of its tasks is to administer the **National Achievement Test (NAT)** to Grade 3, Grade 6 and Year 2/Year 4 students as the country's measure of quality education.

Figure 17: National Achievement Test (NAT) Mean Percentage Score (MPS), Elementary and Secondary, SY 2005-2006 to 2012-2013



	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
● Grade 6	54.49	60.23	64.81	65.55	68.00	68.14	66.79	68.88
■ Secondary	46.97	46.64	49.26	46.71	45.55	47.93	48.90	51.41

Source: NETRC, DepEd

Overall, Filipino learners' NAT MPS has improved over the eight-year period but has not yet reached the 75 percent MPS target for Philippine EFA.

As of SY 2012-2013, elementary level NAT is 6.12 percentage points away from

target while secondary level NAT is 23.59 percentage points away from target. (Note that it is the Year 2 that took the test for SY 2005-2006 to 2010-2011 and Year 4 for SY 2011-2012 to 2012-2013).

Table 4: National Achievement Test, Mean Percentage Score, per Subject, SY 2012-2013

	Filipino	Mathematics	English	Science	HeKaSi* Araling Panlipunan^	Critical Thinking	Overall Test
Grade 6	72.41	69.03	67.12	65.72	70.14		68.88
Year 4	58.04	46.83	53.99	41.35	60.17	39.12	51.41

* Elementary (Geography, History, and Civics)
^ High School (Social Studies)

Source: NETRC, DepEd

Grade 6 pupils who took the test in combined English, Filipino, Mathematics, Science and *Hekasi* (Geography, History, and Civics) got an overall MPS of 68.88 in SY 2012-2013. Their MPS in Filipino and Hekasi were higher than 70 percent while their MPS in Science and English were below the overall MPS.

High school students had an overall MPS of 51.41 for SY 2012-2013 in combined subjects of English, Filipino, Science, Mathematics, Social Studies and Critical Thinking. Comparing the test scores, secondary students scored high in Social Studies and Filipino, and scored low in Critical Thinking, Science and Mathematics.

Chapter 3

Review of EFA Strategies and Sector Management: EFA Production and Enabling Task Progress

In 2006, the Philippine EFA 2015 National Action Plan was drawn up with an identified central goal: to provide basic competence to all Filipinos to achieve functional literacy for all. To realize this, the plan identified production and enabling tasks.

The Plan “outlines the nine proposed tasks considered to be the most strategic from among many other important possible actions. Each of the following nine tasks involves tough choices, hard work, and great sacrifice that need to be sustained over a long period.”

The six EFA Production Tasks are expected to produce the desired educational outcomes while the three EFA Enabling Tasks provide the adequate foundation and supportive environment necessary to sustain effective implementation of the production tasks.

The identified best practices for some of the strategies have been highlighted through boxed articles.



Production Task 1: Make every school continuously perform better

With BESRA, the promise of revitalizing the Philippine basic education seems high as it made significant progress in several areas. Relevant policy instruments were issued which include the adoption and roll-down of School-Based Management (SBM) framework and standards. SBM is both a mechanism of decentralized governance

where the management of schools that are accountable to both internal and external stakeholders is lodged in the school level, and a framework for integrating various inputs such as teacher training, classrooms, learning materials, nutrition programs, resource mobilization among others.

SBM aims to accomplish the following:

- empower school heads to lead their teachers and students in continuous school improvement process, leading to higher learning outcomes;
- bring resources, including funds, within the control of schools to support the delivery of quality educational services;
- strengthen partnership with communities and LGUs to encourage them to invest time, money, and other resources in providing a better school learning environment; and
- institutionalize a continuous school improvement process that is participatory and knowledge-based. In short, SBM is viewed as the main vehicle for schools to attain continuous improvement.

To ensure the successful implementation of SBM, DepEd developed SBM standards and framework that were rolled out across the country; provided training on the development of school improvement plans and their utilization; introduced school report cards nationwide; and developed and provided guidelines on school-community partnerships.

To operationalize the SBM, DepEd provided schools annually with two types of funds: (a) School Maintenance and Other Operating Expenses (MOOE) and (b) SBM Grants. School MOOEs are those used to finance regular school operating costs and the amount is computed on the basis of

student enrolment data. To make the school MOOE more equitable, DepEd also drew up a formula-based allocation.

SBM could achieve greater impact by strengthening the roles of governing councils that play a pivotal role in ensuring accountability and increasing the community's participation.

Achievements related to SBM are as follows:

- 90.76 percent of schools have school improvement plans;
- 84.54 percent of schools have school governing councils;
- 97.85 percent of schools have school report cards;
- 97.27 percent of school heads have been oriented on SBM; and
- 88 percent of schools have been oriented on simplified accounting procedures.⁴⁵

Serving as the quality assurance mechanism of SBM is the *Philippine Accreditation System for Basic Education (PASBE)*. This accreditation, which was relaunched through DO No. 83 s. 2012 as an integral component of SBM, gauges how public and private elementary and secondary schools are meeting the quality standards that are set by stakeholders.

⁴⁵ NPSBE Implementation and Results Report, World Bank 2013

Production Task 2: Expand ECCD coverage to yield more EFA benefits

The Philippine EFA 2015 National Plan of Action calls for the expansion of ECCD coverage to yield more benefits. This means two things need to be done: to identify and encourage the implementation of the most cost-effective and high-quality ECCD programs, and to ensure that the most disadvantaged children get into these programs.

Various steps have been taken to ensure that ECCD is universalized, including the

passing of the *Early Years Act*, the legislation that mandates the provision of care and development of children aged zero to four years old through center-based and home-based day care centers.

Measures were also taken to ensure the quality of ECCD services. For the education of children below five years old, the DSWD has established accreditation standards for day care centers and for home-based ECCD programs.

BOX 1: Alternative Early Childhood Care and Development (ECCD) Services

The ECCD Council's Home-Based Demonstration Project

The Home-Based ECCD Demonstration Project was conceptualized and initiated by the ECCD Council to test the viability of mobilizing Barangay Nutrition Scholars (BNSs) and Barangay Health Workers (BHWs) to promote and implement home-based ECCD for the eventual nationwide rollout.

The project is built on a strong parent education component, which develops confidence among parents in their capacity to provide stimulating activities for the development of their own children. There are two types of approaches in the delivery of home-based ECCD:

The Parent Education Service (PES) refers to providing and expanding parents and caregivers' knowledge and parenting skills to help them fulfill their role as their children's primary caregivers and educators. This involves organizing a group of 15 to 20 parents with children aged zero to six who do not benefit from ECCD services. This group of parents participate in two sessions per week lasting two hours per session until they complete the prescribed modules. The sessions are facilitated by trained BNSs and BHWs using the 7K materials of COLF, the DSWD Manual on Effective Parenting, and related references.

Supervised Neighborhood Play for Children (SNPC) is an approach that uses play as the main medium for providing stimulating activities that are developmentally appropriate for children aged zero to six in safe spaces in their communities. This involves grouping 10 to 15 children who do not benefit from ECCD services. The groups participate in the two-hour sessions conducted twice per week. The sessions occur alongside the PES sessions and are conducted by trained BNSs

or BHWs. Before the sessions start, the BNSs and BHWs administer the ECCD Checklist to all children. The results of the assessment will guide them in planning developmentally appropriate activities.

The rationale behind the simultaneous conduct of PES and SNPC sessions is to allow children to benefit from play activities while their mothers and/or fathers attend the PES sessions.

The demonstration areas included 10 barangays in Aurora, 10 in Valenzuela City, and 21 in Malabon City. In 2010, 420 parents and 300 children aged two to six in Malabon City benefited from PES and SNPC sessions conducted twice a week by 42 BNSs and BHWs. The regularity of home-based ECCD sessions proved significant. To sustain the program, the city government included funds for the sessions in its annual budget.

Source: <http://www.eccdcouncil.gov.ph/>

Production Task 3: Transform non-formal and informal learning interventions into an alternative learning system yielding more EFA benefits

Under the Philippine EFA National Action Plan, out-of-school-youth (OSY) and adult illiterates who are over 15 years old but could not avail of formal education are given the opportunity to learn through the Alternative Learning System (ALS). This system allows flexible entry to both the formal and non-formal or informal streams of basic education and ensures upward social mobility.

The implementation strategies to meet the Philippine EFA National Action Plan's first objective include governance; funding; building and development of a constituency for ALS development; research and development (R&D); curriculum and resource development; certification and accreditation; M&E; and social advocacy and mobilization. These production tasks are being implemented by a diverse range of organizations and partners, some under the technical leadership and guidance of

the DepEd BALS. There are also other independent initiatives spearheaded by the local and national NGOs, LGUs, people's organizations, private sector foundations, private individuals, and other government agencies, such as the Literacy Coordinating Council (LCC).

Literacy promotion is being undertaken through the DepEd BALS and the LCC. The LCC's role was strengthened with the signing of Republic Act 10122 in 2010.

A draft country plan for CONFINTEA VI or the Sixth International Conference on Adult Education had been jumpstarted by the LCC which drew up a roadmap for realizing commitments for youth and adult education under the Belem Framework of Action. The country plan has been endorsed to the NEC and consequently revised by the LCC Technical Working Group (TWG) prior to submission for approval.

BOX 2: Non-Government Organization's (NGO) Support for Literacy

The Academe Improves Lives through Literacy

The community extension services of the Universidad de Sta. Isabel (USI) in Naga City is pulling people into its adoptive community through functional literacy.

With a PhP2.1-million budget; an array of supporters from national agencies, local government and overseas development aid sector; and a strong human resource pool and partnership with the community, the USI's Community Extension Service (CES) has uplifted the lives of people in six barangays in Camarines Sur in the past 15 years.

