FUNCTIONALLY LITERATE FILIPINOS: AN EDUCATED FILIPINO

National Action Plan To Achieve Education For All by the Year 2015

Volume I.
Country Strategy

FUNCTIONALLY LITERATE FILIPINOS: AN EDUCATED NATION

National Action Plan
To Achieve Education for All by the Year 2015
(EFA 2015)

Volume 1. COUNTRY STRATEGY

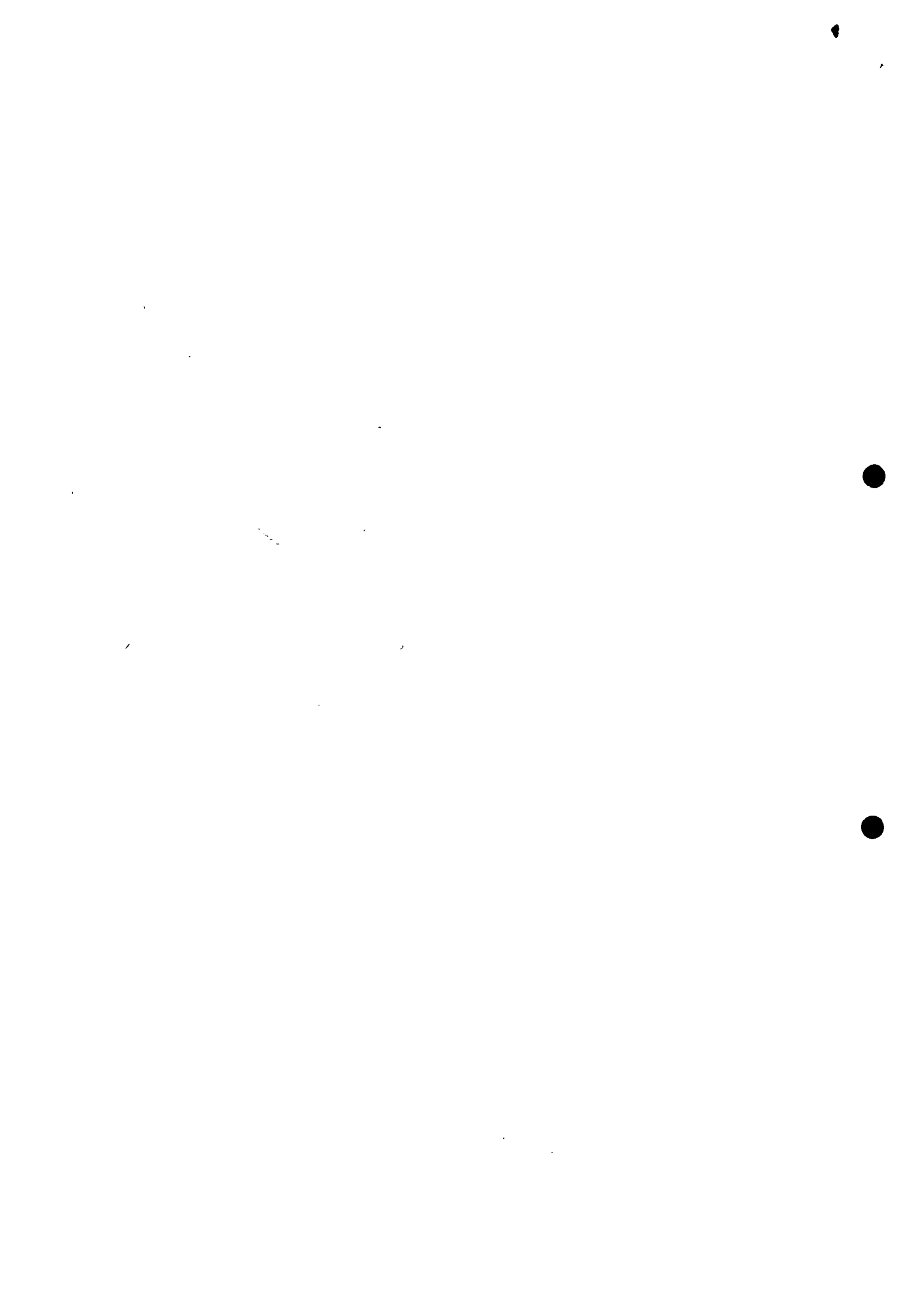Republic of the Philippines
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Table of Contents

The three enabling tasks are:

7. *Financing:* Provide adequate public funding for country-wide attainment of EFA goals. 20

8. *Governance:* Create network of community-based groups for local attainment of EFA goals. 21

9. *Monitoring:* Monitor progress in effort towards attainment of EFA goals. 21

List of Annexes

Introduction

The Philippine EFA 2015 Plan is a vision and a holistic program of reforms of the country to achieve an improved quality of basic education for every Filipino by 2015. The Plan is anchored on the Dakar Framework of Action adopted by various participating countries including the Philippines during the World Education Forum in April 2000, Dakar, Senegal. The Dakar Framework for Action is a re-affirmation of the vision set out in the World Declaration on Education For All (Jomtien1990) that every child, youth and adult has the human right to benefit from education that will meet their **basic learning needs** including the full development of human personality.

The World Declaration on Education For All prescribes that Basic Learning Needs (BLNs) shall be made available to all by various means. BLNs comprise both essential learning tools (literacy, numeracy, oral expression and problem solving) and the basic learning contents (knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. This level and form of education may be delivered to learners by way of schools or formal education or by way of alternative learning schemes (e.g., informal and non-formal education). To meet the basic learning needs of all, the participating countries in the World EFA Forum in Dakar collectively committed themselves to the attainment of the following goals:

a.   expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

b.   ensuring 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;

c.   ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;

d.   achieving a 50 percent improvement in levels of adult literacy by 2105, especially for women and equitable access to basic and continuing education for all adults

e.   eliminating gender disparities in primary and secondary education by 2005, and achieving 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;

f.   improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved   by all, especially in literacy, numeracy and essential life skills.

To advance the above-mentioned goals of Dakar, the central goal of the Philippine EFA 2105 Plan is **basic competencies for all** that will bring about **functional literacy for all.** Ensuring that every Filipino has the **basic competencies** is equivalent to providing all Filipinos with the **basic learning needs** as defined earlier to or enabling all Filipinos to be **functionally literate** which means having the complete range of skills and competencies – cognitive, affective and behavioral which enables individuals to: live and work as human persons; develop their potentials; make critical and informed decisions; and function effectively in society within the context of their environment and that of the wider community (local, regional, national and global) in order to improve the quality of their lives and that of the society. **Annex 1** shows the list of competencies based on FL definition. Thus, the concept of quality in basic education, whether formal or non-formal shall be constructed based on the definition of Functional Literacy adopted ,by the Literacy Coordinating Council (LCC) in September 1997. This definition of functional literacy and the five strands-indicators were largely based on universally accepted Four Pillars of Education propounded by the independent International Commission on Education for the 21st Century chaired by Jacques Delors and on the UNESCO's concept of Life Skills. The Commision's report, "Learning: The Treasure Within" submitted to UNESCO,

articulated the four main pillars of education (learning to know, learning to do, learning to be, and learning to live together) that should characterize education in the 21st century:

Hence, the focus of this document is on basic education which provides the so called Basic Learning Needs that will lead to the achievement of Functional Literacy. This plan does not cover post-secondary education or tertiary education in order to give full and adequate attention on basic education as an essential human right and fundamental obligation of the State, as well as the basis for future life long learning and education of every Filipino.

Where are we right now in so far as the overall EFA goals of Jomtien/Dakar and the country are concerned? The Philippine EFA 2000 Assessment revealed that the country posted remarkable accomplishment in providing access to primary schools and raising basic literacy rates. However, from 2000 up to present, substantial work still need to be done to expand participation in early childhood care and education programs, ensure that all school-aged children are in school and to achieve a desirable level of internal efficiency and external effectiveness. The result of the 2003 Functional Literacy, Education and Mass Media Survey (FLEMMS) showed that there are about nine million Filipinos 10 to 64 years old who are not functionally literate.

Inspite of many policy and program reforms and huge investments in basic education sector in the past twenty to thirty years, why is the country still confronted with the challenge of having more than one million school-aged children who are not in school, with nine million Filipinos who are still functionally illiterate and where the quality of learning and acquisition of human values and skills fall far short of the aspirations and needs of individuals and society? Among others, such failure is caused by weak political will to pursue and sustain reforms at different levels, insufficient financial resources and the inefficient use of available ones, inadequate attention to the learning needs particularly of the poor or disadvantaged and lack of attention to the quality of learning. How can we get a critical mass of Filipinos who have the capability to influence and/or effect reforms to arrest the basic education failure?

Coming from a population of more than 80 million people, the main target audience of this document are those who can read, understand and seriously reflect upon a complex public issue vital to one's own (and family's) long-term interests, such as the education of their own children and who can influence and/or effect serious reforms to address the causes why basic education fail.

However, many Filipinos are not motivated to undertake a careful study of this issue due to more pressing demands to secure their own safety, survival and advancement. The struggle to survive in the present takes precedence over any effort to consider a better future. Even if more people were motivated to do so, because education is surely a crucial tool for meeting their more urgent needs, many Filipinos simply do not have the basic skills and essential knowledge, among other factors, to be educated enough to rationally consider detailed and carefully prepared proposals for reforms in national-scale systems like the country's system of delivering basic education. Such inability of most Filipinos to think through the task of improving basic education is unfortunate. The lack of a broad popular base of well-informed support weakens any drive for major changes. Such weakness allows interests, with goals other than assuring good education for all, to hijack or divert reforms through the adoption of wrong ideas, populist distractions and obstructionist tactics. Worse, it makes reformers and advocates hesitate or slow down or compromise, which often dissipate the sense of urgency and moral imperative driving this effort.

Just as poverty should not be an acceptable justification for lack of education, so must one reject the absence of well-informed popular support for education reform as a valid reason for failing to achieve basic education for all. Poverty cannot be an acceptable reason for lack of education because doing so would condemn the poor to a cycle of poverty begetting ignorance begetting more poverty. How else can one rise from poverty if not through better education,

2

among other interventions? Similarly, ignorance or indifference of most Filipinos about intricacies of basic education policies should also not be accepted as a reason for not reforming such policies. Doing so would allow the dismal results of failed policies (which leave large segments of the population without the basic education competencies needed to understand the issues) to be used as a reason for desisting from reforming such policies. Doing so would merely perpetuate systemic failure.

The basic education system as it currently operates leaves many Filipinos with insufficient capabilities to grasp complex public issues that concern them, including the issue of the social effectiveness of basic education. Since most Filipinos may be unable to understand the rationale and direction of needed reforms, the lack of popular understanding could render such reforms uncertain and improbable. Yet accepting such reasoning could only paralyze the reformer into inaction.

Nonetheless the harsh reality remains: there is unlikely to be a ready mass constituency of well-informed Filipino citizens supportive of basic education for all, certainly not from among those who need such education the most but may at present be too uninformed, ignorant or uninvolved to even know it. So the responsibility and burden of basic education reform fall primarily on the shoulders of the better educated Filipinos who are able to understand complex problems, identify viable options for action, develop reasoned convictions based on facts, and act with vigor and consistency despite widespread indifference, some resistance and probably even determined opposition.

This document, therefore, seeks to inform primarily the educated Filipino about the important task of educating all of his or her fellow Filipinos, not just some but all of the more than 80 million men and women, who are adding to their ranks almost 2 million more each year or about 5,800 new minds and bodies to be nurtured each day. It is crucial that education for everyone in such a large and rapidly growing population must first be made real and possible in the minds of a few before it can become concrete and present in the lives of all. The educated Filipino must be the first citizens not to allow a deluge of ignorance and incompetence to overwhelm intelligence and capability.

Finally, this document seeks to educate a critical mass in order to mobilize them to educate all. This document seeks to improve education through the ways of education itself, i.e., by informing, affecting and influencing actions. The first step in such education is to confront the very dire straits of the country's state of basic education.

I. Confronting A Serious National Burden

<u>Declared Ideals of Desired Education for All</u>

As of 2004, the total Philippine population is projected to be around 82.7 million people. How educated are all these Filipinos? Let us begin answering this question by first defining what is meant by an "educated Filipino".

The 1993 Congressional Education Commission (EDCOM) defined the ideal of an educated Filipino as someone "who respects human rights, whose personal discipline is guided by spiritual and human values, who can think critically and creatively, who can exercise responsibly his rights and duties as a citizen, whose mind is informed by science and reason, and whose nationalism is based on a knowledge of our history and cultural heritage". Today, we regard an educated Filipino as someone who is functionally literate or with basic competencies as defined earlier. Presumably these desired capacities are acquired and demonstrated with proficiency in both Filipino and English.

The acquisition of essential intellectual, emotional and psychomotor capacities comprising the totality of being educated is assumed to be the universal entitlement of every Filipino. Being educated does not necessarily and certainly does not exclusively mean being schooled or having any minimum level of academic credentials. The 1987 Constitution assumes that every Filipino will have and indeed should have a modicum of human capacities commonly associated with being educated. Otherwise, many of the key provisions of the same Constitution would not be realizable.

Consider the Bill of Rights (Article III) that includes this provision: "No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws." Lack of education should not be a reason for the denial of these rights, but it is obvious that an educated Filipino will be in a much better position to assert and protect his own rights.

Consider the constitutional specification of the right of suffrage (Article V) that provides, among others, that no literacy requirements shall be imposed on the exercise of the right to vote. Again the lack of education cannot be a basis for denying the right to vote, but it is also obvious that an educated voter is in a much better position to exercise his right to vote wisely for his and his country's benefit.

Consider the Constitution's section on the national economy and patrimony (Article XII) that provides: "The goals of the national economy are a more equitable distribution of opportunities, income, and wealth; a sustained increase in the amount of goods and services produced by the nation for the benefit of the people; and an expanding productivity as the key to raising the quality of life for all, especially the underprivileged." Such goals are in fact most effectively pursued and best served by a population whose every member is an educated person. In this sense, the constitutional declaration of such goals as equitable distribution of economic opportunities, sustained economic growth and expanding productivity is also at its root a provision demanding adequate education for all as a crucial instrument and basic condition to attaining these goals.

Consider further the section on social justice and human rights (Article XIII) that provides: "The Congress shall give highest priority to the enactment of measures that protect and enhance the right of all the people to human dignity, reduce social, economic and political inequalities, and remove cultural inequities by equitably diffusing wealth and political power for the common good." Such mandate to Congress must necessarily mean a mandate to achieve education for all as a key measure to achieving social justice in all its aspects.

Consider the self-explanatory provision on education (Article XIV) that declares simply that: "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." The Constitution also mandated the State to establish and maintain a system of free public education in the elementary and high school level. Education is a right by itself, apart from being a key instrument for assuring the full realization of many other important constitutionally protected political, economic and social rights.

