



Towards the Agenda 2030 for Sustainable Development: How can the ASEM Education Process contribute?

Department of Education, Philippines



Philippine Context



- The Philippines is an archipelago of 7,641 islands with a territory of more than 300,000 km².
- The Philippines has a population of 107,647,973 (based on the 2019 United Nation estimates). This is equivalent to 1.4% of the world total population. 44.4% (47,795,700) of the population is Urban.

- Governance of education (trifocalized)

Basic education (Kindergarten to Grade 12/ elementary, junior high school and senior high school): **Department of Education**

Tertiary/higher education: **Commission on Higher Education**

Technical/vocational education: **Technical Education and Skills Development Authority**

Department of Education (DepEd)



- DepEd has provided free or highly-subsidized basic education to **27,018,509** learners in **61,916** public and private schools nationwide in School Year 2018-2019.



- It has a **889,700**-strong workforce; **794,448** of which are teachers, and the rest are teaching-related personnel, administrative staff, and executive officials.



- It has **PhP 530,229,893,000 (USD 10,099,023,657)** budget for 2019, which covers personnel services (77%), maintenance and other operating expenditures (15%), and capital outlay (8%).

The Philippines has embarked on a major reform to modernize our basic education system: the K to 12 Program

Republic Act 10157, approved 20 Jan 2012

Institutionalized Kindergarten as a mandatory and compulsory component of Basic Education

Kindergarten Education Act

Republic Act 10533, approved on 15 May 2013

Two years of Senior High School was added to Secondary Education

Enhanced Basic Education Act of 2013

K to 12 overhauls basic education curriculum to make learners ready for higher education or work anywhere

Holistically Developed Filipino with 21st Century Skills

Being and Becoming a Whole Person

SKILLS

*Information, Media, and Technology Skills
Learning and Innovation Skills
Communication Skills
Life and Career Skills*

LEARNING AREAS

*Language
Technology and Livelihood Education (TLE)
Mathematics and Science
Arts and Humanities
Social Science*

Curriculum Support System

Teachers

*Materials,
Facilities, and
Equipment*

*ICT
Environment*

Assessment

*School
Leadership
and
Management*

*Schools
Divisions
Technical
Assistance*

*Community-
Industry
Relevance
and
Partnerships*

Monitoring and Evaluation System



- Participation rates of elementary and secondary school learners are improving
- K to 12 program is attracting school dropouts to come back to school under the *Balik-Aral*
- The government has provided massive inputs to basic education over the years: teachers; basic education facilities; computerization program; science and math equipment; and textbooks and other instructional materials
- DepEd has also provided support to learners through school-based feeding program, education service contracting to junior high schools, senior high school voucher program, and joint delivery voucher program for technical-vocational-livelihood



Strategic Directions

1. Address remaining access gaps
2. Pivot from access to quality
3. Modernize education management and governance

Interventions for access

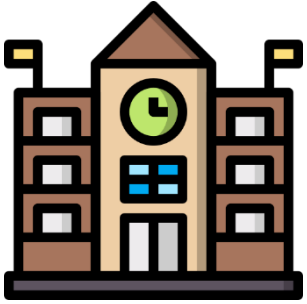
1. Last mile schools program
2. Enhance non-formal education (ALS)
3. Establish schools in barangays without elementary schools, and in areas with limited secondary schools
4. Continue school-based feeding program

Pivot from access to quality

“For all countries in the region barring Singapore, the picture is broadly similar. Building on important recent gains, in the expansion of education at primary, lower secondary and increasingly upper secondary levels, **all are looking to entrench quality learning.** There is broad agreement on **three important steps.** The first is to **design and implement effective learning systems, aligning competencies/ standards, curriculum, instruction, assessment and examinations.** The second is to **develop outstanding teachers and school leaders,** to create a challenging learning experience for every child and to ensure that every student benefits from excellent teaching. The third is to **ensure that students come to school ready to learn,** throughout their school career, drawing on an effective early years’ education and supportive relationships with their parents. Together, these three steps constitute an agenda for raising learning outcomes, across the region.”