The USI-CES is grounded on functional literacy. As such, it teaches literacy and numeracy as a means for people to realize their capabilities as humans and members of the community, resulting in improved quality of lives for the urban and rural poor, fisherfolks, vendors, farmers, neoliterates, and senior citizens who become empowered through sustainable development.

From 2008 to 2012, the USI-CES has been serving 305 functional literacy learners. One of them is a vendor who used to ask fellow vendors for help with computing customers' changes. After becoming literate with the USI-CES's help, she learned to do so on her own. The other beneficiaries of the functional literacy program have even become community leaders. One, in particular, became a board member of the community cooperative.

The USI-CES has been consistently recognized by the CHED for being the "most outstanding extension program" in the Philippines.

Source: Literacy Coordinating Council

Source: LCC, National Literacy Awards Proceedings, 2012

Production Task 4: Promote practice of high quality teaching

Steps were taken to enhance teachers' capacity to teach. Pre-service teacher training was improved as discussed in Goal 6. In-service teacher training, teacher development programs, and improved performance and proficiency assessment will likewise improve the teacher quality.

To fulfill the EFA production task of promoting high-quality teaching, DepEd

developed and implemented better policies, standards, and procedures. Foremost of these was the national NCBS, which set the standards for hiring, promoting, training, and developing quality teachers. The TEPT score of 50 percent indicates that the language proficiency of teachers remains a challenge.

BOX 3: Teaching Standards

The NCBTS Sets Standards for Teachers from Pre-Service and In-Service Training to Promotion

The NCBTS acts as a framework for effective teaching. It emphasizes the role of teachers in the students' learning process. They should be able to help all types of students achieve the different learning goals indicated in the curriculum. It is the TEIs' basis for designing and implementing future curricula as well as conducting the Licensure Examination for Teachers (LET).

At present, the DepEd uses the NCBTS to formulate guidelines in hiring, promoting, and supervising teachers.

The elementary teacher recruitment process starts in the school where applications are received and screened. Screened applications are sent to the division office, which ranks qualified applicants via a selection board composed of the Assistant Schools Division Superintendent (ASDS), supervisors, an administrative officer, and a personnel officer. Finally, the principals select qualified teachers based on their schools' need and the division office's published rankings.

Secondary teacher recruitment slightly differs in the sense that the selection committee is composed of a cluster of schools that conduct applicant screenings per subject area. The committee assesses applicants' qualifications through demonstration teaching sessions wherein an education supervisor is invited to observe. The results of the screening and the principals' recommendations are then submitted to a division office for ranking purposes.

When selecting locally-funded teachers, the local authority chooses whom to hire from a published pool of qualified applicants. Although this process intends for qualified teachers to be hired, political influence can occur as the LGU controls the SEF that pays for the teachers' salaries.

The NCBTS is changing the present set-up. According to the Misamis Occidental Office of the ASDS OIC, Mr. Edwin R. Maribojoc, the implementation of DO No. 12 s. 2012 resulted in a clearer understanding of whom should be hired, deterring political influences and pressure. Those who belong to category A are hired first, before those from the remaining categories are considered.

The NCBTS has also become the basis for individual teachers' professional development activities. According to Ms. Emilia Baltazar of the Benguet National High School, an NCBTS-based performance assessment is their basis for teachers' Individual Plan for the Professional Development (IPPD). After addressing their identified weaknesses, the teaching and learning process improved. The CB-PAST challenges teachers to get high performance ratings by improving their competencies. They now willingly undergo activities for professional growth such as taking up postgraduate studies and attending seminars and training.

Sources: The Role of District Education Offices and the Challenges They Face in the Context of Decentralization: The Philippine Experience, Division of Misamis Occidental, and Benguet National High School

The Teacher Education and Development Program (TEDP), a standards framework, was developed through extensive consultation and involvement of key stakeholders such as teacher representatives, CHED, teacher education institutions, and principal and

division superintendent associations. NPSBE supported the trial of these professional standards for teachers and the use of these standards in performance appraisal at the sub-national level.

Production Task 5: Adopt a 12-year program for formal basic education

A 12-year basic education cycle is already an Asian standard. As the repeater and dropout rates have been significantly reduced, existing resources expended for these students can be reallocated to enable all students to acquire greater competence as part of the extended basic education cycle.

To attain the Philippine EFA 2015 goals, there is a need to increase efforts to improve graduates' competence. Two conditions should be met. First, specified competencies should be achieved at every grade level in the existing cycle. This will increase the number of competent graduates. Second, employers, parents, HEIs, and the DepEd should reach a consensus to identify the level of competence graduates should attain through the additional basic education years.

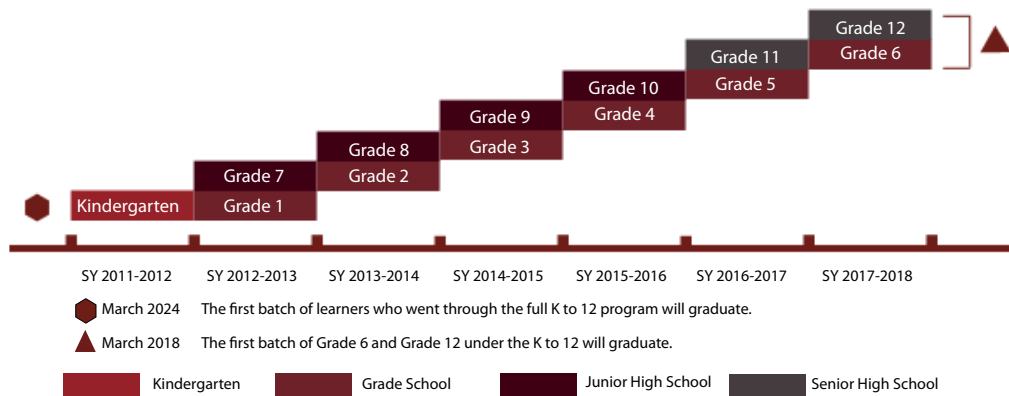
Improving the competence of basic education graduates, as stated above, is the rationale for the Philippine EFA Plan of Action to add two years in basic education as one of the production tasks.

Pilot implementation of the senior high school program was guided by DO No. 36, s. 2012 amended through DO No. 71 s. 2012. The DepEd Order listed 6 HEIs, 8 general public high schools, and 14 public tech-voc schools implementing the SHS Modeling program which is a research and development activity to try out the designs and strategies of piloting schools/colleges. Close to 10,000 students enrolled in SHS modeling program in SY 2013-2014. Graduates of SHS modeling programs landed jobs after obtaining National Certificates while others pursued higher education degrees.

Nationwide implementation of SHS will be in SY 2016-2017 for Grade 11 and in SY 2017-2018 for Grade 12.

Four SHS specialized tracks are being offered: 1) academic track, 2) sports track, 3) arts and design track, and 4) technical-vocational livelihood track.

Figure 18: K to 12 Reform Program



Source: Department of Education

BOX 4: Senior High School

Introducing Grades 11 and 12 in the BCNSH

With the vision of becoming academically excellent, globally competitive, and responsive to the changing times, the Bacolod City National High School (BCNHS) offers not only the regular curriculum for secondary students but also engineering and science education, open high school education, SPED, and ALS programs to cater to diverse students. It paved the way for implementing the two additional years to the basic education cycle by offering Grade 11 starting SY 2011-2012.

Under the K to 12 Program that sought to increase the number of years in school and raise quality of education, the BCNHS became one of the pilot senior high schools in the country. Because it is surrounded by booming commercial establishments, particularly those that belong to the business process outsourcing (BPO) industry, it offered call center pilot modeling as part of its program.

In this model, students learn thinking and writing skills in Grade 11. In Grade 12, they acquire the knowledge, skills, and attitudes contact center service providers need. These include workplace communication, rendering quality customer service, and 360 hours of on-the-job training (OJT).

In SY 2012–2013, 26 Grade 11 and 23 Grade 12 students were trained to become call center agents who can easily find employment in Bacolod City where BPO centers thrive. Others who wish to take up higher education may have their subjects credited, lessening the amount of time they need to spend in college.

Supporting the city’s modeling program is the provincial government, which trains teachers via the Finishing Course for Call Center Agent National Certification II under the TESDA’s Training for Work Scholarship Program in the Negros Occidental Language and Information Technology Center (NOLITC).

Source: Bacolod National High School, 2012

Production Task 6: Accelerate articulation, enrichment and development of the basic education curriculum

Production Task 6 demands for scientific information based on actual teaching and learning practices in different grade levels. The DepEd, along with various stakeholders from the academe, NGOs, and international aid organizations, institutionalized MTB-MLE to fulfill production task six. The new mother tongue subject is adopted in Grades 1 to 3.

As the Philippines strives to universalize education, it also seeks to improve the

quality of education that it provides. This instigated the implementation of the K to 12 curriculum with updated contents, strategies, and desired learning outcomes.

The new K to 12 curriculum has redefined the sixth production task since functional literacy is no longer the goal of education; the goal has become the acquisition of the twenty-first century skills. Providing quality education is essential to the EFA 2015 movement.