The constitutional provision on language states that: "For purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English." As no law has been passed eliminating English as an official language, it is therefore valid to regard universal competency in Filipino as well as in English in many areas of social interactions as the proper measure of an "educated Filipino".

Given the above sampling of the ample executive, legislative and constitutional articulations of our country's intention for every Filipino to be educated, how far has this intention of universal education been realized?

Severe Education Disadvantage

According to the 2003 Functional Literacy, Education and Mass Media Survey (FLEMMS), the country's population of 57.6 million 10 to 64 y/o Filipinos included some 3.8 million Filipinos 10 years old and above who are unable to read and write and a total of 9.2 million who are not "functionally literate" or unable to compute and lacked certain numeracy skills. These illiterates and functional illiterates comprise the most extreme segment of the larger portions of our population who are educationally disadvantaged.

Brother Andrew Gonzalez, one of the country's foremost language teaching scientist, wrote in 1988 that " a new generation of Filipinos is growing up conversant in Filipino but unable to carry on basic communication in English even after six years of study of English in a bilingual education scheme. Whatever one's convictions may be vis-à-vis the desirability of maintaining English in the education system, there is a substantial portion of pupils who seem unable to communicate in English. If indeed previously cited policy pronouncements include competency in English as among the hallmarks of the educated Filipino, this observed inability to communicate in English among many young people should be recognized as part of a larger education disadvantage beyond just the core of illiterates and functional illiterates.

The national language (earlier called Pilipino and now called Filipino) has rapidly grown in acceptance and use across the whole country. Aided by its use in an increasingly ubiquitous media, particularly in radio and television, the Filipino language has become not merely the officially declared national language but has become indeed the nation's real lingua franca in many domains of everyday life. As another language scientist, Bonifacio Sibayan, notes, teaching in Filipino language in schools is being reinforced by the steady use of Filipino language in broadcast media and the more frequent use of Filipino language in the community, even in non-Tagalog speaking localities. There are many indications that more Filipinos are more educated in the Filipino language than in the English language. As early as the mid-70's and 80's, performance of Grade 6 students in achievement tests in Filipino subjects (Pagbasa and Wika) had already been significantly higher than corresponding results in English subjects (Reading, Language and Mathematics).

A recent survey (Filipino Youth Study 2001) of young people aged 7-21 years old provides some indications of how far other aspects of the EDCOM ideal of the "educated Filipino" has been realized. Most young people (65%) say they do not participate in any community activities. Only 37% can sing the national anthem and a mere 28% can recite the Panatang Makabayan. Almost all (93%) can cite Jose Rizal as a national hero, but fewer can cite other national heroes like Andres Bonifacio (64%), Apolinario Mabini (38%) and Emilio

5

Aguinaldo (25%). While most young people (82%) choose to remain Filipino citizens, that still means that a significant segment would prefer some other country than the one of their birth. A large portion (70%) has uncertain to small trust of politicians and most young people (78%) say they seldom or never discuss national issues at home. It is notable that the higher the educational attainment of the youth, the more stringent are their requirements of a leader. This suggests some connection between increasing the educational levels of voters and improving the quality of leaders they might elect. These indications of low participation in community activities, lack of awareness of Philippine history and weak engagement with matters of public interest provide a picture of education disadvantage from the point of view of building a nation.

The above population-based "snap shots" of education disadvantage are indications of serious deficits in attaining the education-for-all ideal articulated by official pronouncements. A major, although not the only, source of continued large outstanding education disadvantage is the school system, specifically the weak performance of the large and nearly universal public system of elementary and secondary schools.

With active and vigorous cooperation of Filipino parents, the entire elementary schooling enterprise (composed of the dominant public schools with more than 90% of total enrollment and the minority-share private schools) is regularly able to enroll the vast majority of school-age children. For the latest school year with complete data, School Year 2002-2003, an impressive 90.32% of the total population aged 6-11 years old, which are the official ages for Grade 1 to 6 pupils, are in the nation's classrooms at the beginning of the school year. Yet the mere 9.68% of the whole population aged 6-11 years old (estimated at 11,999,627 in 2002) that are not in schools still constitute nearly 1.2 million disadvantaged children. These school age children not in school are most likely to eventually join the ranks of adult illiterates or functional illiterates, and even if they become literate, they will certainly have much less opportunity to acquire the full set of basic education competencies in Filipino or English. Historical data indicate that since the 1970's up to the present a steady percentage of nearly 10% of every annual cohort of school age children have been excluded from the opportunities of formal schooling.

Education disadvantage is not limited only to those who never get into a school. Based on cohort survival data (SY 2002-2003) and the latest achievement test results (SY 2003-2004) the outlines of the main story about the more than 90% of school age Filipinos who get into schools are along the following lines:

- For every typical 1,000 entrants to Grade 1, a total of 312 will leave school before finishing Grade 6 most of them in the first two grades; 249 will finish the six-year grade school in an average of 9.6 years each by repeating some grade levels two to three times; and only 439 will graduate elementary in six years. But only 7 elementary school graduates will have at least a 75% score in English language achievement tests for English, Math and Science. **Thus, for every 1,000 entrants to Grade 1, the nation's public schools produce only 7 graduates in Grade 6 with sufficient mastery of English, Math and Science competencies after exerting effort for an average of 7.31 school years per graduate.** With a total yearly intake of 2.7 million new (non-repeater) entrants to Grade 1, this means a total yield of only about 18,900 grade school graduates with the required competencies in English, Science and Math necessary to eventually succeed in high school.

- For every typical 1,000 entrants to First Year high school, 389 will leave school without completing four years; 353 will graduate after repeating two to three times taking an average of 6.7 years; and only 248 will graduate within the required four years.

- Taking the two levels together, a typical group of 1,000 Grade 1 entrants will eventually yield only 395 who finish high school, with only 162 of them finishing elementary and high school in ten years while 233 eventually finish elementary and high school after each taking up to sixteen years to complete the ten-year basic education schooling cycle. It is highly probable that a very small number of these high school graduates will have acquired the necessary competencies expected from ten years of schooling.

6

- Philippine schools, as a whole system, have failed to deliver overall excellence (high average achievement by all students) as well as failed to assure general fairness (low variation in levels of achievement among individual students) to the 90% of total school-age children that they take into Grade 1 each year, and this failure has continued year in and year out for at least the past four decades through different economic circumstances and different political administrations.

From these numbers, it is evident that most students either do not complete the full ten years of basic education (thereby precluding their being able to acquire the necessary competencies expected from schooling), or obtain their grade school or high school credentials without necessarily acquiring sufficient mastery of the required competencies, particularly in English. One must note that achievement tests are really very simple and crude tools for assessing the level of actual education attained. One might even say that passing these tests indicates relatively little about what the student can really do, although not passing these tests tells a lot more about what the student clearly cannot do. Between the school leavers and non-achievers, the schooling system is largely failing to educate Filipino children.

Lest the reader might incidentally conclude at this stage that the bilingual policy in public education contributed to the dismal results in terms of English, Math and Science competencies, it should be noted that how well different schools perform matters greatly in these outcomes. In the scientific evaluation of the bilingual policy implementation from 1974 to 1985, the findings indicate that length of exposure to the bilingual policy did not have a significant effect on student achievement. The most important predictor of student achievement for all subjects was the socio-economic status of the student's family, a finding indicative of the general failure of schools to substantially compensate for a student's low socio-economic status. In Mathematics, Science and Social Studies, the proficiency of teachers in their respective subjects was the second most important predictor of student achievement (after socio-economic status). In fact, the evaluation concluded that "schools which are excellent do a good job of teaching both Filipino and English", and the bilingual policy can be successfully implemented provided that schools have the necessary qualities to teach well. In other words, better teachers and schools, not a different policy on language media of instruction, is the key to improving student proficiencies in English, Filipino, math, science and others, regardless of the student's socio-economic status. Unfortunately, students from better-off families tend to get greater access to the better teachers and better schools not just in the private system but also in the public system.

In sum, how educated are all Filipinos? Most acquire the bare tools of literacy and functional literacy, although a large number (up to 3.8 million are not literate and up to 9.2 million are not functionally literate) do not even have such rudimentary tools. Much larger segments than these core illiterates do not attain various aspects of the EDCOM ideal of the educated Filipino. Most Filipinos are unable to communicate adequately in English, which is still the prevailing language of commerce, law, government and international interactions as well as the main language for Filipinos to access global knowledge. One of the major sources of this large and continued education disadvantage in the population is the failure of schools to assure mastery of basic education competencies in English. The notion of the educated Filipino still requires a modicum of competency in English for certain important domains of use or alternatively the full development of Filipino as the prevalent medium of intellectual exchange, as these alternative conditions are indicative of every Filipino's real ability to engage rationally with many vital social, political and economic issues. In either these two alternative notions, the whole population is still very far from attaining the ideal of an educated nation.

Current Costs of Educational Failure

Good education is expensive but lack of education costs many times more. The first costs of lack of education are borne by the uneducated.

It is easy to understand how someone can be disadvantaged by lack of education which prevents that person from acquiring certain essential capabilities to interact with other individuals, with the existing body of human knowledge, and with important social institutions. Lack of education to one degree or another excludes the uneducated from the many opportunities and beneficial options in society. This exclusion primarily punishes the uneducated.

But the costs of lack of education are not borne solely by the uneducated. The whole society, including those better educated, bear heavy costs for the existence of a large pool of uneducated.

Imagine a society with a few millions unable to read, write and compute in their mother tongue or in Filipino or in English; a few more millions unable to communicate in the English that is routinely used by most other educated persons including leaders, employers and civil servants; and many millions more unable to use their better proficiency in Filipino language to access worldwide knowledge or to engage more influential people in public discourse on important issues affecting all of them. Such a society will be fertile grounds for rampant superstition, ingrained prejudice, populist demagoguery, perversions of morality, cheapening of culture or commercial fraud. Such a society will be unable to collectively consider good ideas rationally, widely recognize factual information as basis for public decisions, and scientifically or systematically learn as a community from its own collective trials and errors. Certainly not while it remains a free democracy subject to the rule of the majority, which may very well be the rule of the least educated majority.

The costs imposed on society by the large group of people who go through elementary and secondary schooling without acquiring the essential competencies expected from such schooling are particularly heavy. First, these children waste their years of effort and expense in schooling that fails to benefit them with the basic knowledge, skills and attitudes desired and expected by their own society. Second, the educational system wastes its efforts and resources accommodating them in schools without enabling them to acquire the competencies necessary for them to become self-reliant and to even contribute in society. Third, the larger society further wastes its efforts remedying whatever was missing from their school education and selecting which among these nominal graduates really have the required competencies.

Imagine a society where the most widely available academic credentials, which are those of graduating from grade school or high school, no longer mean clearly defined sets of competencies since only a few graduates at either level have the actual competencies required for any level. Given the meaninglessness of basic education credentials under these conditions, the rest of society will be engaged in both unending remedial education for the missing competencies as well as endless testing and screening to determine the actual competencies of these nominal elementary or high school graduates. Much of these added efforts at remedial education is already occurring at tertiary, technical and non-formal education levels. And the plethora of testing and screening activities with their attendant expenses already occur at workplaces and job recruiting agencies.

Just as good education is a gift that keeps on giving, lack of education is a deficiency that continuously spews its own poison of undesirable consequences. It is not as if the uneducated will just sit quietly, passive and inert in their homes and communities. The uneducated, no less than the educated, will form and express their opinions, exercise their rights, stake their claims in society, seek to survive, advance or prosper. Some of the uneducated might even acquire the nominal credentials to pass themselves off as teachers, tutors, nurses, midwives, doctors, lawyers, engineers, mechanics, and many others whom we would have expected to have greater than average competence.

The uneducated will do the same things that the educated will do, except that he or she will have much lesser capacities to do so through pure merit and competent performance. Thus

the least educated could more readily resort to nepotism, patronage, fraud, crime, bribery, corruption, conflict and the many social ills one observes as occurring with increasing frequency in Philippine society. Of course, the educated are also liable to do the same wrong things. But the uneducated may be the true constituency of these types of adverse behaviors because their basic education disadvantage may be shutting them out from the already limited paths of success through earned merit and proven performance.

All the great and eloquent appeals for social improvement, in state-of-the-nation addresses made each year by presidents or in landmark legislation passed by congress or in important declarations of purpose contained in various reform initiatives, require a common bond of education competencies in language, reason, and knowledge to truly engage all Filipinos. All measures to protect and preserve the environment, promote the tolerance of diversity, achieve greater social harmony and peace, undertake urgent measures to improve the economy, among other great goals, require a modicum of commonly attained cognitive development of every Filipino if these are to have any hope of success.

The greatest cost of widespread lack of education is the hardening and perpetuation of social exclusion as the uneducated also become the poorest, those most vulnerable to shocks, the voiceless in culture, the powerless in politics and those denied access to health and knowledge. A World Bank paper describes the potential consequences of such exclusion.

"The presence of exclusion within a society hinders and impedes advancement in widespread economic and social development and can exist as a dormant source of instability and turmoil. Conflict resulting from exclusion, inequality and indignity does not in itself necessarily lead to the eruption of widespread hostilities. The tolerance and coping capacities of the poor and marginalized are legend and manifold. However, conflict often engenders large scale violence if various structural conditions are present, such as authoritarian rule and a lack of political rights; state weakness and lack of institutional capacity to manage conflict; and socioeconomic imbalances combined with inequity of opportunity and a weak civil society. The risk of an outbreak of violent conflict increases when these conditions exist concurrently or are exacerbated by other problems, such as the manipulation of ethnic or other differences (in religion, culture and language), which can further fragment society and intensify conflict."

In summary, the costs of failure to attain universal education are incalculably large and could even be socially devastating. Lack of education condemns those uneducated to fewer options and less possibilities than their educated countrymen. The inability of a large uneducated segment of society to effectively function with others, access available knowledge and interact with existing institutions imposes further costs on the whole society that still has to function with their continued presence. Even as the society struggles to advance with these handicaps, the continued exclusion of a large group of uneducated becomes dry tinder for potential outbreaks of large scale violent conflict when other conditions conspire.

It is crucial that those who are educated recognize that the society's failure to educate everyone hobbles them (the educated) just as it cripples the uneducated.

Good Intentions Without Significant Gains

A failure of such massive proportions and such historic duration cannot be the work of one man or even one cabal of people. The large pool of illiterates has always been around. The relative size may have contracted as a portion of a growing population, but their numbers in the millions have been a steady fact of national life. The weaknesses of the school system have been noted in all the commissions, committees and expert studies to assess the Philippine basic education system since the earliest days of the Republic up to the most recent administration. The deteriorating competencies in English, math and science have been noted in study after study since the 1960's which was the start of the rapid growth of enrollment that continue to this day. The many good intentions of all Secretaries of Education, various

Congresses and several Presidents all have failed to yield significant gains, except if one considers the successful prevention of even worse outcomes as an achievement.

