

PHILIPPINES DEVELOPMENT FORUM 2011

Education Sub-Working Group Paper

1. We recognise a number of key achievements to date.
 - Improvements in some of the education indicators (net intake in grade 1, primary NER, primary NAT results).
 - Continuing progress for the education reform agenda – including move towards universal Kindergarten coverage, planning for the scope and sequence of the curriculum as part of an expanded basic education cycle, and addressing critical resource shortages.
 - Continued application of the National Competency Based Teaching Standards to inform the selection and development of teachers
 - Achievement in generating support from various stakeholders (e.g. counterpart arrangements with LGUs, private sector partnership thru Adopt-a-School Program)
 - Notable budget increase in 2011 of 18.4% .
 - Decision to focus additional resources to the 40 lowest performing divisions to address equity issues.

2. We would like to emphasise, the importance of improving budget execution and the effective and efficient utilization of resources from various sources (e.g. GAA, grants and other financing) which would help address huge deficits in critical resources. Hand in hand is the need to ensure provision of equity in allocation and provision of resources without undermining or while strengthening the drive of divisions and schools for high results-based performance. It is also important that up-to-date, accurate and timely data supports policy development, resource allocation and planning.

3. We also stress the importance of integrating the various policies and strategies into a unified reform framework to generate multi-stakeholder support.
 - It would be important to specify an overall integrating framework for the education sector (eg equity especially for the poor and disadvantaged, improved access to basic services, enhanced participation etc). Then under it, introduce reform framework in each of the sectors to ensure that the policies and strategies indicated are coherent. This will provide development partners with a framework around which development programs can be developed .
 - We note that the K + 12 is a flagship program of the administration. It would be important to highlight this important priority including in the context of decongesting the curriculum, improving quality of learning and education outcomes and improving employability of graduates.

- It would also be important to emphasise that stakeholders (eg civil society and community members) are ready to assist in monitoring budget execution, procurement, contract implementation and delivery to help ensure greater transparency and accountability in processes. School-based monitoring should be encouraged to validate that the resources are well spent on much needed improvement on our public schools.
4. We would also emphasise the need to strengthen the link between reform interventions within DepED and other government programs (e.g. implementing more vigorously coordination and leveraging of 4Ps/CCT Program) to maximize gains and impact.
 5. We suggest that the education indicators and targets in the PDP are revisited to reflect international definitions. For example revising the completion rate definition/formula to the UNESCO Institute of Statistics formula/definition being used by other countries. This shift will allow the Philippines to take into account of those completers which are not in the specific age cohort (6-11; 12-15). This has large implications on the targets set for the next few years.
 6. We suggest that the Legislative Agenda be also revisited.
 - There is a need to review some of the proposed legislation to adequately reflect the intentions of the proposed bills (eg Amendments to the Roxas Law, on Special Education Fund, amendments to Magna Carta for Teachers).
 - There is also a need to include in the policy cover for K+12 in the legislative agenda.