BOX 5: The K to 12 Curriculum

The Features of K to 12 Curricular Reform

The K to 12 Education Program addresses the shortcomings of the old curriculum with the following features:

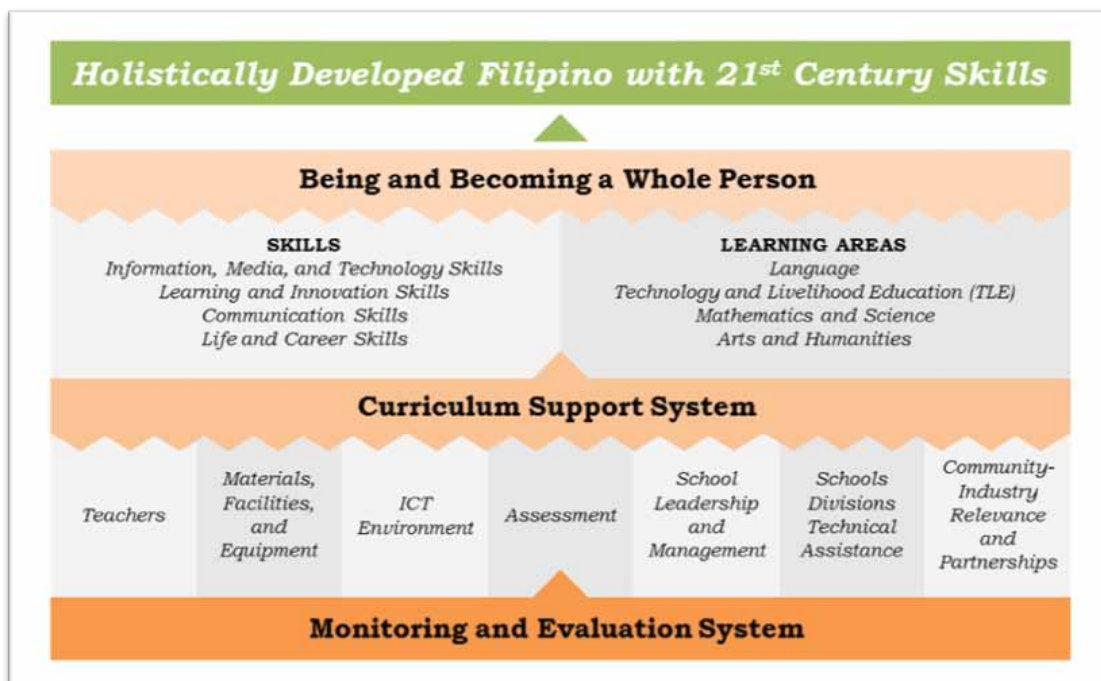
- The K to 12 curriculum is decongested. The new curriculum focuses on understanding for mastery and has removed the unnecessarily repeated competencies.
- The K to 12 curriculum is seamless. This ensures smooth transition between grade levels and continuum of competencies through spiral progression where learning of knowledge, skills, values, and attitudes increases in depth and breadth. There is also continuity of competencies and standards from elementary to secondary level through a unified curriculum framework. The unified standards and competencies ensure integration of what learners learn across grade levels and across learning areas for a more meaningful learning.
- The K to 12 curriculum is relevant and responsive as it centers on the Filipino learner. It is developmentally appropriate (age-appropriate) and focuses on succeeding in the 21st century. Moreover, the curriculum responds to the needs of the community: an agricultural town may offer agricultural elective courses; a coastal area, fishery elective courses; an urban area, industrial arts. Learning will be systematically matched with labor market requirements.
- The K to 12 curriculum is enriched. It uses integrative, inquiry-based and constructive approaches to develop the competencies of learners.
- K to 12 curriculum is learner-centered. It focuses on the optimum development of the Filipino child.

Source: K to 12 Toolkit

To make education more inclusive, various programs that enriched or enhanced the curriculum were introduced to selected schools, i.e., IP education, ALIVE, and

SPED, among others. Various ADMs were also institutionalized to make education suitable to learners with special needs or those under special circumstances.

Figure 19: K to 12 Basic Education Curriculum Framework



Source: Department of Education

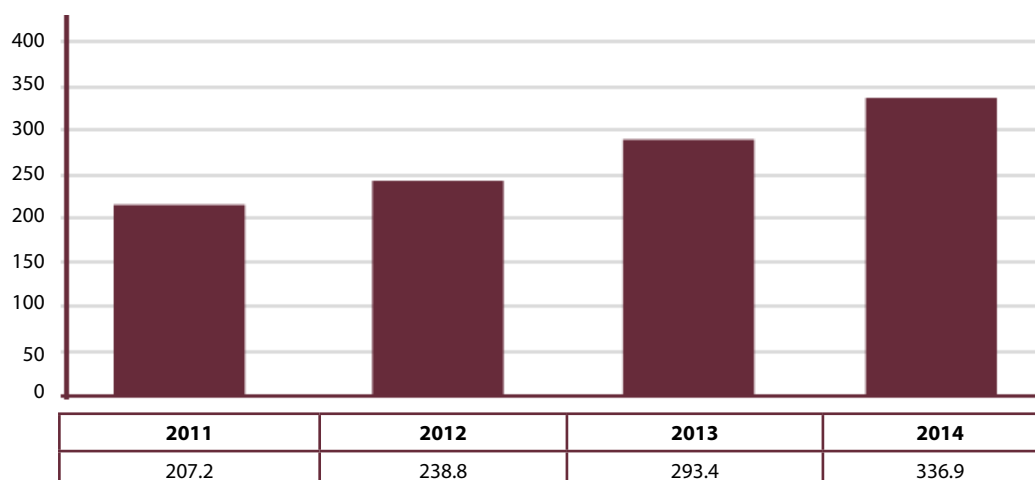
Enabling Task 7: Provide adequate and stable public funding for the country-wide attainment of EFA goals

Financing to attain quality education for all

The Philippine Constitution mandates that the education sector receive the biggest share of government budget. Among government agencies responsible for education, the DepEd basically received the biggest share of total national government (NG) spending on education (84% of total

NG education spending on the average in 1990-2011) while higher education (CHED) got 14 percent on the average, and TVET (TESDA) was allocated just two percent. The DepEd budget allocated for 2014 was PhP337 billion which is 14.86 percent of P2.268-trillion national budget for 2014.

Figure 20: DepEd Budget Allocation in Billions, 2011-2014



Sources: DepEd Budget Kit 2013, <http://www.dbm.gov.ph/?p=3438>, <http://www.gov.ph/2013/07/23/2014-budget-message-of-president-aquino/>

Government spending per pupil fluctuated from a high of PhP6,486 in 1997 to a low of PhP 5,141 in 2005. There was an increase in 2014 with per capita cost per elementary pupil at PhP12,885 and for secondary student at PhP18,023.

A key challenge the education sector in the Philippines has faced is the decades of underfunding, which coincided with a period of rising demand for basic education. After declining from a peak of 2.9 percent of the GDP in 1997/1998 to a low of 1.9 percent in 2005, the national government spending on basic education gradually rose to 2.3 percent of the GDP in 2011. Growth in spending over the past years has focused on closing input gaps that had accrued in earlier years when the DepEd’s budget could not keep pace with inflation and growing enrolments. As a result, the DepEd has succeeded in paring down the deficits in crucial resources, although some input gaps are expected to remain through the end of 2014. Most notably, simultaneous with initiating the K to 12 reform, the DepEd has hired some

103,000 teachers; constructed about 67,000 classrooms; procured 2.9 million seats; and installed around 53,000 toilets. Addressing the backlog of input deficits is expected to be completed by 2014.

Government has been addressing the backlog in inputs as of 2010. However, there have been increases in public school enrolment: from 19,823,554 kindergarten to secondary level of enrollees in SY 2010-2011 to 20,674,892 in SY 2012-2013.

According to the *Philippine Public Expenditure Review*, there was an increasing trend in public spending on basic education from 2006-2008; however, the national government spending is far from the amount needed to achieve the EFA target.

Local Government Unit (LGU) financing for education

LGUs have been the national government’s major partner when it comes to education. As LGUs have sustainable resource to finance educational services and immediate access to far-flung areas, they can provide

supplementary funding to support basic education through the Special Education Fund (SEF) as mandated by RA No. 5447. The SEF can come from proceeds of imposing one percent tax on the assessed values of real properties in addition to basic real property taxes, which provinces, cities, or municipalities levy and collect.

The SEF should purposely be utilized to operate and maintain public schools; construct and repair school buildings, facilities and equipment; conduct educational research; purchase books and periodicals for school use; and develop children's sports talents after meeting the criteria set by the DepEd.

Throughout the years, LGUs have been contributing to the stabilization of educational financing. Between the period of 2001-2008, the SEF income of all LGUs in the aggregate grew by 8.5 percent yearly on the average while the aggregate SEF expenditures of all LGUs combined increased by 5.7 percent annually; however, when measured relative to GDP, SEF expenditures went down from a peak of 0.21 percent of GDP in 2001 to 0.15 percent of GDP in 2008.