Why has the Philippines failed to attain universal basic education for all? This plan is primarily a proposal to do better than the past. So it is important to recognize why past efforts failed. In sum, past efforts failed because those who are better educated failed.

- The first failure must be those of national political leaders, in the executive and legislative, primarily for their collective inability to take the tough decisions in public finance (both in revenue raising as well as in spending authorization) to effectively and equitably allocate limited public resources that can be efficiently used to adequately meet the needs of good quality basic education for all.

- The second failure must be those of the professional educators who manage and operate our schools for their collective avoidance of facing up to the stark reality that the vast majority of our schools are failing to teach and as a result many students are failing to learn.

- The third failure must be those of the best educated and most articulate influentials in society, who are working in media, government, business, academe and civil society, for their lack of consistent and unified attention to getting the whole society committed to breaking the back of growing mass incompetence of Filipinos through adequate basic education for all.

- The fourth failure must be those of community leaders (government officials, business leaders, and professionals active in their localities) for their lack of demand, support and action for the attainment of quality basic education for everyone in their communities, not just for their own children.

- The fifth and last failure must be those of education reform advocates for their lack of constancy of purpose, muddled vision and mistaken strategies, all of which weakened or confused the direction and drive of the process to improve basic education for all.

Yet these are the failures of the virtuous and well intentioned, not the triumph of the vile or corrupt. Many of the above groups used the best of their knowledge and skills to do what they thought were necessary and desirable. This plan is about learning from the past in order to do much better in the future.

II. Finally and Truly, Basic Competencies by Everyone

Real Dimensions of Education for All

Anchored on the World EFA goals, the Philippine EFA Action Plan aims to provide BASIC COMPETENCIES TO EVERYONE IN ORDER TO ACHIEVE FUNCTIONAL LITERACY FOR ALL.

But what does it take to truly and finally attain Universal Functional Literacy and realize the EDCOM ideal of every Filipino as a competent bilingual (Filipino and English) "who respects human rights, whose personal discipline is guided by spiritual and human values, who can think critically and creatively, who can exercise responsibly his rights and duties as a citizen, whose mind is informed by science and reason, and whose nationalism is based on a knowledge of our history and cultural heritage"? This ambitious goal can only be accomplished through the achievement of four component outcomes.

1. Universal Coverage of Out-of-School Youth and Adults in the Provision of Basic Learning Needs: All persons beyond school-age who for various reasons have failed to acquire the essential competence to be functionally literate should finally be made functionally literate in their native tongue, in Filipino and in English. Functional literacy is merely the first step for these disadvantaged adults to become educated Filipinos in the sense articulated by EDCOM. Achievement of this outcome requires that the many social, political, cultural and economic mechanisms that are already reaching these persons should be enhanced by adult literacy programs. This outcome involves reaching and educating up to about 9 million functionally illiterates as of year 2003.

2. Universal School Participation and Elimination of Drop-outs and Repetition in First Three Grades: All children aged six should enter school ready to learn and prepared to achieve the required competencies for Grade 1 to 3 instruction. Attainment of this outcome is just the first installment for insuring that education disadvantage does not take root early thereby limiting the future options available to disadvantaged pre-school children. Achievement of this outcome requires that quality-assured programs for pre-school and early childhood care and development should be expanded to reach all children aged 3 to 5 years old, with first priority to reaching first those children least likely to enter school or most likely to drop-out or repeat in Grades 1 to 3. This outcome involves reaching about 5.7 million children aged 3 to 5 years old, with about 20% of these (1.2 million children) comprising those least likely to enter Grade 1 and most likely to repeat or drop out between Grade 1 to 3.

3. Universal Completion of the Full Cycle of Basic Education Schooling with Satisfactory Achievement Levels by All At Every Grade or Year: All children aged six to eleven should be on track to completing elementary schooling with satisfactory achievement levels at every grade, and all children aged twelve to fifteen should be on track to completing secondary schooling with similarly satisfactory achievement levels at every year. Attaining this outcome assures that schooling will become a real factor in eliminating education disadvantage regardless of socio-economic circumstances of school age children. Achievement of this outcome requires that all elementary and high schools work with their respective communities to jointly take full responsibility for assuring that all school-aged children stay in school, that no student is allowed to significantly lag behind in grade level achievements, and that every student attains the required level of competency necessary for the next grade level until graduation. This outcome involves a school-age population of 12.6 million children aged 6 to 11 years old (elementary schooling) and another 7.6 million children aged 12 to 15 years old (high school). This also involves getting every one of the almost 40,000 elementary schools (36,000 public and 4,000 private) and the almost 8,000 high schools (5,000 public and 3,000 private) to perform above a desired minimum level of effectiveness.

4. Total Community Commitment to Attainment of Basic Education Competencies for All: Every community should mobilize all its social, political, cultural and economic resources and capabilities to support the universal attainment of basic education competencies in Filipino and

English. Education for all demands nothing less than all for education. Attainment of this outcome assures that education disadvantage is not allowed to grow or remain in any Philippine community. Achievement of this outcome requires a mass movement that reaches and engages every community of the country. Such a movement involves not just government, but also civil society, business, media and all other institutions and organizations important to the civilized functioning of societies. This outcome involves organizing a community-level effort at each of 79 provinces, 114 cities, 1,496 municipalities, and possibly 41,945 barangays.

The above numbers are large and are more likely to increase rather than decrease in later years. It is crucial to commit to reaching and educating all even as the sheer size and weight of the whole enterprise could mean that some or a few might eventually fall between the cracks of such a massive effort. As this effort is not entirely new, but is instead a focusing and energizing of an ongoing effort, there are many existing positive initiatives and institutional strengths that the plan can build on. The attainment of each of the four outcomes strengthens the chances of succeeding in all the other outcomes, and progress in all the outcomes contributes to advance in the overall goal. **Annex 2** shows the detailed EFA 2015 Targets Per Indicator.

Contrary to the opinion of some, basic education for all is not about a trade-off between quantity and quality. It does not make much sense to extend to everyone all kinds of educational opportunity –e.g., early childhood care and development programs, elementary and secondary schooling, non-formal education – of whatever quality without considering the actual educational competencies everyone attains as a result of their access to such opportunities. Education for all is about achieving a common set of competencies that everyone acquires regardless of the channels or sources each one used to acquire such education. It is about the level of quality in education outcomes that society is prepared and able to deliver, and actually delivers, to everyone.

Potential Benefits of Success

Imagine a society where everyone has the essential competence of an educated person. Such a society would have a composition where every individual has the basic capacity to be economically productive, politically participative, culturally interactive and socially included. In such a society, most persons would be capable of contributing more than they claim for themselves in economic, political, cultural and social matters, instead of many becoming dependent on the capacity of others. Such conditions would allow for faster accumulation and more equitable distribution of national wealth, faster improvement in political responsiveness to the true will of the people, and a more dynamic development of culture and society. Those with outstanding or exceptional abilities can also achieve much more because they are able to draw upon the energies and support of a much larger base of population with high average competencies, compared to the natural limits imposed on their efforts by a largely incompetent population.

There are many important social and collective processes that can be facilitated by universal basic education competencies. New knowledge and relevant information can be diffused much faster. Better quality collective decisions in politics, culture and commerce can be made and with greater participation. There could also be greater social capacity to more effectively prevent, and to better manage if unpreventable, those crises, shocks, reversals and mistakes that every society inevitably encounters. There could also be greater social cohesion simply from the much more efficient communication among various segments of the whole population.

While there are data that indicates that additional years of formal education per person in a country increase real output and growth rates in that country, it is crucial that improvements

in educational levels reach and benefit those least educated, rather than simply further increase educational capacities among the better educated.

Larger Stakes to the Nation

Education enables a person, and education for all enables everyone. The benefits of good education are so obvious that most Filipino families (more than 90% of all families), including those headed by uneducated parents, get their children to school at the opening of classes each year. Beyond the benefits to individuals, however, education of everyone in fact ultimately defines the whole nation.

Benedict Anderson proposes the definition of the nation: "*it is an imagined political community and imagined as both inherently limited and sovereign.*"

- It is imagined because the members of the nation "*will never know most of their fellow-members, meet them, or even hear from them, yet in the minds of each lives the image of their communion*". Their community is distinguished, not so much by its genuineness or artificiality, by the compelling style in which it is imagined.

- It is imagined as limited because the community as defined "*has finite, if elastic, boundaries, beyond which lie other nations. No nation imagines itself coterminous with mankind.*"

- It is imagined as sovereign because it was first dreamed as being free with the "*gauge and emblem of such freedom being a sovereign state*".

- It is imagined as a community because, "*regardless of the actual inequality and exploitation that may prevail within, the nation is always conceived as a deep, horizontal comradeship. It is this fraternity among its members that makes possible for many, not so much to kill, as willingly to die for such an imagining*".

These concepts of nation building as primarily a process of collective self-conception are suggested as applicable to the Filipino nation in the words of Apolinario Mabini as quoted by Jose Diokno:

"You always look upon your countryman as something more than a neighbor. See in him the friend, the brother, or at the very least, the companion to whom you are bound by a single fate, by the same joys and sorrows, and by common aspirations and interests... As long as the frontiers of nations exist ... to him alone should you unite in perfect solidarity of views and interests, in order to gather strength, not only to fight the common enemy, but also to attain all the goals of human existence."

How are these concepts of the Filipino nation as a collectively imagined community realized in every Filipino's head and heart?

First of all, there is the matter of our language, which is the common vessel of our shared culture, our consciousness of our own history, and the main tool and instrument for the formation of our thinking and knowing. Brother Andrew has this observation for us:

"Short of a massive social upheaval or a radical change in the politics of the region, the Filipino will continue to be multilingual, at least trilingual, using the local vernacular as the language at home, Tagalog-based Pilipino as an urban lingua franca, and English as the language of commerce, legislation, government, and international relations, perhaps using Pilipino and English as the languages of education, and paying lip service to the continuing formation of a common national language called Filipino."

Despite being a multilingual country, Filipino nationhood remains robust. Mastery of English is not regarded as a betrayal of Filipino-ness, nor is use of Pilipino regarded as the

13

exclusive qualification of being Filipino nor is use of vernacular regarded as symptomatic of alienation from the national identity. Many Filipinos, including the less educated, are capable of being conscious of a larger community beyond their own ethnic group. They have a self-consciousness of an identity that spontaneously connects to "being Filipino" or "being Pinoy" and unconsciously assumes a distinct identity as a group in the commerce of nations. Finally, they identify themselves as belonging to a political body called the Philippine state. Languages need not be a barrier to nationhood, and assuring universal mastery of their use can be a surer and more direct path to such nationhood than a divisive and ultimately sterile debate on the insistence of using only one language.

These hallmarks of adult Filipinos identifying themselves as part of a Filipino nation despite multilingualism do not emerge automatically or by some natural process akin to osmosis. These results emerge from a deliberate socialization process largely occurring at home and in schools but increasingly influenced by many other powerful forces.

Prof. Randy David offers a sense of the complexities that current and future generations face in this matter of national identity. Contrasting the nationalism propagated in other countries which became the language of reaction and conservatism of ruling elites to subsume smaller communities and exclude marginal peoples, Prof David writes:

"Nationalism has had a more respectable history in our country. The founders of our nation employed it as a vehicle in the quest for human liberty and social justice in an era of colonialism. Its beginnings were radical, and to this day it continues to be a progressive perspective largely because of its oppositional potential against the threat of global regimentation and control.

But viewed from the complex dynamics of identities within the national community it has demarcated, nationalism can pose serious problems. If not handled with sensitivity and prudence, nationalism can be a vocabulary of tyranny rather than of autonomy. The Mindanao Muslims are a living reminder that for many ethnic communities in this country, integration into the Filipino nation has been conducted to their great disadvantage and largely without their consent.

Today the formation of personal identities taps a variety of sources: gender, ethnicity, religion, work. Young people rightly question tradition, and for them national identity often constitutes but a small fragment of their personal identity. No other generation has demanded more of its elders that they prove the moral value of national identity. Loyalty to nation is no longer taken for granted. The nation-state has to show its worth in the everyday lives of its citizens."

And there are positive signs that recent scholarship in the history of our country is providing new knowledge that can broaden the base of every Filipino's conception of the national identity. Francis Gealogo, in reviewing current work on Philippine history, notes the following:

"Much more attention is now being given to the role of the indigenous Filipino population in the transformation of their own society. This is, to some extent, a reaction to the previous norm of foregrounding the colonial and foreign as the most significant elements of the modern Philippines' historical experience. The new historians are also expanding beyond political history and moving into social, demographic, economic and cultural history. The sister disciplines in the social sciences, such as anthropology, linguistics, and women's studies, have significantly contributed to reorienting historical research. This process has not been one of delegitimizing the old style of political history but rather of opening up new avenues of investigation. In a field long accustomed to political biographies of great men and accounts of diplomatic strategies and military battles, a new interdisciplinary history has emerged along with a new sense of a 'people's history'."

Such new knowledge about the Filipino people will enrich future imagining of the Filipino nation. Such new knowledge, along with many other advances in knowledge about the natural and physical universe being created everyday around the world, will make it possible for what Prof. David hopes will be a "deep capacity for awe for the great achievements of the secular imagination" among the truly educated Filipino. Education should not just develop critical

14

thinking, but rather "to enlarge horizons and explore utopias, as well as to inspire self-reflection and hope in every generation."

Educating the individual usually enables him or her to advance materially. The explicit and widely understood promise to the individual seeking to be educated is that education will facilitate his or her economic success. Delivering on this promise to every Filipino is then viewed simplistically as the formula for economic success as a nation. The idea is that if every Filipino is educated, then everyone can advance economically, which will then enable the country to advance as an economy. This is the atomistic view to the individual benefits of education that leads to more overseas employment, among other lures to the masses of the poor seeking education.

There is another route to national success beyond the mere summation of individual successes, which could be equally valid and potentially more powerful. Educating everyone in the nation creates a society that is more capable of advancing its collective interests far beyond the mere aggregation of individual successes. As Robert Putnam concludes in his book, **Making Democracy Work**, "economics does not predict civics, but civics does predict economics, better indeed than economics itself."

In this view, education for all builds "social capital", defined by Putnam as, "features of social organization, such as trust, norms, and networks, that can improve the efficiency of society by facilitating coordinated actions." Social capital, like any other form of financial or physical capital, is productive because it makes possible the achievement of certain ends that would not otherwise be attainable in its absence. For example, a group whose members manifest trustworthiness and place extensive trust in one another will be able to accomplish much more than a comparable group lacking that trustworthiness and trust.