(Raising Learning Outcomes in Southeast Asia, Insights from PISA organized by the Ministry of Education in Thailand)

Interventions for quality



- Curriculum review
- Upgrading professional development of teachers and school leaders through NEAP Transformation
- Institutionalizing Government-Industry-Education Sector (GIE) coordination and partnerships
- Further improvements in teaching and learning environment
 - Provide ideal Kindergarten classrooms based on CI standards (through phased implementation)
 - Close the gaps in laboratories & workshops
 - Address the need for libraries
 - Provide conducive faculty rooms and admin offices
 - Provide state-of-the-art ICT packages for learning
 - Provide appropriate non-teaching staff in schools
 - Provide for medical examination for teachers

Modernize education management and governance

- Automate core systems and processes
- Improve procurement and finance system
- Enhance research and development

Sustainable Development Goal (SDG) 4



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

How can the ASEM Education Process contribute?

(with Philippine initiatives per pillar)

1. Quality Assurance and Recognition

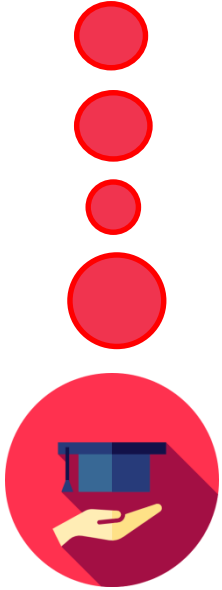


- As quality assurance and recognition are seen as crucial elements for the attractiveness, transparency, comparability and permeability of education systems leading to increase a more balanced mobility, our country has institutionalized the **Philippine Qualifications Framework**, with the following objectives:
 - To adopt national standards and levels of learning outcomes of education.
 - To support the development and maintenance of pathways and equivalencies that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market.
 - To align domestic qualification standards with the international qualifications framework thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers.
- We are also actively participating in the ASEAN Qualifications Referencing Framework

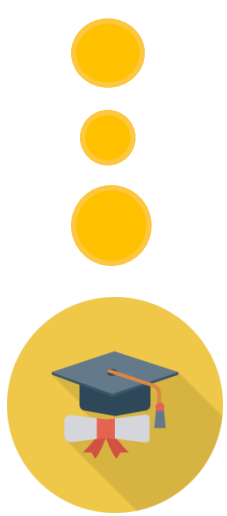


2. Engaging Business and Industry in Education

- As we have embarked on a major education reform, the K to 12 Program, which provides our learners 3 curriculum exits (higher education, employment, and entrepreneurship), coordination among government, industry and education sector (GIE) will be crucial
- Areas of coordination:
 - Curriculum development and enhancement
 - Student training/immersion
 - Market signaling, human resource planning, and alignment of education to industry and economy requirements
 - Research and extension
 - Enhancing responsiveness to local, national and global realities and opportunities
 - Strategic coherence towards human resource development, employment, industrial policy, and national development



3. Balanced Mobility



- Most initiatives under this pillar are directed towards student mobility in the tertiary level. There are few opportunities for student exchange in K to 12 and are limited to private and exclusive schools.
- Generally at present, competitions provide short-term opportunities to students in basic education and their teacher coaches for international exposure. Among those where the Philippines actively participate are the International Science and Engineering Fair, international robotics competitions, and sports competitions like ASEAN Schools Games, Pacific Schools Games, Asian School Sports Federation – Football, and International Martial Arts Competition, among others
- We also have Special Programs in Foreign Languages (and among those that we offer are Spanish, French, German), in our public schools but a few programs for mobility

Challenges to Balanced Mobility



- Intensify teacher exchanges and provide meaningful opportunities for the exposure of our teachers to global best practices
- For existing programs, US and Middle East are the common destinations. Are there European countries offering student and teacher exchange in K to 12?
- Most of the programs are donor/sponsor-driven. Our suggestion is to based it on need.
- Bridging the gap by providing scholarships to poor and underprivileged

4. Lifelong learning, including technical and vocational education and training



- Our Alternative Learning System (ALS) offers non-formal education comprising the Basic Literacy Program (BLP) for basic skills in reading, writing, and numeracy, and the Accreditation and Equivalency Program (A & E) that provides an alternative pathway towards completing basic education.
- We are intensifying and strengthening the program by the systematic integration of skills training component to the standard academic interventions in ALS, having a variant called **ALS-Education and Skills Training (ALS-EST)**.
- ALS-EST combines the ALS curriculum with Technical-Vocational (or other skills) training. It aims to produce completers who are not only able to catch up with basic education, but have also acquired technical competencies for immediate employment

Thank you!
Maraming Salamat po!