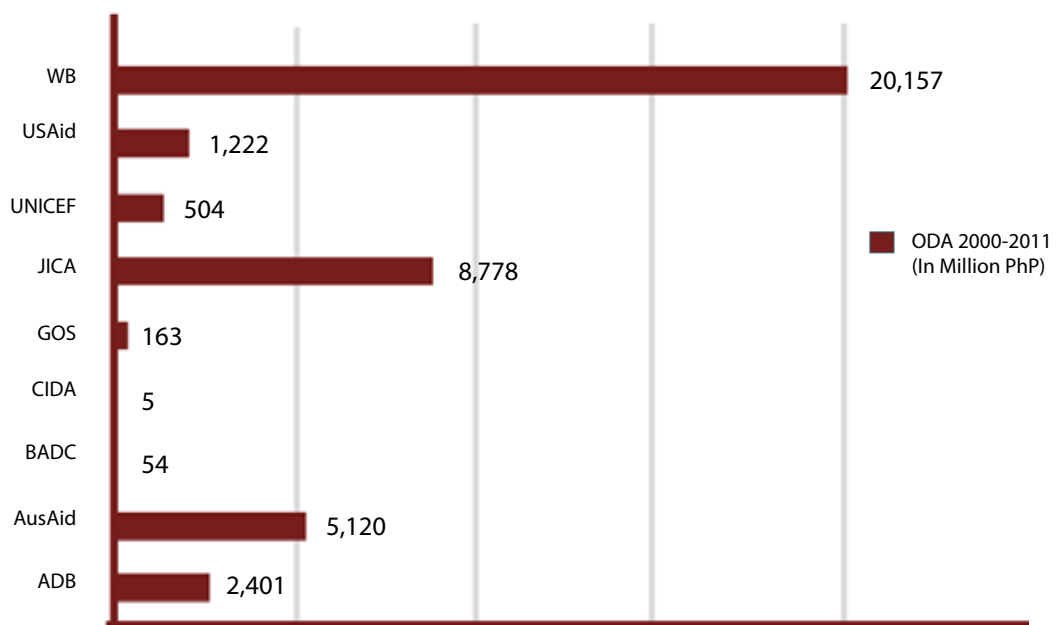
Aside from SEF, LGUs' General Fund (GF) is also a source of some budgetary support for education. For example, 13.5 percent of PhP 11.9 billion aggregate LGU spending on education in 2005 came from the General Fund (Manasan and Castel 2009).

EFA funds from international donors

Funds from international donors are purposely given to help improve basic education and its delivery. National policies and private financing are the main propellers of the efforts to attain EFA goals. International aid, however, also plays a key supplementary role. Development assistance expands the range of available educational resources. It enables governments to invest in improving access to education, enhancing its quality, and bringing it to children who would otherwise be excluded.

Since 2000, the WB, JICA, and the ADB have been the DepEd's top sources of Official Development Assistance (ODA), primarily through loans, followed by the grants in aid by the governments of Australia, USA, Japan, and Spanish as well as UNICEF. Internationally funded projects provide assistance to continuously support basic education. Most of the development assistance caters to teaching competence, as well as improving internal systems (governance), which is expected to boost students' achievement. Rehabilitation and construction of educational facilities are also partially addressed by assistance.

Figure 21: Official Development Assistance (ODA) for Education, 2000-2011



Source: DepEd PPD

According to the 2011 EFA Global Monitoring Report, the ODA granted to the Philippines for education in 2008 accounted for only seven percent of the total ODA.

Adopt-a-School program

The Philippine government acknowledges the capacity of the private sector to assist the state in the delivery of quality education to the broadest extent. Under the Adopt-a-School Law (RA 8525 of 1998), the private sector is given an opportunity to be dynamically involved in the cause for education, particularly in augmenting the existing resources of public schools and in providing students an enhanced learning environment so that they can be the best of what they are capable of being.

The Adopt-a-School Program serves as a mechanism in generating additional resources and services for public schools through partnerships and engagements

with adopting private entities. As schools receive various educational interventions or support packages from private entities, the latter, on the other hand, is entitled to apply for tax incentives arising from the total expenses incurred for the partnership project. Thus, both the government and the private sector mutually benefit from the partnership.

By teaming up with private entities, the DepEd intends to eliminate school dropout by providing students with an exciting learning environment which would keep them in school. Engagements with the private sector can address the need for classrooms and other forms of educational resources; help enhance teacher performance; and increase student achievement.

Various donations from private sector from 2000 to 2013 were worth about 30 billion pesos (Adopt-a-School).

In 2013 alone, DepEd generated over 5.3 billion pesos worth of donations for schools. Out of these contributions, 52 percent comprised infrastructure or classroom construction support while 38 percent was equivalent to the value of hardware supplies and non-hardware goods provided by volunteers during the implementation of *Brigada Eskwela*, a nationwide one-week activity that brings education stakeholders together to do minor repairs in schools two weeks before the opening of classes. Other types of assistance were allocated to physical facilities (3%); technology support

(1.7%); direct assistance such as provision of transportation and uniform allowance (1.5 %); learning support (1.5%); health and nutrition (0.95%); reading program (0.94%); training and development (0.34%), furniture (0.24%); and real estate support (0.01%).

The success of the Adopt-a-School Program led to the creation of new partnership models and strengthened ties between government and the private sector as well as with the LGUs, the academe, and development partners, resulting in the expansion of educational opportunities among the poor.

BOX 6: Budget Advocacy

Advocating Better Educational Budgets

E-Net is a network of 150 civil society organizations in the Philippines that seeks to expand civil society's influence on effecting positive changes in education. One of the areas it focuses on is improving resource allocation in the education sector and addressing inefficiencies in finance management that compound problems with regard to fund shortages.

Through the Budget Partnership Agreement (BPA), E-Net has become the DepEd's CSO partner in reviewing the agencies' budgets, programs, and projects and in the crafting of their budget proposals. E-Net's Task Force on Education Financing focused on a continuously evolving agenda for key reforms in educational financing. It is tasked to update studies and popularize related issues within and outside the network. At the same time, it is mandated to build the organization's capability for advocacy on educational financing at the local and national levels and among donor countries and agencies. Concretely, it develops the civil society's capability to intervene in budget cycles, ODA processes, and LGU financing.

The Task Force is also advocating for the allocation of a bigger budget for training and medical and benefits coverage for teachers and additional MOOE budgets to help improve the quality of teaching and learning.

E-Net's budget advocacy has been more focused on increasing funds for programs for marginalized sectors, namely, ALS and IP and Muslim education. E-Net has likewise asked for a dedicated budget for the National EFA processes and coordinating bodies from national to local levels to decentralize and disseminate EFA.

Source: www.enetphil.org

Enabling Task 8: Create a network of community-based groups for local attainment of EFA goals

In 2006, the Philippines responded to the call for EFA by forging a MOA among government agencies, organizations, and associations. The members of the NEC include the core group that supports providing access to, sustaining, and enabling the acquisition of quality education to help people effectively function in society. The partnership is now called the “Grand Alliance.”

The DepEd issued DO No. 16, s. 2013 on the guidelines on the partnership between the civil society organizations (CSOs) and the DepEd for the preparation of budget proposals and execution of the approved budget. The guidelines cover the monitoring and evaluation of various implemented activities and programs/projects, as well as the tracking of progress and close monitoring of the performance of the DepEd in terms of the attainment of EFA and MDGs targets. The guidelines were issued with the goal that the partnership with the CSOs further improve the efficiency, effectiveness, transparency, and accountability in the implementation of Programs and Projects (PAPs) which will ultimately translate to quality basic education service delivery and good governance.

The National Education for All Committee (NEC), the Regional Committee on Education for All (RCEFA), and the Division Committee on Education for All (DCEFA)

The NEC drives the mobilization of the Philippine EFA 2015 Plan of Action. It is

specifically responsible for national coordination; policy-making; social mobilization and advocacy; resource mobilization; M&E; and sub-national alliances supervision in relation to EFA.

To better reach the lowest community level, DepEd issued DO No. 94 s. 2009 which replicated the NEC at the provincial, city, municipal, and barangay levels. This mandated the creation of regional and division EFA committees. The specific roles of the Regional Committee on Education for All (RCEFA) include translating the national EFA plan into region-specific sub-plans. The DO also set guidelines on mobilizing and organizing sub-national alliances. Funds amounting to PhP200,000 per region were also provided for initial activities related to the creation of focal EFA committees. At present, six regions have formed RCEFAs, including CARAGA and Regions 1, 2, 4A, 8, and 11.

The Literacy Coordinating Council (LCC)

Several laws have been enacted and policies have been issued to form local structures that provide resources and bring the EFA goals to fruition.

The LCC was created through RA No. 7165 and strengthened through RA No. 10122 to serve as an inter-agency coordinating and advisory body to synchronize and strengthen policies and efforts toward universalizing literacy. It was specifically tasked to organize local support groups to advance literacy at the regional, provincial, city, municipal, and barangay levels.

Providing direction and initiating efforts to reduce or eliminate illiteracy in cities, municipalities, and *barangays* are local LCCs. Various LGUs have also organized city-municipal- and *barangay*-level LCCs.

Local School Boards (LSBs)

The Local Government Code of 1991 or RA 7160 mandated the creation of a Local School Board (LSB) in every province, city, or municipality. The LSB is composed of the local chief executive; the DepEd head in the locality (i.e., the SDS or the DS); the Education Committee city/municipal council; the local government treasurer; a representative of the federation of the youth council; a parent-teacher organizational representative; and a member of the non-academic personnel of a public school. Its foremost responsibility is to allocate the SEF as an annual budgetary supplement for the operation and maintenance of public schools. As such, the LSB has the authority to turn local funds into activities that would help meet the EFA goals at the local level. In some cases, particularly for 5th and 6th class municipalities, SEF collection is limited due to minimal or zero collection of real estate tax.

School Governing Councils (SGCs)

Part of institutionalizing SBM is the creation of School Governing Councils (SGCs) which determine schools' general policies and collectively act toward improving them. One of the specific tasks of the SGC members is to participate in developing School Improvement Plans (SIPs). A SIP is a document that outlines the vision, values, goals, targets, strategies, and resources related to school improvement. The SGC assists schools in installing M&E systems to

track their performance based on SIPs; it also reports schools' accomplishments to the community and the DepEd.

SGCs are also responsible for generating resources to support the implementation of SIPs. They may organize committees to support school heads and staff in implementing SIPs.

The success of *Brigada Eskwela* as a high-profile week-long summer activity in school is attributed to the effectiveness of SBM. Mobilizing parents, teachers, school personnel, community members and other entities in various sectors of society to work collectively and pool their resources together two weeks prior to the opening of classes results in the attainment of a school environment that is conducive to learning and teaching. An extension of the Adopt-a-School Program, *Brigada Eskwela* is a unique way to generate community support via the time-honored, uniquely Filipino tradition of "bayanihan."