Imagine a Philippine society where every person is educated and has therefore imbibed the common knowledge, values, capacities and aspirations as everyone else. Such a society is likely to exhibit the norm of "generalized reciprocity" which refers to "a continuing relationship of exchange that is at any given time unrequited or unbalanced, but that involves mutual expectations that a benefit granted now should be repaid in the future." Such a state is somewhat akin to Filipino cultural practices of utang na loob, bayanihan, paluwagan and pakikisama. Employed by all members of a community and a nation of persons who are all equally educated, these cultural values can be a highly productive component of social capital allowing communities and the whole country to efficiently restrain opportunism and resolve the well-known problems of collective action such as free-riding, cut-throat competition, and individual refusal to serve the public good. Generalized reciprocity among equally educated persons is a particularly valuable form of horizontal reciprocity among equals which will enable each individual to create, act in and maintain a social system characterized by a combination of short-term altruism and long-term self-interest. Such a system is made up of a series of interactive individual acts marked by short-run selflessness of each participant which together make all participants better off over the long term.

Material progress of the nation will follow the emergence of more broadly-based conscious social solidarity made possible by education for all. It will not be the other way around, as widely enjoyed material progress is unlikely without social solidarity nor will economic advance by itself provide the basis for social solidarity. The story of every poor Filipino family that graduated into the middle and even upper economic status is invariably the story of family solidarity employed to acquire solid learning and skills that enabled steady material advancement for the whole family. Poor families do not rise from poverty by breaking up to pursue individual ambitions, or by making children earn instead of studying, or by making wrong investments in bad education or in pursuit of questionable livelihood for quick and easy money. Similarly, the whole country will not rise from poverty by ignoring the many who are uneducated in favor of the few who are the most talented, or by taking short-cuts in the proper

15

formation of each generation in favor of their immediate economic contribution, or by making bad decisions on public spending for education and livelihood of the many who are poor.

This is about educating a nation by educating each member of that nation on the belief that only a nation of free educated individuals can achieve its collective goals. Nobel-prize winner Amartya Sen notes that *"individual agency"* is central to addressing all kinds of deprivation, destitution and oppression such as persistent and prevalent poverty, unmet basic needs, widespread hunger, violation of human rights, and many others. Yet the *"freedom of agency that we individually have is inescapably qualified and constrained by the social, political and economic opportunities that are available to us. There is deep complementarity between individual agency and social arrangements. It is important to give simultaneous recognition to the centrality of individual freedom and to the force of social influences on the extent and reach of individual freedom. To counter the problems that we face, we have to see individual freedom as a social commitment."*

Education for all is really about assuring the capacity to fully exercise freedom by all. As Prof. Sen further writes:

"Expansion of freedom is viewed both as the primary end and as the principal means of development. Development consists of the removal of various types of unfreedoms that leave people with little choice and little opportunity of exercising their reasoned agency. The removal of substantial unfreedoms is constitutive of development. The intrinsic importance of human freedom as the preeminent objective of development is strongly supplemented by the instrumental effectiveness of freedoms of particular kinds to promote freedoms of other kinds. The linkages between different types of freedoms are empirical and causal, rather than constitutive and compositional. For example, there is strong evidence that economic and political freedoms help to reinforce one another, rather than being hostile to one another. Similarly, social opportunities of education and health care, which may require public action, complement individual opportunities of economic and political participation and also help foster our initiatives in overcoming our respective deprivations."

In this view, education is part of the *"substantive freedom — the capabilities — to choose a life one has reason to value"* since education provides a person with *"alternative combinations of functionings or lifestyles that are feasible for her or him to achieve"*. In this perspective, poverty is seen as principally the deprivation of basic capabilities rather than merely as lowness of incomes. Of course, low income is clearly one of the reasons for the deprivation of a person's capabilities, and therefore one important aspect of poverty. Therefore, education that truly expands the capabilities of people with low incomes to freely choose lives they have reason to value is a central part of the education for all agenda.

Our country has clearly chosen the path of democracy and free markets because we value the free exercise of political and economic rights by themselves, apart from the larger benefits we have reason to believe will come as matter of course from the free exercise of these rights. It is therefore crucial that our society decides to truly enable everyone to freely exercise such rights as fully as possible, particularly in assuring each person's essential and basic capabilities in terms of a broadly defined literacy or educational competence. The point of education for all is not merely to turn peasants, fisherfolks, vendors, etc. into Filipinos but to enable them to become truly free Filipinos. Then they can define and determine for themselves collectively what kind of a nation the Philippines can be.

Realize, Resolve, Reform

At this point the reader must have realized how deep a hole our country is in, how dark are the prospects if we do not climb out of this hole, and how bright is the sky beyond our hole if we do get out. If the reader is not yet convinced, it is important that he or she re-examine his or her views in order to fully embrace and realize these conclusions.

Having realized these main points, the reader must now resolve to do something about it regardless of where he or she is, lives or works, whatever might be his or her position or responsibility. Having acquired the capabilities to read and understand this document, and being among the few Filipinos able to do so, the reader is now burdened by the compelling obligation to help resolve the issues that this plan has presented.

The first, and most important resolution must be to reform the way our country addresses basic education. It is important that all educated Filipinos act now, not merely issue documents, make statements or publish declarations. It is important to focus the actions on strategic matters that are also feasible. What will not do is merely a little more resources (as these can easily be overwhelmed as they have been in the past by population growth and inflation) or some minor policy changes on the margin (as these can easily be reversed or undone by declines in the whole system). There are limits to how much more resources can be mobilized for basic education. The economy is not likely to yield much more than the current modest rates of growth in total output. Public spending for basic education is not likely to expand radically as fiscal deficits will have to be gradually eliminated to prevent a debt crisis. Words that remain in the minds of readers or listeners without changing their behavior will not make a difference. What is crucial is the substance, vigor, depth and reality of reform.

The main body of this plan offers proposed reforms that, if implemented with intelligence and energy, can alter the nation's present course and move us towards finally and truly realizing basic education for all.

III. Most Urgent and Critical Tasks

An anecdote from the records of the 1991 National Congress on Education (which was one of the major events in the EDCOM proceedings) had Engineer Manuel Gonzales, executive director of the Coordinating Council for Private Education Association, telling this joke:

A centipede was afflicted with 100 swollen legs. It was painful, so the creature consulted the great wise owl, which responded: 'I recommend that you change into a stork. Your painful legs will become only two, and if they are still painful, you can fly.'

The centipede thought the idea was great and thanked the great wise owl. But feeling the pain in its 100 legs, the centipede asked the great wise owl how to change into a stork. The great owl wisely replied: 'That is your problem. I only recommend general policy.'

Obviously, the challenge of this plan is go beyond recommendations that are of the "general policy" type suggested by the above anecdote.

This section of the plan outlines the nine proposed tasks considered to be the most strategic few 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. Taken together, the tasks might seem monumental and could even exceed one's notions of what are possible.

Yet the Filipino people are known for prodigious feats in the field of education that lead to fundamental changes in the life of the whole nation. In the 1890's, barely 3% of the Philippine population knew the "Castilian" language. But it was Spanish-reading and –writing propagandists who turned a reform movement into a national revolution that produced the first free republic in Asia within a period of ten years. Another example was in the 1900's, when almost no one spoke English in the Philippine islands. By the late 1920's, however, Filipino teachers have largely taken over an extensive national public school system teaching English to generations of Filipinos. So in the field of education, Filipinos have repeatedly shown how dedicated action by a few can rapidly alter the life of the whole nation.

Overview of the Nine Main Tasks

The nine main tasks may be categorized into two general classes. Successful execution of six "production tasks" will yield the desired educational outcomes. But an adequate foundation and supportive environment created by the three "enabling tasks" will be necessary to sustain effective implementation of the production tasks. Each of the nine main tasks are described in summary form below and discussed in more detail in succeeding sections.

The six production tasks are:

1.   Better Schools: Make every school continuously perform better.

Action: Instruments for every school to assess its capabilities and performance in attaining EFA goals are developed, introduced, propagated and adopted. Stakeholders at every school – school head, teachers, students, parents, community leaders - use the process and results of school assessment as their platform for identifying and implementing school or community actions for continuous (and accountable) improvement of school quality. The assessment process leads to the formulation of a "social contract" between the school and the community, with the support of the educational authorities. Activities are geared to get stakeholders at every school in the country to take collective responsibility for their own school's educational performance.

18

Justification: Despite many policy and program reforms in the past twenty to thirty years, overall performance of the nation's school system, as a system, has not yielded improvements significant enough to alter long-term patterns of education disadvantage. This is probably because the nation's network of schools has not systematically improved its overall performance. Focus is therefore on improving nationwide school-level performance on the reasonable assumption that improving performance of every school will improve aggregate performance of the whole system of schools.

2. ECCD: Make expansion of ECCD coverage yield more EFA benefits.

Action: Cost effective quality assurance standards are defined for early child care and development programs for pre-school aged children between three to five years old. National government funding is made available to co-finance local government programs meeting quality assurance standards that cover on a priority basis the children of the least educated parents.

Justification: Since 1990's, population coverage of early childhood care and development (ECCD) programs has expanded. Yet participation, retention and achievement rates of Grade 1 to 3 students who have some ECCD experience have not significantly improved over those without any ECCD experience. This suggests that either expansion of ECCD coverage did not focus on most effective programs, or children covered by most effective ECCD program are not always those at greatest risk of not attending, repeating or not achieving in Grades 1 to 3. Therefore, the key actions involve quality assurance of ECCD programs and targeting of good quality ECCD coverage on children in greatest need for such programs because they are at greatest risk of dropping out, repeating or not achieving in Grades 1 to 3. Suggested priority targets are children of least educated parents as these children are known to perform poorest in school.

3. Alternative Learning Systems: Transform non-formal and informal interventions into an alternative learning system yielding more EFA benefits

Action: Cost-effective alternative learning options for achieving adult functional literacy in regional languages, Filipino and English are defined and propagated. National government funding is provided to finance the integration of these alternative learning options for the effective acquisition of Functional Literacy of adults as an essential and routine part of every public, private and civil society socio-economic development initiative reaching disadvantaged persons and communities. Adult literacy organizations work more closely with organizations already involved in community development and poverty alleviation.

Justification: In an article, "A Critique of Development Education and Training Among Philippine NGOs", Prof. Maria Luisa Doronila points out that adult motivations for learning are likely to be much more strongly linked to their own day-to-day adult concerns (such as farming, health, family planning, nutrition, sanitation, livelihood, housing, credit, environment, justice, among others). She then suggests that adult literacy programs might be delivered more effectively (i.e., reaches more of those with greatest needs for learning enhanced literacy skills and engages much more those learners actually reached), if such literacy programs were integrated in all existing socio-economic programs addressing these adult concerns.

4. Teachers: Get all teachers to continuously improve their teaching practices

Action: Measures are adopted to enhance capacity for quality teaching practice among future eligibles for admission into the teaching profession who will work in schools, ECCD or ALS programs. Better policies, standards and procedures are developed for selecting, hiring, deploying and utilizing teachers who are more capable of continuously improving their teaching practice. Processes in managing schools and ECCD or ALS programs include creation of

conditions, capabilities and procedures that can motivate and enable teachers to continuously improve their teaching practices throughout their career.

Justification: It is obvious that improving teachers' practice of teaching is an important component of improving basic education outcomes. Teacher proficiency and performance is a major determinant of student achievement in school as well as in any other learning setting. The focus of the recommendation is the widespread application of what are already known to improve teacher practices.

5. *Longer Cycle: Adopt a 12-year cycle for formal basic education*

Action: Two more years are added to the existing ten-year basic education schooling that every Filipino child should get.

Justification: A 12-year basic education cycle is already the norm in Asia. Such longer duration can be feasible in the Philippines considering that at present the average elementary school graduate already takes 7.3 years to finish and the average high school graduate takes 5.6 years to finish, or a total of 12.9 years for the average current graduate to finish the existing ten year cycle. As repetition and dropping out are significantly reduced, existing resources expended for these student who repeat and drop-out can be re-allocated to enable all students to acquire much more competencies as part of a full 12-year cycle.

6. *Curriculum Development: Continue enrichment of curriculum development in the context of pillars of new functional literacy*

Action: Public funding and official encouragement are provided to increase volume, variety and quality of technical and scientific work on the basic education curriculum and instruction, using regional languages, Filipino and English. Scope of institutional participation in curriculum development for basic education is expanded to include private schools, non-government organizations, teacher training institutions, individual professional educators and education scientists, and other organizations such as media, advertising and cultural entities.

Justification: Curriculum and instruction will continue to require research and development as knowledge expands, social demands change, educational practices evolve, and people's goals and aspirations rise. The multi-lingual and multi-ethnic context will make diversified technical and scientific work on education even more important, and the wider array of educational modalities (e.g., monograde-formal, multigrade-formal, non-formal, informal, pre-school, among others) will also need to be considered in efficient attainment of basic education competencies.

The three enabling tasks are:

7. *Financing: Provide adequate public funding for country-wide attainment of EFA goals*

Action: The national government adopts a new public funding framework for basic education that coherently combines national and local government funding to support the most cost-effective local efforts to attain quality basic education outcomes in every locality across the whole country.

Justification: Public financing from central and local governments is the main source of basic education funding yet, at present, the combined amount is inadequate; current spending is used inefficiently and weakly linked to performance.

20

In line with EFA's Expanded Vision of Education, the accounting of the public funding of basic education includes all agencies performing or doing some activities considered BLNs and not just limited to the DepED budget. For purposes of EFA, the actual resources for basic education subsumes budget of DepED, plus programs on BLNs of DSWD, DA, DOST, DAR, and others. It is now the task of the Government to monitor the allocation of resources in this direction.

8. Governance: Create network of community-based groups for local attainment of EFA goals

Action: A knowledge-based popular movement is launched. It reaches, engages and organizes persons in each locality, whose education and social consciousness enable them to understand and act responsibly, to form a nationwide network of multi-sectoral groups advocating, supporting and monitoring attainment of EFA goals in their respective localities.

Justification: There is at present no locus or focal point for community-based actions to support the different institutions responsible for attainment of EFA goals. Educated persons who are active in community affairs could be a natural constituency for sustained local actions to attain EFA goals if they were made more aware, actively organized and connected to a national network providing technical support. Organized community-based EFA groups can become influential champions supporting attainment of goals through various community institutions that include schools, media, local government, local business, local culture and sports, and other potential resources for quality education in the community.

9. Monitoring: Monitor progress in effort towards attainment of EFA goals

Action: Steady flow of reliable measurements of educational outcomes and of actual effort related to these outcomes are generated. Ample supply of objective information about level of effort expended and extent of progress attained keeps the nation's (and each. community's) attention focused on these results. Of particular importance is the development and implementation of indicators of "quality education" based on the measurement of attainment of the EDCOM definition of the educated Filipino.