Volunteer turn-out and generated donations from the community in a period of one week cannot be underestimated. In 2013 alone, *Brigada Eskwela* was able to raise donations, mostly in the form of hardware supplies and cleaning aids, from a wide spectrum of volunteers in the private sector, local government units, and international organizations. These donations have a worth of around Php2 billion. In 2011 and 2012, the school maintenance effort was able to generate Php2 billion and Php1.5 billion, respectively.

The motivation for volunteering has been strengthened through the years, as volunteers reached over 5.6 million in 2011, over 6.5 million in 2012, and nearly nine million in 2013.

BOX 7: Collaboration towards EFA

Grand Alliances at Work

The NEC, which is composed of government agencies and NGOs concerned with education, was organized to form part of the Grand EFA Alliance. Many members of this alliance contribute to attaining EFA, although the majority has not made their contributions known. No mechanism has been put in place to record their accomplishments. Local groups with a broad base of community support have been formed. Their actions and contributions are helping the DepEd fill in gaps at the local level.

The increase in the education expenditure has filled resource gaps such lack of classrooms, teachers, and textbooks. Programs such as the GASTPE and the Adopt-a-School Program expanded educational financing via partnerships with the private sector.

While NGOs, LGUs, the private sector, and other Grand Alliance members have been active in supporting DepEd's effort to attain basic education for all, this contribution and its impact on EFA target accomplishment has not been systematically documented nor integrated into national education MIS data.

Enabling Task 9: Monitor progress in efforts towards attainment of EFA goals

Part of Philippine EFA task is to monitor progress through the generation of steady flow of reliable measurements of educational outcomes and of actual effort related to these outcomes.

Education for All (EFA) assessments

To monitor the progress of EFA efforts, the NEC chaired by DepEd has been assessing its EFA-related undertakings, accomplishments, and limitations. For instance, the NEC prepared the EFA 2000 assessment report, which discussed the progress and shortcomings of the Philippines in reaching the EFA goals. The results of this assessment were discussed in the "2000 World Education Forum" in Dakar, Senegal, which eventually gave birth to EFA 2015.

The EFA Mid-Decade Assessment and Mid-term Policy Review were also carried out from 2006 to 2009 as a capacity building process for the Philippines to review its progress and identify the challenges it faced while working towards their EFA goals. It specifically focused on identifying and reaching out to unreached and marginalized groups.

Three years prior to the culmination of EFA 2015, another assessment was conducted to gauge how far the Philippines has come in terms of reaching its targets and to propose an acceleration plan to address issues and close gaps.

Surveys

To help measure EFA goal attainment, the NSO conducts the Functional Literacy, Education and Mass Media Survey (FLEMMS) every five years. This provides hard data showing how many functional illiterate Filipinos there are, where they are, and what factors are preventing them from attaining functional literacy. Filipino learners' achievement rates, meanwhile, are gauged through the NAT and A&E tests.

On the other hand, the NEC also conducted a survey of the supply-side of the literacy services titled the *Basic Learning Needs Survey*, a SEAMEO INNOTECH research project for the NEC. The BLNS study identified and profiled non-school providers of basic and functional literacy programs. The data provided information on the situational status of non-school basic learning needs of the country.

Information systems

To obtain crucial data, information systems were established to serve as databases for both formal and NFE systems. The DSWD set up an ECCD IS that contains information on day care service providers, workers, and clients, including those that are not center-based.

The DepEd also has the Basic Education Information System (BEIS) which contains a database of all Filipino learners enrolled in formal and non-formal educational institutions. It also has an ALS MIS, although this only includes data from DepEd-funded ALS programs. MIS data from other non-government ALS initiatives are not currently captured, making it difficult to generate a consolidated M&E of ALS programs nationwide.

At the school level, personnel are capacitated to come up with their own information systems, which can serve as school report cards that can be disseminated to stakeholders who need to know their schools' status.

One of the significant milestones in the Department's data gathering system is the web-based information system known as the Enhanced Basic Education Information System (EBEIS), which was piloted in Regions VI, VII, and VIII for all public schools in 2011 and in private schools in 2012. The roll-out of the e-BEIS nationwide enabled central office to upload school data they received on the government's website, allowing schools to access the information directly or for divisions to download and share information with their respective schools. EBEIS enables DepEd to collate beginning of school year data as early as August of the same year.

The DepEd has likewise issued a *Unique Learner Reference Number* through DO No. 22 s. 2012 to facilitate the tracking of students in all public schools and learners in ALS. This 12-digit number is permanently assigned to each pupil, student, and ALS learner throughout the entire basic education program. The learner reference number is entered into the Learner Information System (LIS) of the DepEd. This led to the establishment of a Learner Registry, as stated in DO No. 33 s. 2013, to track students/learners and to become the basis for decision making. One of the features of LIS is the generation of automatic report templates that spares teachers the tedious task of writing different reports and allows them to focus on teaching.⁴⁶

⁴⁶ Summary of Accomplishments, as of 4 July 2014, DepEd

Under the BESRA as a whole, the M&E system includes: 1) a learning resource materials development system that is being used to upload learning materials; 2) an asset management system which is operational at the central level and will be expanded down to the regional and division levels; 3) a Training and Development Information System (TDIS) being piloted in Regions 6, 7 and 8 which includes an inventory of training, research and development activities conducted at the regional levels; 4) the ongoing development of a project monitoring system under the PRIME program, which created a system of providing demand-driven grants to respond to indigenous people (IP) education needs; and (5) the ongoing development of a human resources information system, which has been put on hold pending the government's plan to roll out a government human resources information system (GMIS).

The DepEd also has the Project Management Information System (PMIS) which aims to facilitate the systematic data collection, storage, analysis and reporting of physical and financial performance of the different programs, projects, and activities (PPAs). Moreover, PMIS is expected to support the information requirements for planning, quality assurance, and monitoring and evaluation and to provide decision makers with relevant data on the progress of implementation and achievement of PPAs necessary for plan adjustment and policy development/enhancement.

Literacy Awards

The LCC, through its Literacy Awards held every two years, helps document programs and their contributions to the attainment of EFA. The documentation needs to be systematized and linked up with the national EFA monitoring.

Chapter 4

Challenges and Government Priorities

Struggles and obstacles: What makes EFA a challenge in the Philippines?

By 2015, the projected population of the Philippines will reach 103 million.⁴⁷ Although there is an expected decline in the average annual growth rate from 2.05 in 2000-2005 to 1.82 in 2010-2015,⁴⁸ the government needs to account for the increase in the provision of basic services, in addition to the current shortages, particularly in terms of social services. Moreover, the government should ensure the provision of the basic learning needs and life skills for the youth as Philippines is one of countries in the world with the youth bulge.⁴⁹

There was an increase in the estimated number of poor families from 3.8 million in 2006 to 4.2 million in 2012.⁵⁰ Poverty incidence has slowly declined, as indicated by NSCB data, from 26.6 percent in 2006 to 25.2 percent of the population in 2012.⁵¹ This has repercussions on the provision of basic learning needs, as the top reason why

Filipinos do not attend school is the high cost of education.⁵²

Aggravating the poverty reduction challenge are natural disasters which affect economic growth and development. For instance, from 2010 to 2012, eight typhoons caused grave damages and losses in infrastructure and economic activity.⁵³ From 2000 to 2012, the average annual socio-economic damage of natural disasters in the country was estimated at US\$251.58 million.⁵⁴

Typhoon Yolanda, the strongest ever to hit land, affected 16,078,181 individuals, caused the displacement of 890,895 families/4,095,280 persons, and cost damages amounting to PhP39,821,497,852.17, particularly in infrastructure and agriculture.⁵⁵

For the education sector, there is an increasing trend in the cost of devastating

⁴⁷ NSCB. "Population Projection. Retrieved from http://www.nscb.gov.ph/secstat/d_popnProj.asp

⁴⁸ Ibid

⁴⁹ Isabel Ortiz and Matthew Cummins. 2012. "When the Global Crisis and Youth Bulge Collide: Double the Jobs Trouble for Youth" UNICEF Social and Economic Policy Working Paper. Retrieved from http://www.unicef.org/socialpolicy/files/Global_Crisis_and_Youth_Bulge_-_FINAL.pdf

⁵⁰ NSCB. 2013, December 9. "Despite rise in the number of families, extreme poverty among families remains steady at 1.6 million in 2012—NSCB" Retrieved from http://www.nscb.gov.ph/pressreleases/2013/NSCB-PR-20131213_povertypress.asp

⁵¹ NSCB 2014. "Fishermen, Farmers and Children remain the poorest basic sectors." Retrieved from <http://www.nscb.gov.ph/poverty/>

⁵² FLEMMS. 2008.