Justification: Efforts need to be informed by results. Reliable, scientific and objective measurements of educational outcomes and of instructional and learning effort are crucial to all participants –students, parents, teachers, school managers, professional educators, education scientists, policy makers, community leaders - in the massive basic education enterprise.

The whole set of nine tasks is intended to coherently create the conditions that will yield the four main population-based component outcomes described earlier, and which together comprise the total education-for-all goal. The financing and governance tasks aré the main institutional drivers of overall system performance. The tasks involving better schools, early childhood care and development, alternative learning systems, and teachers concern the real operating units that enable child and adult learners attain educational achievement and basic education competencies. The tasks involving a longer cycle, curriculum development and monitoring provide the key technical and policy support inputs to the improved functioning of every educational institution and the whole basic education system.

1. Better Schools: Make every school continuously improve its performance.

Action: Instruments for every school to assess its capabilities and performance in attaining EFA goals are developed, introduced, propagated and adopted. Stakeholders at every school – school head, teachers, students, parents, community leaders – together use the process and results of school assessment as their platform for identifying and implementing school or community actions for continuous (and accountable) improvement of school quality. The assessment process leads to the formulation of a "social contract" between the school and the community, with the support of the educational authorities. Activities are geared to get stakeholders at every school in the country to take collective responsibility for their own school's educational performance.

While most analyses and recommendations address the whole educational system, the individual school is obviously the most important, and maybe even the crucial, enterprise within that system. The school delivers formal instruction, organizes the teaching of the curriculum, and serves as an important part of the learning environment of Filipino children.

As described by E.D. Hirsch in his book 'The Schools We Need", these are the basic characteristics desired from every school:

"All teachers in our school have not only pedagogical training but also detailed knowledge of the subject matter that they teach. We instill in all children an ethic of toleration, civility, orderliness, responsibility and hard work. Our staff has agreed on a definite core of knowledge and skill that all children will attain in each grade. We make sure that every child learns this core, and gains the specific knowledge and skill needed to prosper at the next grade level. Thus enabling knowledge to build upon knowledge. Our teachers continually confer with their colleagues about effective ways of stimulating children to learn and integrate this specific knowledge and skill. The specificity of our goals enables us to monitor children, and give focused attention where necessary. To this end, we provide parents with a detailed outline of the specific knowledge and skill goals for each grade, and we stay in constant touch with them regarding their children's progress. Through this knowledge-based approach, we make sure that all normal children perform at grade level, while, in addition, the most talented children are challenged to excel. Attaining this specific and well-integrated knowledge and skill gives our student pleasure in learning, as well as self-respect, and it ensures that they will enter the next grade level ready and eager to learn more."

This emphasis on delivering content and coherence at every grade level for all students needs to occur school by school in a real grassroots effort. These necessary conditions for learning cannot be created by official mandate or administrative instructions or material incentives.

It is proposed that the two key bureaus of DepEd (Bureau of Elementary Education and Bureau of Secondary Education) jointly plan, design, launch and sustain a school improvement movement premised on three basic principles:

- Every school is in fact a community enterprise of people who together collectively determine, and are therefore ultimately responsible for, the quality of educational outcomes that all their students attain.

- Every school has, with its community, the capacity and motivation to continuously improve its educational performance and raise the quality of educational outcomes that all their students attain.

- The school head and school staff are the crucial, but not the only, persons who can lead the process of continuous school improvement.

22

In order to get this school-by-school process of continuous quality improvement going, the following activities shall be undertaken:

1. DepEd organizes a technical working group, with participation from cooperating organizations and institutions, to develop the basic instruments for school assessment. These instruments assess capacity and performance of individual schools to deliver education-for-all outcomes in elementary and secondary education. These school assessment instruments can be used by school-level stakeholders to conduct their own self-assessment and can also be used by external parties in making independent assessments. The school assessment instruments should also incorporate the many goals that schools are expected to meet such as being child-friendly, being inclusive, serving adequately the needs of different groups of children, among others. School improvement planning should be undertaken on the basis of the results of the school assessment.

2. These newly developed school assessment instruments should be introduced to an initial batch of schools from the public and private sectors. Self-assessments should be combined with external assessments but should emphasize that each school internalizes its strengths, weaknesses, opportunities and threats. Every school should be encouraged to benchmark itself with another school it admires. School improvement plans should then be formulated based on the results of the school assessment results.

3. School heads should be trained on facilitating a participatory process of school assessment and school improvement planning that encourages the whole school and its community to collectively "own" the results of the assessment and thus support the indicated improvements. Participation in the process of school assessment and school improvement should be progressively expanded to include not just the school staff, but also its students, their parents, and relevant community leaders. The general attitude should be one where every school starts from wherever it is and moves progressively onwards to where it wants to be in terms of capacity and performance in specific indicators of education-of-all outcomes. School heads will be important leaders at the . school and community levels.

4. The school assessment process should be a continuous process. Scheduled time should regularly be allocated within the school calendar to undertake school-level assessments and the planning for school improvement that would necessarily follow.

5. National, regional and divisional support groups should be organized by the DepEd, with the cooperation of partner organizations, to provide technical, administrative and logistical support to the school assessment and school improvement process going on at different schools.

6. The school assessment and improvement movement should eventually cover all the almost 40,000 elementary schools (36,000 public and 4,000 private) and the almost 8,000 high schools (5,000 public and 3,000 private). The first priority should be all the schools that already have a school head and the process should be expanded as every school or school cluster is provided a full-time school head.

7. The technical working group on school assessment and school improvement should continue the development of other guidelines, instruments, provisions and procedures that can make the process more efficient, more effective, and equitably implemented in all schools. Experience in the actual field application of the school assessment and improvement instruments should be reviewed and evaluated. Improvements in the process should be introduced on a continuous basis.

> **2. ECCD: Expand ECCD coverage to yield more EFA benefits.**
>
> **Action:** Cost effective quality assurance standards are defined for early child care and development programs for pre-school aged children between three to five years old. National government funding is made available to co-finance local government or non-government programs meeting quality assurance standards that cover on a priority basis all children of least educated parents

Since the 1990's, early child care and development programs have been increasingly recognized as important interventions for attaining EFA goals of the country. The ratio of pre-school aged children enrolled in an ECCD program has risen significantly in the ten years between 1990 and 2000. About half of Grade 1 entrants in 2002 had prior exposure to an ECCD program. These indicators suggest an ongoing expansion of coverage by ECCD programs.

There are, however, some indications that suggest that the current contribution of expanded ECCD coverage to the attainment of EFA goals needs to be significantly improved. First of all, total coverage of ECCD programs includes a wide variety of programs, some of which are effective while others may not. Second, coverage of the most effective ECCD programs could be systematically biased in favor of children from higher income households and urban households. Coverage of the least effective ECCD programs or non-enrollment in any ECCD program may be the lot of pre-school children from lower income and rural households.

The thrust of the recommendations on ECCD is, therefore, to continue expansion of ECCD coverage among all children aged three to five years old but with the following critical adjustments: (a) identify and encourage the most cost-effective and quality-assured ECCD programs; and (b) make sure that the most disadvantaged children get into these programs. The operational focus of the recommendation is therefore to use public funds from national and local governments to carry out this recommendation.

The following activities should be undertaken:

1. The National ECCD Coordinating Council rigorously evaluates the cost-effectiveness of the largest coverage ECCD programs currently being implemented in the field by public and private entities. Based on this evaluation, the Council determines the minimum unit cost norms that government should be willing to finance for cost-effective ECCD programs. According to this unit cost norm, the Council then plans the best use of whatever national government funding is made available for ECCD coverage. In order for the Council to perform this critical task, its staffing and authority should be strengthened so that it can issue effective policies and guidelines governing pre-school programs that will be binding to all entities involved, including the DepEd, local governments and the private sector.

2. The Council develops and adopts a strategy for maximizing EFA benefits from ECCD coverage using the limited national government funds available. Such a strategy should include either service contracting or direct service delivery, which feature: (a) cost-sharing by the national government and the local governments or non-government and private organizations; and (b) targeting of ECCD coverage to benefit the disadvantaged children at greatest risk for dropping out or repeating between Grades 1 to 3.

3. Based on the specific strategy for best use of available national funding for ECCD, the Council should then undertake a mapping of the target disadvantaged children by

localities and prepare a multi-year budget and operational plan to cover all these disadvantaged children as soon as possible.

4. Until better data are available, it is proposed that priority coverage for cost-effective ECCD co-financed by the national government should be extended first to all children of least educated parents (parents with less than 6 years of elementary education).

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3. Alternative Learning System: Transform existing non-formal and informal learning options into a truly viable alternative learning system yielding more EFA benefits

Action: Cost-effective alternative learning options for achieving adult functional literacy in first language, Filipino and English are defined and propagated. National government funding is provided to finance the integration of these alternative learning options for the effective acquisition of functional literacy of adults as an essential and routine part of every public, private and civil society socio-economic development initiative reaching disadvantaged persons and communities. Adult literacy organizations work more closely with organizations already involved in community development and poverty alleviation.

Over the years, many non-formal and informal learning options emerged initially as remedial responses to meeting the basic literacy needs of people that the school system had failed to equip with the necessary basic education competencies. Meanwhile, it has been increasingly recognized that diverse educational needs of different groups of people in society are both legitimate and urgent to meet. Yet the mainstream public schools, even in the best of circumstances, are largely unable to meet these educational needs even as effective non-schooling methodologies for meeting these different needs rapidly developed. Thus, the country now aspires to evolving an alternative learning system (alternative and complementary to schools) that is organized and governed in order to provide choices for learning not just as a remedy for school failure but as an addition even to good schools.

This evolution is envisioned to unfold in three over-lapping stages to enable everyone to obtain school-equivalent competencies and, if so desired, school-equivalent credentials through learning processes within as well as outside schools. The first and most urgent stage is to make fully functionally literate the core population of adults and youth outside schools who do not yet possess essential functional literacy competencies. As this stage progresses to cover all those who are functionally illiterate, second stage interventions have to be implemented that serve the wider population with other educational needs that require learning options in addition to those provided by good schools. This population includes legitimate minorities, such as differently-abled children who can best achieve their learning goals outside schools and children from ethnic communities who want to acquire basic competencies desired by all Filipinos while preserving their own unique ethnic identity and culture. The successful implementation of these two overlapping stages, i.e., meeting the needs of the functionally illiterate and serving the educational needs of minorities, would eventually converge towards a third stage which involve the emergence of a true, coherent and organized system for lifelong learning that will include, but will extend beyond good elementary and secondary schools.

Two specific strategies in developing the alternative learning system will maximize its contribution to the attainment of EFA goals. First, the most cost-effective alternative learning interventions for achieving adult functional literacy would be integrated with the wide variety of socio-economic and cultural programs reaching disadvantaged people who are also likely to be educationally disadvantaged. Second, a parallel delivery system dedicated to providing alternative learning programs to those who cannot meet their needs through schools would be

25

evolved. As the school system improves its efficiency and effectiveness and the large pool of youth and adult illiterates shrinks, the diverse educational needs of various groups in society assumes greater importance and visibility. Meeting these needs would become the impetus for the emergence and organization of the alternative learning system. Finally, as good schools meet the common needs of most children, the parallel alternative learning system grows and develops to meet the special needs of different groups of children and adults. This alternative learning system initially focuses on meeting basic education needs of all but eventually serves other education needs even beyond basic competencies.

The specific actions to be undertaken are the following:

1. The existing Bureau of Alternative Learning System of DepEd and the Literacy Coordinating Council should be developed, strengthened and mandated to serve as the government agency to guide the evolution of the country's alternative learning system. Among BALS functions should be to promote, improve, monitor and evaluate but not necessarily deliver alternative learning interventions for functional literacy of out-of-school youth and adults, for ethnic minorities and other groups with special educational needs that cannot be met by schools, and for desired competencies that are part of lifelong learning. Such an agency for ALS should be able to harmonize and assure the quality of programs by various service providers. It should also be able to contract with or provide grants to providers of non-formal education, define and set standards for adult literacy programs, accredit and recognize providers meeting standards, and monitor and evaluate adult literacy outcomes among individuals and populations.

2. Public funding made available for ALS programs of various government and private entities should be subject to the policies and guidelines of the proposed ALS reconfigured structure. Public funding for basic literacy of out-of-school youth and adults should be allocated in order to integrate adult literacy interventions into the most effective socio-economic programs already reaching many communities of educationally disadvantaged people. A survey should be made of socio-economic programs most likely to be reaching communities with high concentration of educationally disadvantaged or illiterates. Such a survey should cover national and local government programs, as well as programs of the private and non-government sectors. Programs should then be assessed in terms of their potential for integrating adult literacy interventions such as their current reach among illiterates, level of demand by illiterate potential clients, and opportunities available for integrating adult literacy in program operations, among others.

3. Effort should be made to build and develop a constituency for ALS development. There are many groups and persons who already recognize the value of non-school options for meeting education needs. They may not readily step up and advocate alternative learning system because of the dominance of schooling in education. Positive examples and promising initiatives in alternative learning should be recognized and given greater appreciation. Media as an alternative and potent source of informal education should be strengthened.

4. The actual form and structure of the delivery system for alternative learning is still not yet clear. Research and development work will be needed to test cost-effective options for delivering high quality and reliable alternative learning.

5. The ALS agency should undertake an inventory of available resources in localities for adult literacy interventions outside schools. Service providers, course-ware, teaching materials, and facilities with special usefulness to adult literacy programs should be identified for potential use by various welfare and poverty alleviation programs. Available local capacities for high quality non-formal education for adult learners should be promoted among managers and operators of socio-economic programs reaching the poorest households which also likely to have members who are illiterate or educationally disadvantaged.

6. A vigorous and credible system for reliably assessing, measuring, validating and communicating actual competencies acquired through non-formal means should be a strength created by the new ALS institution. Such a system will be of value to learners, potential employers, government agencies and other stakeholders with an interest in knowing actual competencies of persons or groups.

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4. Teachers: Get all teachers to continuously improve their teaching practices

Action: Measures are adopted to enhance capacity for quality teaching practice among future eligibles for admission into the teaching profession who will work in schools, ECCD or ALS programs. Better policies, standards and procedures are developed for selecting, hiring and deploying teachers who are more capable of continuously improving their teaching practice. Processes in managing schools and ECCD or ALS programs include creation of conditions, capabilities and procedures that can motivate and enable teachers to continuously improve their teaching practices throughout their career.

Improved practice of teaching is crucial to the attainment of EFA goals. Actions to improve the practice of teaching are proposed to be defined, led and initiated by the Teacher Education Council (TEC) created under Republic Act No. 7784. For this purpose, the capacity of the TEC to guide recommended actions should be strengthened.

The following actions are proposed to be undertaken:

1. The specific behavioral and observable features of high quality teaching practice should be identified in schools, ECCD and ALS programs. There are a number of scholarly works that describe what practices are consistently shown by teachers who succeed in helping children learn in teaching in various settings for various levels on various subjects. One example is that by Prof. Alan Bernardo in his essay, "*Culture of Learning In and Out of Schools*". A body of knowledge about high quality teaching practices should be assembled and propagated.

2. A national competency-based teaching standards which is acceptable to both teacher education institutions and the Department of Education should be adopted as basis for pursuing reforms in pre-service, licensure examination, hiring, promotion, in-service training, continuous professional development and teacher welfare.

3. Adoption of high quality teaching practices should be highlighted in policies and procedures on school assessment, and quality assurance of ECCD and ALS programs. Clear expectations should be communicated to all teachers about what practices they should be adopting because these are associated with consistent learning by students.

4. School-level decision-making should support and facilitate consistent practice of teachers of high quality teaching. School heads should encourage teachers to adopt these practices. In-service training of teachers should enable teachers to adopt and sustain these practices. Student assessment data at the school-level should be communicated to teachers and students so that teaching and learning are informed by these results. New incentives should be provided on school-wide basis (not for individual teachers only), which should be linked to school-wide teaching effort and student outcomes for the whole school population. Peer pressure among teachers in school should be brought to bear on getting every teacher to improve practices.

5. Teachers should be appointed to divisions and deployed to schools according to the need to maintain similar teacher-to-student ratios in every school in the division. Vacant teacher items in each division should be retrieved by the regions and re-allocated to maintain similar average teacher-to-student ratios among divisions. Within each school, school heads should be authorized to deploy teachers according to a school-wide strategy for improving overall student outcomes.

6. In-service training policies, programs and activities should be critically reviewed from the standpoint of their cost-effectiveness in improving teacher practice and raising levels of student achievement in various areas of the curriculum.

7. Various measures should be considered and planned to increase the capacities of new teacher graduates to practice high quality teaching. These measures might include the following: more selective admission to teacher education programs; better targeting of teacher education scholarships to meet known gaps in teaching practice in the schools; increasing the requirements for practice teaching before teachers can graduate; increasing the number of subject matter majors entering the teaching profession; tightening the licensing and certification process for teachers; increasing DepEd involvement in the governance of teacher education institutions and programs.

8. Various measures should be considered and planned to improve the quality of teachers screened, selected and appointed into the school system. These measures might include the following: critical review of current standards, procedures and practices in screening and selecting teachers for appointment; testing of out-sourced or contracted teacher selection service providers; adopting a positive list of teacher education programs that have consistently yielded good teacher graduates and from which DepEd is going to limit its recruitment and hiring; adoption of teacher induction program and a probationary period for new teacher hires.

9. Once capacities of new teacher graduates are considered significantly better and screening and selection practices have improved, consider legislation to lower the retirement age of teachers. This will create room to immediately increase the uptake of new more capable teachers (beyond normal replacements and additions) and offer an opportunity to rapidly improve overall outcomes.

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5. Increase the cycle of schooling to reach 12 years of formal basic education

Action: Two more years are added to the existing ten-year basic education schooling that every Filipino child should get.

In the years until 2015, the Philippines will need to increase its total effort in basic education in order to improve the competencies of Filipinos. Initially, much of this increased effort will be within the existing ten-year basic education cycle. Eventually, however, the country will have to match the effort of those of its neighboring countries. An eleven and eventually a twelve-year basic education cycle, with correspondingly more curriculum content and greater required competencies, will have to be adopted.

In order to move towards this longer cycle of basic education, the following needs to be done:

1. Competencies required to be achieved at every grade level of the existing cycle have been defined. The extent of the school population at every grade level that achieves

these required competencies should be progressively increased until all children at every grade level shall have attained the required competencies every year.

2. DepEd should then begin to get employers, parents, higher education institutions to demand higher levels of competencies for all at certain milestones such as those at the ends of elementary and secondary education cycles. Once there is a consensus for the higher levels of competencies, the additional years of basic education schooling can be adopted as a measure to attain them.

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6. Accelerate articulation, enrichment and development of basic education curriculum

Action: Public funding and official encouragement are provided to increase volume, variety and quality of technical and scientific work on the basic education curriculum and instruction, using first language, Filipino and English. Scope of institutional participation in curriculum development for basic education is expanded to include private schools, non-government organizations, teacher training institutions, individual professional educators and education scientists, and other organizations such as media, advertising and cultural entities.

Public discussions and scientific work on what all Filipino children should be learning must be intensified in response to the demands of a changing world. DepEd should provide the leadership and direction to curriculum development, but more stakeholders should be mobilized and engaged in this important task of defining the contents, means and purposes of basic education.

The following activities should be undertaken:

1. The ten-year basic education curriculum should be the object of a large and active research and development effort in curriculum and instructional standards and benchmarks in teaching and learning. A wide network of institutions and professionals, to include public and private schools, teacher education institutions, employers, professional organizations, among others, should be engaged in such research and development effort centered on the basic education curriculum. Public funding should be allocated to partly support this effort.

2. A system of sentinel schools, representing the various conditions of the country's schools, should be established. These sentinel sites would provide routine information on the current patterns of instructional practice and levels of attainment of curriculum standards. New standards could be pre-tested in these sentinel sites.

3. Scientific information based on actual practice should be generated on the teaching and learning of specific subjects in different grade levels such as first language reading and writing, communicating in English and Filipino, science and math, civics and history. Ethical formation of children should also be actively studied. Attention should be given to alternative learning approaches to attaining required competencies in the curriculum.

4. Research should be undertaken on the following priority topics: determination of the optimal size of schools; quality of pre-school programs and impact on student performance in Grades 1 to 3; characteristics of feeding programs with optimum impact on Grade 1 to 3 performance; reading competencies in English and Filipino at different stages of the basic education cycle; use of computers and new instructional technologies (video) in student learning.

5. An important part of the research and development effort is to link curriculum standards, national standardized testing and school-based student assessment so that teachers and school heads have reliable information to guide their instructional practices for different groups of children at different grade levels for different subjects in different settings.

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7. Provide adequate and stable public funding for country-wide attainment of EFA goals

Action: The national government adopts a new public funding framework for basic education that coherently combines national and local government funding to support the most cost-effective local efforts to attain quality basic education outcomes in every locality across the whole country.

The first task, and potentially the most powerful signal to the rest of society, is for the national government to prioritize adequate funding for quality basic education through better-coordinated and more carefully targeted increases in spending by both national and local governments.

To at least enable the nation's educators to do their jobs effectively, it is important that total public spending for basic education rise faster than the combined effects of population growth and inflation so that the average public spending per school-aged child in real terms does not fall and instead increases over time. Real government spending per child enrolled in public elementary and high schools had decreased from P399 in 1997 to P370 in 2000 to P353 in 2001. The burden on public funding created by the decision in 1987 to provide universal free secondary education has been further exacerbated by the total increase of high school enrollment and the shift in the public-private shares in high school enrollment from a balanced 58% to 42% in 1983 to a lopsided 79% to 21% in 2003.

In order to undertake this important task within the constraints of the overall fiscal program of government, the following actions are recommended.

1. The Development Budget Coordinating Committee (DBCC) should adopt a medium-term policy guideline on the national government funding for basic education. Such a guideline should first define basic education as including elementary and secondary education, pre-school and ECCD programs, and alternative learning programs for adult literacy (based on the legal definition contained in RA 9155 or Governance in Basic Education Act). The guideline should then set specific targets to increase the total allocations for basic education that would be necessary to reach a desired target per school-aged child allocation for basic education in the national budget of each year. Such a budgetary target should be given first priority before considering any other budgetary allocation elsewhere in the national budget. Within the fiscal program of the government for each year starting 2005, the DBCC should regularly provide an estimate of total increases that will be made available within the national budget to add to the existing allocations for basic education spending programs.

2. Within the overall ceiling for basic education set by DBCC, the Secretary of the Department of Education (DepEd) should recommend annual budget ceilings for elementary and secondary schooling, and the specific line items of other government agencies involved in supporting ECCD programs, ALS programs and research and development programs for teaching in basic education. The DepEd Secretary should

also recommend guiding norms for LGU spending for basic education activities (including the minimum per student MOOE to be provided to schools) to be funded from LGU sources such as the Special Education Fund and other local sources.

3. The President should issue an executive order that as soon as feasible, possibly as early as 2005, the whole national Deped budget shall henceforth be concentrated on financing only four main expenditure programs, namely:

    (i) personnel services for all public elementary and secondary schools to meet the goal of providing a school head for every school and to maintain a narrow band of teacher-to-student ratios for every school;

    (ii) personnel services, MOOE and capital outlay for central, regional and division DepEd offices;

    (iii) Education Service Contracting for ECE, FBE & ALS

    (iv) lump sum for subsidies to LGUs intended to partially cover MOOE costs for schools in the poorest 20% of the nation's communities;

    (v) a fund for schoolbuilding construction limited to eliminating the actual classroom backlog existing and defined as of the year 2005.

    The same executive order should provide that henceforth the costs of MOOE requirements for schools (including textbooks, instructional materials, desks and classroom furniture, supplies, electricity and water) as determined by the guiding norms of DepEd and any additional classroom construction beyond the fixed backlog as of 2005 shall be financed fully by LGUs from their SEF as well as other local sources.

4. A joint task force of the Deped, DPWH and the private sector should conduct a survey of classrooms in the whole country and generate an authoritative estimate of the numbers of new additional classrooms required to be constructed in every locality of the country to meet the requirements as of the year 2005. In the survey, consideration should be given to availability of facilities of private schools that can meet part of the classroom backlog in the locality through the contracting of private schools to deliver basic education. The elimination of this 2005 backlog of classroom construction, both the total for the country and the allocation per locality, shall be a focus of a time-bound national government program to be funded as part of the annual Deped budget until completion. Foreign grants and private sector assistance in school buildings will be channeled to contribute to the faster elimination of this fixed 2005 backlog.

5. The Deped in cooperation with community groups should regularly conduct a head count of students and teachers in every school throughout the country two times each year, first within the first quarter of each school year and then in the last quarter of the school year. These head counts shall be the basis of Deped's annual allocation of teacher items in order to insure that actual teacher-to-student ratios in every school throughout the whole country does not exceed a narrow band. Within the resources available in its annual budget, Deped should immediately implement the provision in RA 9155 that every school should have a school head and that all school heads shall be granted the same rank and position. Teacher-to-student ratios shall be computed as a total school-wide average and schools heads shall have the authority to adjust actual teacher assignments within each school. By the year 2006, every school should have: (i) a school head provided by Deped; (ii) enough teachers to maintain a target teacher-to-student ratio for the school also provided by Deped; and (iii) sufficient MOOE according to a norm-based amount per student provided by LGUs.

6. The Department of Finance should publish an official estimate of the total potential amounts of the Special Education Fund that every province, city and municipality can collect. The Commission on Audit should also publish the results of audits of actual collection for and spending from SEF of every province, city and municipality. These

data shall be made available to schools and community groups in every locality so that everyone can track actual LGU collection and spending for basic education identified as part of the SEF.

7. Deped should conduct regular centralized procurement in using the subsidy to LGUs for the MOOE of schools in the poorest 20% of the nation's communities. The unit prices for various items included in the school MOOE that emerge from central Deped procurement shall be made available to all schools and community groups so that they can compare these unit prices with what LGUs procure for schools. Deped should also collect information on unit prices of school MOOE from various localities, including private schools, that can then be shared with all other schools in the country.

8. DepEd, in consultation with other agencies and organizations involved in the EFA, should test, evaluate and develop policy proposals on feasible ways of efficiently expanding ECCD and ALS programs and R&D on teaching practices for basic education using innovative co-financing mechanisms. The limited funds of national government for these programs should be leveraged as far as possible with potential contributions of other entities such as local governments, non-government organizations, academic institutions, and other private sector organizations. Such policy proposals for co-financing shall include such measures as quality assurance, client targeting, cost control, monitoring of outputs and outcomes, among others. These co-financing policy proposals shall be considered and adopted by the national agencies concerned.

9. Starting 2005, DepEd should regularly publish its total budgetary allocation for the coming year and its actual spending for the past year for every province and city of the country, and starting 2006, for every municipality of the country. All other agencies implementing spending programs for basic learning needs should also publish allocations and spending for every locality of the country. Every LGU is already identifying its allocation and spending for basic education in its locality. Starting 2005, therefore, stakeholders at every locality shall have adequate information for a total picture of the national and local government spending for basic education in the locality identified for component elements such as elementary and secondary schools, ECCD and ALS programs, as well as DepEd overhead costs for division and regional offices.

10. To accelerate and broaden access to basic education, EFA will promote a paradigm shift from the government being solely responsible for delivering basic education services to fiscal reform and economic efficiency measures that will institutionalize a well-planned purchasing/service contracting of basic education services. The services that can be contracted include but are not limited to ECCD, ALS, elementary and secondary education.

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8. Create network of community-based groups for local attainment of EFA goals

Action: A knowledge-based popular movement is launched. It reaches, engages and organizes persons in each locality, whose education and social consciousness enable them to understand and act responsibly, to form a nationwide network of multi-sectoral groups advocating, supporting and monitoring attainment of EFA goals in their respective localities.

The most likely base of social, political and economic support for sustained effort to attain EFA goals are the large numbers of educated Filipinos living and working in every Philippine community. It will be important to inform, mobilize and engage those among these educated

who are most ready to be enlightened about the urgency of achieving education for all objectives. On the basis of their enlightenment, these potential advocates can then get organized to support the attainment of EFA goals in their communities.

The approach is to use the wealth of information and knowledge about basic education reform in the Philippines as the basic material for educating potential advocates and getting them to act on the basis of their own learning. The idea is to use education as an instrument for reforming the educational system.

It is proposed that DepEd establishes a central secretariat to support the national implementation of the EFA 2015 Plan. The DepEd's EFA Secretariat should then be responsible for undertaking the following activities:

1. The EFA 2015 Plan document should be re-packaged as a publication for a wider lay audience beyond educational specialists and administrators. The EFA plan should be made as widely accessible as possible to the general public.

2. An initial 3-year social marketing campaign should be developed to promote participation by ordinary citizens and organized groups in the various activities associated with the EFA 2015 Plan. An effort should be made to develop a high value "EFA 2015 brand" to be used to identify a wide range of activities, milestones, events and materials that are consistent with attainment of the EFA goals. Successful promotion of the "EFA 2015 brand" will be crucial to mobilizing local support for attainment of EFA goals. An attempt should be made to engage key professionals in media willing to support the education for all effort.