⁵³ "Statement of Secretary Arsenio M. Balisacan on the 2012 Full-Year Poverty Statistics." Retrieved from <http://www.gov.ph/2013/12/09/statement-the-socioeconomic-planning-secretary-during-the-press-conference-on-the-2012-full-year-poverty-statistics/>

⁵⁴ Senate of the Philippines. 2013. "Natural Disaster at a Glance." Retrieved from http://www.senate.gov.ph/publications/AAG%202013-04%20-%20Natural%20Disasters_final.pdf

⁵⁵ NDRRMC Update. 2014, April "SitRep No. 108 Effect of Typhoon Yolanda (Haiyan).

typhoons, manifested by an exponential increase in the number of affected students (30,396 in 2011 to 1.3 million in 2013) and teachers (2,071 in 2011 to 7,862 in 2013), in the disruption of class continuity (one month class disruption in 2011 to more than a month in 2013) and in damaged school facilities (\$2 million worth in 2011 to \$259 million in 2013). Moreover, typhoons are affecting education indicators such as attendance rates and dropout rates.⁵⁶

Another challenge that the country has been grappling with is armed conflict, the most recent of which was the fighting between an insurgency group, the MNLF and government troops that occurred in west of Zamboanga City in 2013, affecting 23,794 families/118,819 individuals, damaging 10,160 houses, and incurring PhP 200,578,000 cost of damages.⁵⁷

As a result of the Zamboanga siege, students' education was affected as schools were damaged and/or used as temporary shelters. School attendance of displaced children remaining at the evacuation centers became an issue as there was a news report that they were being bullied at school.⁵⁸

Bullying has also been recognized as a problem in the country. One study revealed that 50 percent of children in the early grades and more than half of those in the higher grade levels and in high schools are

being bullied in school.⁵⁹ Around 500 to 800 cases of child abuse are annually committed by teachers.⁶⁰

Government plans and actions

Poverty reduction and inclusive growth programs

The government made it their flagship project to reduce poverty. In line with this, the government is implementing the Grassroots Participatory Budgeting Process (formerly known as Bottom-Up Budgeting) that aims to include the development needs of the cities and municipalities, as identified in the local poverty reduction action plan, in the national budget process.

Aside from enjoining the participation of those at the grassroots level, there are government initiatives to reduce poverty. The prime mover in the fight against poverty is the DSWD. One of the DSWD's anti-poverty programs is the *Kapitbisig Laban sa Kahirapan*-Comprehensive and Integrated Delivery of Social Services (KALAHI-CIDSS) which aims to empower the poor community through better access to basic services and enhanced participation in the planning, budgeting and implementation at the barangay level. KALAHI-CIDSS is being scaled up through the National Community Driven Development Program (NCDDP), the government's poverty reduction flagship program. Through NCDDP, ordinary citizens

⁵⁶ "Philippine Country Paper Presentation during the *Regional Conference on Education in Emergencies and Disaster Preparedness*, 10-12 December 2013, Pasay City, Philippines [PowerPoint Slides].

⁵⁷ NDRRMC Update. 2013, October 2. "Situational Report re Emergency Management for the Displaced Persons Resulting from Armed Conflict in Zamboanga City and Basilan Province."

⁵⁸ Roel Pareño. 2014, March 24. "619 students unaccounted for after Zamboanga siege" *Philstar*. Retrieved from <http://www.philstar.com/campus/2014/03/24/1304590/619-students-unaccounted-after-zamboanga-siege>

⁵⁹ Plan Philippines. 2009. "Toward a Child-Friendly Education Environment A Baseline Study on Violence Against Children in Public Schools." Retrieved from <https://planinternational.org/learnwithoutfear/files/philippines-toward-a-child-friendly-education-environment-english>

⁶⁰ Based on a study by the Child and Adolescent Psychiatrists of the Philippines Inc (CAPPI) as cited in <http://www.rappler.com/move-ph/5103-deped-combats-child-abuse-in-schools>

will be empowered to take part in local governance as they collectively identify their community needs, and plan, implement and monitor projects. From 367 municipalities in 12 regions covered by KALAHI-CIDSS, NCDDP will expand to cover 900 municipalities in 16 regions.⁶¹

Another is the aforementioned *Pantawid Pamilyang Pilipino Program* (4Ps), also known as the Conditional Cash Transfer Program. The government, through DSWD, is increasing its investment on CCT program to provide better access to children of poor household to primary and secondary education and thereby improve their employment opportunities. In particular, the modification on the programs includes: going beyond the five-year limit to cover up to high school education, extending the coverage of children up to 18 years of age taking into account the K to 12 program, and providing higher grant amount of PhP 500 for children in high school.⁶²

The DepEd also has mechanisms to provide assistance to poor students such as the GASTPE. (See discussions on GASTPE in Chapter 2)

Moreover, the DepEd is making education more inclusive by instituting programs for IPs, Muslims, and children with special needs. Education has become more inclusive through the Enhanced Basic Education Act of 2013 as it decreed for education that is more learner-oriented and responsive to the needs, and cognitive and cultural capacity of diverse learners.

⁶¹ Office of the President. 2013 “National Community-Driven Development Program a Go, Says PNoy” Retrieved from http://president.gov.ph/gov_at_work/national-community-driven-development-program-a-go-says-pnoy/

⁶² DSWD, 2013, 4th Quarter. “4 Ps Program Implementation Status,” Retrieved from <http://www.dswd.gov.ph/wp-content/uploads/2014/01/4thQtr2013.pdf>

Climate change adaptation and mitigation and disaster preparedness

The Climate Change Act of the Philippines mandates the establishment of an organizational structure, the Climate Change Commission, and allocates budgetary resources for its important functions, such as the consultative formulation of a framework strategy and program. The national climate change framework strategy has recently been translated into the National Climate Change Action Plan (NCCAP) 2011-2028, which provides strategic direction for the following: food security; water sufficiency; ecosystem and environmental stability; human security; climate-smart industries and services; sustainable energy; and capacity development.⁶³

Moreover, the Philippines adopted a management framework and institutionalized a national plan on disaster risk reduction through Republic Act 10121 or the Philippine Disaster Risk Reduction and Management Act of 2010. The enactment of this law made it a government policy to “adopt a disaster risk reduction and management approach that is holistic, comprehensive, integrated, and proactive in lessening the socioeconomic and environmental impacts of disasters including climate change, and promote the involvement and participation of all sectors and all stakeholders concerned, at all levels, especially the local community”

The Philippines has committed to mainstream disaster risk reduction (DRR) into the education sector. In 2007, the DepEd Secretary issued an order prioritizing

⁶³ National Climate Change Action Plan 2011-2028. Retrieved from http://adaptationmarketplace.org/data/library-documents/NCCAP_TechDoc.pdf

the mainstreaming of disaster risk reduction management in the school system and ensuring implementation of programs and projects related to DRR.⁶⁴

The DepEd likewise institutionalized the cluster approach through DO No. 74 s. 2007. Moreover, the Department created the Disaster Risk Reduction and Management Office (DRRMO) through DO 50 s. 2011 to institutionalize the culture of safety at all levels; systematize protection of education investments; and ensure continued delivery of quality education services. The DRRMO serves as the focal and coordinative unit for the DepEd's DRRM-related activities and coordinates cooperation and collaborative activities with the national government agencies, NGOs and civil society groups (CSGs), inter-agency and cluster groupings such as National Disaster Risk Reduction Management Council (NDRRMC) Technical Working Group, the Education Cluster, and the Protection Group, among other organizations, concerned with disaster risk reduction management, education in emergencies and climate change adaptation.

Peace process

The government's goal is to have *a just and lasting peace for the nation and for all Filipinos*. Leading the way towards this vision is the Office of the Presidential Adviser on the Peace Process (OPAPP) which is mandated to oversee, coordinate, and integrate the implementation of the comprehensive peace process. To realize the government's vision for peace, OPAPP

⁶⁴ Mainstreaming Disaster Risk Reduction in the Education Sector in the Philippines. Retrieved from http://www.ndcc.gov.ph/attachments/042_MDRRReduction_Philippines.pdf

pushes for the mainstreaming of the peace process in order to gain the support of the general public to compel both the government and the armed groups to remain at the negotiating tables and forge peace agreements in the soonest possible time.⁶⁵

Considered a breakthrough in the effort to achieve lasting peace was the Comprehensive Agreement on the Bangsamoro (CAB) signed with the Moro Islamic Liberation Front (MILF) in 2014 that aims to realize the aspirations of Filipinos for peace and autonomy as enshrined in the Constitution. It is currently awaiting its enactment into law through the passage of the Bangsamoro Basic Law (BBL).⁶⁶

The education department of the country is also promoting peace by establishing schools as "zones of peace," emphasizing the DepEd's support to the peace process. The Department is pushing for this as students were the first affected by armed conflict due to cancellation of classes and disruption of the learning process.

Through DO No. 44 s. 2005 or the Declaration of Schools as Zones of Peace, all concerned personnel in the central and field offices are enjoined to make the necessary actions to ensure the safety and security of students in each school. DepEd Memorandum no. 221, s. 2013 reiterated this to ensure the rights of children even during armed conflicts.⁶⁷

⁶⁵ Office of the Presidential Adviser on the Peace Process. About OPAPP. Retrieved from <http://opapp.gov.ph/about-opapp#sthash.zL7X9UTw.dpuf>

⁶⁶ Office of the Presidential Adviser on the Peace Process. 2014. "Bangsamoro pact to fulfill genuine autonomy as mandated in PH Constitution" Retrieved from <http://www.opapp.gov.ph/milf/news/bangsamoro-pact-fulfill-genuine-autonomy-mandated-ph-constitution#sthash.5mRi6W5Q.45AS1zkm.dpuf>

⁶⁷ DepEd. 2014, February 13. "Education sector, an active participant in the peace process – Luistro"

Protecting Filipino children

In adherence to the Philippine Constitution and in upholding the right of children to special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development, the Anti-Bullying Act was promulgated.

RA 10627 or *An Act Requiring All Elementary and Secondary Schools to Adopt Policies to Prevent and Address the Acts of Bullying in their Institutions* authorizes the DepEd to penalize schools that tolerate bullying and to sanction the bullies. In consonance with this, the DepEd issued DO No. 55 s. 2013 containing the implementing rules and regulation of the said Act. This amends DO No. 40 s. 2012 or the DepEd's Child Protection Policy. This policy of the DepEd reiterates its zero tolerance for child abuse, exploitation, violence, discrimination and bullying. It also paved the way for the establishment of Child Protection Committees in schools composed of the school head, counselor, and representatives of parents, teachers,

students and the community. Fifty-nine percent of public schools have established Child Protection Committees as of December 2013. There are 93 school divisions in seven regions that have their respective pool of trainers in handling child abuse and bullying cases.⁶⁸

Through the Implementing Rules and Regulations, all public and private schools are mandated to adopt policies to combat bullying and implement preventive programs and interventions. These rules and regulations likewise contain the mechanisms and procedures in handling bullying in schools.

Other legislation related to the protection of children is the Republic Act 7610 or the Special Protection of Children against Child Abuse, Exploitation, and Discrimination Act that mandates from the formulation of a comprehensive program to protect children from any form of abuse that endangers the survival and development of children.

Retrieved from <http://www.deped.gov.ph/index.php/news-updates/updates/updates-learners/482-education-sector-an-active-participant-in-the-peace-process-luistro>

⁶⁸ Summary of Accomplishments, as of 4 July 2014, DepEd

Chapter 5

Conclusion and Recommendations

Conclusion

Education as the country's development strategy

Under the social contract of Pres. Benigno Simeon C. Aquino III, education became a central strategy towards poverty reduction and strengthened national competitiveness. Thus, the government, as part of the Philippine Development Plan 2011-2016, is investing in education, specifically in enhancing the knowledge and skills of Filipinos.

Towards this end, there is an increasing share of the education sector in the annual national budget (GAA) under the Aquino administration. We now have an "education president". Moreover, a major reform have been initiated under the current administration, namely the K to 12 education reform that aims to *holistically develop Filipinos with 21st century skills*.

Promising education reforms

K to 12 is a very promising education reform program. As learning becomes more responsive to the needs of diverse learners, basic education becomes more relevant and appealing, thereby potentially increasing participation of children in schools.

Moreover, the curriculum has been revised to offer a wide range of tracks that students can choose from at the secondary level. The changes in the curriculum are expected to make students better prepared for the path they would prefer, whether higher

education, employment, entrepreneurship or acquisition of middle skills.

The education sector is likewise reaping the results of the reforms instituted through the Basic Education Reform Agenda (BESRA). One of those reforms was School-Based Management (SBM) which is empowering school heads and school stakeholders to plan and act on school issues and concerns. Another beneficial reform under BESRA was the National Competency-Based Teaching Standards (NCBTS) which institutionalized a competency-based framework for teacher training, and a performance assessment process for hiring and promotion.

Policies that support EFA

For each EFA goal, the Philippines has a corresponding legislation or national policy in place. For instance, for Goal 1 on ECCD, the country has enacted the ECCD laws, namely RA 8980 or the ECCD Act and RA 10410 or the Early Years Act of 2013. Instituting such policies will ensure that government resources are mobilized in achieving EFA Goal 1. For Goal 2, there is the Enhanced Basic Education Act of 2013 that is reforming the structure and content of the curriculum to bring the Philippine education system towards the 21st century and at par with the international standards. Moreover, under Goal 2, the government has institutionalized mother tongue-based multilingual education.

The EFA Grand Alliance at work

The EFA 2015 National Plan of Action calls for inter-agency collaboration among government agencies and between government and non-government organizations. The Plan gave birth to the Grand Alliance whereby the provision of the basic learning needs for all Filipinos is no longer the sole responsibility of the DepEd but requires the contribution of all.

This inter-agency body was established for consultative planning and joint implementation of various projects from the provision of early childhood care and education to the literacy and technical skills training services provided to youth and adults.

Perhaps the most visible success of the EFA Grand Alliance could be gleaned from the strengthening of public-private partnerships (PPPs). For the last three years (2011-2013) alone DepEd was able to generate 14.8 billions of pesos through the Adopt-A-School program to fill resource gaps in order to build new infrastructure, including classrooms, and to enhance education performance through teacher training. Moreover, the education sector has managed to motivate millions of Filipinos to volunteer and donate during *Brigada Eskwela* activities to ensure that the learning environment in public schools is welcoming and conducive to learning.

Inclusive education

The trend towards inclusiveness of education is becoming apparent with the legislative provisions and institutionalization of programs for the marginalized. For instance, three recent laws—the Early Years Act of 2013, the Kindergarten Act of 2012, and the Enhanced Basic Education Act of 2013—all contain provisions for inclusive education.

Moreover, the DepEd has institutionalized IP and Muslim Education. It has adopted a national framework for IP education through DepEd Order No. 62, s. 2011. With the K to 12 under RA 10533, it becomes a mandate for education to be made responsive to the diverse learners' needs, such as those of the IPs. Moreover, the Madrasah Education program has been institutionalized through DO No. 51 s. 2004 via the Arabic Language and Islamic Values (ALIVE) program.

Remaining gaps

Progress has been noted in some of the indicators, although most of the upward movements have been too slow to make it to target by 2015. As of 2013, there are remaining gaps, such as the following:

- Data needed to measure the gaps for ECCD, life skills for youth and adults, and adult literacy;
- Policies and programs to increase literacy among adults;
- 18 percentage point gap in Grade 1 entrants having some form of ECCD experience;
- 23 percentage point gap for kindergarten NER, 5 percentage point gap for elementary level NER, and 35 percentage point gap for secondary level NER to reach universal basic education;
- More than 25 percentage point gaps for both completion rate to ensure that all school-age children finish their basic education;
- 4 percentage point gap to eradicate basic illiteracy and 14 percentage point gap to eradicate functional illiteracy; and

- 6 percentage point gap for elementary level and 24 percentage point gap for secondary level to reach the ideal 75 mean percentage score of EFA.

Gender disparity has also been noted with boys at the disadvantage in most of the indicators. The gender pattern in the Philippines is different from the majority of developing countries where girls are at the disadvantage. In the Philippines, it is the boys who are not participating equally in basic education. They leave school before completing their basic education and have lower literacy and academic achievement rates.

Recommendations: The EFA Acceleration Plan

Based on the Philippine EFA Assessment that was recently conducted, there were setbacks in achieving several key indicators that call for strategies and focus on disparities and inequalities that served as bottlenecks in attaining EFA. These identified EFA challenges necessitate the formulation of an acceleration plan that will serve to tighten the reins towards the direction of the set goals in the very near future.

Key broad strategies

- Revisit Philippine EFA objectives and targets and align them with the Dakar EFA 2015 goals and targets. These will be the basis for evaluating the country's EFA performance by 2015.
- Revitalize the strategy on focusing on the 40 bottom divisions (districts or schools) or a similar approach.

- Develop aggressive and purposive, but simple and efficient EFA advocacy activities, linking them with existing forums and bodies from the provincial down to the school levels.
- Integrate a simple monitoring and evaluation scheme for the acceleration plan based on the hierarchic accountability of the DepEd field offices. Commendation and due recognition should be given to good performing field offices. For example, achieving EFA targets may be included in the evaluation criteria as basis for giving performance bonus.
- Develop a set of guidelines for the field offices in implementing the acceleration plan. This will include core EFA advocacy and "reaching the unreached" strategic activities. Field offices may carry out additional initiatives to enhance the plan's efficiency and effectiveness.
- Utilize ICT in upgrading the quality of teaching and learning; INSET; continuous formative assessment; and in designing and implementing remedial actions for students who are lagging behind, among others.

EFA 2015 funding

- Encourage every municipality to develop a feasible EFA financing plan, including maximizing use of SEF, to support acceleration plan.
- Determine necessary additional financing for the acceleration plan through the investment program that should be integral to the plan.

- Direct financial assistance and contributions from all partners, including grants from development partners to the necessary resources and areas.
- Update the policy guidelines on the utilization of the SEF in order to align this with the local School Improvement Plans, as informed by the national education priorities. Ensure that all COA field offices in municipalities and cities have a common understanding and interpretation of what expenditures are actually allowed under the updated policy to encourage LSBs and local chief executives to maximize the utilization of their SEF.

Monitoring and evaluation

- The monitoring scheme shall start from the regional office which will monitor the divisions. The divisions will monitor the districts, while the districts will monitor the schools. Accountability for results will follow the same hierarchy. For instance, the regional director will be responsible for the performance of the divisions, while the division superintendent will be responsible for the performance of the districts under his/her jurisdiction, and so on. The ALS will be integrated in this M&E scheme.
- The EFA acceleration program coordinator shall serve as the overall coordinator ensuring the progress of the plan implementation, timely submission of report/information from the field offices, and preparation of reports for the

DepEd Undersecretary-in-Charge and to the NEC, among others.

- The NEC-TWG shall assist in monitoring and evaluation, analysis of the accomplishments from the field, and provision of recommendations to the NEC.

Recommendations for Goal 1

- Develop community-based EFA advocacy activities to promote EFA in every barangay, utilizing existing forums and bodies such as local LCCs, PTCAs, and village assemblies. Emphasize the value and benefits of basic education and highlight the importance of ECE.
- Promote expanded access to ECCD programs with community- and home-based ECCD programs.
- Provide technical assistance to LGUs in developing holistic ECE programs.

Recommendations for Goal 2

Advocacy

- Conduct a massive and aggressive advocacy campaign to be led by school heads and local executives to ensure that all five-year-old and six-year-old children enroll in kindergarten and Grade 1, respectively. All teachers, together with community volunteers, shall form the group of advocates.
- Run a media blitz– Promote education as a right utilizing massive advocacy via multimedia (radio, TV, internet, all government websites and NGOs), and using popular platforms such as ads, telenovelas, and presentation of

good practices to educate parents on the importance of education and to hold LGUs accountable for the achievement of EFA in every village and municipality.