3. Various networks (e.g., E-Net, Synergia, etc.), organizations (e.g., Metrobank Foundation, AIM, PBSP, etc.) and institutions (e.g., teacher training institutions) should be encouraged to develop "accredited" training modules for potential local advocates of EFA. These training modules should promote the widespread internalization of common facts, perspectives, principles, lessons, experiences, future directions and other key knowledge about basic education reform in the Philippines.

4. People from localities who respond early to the challenge and inspiration of the EFA 2015 Plan should be encouraged to "enroll" in the accredited training modules. The idea is to reach groups of persons from localities who are willing to finance their own participation in accredited training modules so that after training, they can organize themselves into local EFA support groups. Local entities such as local governments, local employers or local civic organizations can sponsor enrollment in accredited training sessions for participants coming from their respective localities.

5. As participants are trained and as they organize themselves into local EFA support groups, their names and locations are included in the database of a national network of EFA advocates that will be created and maintained by DepEd's EFA Secretariat. Local groups are encouraged to organize themselves into self-governing clusters representing localities that have common educational concerns. DepEd shares the database on the network with other associations and networks that may want to link up with these local EFA support groups.

6. Beyond the members initially recruited to form local EFA support groups, continued training of other participants from the locality should lead to further enrichment of these local groups with wider multi-sectoral representation from diverse sectors to include educators, business persons, media practitioners, local government officials and bureaucrats, leaders of different churches, civil servants, professionals, among others. The local EFA support groups should as far as possible be developed into permanent self-sustaining circles of concerned individuals rather than as formal representatives of

whatever organization or enterprise they may belong. The local EFA support groups are designed to function as independent citizens groups acting to support attainment of EFA goals in their communities.

7. The DepEd's EFA Secretariat should cooperate with various organizations and institutions to produce a stream of technical support materials for possible use by local EFA support groups. These materials can include models for local activities, prototypes of local projects, and exemplars of materials that are all oriented to support the eight other tasks of the EFA 2015 Plan (i.e., public funding, schools, ECCD and ALS programs, teachers, curriculum development and monitoring).

8. The DepEd's EFA Secretariat should also identify and "recruit" key local institutions that are capable of providing technical support to local EFA support groups. These local institutions might include teacher education institutions, local chambers of commerce, civic organizations or chapters of professional associations. In many cases, the local organizations of schools, ECCD or ALS programs might be able to provide strong technical and logistical back-up to newly organized local EFA support groups.

9. Within the first three years from 2005-2007, it should be possible to reach, train, organize and sustain local EFA support groups in all the 180 divisions of DepEd representing provinces and cities of the country.

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9. Monitor progress in effort towards attainment of EFA goals

Action: Steady flow of reliable measurements of educational outcomes and of actual effort related to these outcomes are generated. Ample supply of objective information about level of effort expended and extent of progress attained keeps the nation's (and each community's) attention focused on these results.

DepEd should have a dedicated organization to monitor policies, programs and projects to attain EFA goals, and to measure actual effort undertaken and the student outcomes that result from these efforts. The monitoring should also be against clear and agreed curriculum standards.

The following activities should be undertaken:

1. In the light of the concept of quality adopted by EFA, future assessment for quality assurance of basic education shall be anchored on the concept of functionality (see Annex 1 for the desired basic competencies as per definition of FL).

2. A system of national standard tests should be adopted, implemented ad maintained. Results from these tests should be analysed and fed back to school staff and the community.

3. Innovations undertaken by different groups at various scales (school-wide, division-wide, region-wide) should be subject to a common national evaluation framework that will enable all stakeholders to learn from these innovations.

4. Data for key indicators of EFA should be collected, validated and reported to all stakeholders. Disaggregation of such indicators should be undertaken to the division level. This will allow support groups at divisions to measure their effort against the

attainment of EFA goals. A standard format for division-level report covering schools, ECCD and ALS, should be developed by DepEd. All divisions should be required to present to their communities these basic education reports as a measure of their accountability for results.

The strategies to operationalize the Nine Urgent and Critical Tasks are discussed in Volume 2 (Implementation Strategies) of the EFA Plan.
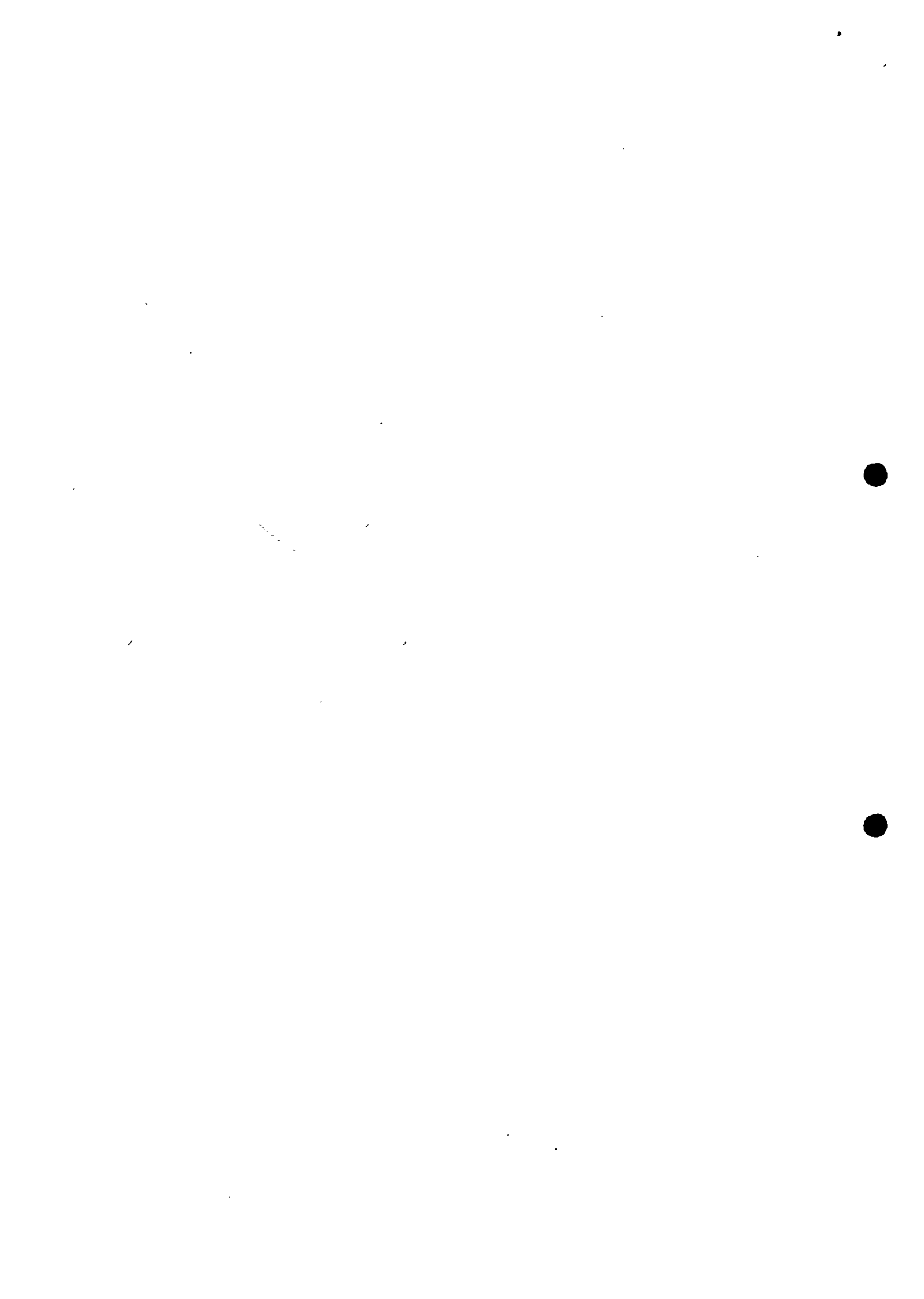
MAJOR INDICATORS OF FUNCTIONAL LITERACY (FL)
(as of June 3, 1998)

Communication Skills	Critical Problem Solving	Sustainable Use of Resources/ Productivity	Development of Self and a Sense of Community	Expanding One's World Vision

• Ability to clearly express one's ideas and feelings orally and non-verbally
 	
• Ability to listen
 	
• Ability to read, comprehend and respond to ideas presented
 	
• Ability to write clearly one's ideas and feelings
 	
• Ability to access, process and utilize available basic and multimedia information
	• Numeracy skills
	
	• To be open to change
	
	• To be aware of options
	
	• Ability to make critical and informed decisions
	
	• Innovativeness and creativity
	
	• Scientific thinking
	
	• Future orientation
		• Ability to earn a living
		
		• Sustainable use of resources (including time) and appropriate technology
		
		• Entrepreneurship
		
		• productivity
			• self-development
			  - self awareness
			  - self-discipline
			  - sense of responsibility
			  - self-worth
			  - self-realization
			  - may paninindigan
			  - pagbabagong loob
			
			• pakikipagkapwa
			  - pakikilahok
			  - pakikiisa/ kapatiran
			
			• a sense of personal and national identify
			  - makatao
			  - makabayan
			  - makakalikasan
			  - maka-Diyos
			
			• knowledge of one's history, pride in one's culture and respect for those of others
			
			• recognition and practice of civil and political rights
				• knowledge, acceptance, respect, and appreciation of diversity
				
				• peace
				
				• non-violent resolution of conflicts
				
				• global awareness, interdependence and solidarity

Philippine EFA 2015 TARGETS

Number		Goal/Component Objectives/EFA Indicators	Historical Data			Baseline			Indicative Targets		
Phil EFA	World EFA		1998	1999	2000	1994	2002	2003	2005	2010	2015
		I. Overall GOAL : **Basic Competencies for Everyone**									
1		Functional Literacy Rate (10 y/o to 64 y/o)				83.80		84.10	84 21	84.40	84 59
		Female						86 30	86 41	86 60	86.79
		Male						81 90	82.01	82 20	82.39
2	16	Functional Literacy Rate (15-29 y/o)						90.75	90 86	91 06	91.26
		Female									
		Male									
3	17 & 18	Functional Literacy Rate (15 + y/o) and GPI						84.04	84.15	84 35	84 43
		Female									
		Male									
4		**Component Objective 1.** **Universal Coverage of Out-Of-School Youth and Adults in the Provision of Basic Learning** **Learning Needs** % of Provinces/Cities with Basic Literacy Program meeting BALS standards for basic literacy									
		a) % of clients identified							100 00	100.00	100.00
		b) % of identified clients reached									
		> DepED							5 00	20 00	23.00

Philippine EFA 2015 TARGETS

Number		Goal/Component Objectives/EFA Indicators	Historical Data			Baseline			Indicative Targets		
Phil EFA	World EFA		1998	1999	2000	1994	2002	2003	2005	2010	2015
		> Other Gov't Agencies > LGUs > NGO/POs c) % of clients completing program attained desired literacy level > DepED > Other Gov't Agencies > LGUs > NGO/POs					Baseline data and targets will be established later based based on the results of literacy mapping to be conducted conducted by DepED-BALS in collaboration with and all other ALS stakeholders 5 00		7 50	30 00	32.50 Baseline data and targets will be established later based based on the results of literacy mapping to be conducted conducted by DepED-BALS in collaboration with and all other ALS stakeholders
5		*Accreditation & Eq. alency* % of Provinces/Cities with A&E Program meeting BALS standards for functional literacy a) % clients identified b) % of identified clients reached > DepED > Other Gov't Agencies > LGUs > NGO/POs	15 11		27.66		100 00 2 00		100.00 5 00	100.00 20.00	100.00 23 00 Baseline data and targets will be established later based on the results of literacy mapping to be conducted by DepED-BALS in collaboration with DILG/LGUs and all other ALS stakeholders
		c) % of clients completing program attained desired literacy level > DepED > Other Gov't Agencies > LGUs > NGO/POs					5 00 Baseline data and targets will be established later based on the results of literacy mapping to be conducted by DepED-BALS in collaboration with DILG/LGUs and all other ALS stakeholders		7 50	30.00	32 50
		Component Objective 2. Universal school participation and total elimination of drop-out and repetition in Grades 1 to III									

Philippine EFA 2015 TARGETS

Number		Goal/Component Objectives/EFA Indicators	Historical Data			Baseline			Indicative Targets		
Phil EFA	World EFA		1998	1999	2000	1994	2002	2003	2005	2010	2015
6		*Early Childhood Education* % of Baranggays with Day Care Centers* a) Overall (Baseline: 32,370 DCCs)					77.00		85.00	93.00	100.00
		b) Percentage of accredited day care centers (Baseline: 23,665 DCCs)					47.60		70.00	80.00**	100.00**
		c) Percentage of accredited day care workers (Baseline. 23,610 Day Care Workers)					48.00		70.00	80.00**	100.00**
7		% of Baranggays with Pre-Schools a) Overall Percentage					20.93		34 11	67 05	100.00
		b) Percentage of registered pre-schools - Public					19 65		47 00	74.00	100.00
		- Private					12.72		41.00	70 00	100.00
8	1	Gross Enrolment Rate a) Overall GER in all ECE Programs/Providers > 3-4 years old (Day Care Centers)					19 60		30.00***	60 00***	100.00***
		> 5 y/o (pre-school educ)					60.00		70.00	80 00	100.00
		Day Care Centers					23 00				
		Public					9.86	10 09	10.55	11.24	12.39
		Private Pre-Schools					37 00				
		b) GER in Accredited ECE Programs/Providers > 3-4 years old (Day Care Centers)					6 30		30 00	50.00	**75.00**
		> 5 y/o (pre-school educ) Day Care Centers					10 30		30 00	50.00	**75.00**
		Private Pre-Schools					To establish baseline data and targets later				
9	2	Percentage of Grade 1 entrants with ECE experience					51.95		67 00	100 00	

* Total number of barangays 41.956 (DILG website)

** Target for accreditation will change once the new DCC accreditation standards will be implemented in CY 2007

*** 3-4 years old children shall be served by forms of organized daycare such supervised neighborhood play, child minding and family day care

Philippine EFA 2015 TARGETS

Number		Goal/Component Objectives/EFA Indicators	Historical Data			Baseline			Indicative Targets		
			1998	1999	2000	1994	2002	2003	2005	2010	2015
Phil EFA	World EFA										
10		Child Development Index (using ECCD checklist)/School Readiness Index					Baseline data and targets will be established later				
11		Day care worker-child ratio/session					1 30		1:25	1 25	1.25
12		Teacher-pupil ratio (in pre-school) - public - private (accredited pre schools)					1 40 1 30		1 25 1 25	1·25 1·25	1:25 1.25
13		% of Pre-school Teachers Meeting Minimum Qualification Standards > DCC > Public > Private					_2004_		Baseline data and targets will be established later		
14		Health and Nutrition Status a) Malnutrition rate among 3-6 years old (by single age) b) Prevalence of Vitamin A deficiency among 3-6 years old (by single age) c) Prevalence of Iron deficinecy Anemia among 3-6 years old (by single age)					_2003_ 3-5 _yrs old - 8%_ 3- 4- Baseline data and targets will be established later				