Strategies to reach children and youth

- Revitalize Project ReACh (Reaching All Children) to find the school-age children, reach out to them, and keep them in school.
- Utilize the DILG's Community-Based Monitoring System (CBMS) in identifying incoming school children (five- to six-year-old) and children who are out of school. Specifically target their parents and guardians with advocacy.
- Create partnerships with the private sector and NGOs to identify and implement with marginalized communities appropriate learning programs that can be scaled up to reach out to all learners within the localities.
- Enforce the Anti-Truancy MOA signed by the DepEd, E-Net, DILG, Union of Local Authorities of the Philippines (ULAP), and the National Youth Commission (NYC). Enjoin the cooperation of every school/barangay for a more collaborative and effective implementation of anti-truancy policy. LGUs shall play an important role in monitoring enrolment of children aged five and above.
- Strategize on how to remove on-time enrolment barriers such as lack of birth certificate and misperception of parents and teachers on the age children should enter kindergarten and Grade 1.
- Strengthen inclusive education policy to reach the marginalized sectors

of Philippine society (PWDs, IPs and Muslims and persons in conflict areas).

Programs to enhance the learning environment and experience

- Instill programs to enhance the reading habits of primary school children, especially those in kindergarten and Grades 1 to 3. Revitalize/strengthen ECARP or a similar program. Provide necessary extra support for children lagging behind in reading and numeracy skills.
- Promote mother tongue-based education to improve retention and reduce drop out and identify key issues in its implementation. Enforce the MTB-MLE from Grades 1 to 3. Expand multi-lingual education to ethnolinguistic groups not covered in the 12 languages under the MTB-MLE program.
- Explore provision of basic school supplies to needy children. Link schools to partners or donors that can provide school supplies for kindergarten and Grade 1 pupils.
- Expand health and nutrition programs. Explore the possibility of providing school feeding to all kindergarten and Grade 1 children as well as full coverage of other school health services such as deworming and nutrient supplementation. Provide a Health and School Nutrition Package (HSNP) via LGUs and DepEd mechanisms with the assistance of parents and community stakeholders.
- Provide meal or nutritional supplements to the needy through meal coupons and free snacks and lunch programs, among others.

Strategies to reduce dropout

- Reduce push-out factors such as expensive projects and attendance at field trips. These may be replaced with projects using locally available resources and activities. However, all children should be able to participate in important activities. Alternatively, schools may initiate sponsorship programs, for example, that link needy children to willing sponsors within the community so that they can participate in special activities that are considered important in their learning.
- Intensify implementation of the proven effective Dropout Reduction Program (DORP) in partnership with communities and LGUs for the marginalized/ vulnerable particularly those in the poorest and conflict-affected areas as well as island provinces. This could be done by scaling up good practices of LGUs such as Education for the Upbringing of Children (Educhild), a Balanga City parental lifelong learning package on effective reading and numeracy intervention for children lagging behind. All schools should be capacitated in the implementation of ADMs.
- Ensure the institutionalization of ADMs through the expansion of Open High School Programs encouraging the establishment of a Regional Open High School Center to cater to Regional SARDOs. Encourage the use of ADM for K to 12 Models by offering online, modular and correspondence courses in Grades 7 to 12 for greater retention.

- Provide more basic resources to schools with high drop-out rates. Address basic education facilities with support from the private sector through programs that include Adopt-a-School.
- Intensify monitoring of secondary school students at risk of dropping out and provide them with interventions such as counseling and ADM options.

Recommendations for Goal 3

- Conduct a stock-taking of TVET programs. Based on the findings, develop policy development and coordinate systematically all training and extension programs of the government for members of the community.
- Continue TVET for ALIVE

Recommendations for Goal 4

- Reexamine indicators and targets in ALS.
- Complete ALS illiteracy mapping and expand the reach of ALS literacy programs. Coordinate more closely with LGUs and civil society partners.
- Expand existing literacy and ALS contracting schemes supported by a systematic accreditation process.
- Enhance the delivery system for ALS classes to improve completion rates. Deliver relevant literacy programs based on the needs of adult learners.
- Strengthen the ALS database.
- LCC to align its activities to the acceleration plan.

- Strengthen OSY tracking system as a subsystem of the DepEd student number system.
- Use ICT to facilitate the achievement of the above recommendations.
- Enhance the functional literacy of adults through the delivery of literacy programs with functional skills training such as literacy cum livelihood and entrepreneurship, literacy cum citizenship, literacy cum DRRM, literacy cum human rights (i.e., upholding women's rights under the Magna Carta for Women, PWD rights).

Recommendations for Goal 5

- Provide gender sensitivity training for school personnel, focusing on differences in learning styles for girls and boys to improve gender parity in education performance.
- Identify and develop a TOR for Gender Focal Staff at the least, or for Gender Focal Team at best that would develop a Gender Equality Plan and make recommendations for a Gender Budget and gender-responsive budgeting and planning. The staff member/team should also coordinate closely with those in charge of producing textbooks and instructional materials so that these are evaluated more systematically for their gender equality content.
- Develop specific policies and program to address boys' lack of interest in attending school, and the larger number of males dropping out of school.

Recommendations for Goal 6

- Utilize ICT to enhance teaching and learning among young children.
- Strengthen formative and continuous assessment as a learning feedback mechanism. Implement an efficient and effective remedial program for those lagging behind in terms of academic achievement. Utilize ICT to enhance their learning and self-assessment.
- Identify lowest performing divisions or districts in terms of learning outcomes and direct special attention to improving their performance.

For 2015 and Beyond: Reforms to Improve Philippine EFA⁶⁹

Improving EFA monitoring and evaluation

- Improve data management/information system through on-time data collection and analysis for use in planning, investment programming and policy making
- Strengthen data clearing house management.
- Explore collaboration with the ICT Office under the Department of Science and Technology for a computerized information system.

Revitalizing the purpose of ALS

- Reconsider the role of the Alternative Learning System (ALS). Develop the ALS and implement it as a program that is truly parallel to the in-school delivery of basic education. This means that ALS shall be more of an alternative delivery modality for basic education. It will use the basic education curriculum in a modified approach in terms of delivery and time requirement.
- Include ALS learners in the computation of enrolment rates.
- Eliminate focus and pressure to take and pass the A&E exam. The learners can finish the entire basic education curriculum at their own time. An adjusted assessment and examination system shall be developed, incorporating appropriate

continuous formative and summative assessments rather than the one-time A&E. The A&E may, however, be retained and modified as a diagnostic and screening exam.

- Accompany such change in ALS functions with appropriate capacity building and increase in budget.
- Utilize ICT for efficient and effective delivery of ALS services.
- Evaluate ALS for 4Ps coverage after the above reforms.

Evaluating the effectiveness of ADMs

- Assess and establish the effectiveness of ADM programs
- Expand the implementation of the most efficient and effective ADMs and make them integral to the programs of schools.

Raising the standards of ECCD programs and services

- Provide ECCD centers and schools the appropriate infrastructure, facilities, and relevant educational materials to support the holistic development of children.
- Strengthen the policies on accreditation of ECCD centers and services and child development workers to ensure the quality of ECCD programs.

⁶⁹ The post 2015 recommendations is based on the approved Philippine EFA Acceleration Plan with additional inputs from the EFA Review Technical Working Group and the Philippines: Post 2015 Development Agenda Country Consultations

Improving quality kindergarten to 12 years basic education curriculum, assessment, and teacher development

- Ensure compliance of all schools, public and private to the K to 12 curriculum.
- Review the current system of private schools accreditation and introduce necessary reforms to ensure that private schools comply with quality and accreditation standards.
- Reexamine and redefine indicators of educational quality by international benchmarking.
- Revise the National Assessment Framework in congruence with the K to 12 curriculum.
- Ensure the integration of an efficient and effective assessment and feedback system on student learning outcomes in the teaching-learning practices
- Ensure the quality of teaching by improving teacher professional development
- Address the low level of competence of English, science, and math teachers through in-service training for all teachers and programs to develop 21st century skills aligned with the K to 12 reforms.
- Support capacity building programs for teachers and administrators utilizing local funds (decentralization of education to improve quality of education)
- Train teachers in the principles of child development, psychology of learning, and the principles on gender-fair education.

Enhancing the teaching and learning methods

- Adopt learner-centered approaches.
- Provide operational definitions and demonstrations of learner-centered teaching for teachers.
- Adopt a system of remedial actions for pupils/students lagging behind, especially in academics.

Utilizing ICT for education

- Utilize ICT for teaching, learning, assessment (including self-assessment), and remedial support.
- Make ICT for education an integral part, both as a subject and as an aid to learning.
- Enhance education system management from the central office to school level by using ICT.

Improving disaster resilience and response

- Train teachers and school heads on education in emergencies (EiE) implementation strategies and on principles of education for sustainable development.
- Adopt the international standards on EiE.
- Form a team that will be capacitated to provide the necessary support for school personnel during emergencies.
- Develop a distinct communication and advocacy program on education during emergency and post-emergency/post-disaster situations. This should make clear

that education should address the developmental needs of children especially in times of emergencies. Day care centers and schools should provide children and teachers (including child development workers) with a safe, healthy and protective learning environment. Day care centers and schools (including temporary learning spaces) should facilitate access of children to psychosocial support, health and nutrition, WASH interventions, and child protection services.

- Institutionalize the resilient schools program of DepEd in the aftermath of Typhoon Yolanda. This includes new structural design for school buildings and classrooms and ECCD centers.

- The DepEd DRRMO should coordinate multisectoral initiatives to develop DRRM learning resources for the different grade levels of K to 12, especially for the distinct DRRM course for senior high school students.

Strengthening education organizations/ institutions

- Empower communities, households, and schools.
- Promote shared governance between the school and parent/community.
- Provide adequate resources and budget.

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