15	3	*Formal Basic Education (Primary)*
		 AIR in Grade I
		     Public (6 yrs old)
		     Private (7 yrs old)
			127 95
			 9.65
				128 40
				 9 06
					120 87
					 8 55
							125 52		121.55
									 Baseline data and targets will be established later
										120 18	113 29

16	4	NIR in Grade I									

Philippine EFA 2015 TARGETS

Number		Goal/Component Objectives/EFA Indicators	Historical Data			Baseline			Indicative Targets		
Phil EFA	World EFA		1998	1999	2000	1994	2002	2003	2005	2010	2015
		Public (6 yrs old)	69 03	65 81	59 38		43 59	74 00	77 50	86.25	95 00
		Private (7 yrs old)	6 37	5 95	4 47			Baseline data and targets will be established later			
17	12	Repetition Rate (Primary Level)									
		Grade 1	4.19	4.34	4 16		4.78		3 91	2 45	1.00
		Grade 2	2 27	2.41	2.36		2.49		2 15	1.57	1 00
		Grade 3	1.46	1 66	1 63		1 73		1 56	1.28	1.00
		Grade 4	1.05	1.08	1 18		1 23		1 18	1.09	1.00
		Grade 5	0.85	0.92	0 87		0.98		0 75	0 38	-
		Grade 6	0 42	0.45	0 45		0 46		0 35	0 18	-
		Secondary									
		Year 1	2.66	2 82	2 76		3 03		2.56	1.78	1.00
		Year 2	2.33	2.42	2 45		2.73		2 33	1.67	1.00
		Year 3	1.81	1 95	2.02		2 37		1 94	1.22	0 50
		Year 4	0.85	0 85	0 97		1.10		0 87	0 48	0 10
16		Drop-Out Rate/School Leavers Rate (Primary)									
		Grade 1	16 49	16.09	16 07		13 95		10 96	5.98	1.00
		Grade 2	6 73	7 13	7 22		5 51		4 35	2 43	0.50
		Grade 3	5.74	6 09	6 28		4 63		3 68	2 09	0.50
		Grade 4	6 08	6 02	6 01		4 59		3 53	1.77	
		Grade 5	5 88	6.51	6 32		4 51		3 47	1 73	
		Grade 6	1.11	0 69	1.13		4 25		3.27	1 63	
		Secondary									
		Year 1	12.31	12.42	11 20		13 68		10 52	5 26	
		Year 2	10 15	10 96	10 16		12.64		9 72	4 86	
		Year 3	9.99	10.03	9 38		11.62		8.94	4.47	
		Year 4	2 07	2 20	2 06		9.08		6.98	3.49	

Philippine EFA 2015 TARGETS

Number		Goal/Component Objectives/EFA Indicators	Historical Data			Baseline			Indicative Targets		
Phil EFA	World EFA		1998	1999	2000	1994	2002	2003	2005	2010	2015
17	5	**Component Objective 3. Universal completion of full cycle of basic education schooling with satisfactory achievement levels by all at every level** Gross Enrolment Rate									
		Elementary	118 16	119 15	113 45		107 80		110 62	115 31	120 00
		Secondary	75 32	75 34	79 49		81 86		88 34	99 14	110 00
18	6	Net Enrolment Rate									
		Elementary (7-12 yrs old)	95 73	96 95	96 77						
		Secondary (13-16 yrs old)	65 22	65 43	66.06						
		Elementary (6-11 yrs old)					90 45		92 19	95.10	98.10
		Secondary (12-15 yrs old)					58 03		67 72	77 73	87.73
19		% of Drop-Outs Retrieved back to the formal school system Elementary Secondary					To establish baseline data and set targets later				
20	13	Cohort-Survival Rate									
		Elementary (Grade 6)	64 09	63 46	63 45		69 84		73 26	78 96	84.67
		Secondary (Year 4)	70 31	69 50	71 68			68 00	70 26	77 26	83.00
21		Completion Rate									
		Elementary (Grade 6)					66 85		70 12	75 58	81.04
		Secondary (Year 4)					59 79		63 36	69 32	75 27
22	14	Coefficient of Efficiency									
		Elementary	80 26	79 84	79 56		80.84		84 80	91 40	98.00
		Secondary	80 32	79 64	80 95		71 49		75 76	82 88	90 00

Philippine EFA 2015 TARGETS

Number		Goal/Component Objectives/EFA Indicators	Historical Data			Baseline			Indicative Targets		
			1998	1999	2000	1994	2002	2003	2005	2010	2015
Phil EFA	World EFA										
23	15	Percentage of pupils/students who master a set of nationally defined basic learning competencies Elementary, (75% Mastery)									
		Grade IV					3 26		8.00	**20.00**	**50.00**
		Grade VI					0.06		5.00	15.00	40.00
		Secondary									
		Year IV					2.09		5 00	10.00	15 00
24		Health and Nutrition Status									
		Percentage of Grade I to Grade VI below normal	38 04	39.07	37.05		34.00		18 00	15.00	5.00
		Percentage of Grade I to Grade VI above normal	3.96	4 44	5 00		5.00		4 50	3.00	1.00
25		Percentage of Schools with Teacher- Pupil Ratio of < 1:50									
		Elementary					12 50		10 41	5.21	
		Secondary					28.32		23 60	11 80	
26	9	Percentage of primary school teachers who are certified to teach according to national standards	100.00	100.00	100 00		100 00		100.00	100.00	100 00
27	10	Percentage of primary school teachers having attained the required academic qualification	100 00	100 00	100.00		100 00		100 00	100 00	100 00
28		No. & % of Teachers earning ___ units in Continuing Professional Education (CPE)/year (Elementary & Secondary)					Baseline data and targets will be established later				
29		% of Teacher handling Science and Math Subjects with Science & Math specialization (Secondary)									
		Math					80 00		81 60	85 60	89.60
		Bilology					44 00		46.60	53.10	59 60
		General Science					42.00		45.00	52 50	60.00
		Chemistry					34.00		37 00	45.50	52 00
		Physics					27 00		30 00	40 00	49 80

Philippine EFA 2015 TARGETS

Number		Goal/Component Objectives/EFA Indicators	Historical Data			Baseline			Indicative Targets		
Phil EFA	World EFA		1998	1999	2000	1994	2002	2003	2005	2010	2015

30		Filipino & English Proficiency of Teachers
		    Elementary
		        Filipino
		        English
		    Secondary
		        English
							Baseline data and targets will be established later				

31	7(A) 7(B) 8	Public Expenditure in Primary Education a) Public Current Expenditure in Primary Education as a Percentage of GNP b) Per pupil Public Current Expenditure on Primary Education as a Percentage of GNP Per Capita c) Public Expenditure on Primary Education as a Percentage of Total Public Expenditure					To establih baseline data and targets later based on the final multi-year spending plan of Philippine Basic Education				

PHILIPPINE-EFA 2015 PLAN

Volume 2:
Implementation Strategies

Republic of the Philippines
October 2005

Production Task 1. *Better Schools: Make every school continuously perform better.*

Instruments for every school to assess its capabilities and performance in attaining EFA goals are developed, introduced, propagated and adopted. Stakeholders at every school – school head, teachers, students, parents, community leaders - use the process and results of school assessment as their platform for identifying and implementing school or community actions for continuous (and accountable) improvement of school quality. The assessment process leads to the formulation of a "social contract" between the school and the community, with the support of the educational authorities. Activities are geared to get stakeholders at every school in the country to take collective responsibility for their own school's educational performance.

While most analyses and recommendations address the whole educational system, the individual school is obviously the most important, and maybe even the crucial, enterprise within that system. The school delivers formal instruction, organizes the teaching of the curriculum, and serves as an important part of the learning environment of Filipino children.

This emphasis on delivering content and coherence at every grade level for all students needs to occur school by school in a real grassroots effort. These necessary conditions for learning cannot be created by official mandate or administrative instructions or material incentives. It is proposed that the two key bureaus of DepEd (Bureau of Elementary Education and Bureau of Secondary Education) jointly plan, design, launch and sustain a school improvement movement premised on three basic principles:

- Every school is in fact a community enterprise of people who together collectively determine, and are therefore ultimately responsible for, the quality of educational outcomes that all their students attain.

- Every school has, with its community, the capacity and motivation to continuously improve its educational performance and raise the quality of educational outcomes that all their students attain.

- The school head and school staff are the crucial, but not the only, persons who can lead the process of continuous school improvement.

Activities	Timetable	Responsible Agency/Entity
1. Development of School Assessment and Planning Framework/Instruments		
1.1 Organize a technical working group, with participation from cooperating organizations and institutions, to develop the integrated and systematic school planning, monitoring/review and reporting framework and the basic instruments to assess capacity and performance of individual schools to deliver EFA outcomes in elementary and secondary education.	2005	DepED, cooperating organizations and institutions
1.2 Develop an integrated and systematic school planning, monitoring/review and reporting framework	2005	DepEd and Technical Working Group (TWG) on School Assessment and Improvement
1.3 Design self and external assessment instruments which will incorporate the many goals that schools are expected to meet such as being child-friendly, being inclusive, serving adequately the needs of different groups of children, among others. The instruments will be used by the following: ➤ school-level stakeholders to conduct their own self-assessment ➤ external parties in making independent assessments	2005- onwards	DepED and TWG on School Assessment and Improvement
1.4 Continue the development of other guidelines, instruments, provisions and procedures that can make the process more efficient, more effective and equitably implemented in all schools. ➤ Review and evaluate the experience in the actual field application of the School Assessment and Improvement Instruments ➤ Introduce improvements in the process on a continuous basis	2005 -onwards	DepED and TWG on School Assessment and Improvement
2. Piloting and Institutionalization of the Periodic School Assessment and Planning Processes *and SIP Implementation*		
2.1 Identify initial batch of schools from the public and private sectors which will undertake the periodic school assessment and planning processes based on the framework and basic instruments developed.	2005-2006	DepED
2.2 Train the school head on facilitating a participatory school assessment and school improvement planning that encourages the whole school and community to actually own the results of the assessment and thus support the indicated improvements.	2005-onwards	DepED

Activities	Timetable	Responsible Agency/Entity
2.3 Progressively expand the participation in the process of school assessment and school improvement to include not just the school staff, but also its students, their parents and relevant community leaders.	2006-onwards	DepED and school/community stakeholders
2.4 Organize the School Governing Council which will be composed of school and community stakeholders. The SGC will be mainly responsible for planning and monitoring the implementation of the School Improvement Plan (SIP) towards attaining EFA outcomes. The School Head will act as the Chief Executive Officer of the SGC.	2005	DepED and school/community stakeholders
2.5 Conduct capacity-building for SGC on strategic planning, progress monitoring, resource generation and management, among other SBM areas.	2005-2008	DepED and other training institutions
2.6 Introduce the newly developed school assessment instruments to the initial batch of public schools and private schools where each school benchmark itself with another school it admires.	2006	DepED
2.7 Conduct periodic review/assessment of school's performance vis-à-vis EFA goals and targets as basis for preparing/revising the School Improvement Plan. Regularly allocate scheduled time for school-level assessment and the planning for school improvement that would necessary follow within the school calendar.	2006-onwards	School Governing Council (SGC)
2.8 Prepare the School Improvement Plan (3-Year Plan) and refine annually based on the results of school assessment.	2005	SGC
2.9 Expand and institutionalize the school assessment and improvement movement to cover all public schools nationwide.	2007-onwards	DepED
3. **Institutionalization of the Accreditation Program** 3.1 Implement the Accreditation of Public Elementary and Secondary Schools Program nationwide: ➤ Organize Committees at different levels ➤ Conduct nationwide orientation ➤ Nationwide accreditation by levels (1 to 3)	 2005 2007 2011	 DepED
3.2 Establish an incentive system for accredited schools/outstanding schools/centers ➤ Provide new incentives on school-wide basis, which should be linked to school-wide teaching effort and student outcome for the whole school population	2005	DepED

Activities	Timetable	Responsible Agency/Entity
3.3 Adopt the accreditation program as an official platform for the continuous improvement of school performance ➤ Assess the current levels of school performance ➤ Implement the accreditation system ➤ Develop the capacity of schools divisions in assisting the schools applying for accreditation ➤ Provide incentives to accredited schools, while at the same time building the capacity of schools with low performance level and those serving deprived communities in order to bring them to the level of accreditation.	2005	DepED
3.4 Raise performance standards for schools that have already reached the level of accreditation.	2005-onwards	DepED, SGC
4. Support to Schools 4.1 Organize national, regional and divisional groups which will be composed of DepED and other partner organizations (GOs, NGOs, private sector, civil society) to provide technical, administrative and logistical support to the school assessment and improvement movement process going on at different schools.	2005	DepED and partner organizations at different levels
4.2 Review programs and projects relevant to school improvement for the purpose of revising/formulating new policies relevant to school improvement. ➤ Policies on the provision of principal items in every school and schools cluster, continuous professional development, promotion/termination and provision of incentives/awards ➤ Funds for schools (outcomes desired/indicators; team rewards (school heads + teachers)	2005-2015	DepED
4.3 Implement School Enrolment Caravan (nationwide scale) before opening of school year (April-May).	2005-onwards	DepED, SGC and partner organizations at local level
4.4 Conduct research study on: school-community factors affecting drop-out and effects of school-based programs on drop-outs.	2005-onwards	DepED
4.5 Conduct Search for Most Effective Schools and Outstanding School Heads across regions.	2006-onwards	DepED and partner organizations at different levels

Production Task 2. *ECCD: Make expansion of ECCD Coverage yield more EFA benefits*

> Cost effective quality assurance standards shall be defined for early child care and development programs for pre-school aged children between three to five years old. National government funding is made available to co-finance local government or non-government programs meeting quality assurance standards that cover on a priority basis all children of least educated parents.

Since the 1990's, early child care and development programs have been increasingly recognized as important interventions for attaining EFA goals of the country. The ratio of pre-school aged children enrolled in an ECCD program has risen significantly in the ten years between 1990 and 2000. About half of Grade 1 entrants in 2002 had prior exposure to an ECCD program. These indicators suggest an ongoing expansion of coverage by ECCD programs.

There are, however, some indications that suggest that the current contribution of expanded ECCD coverage to the attainment of EFA goals needs to be significantly improved. First of all, total coverage of ECCD programs includes a wide variety of programs, some of which are effective while others may not be truly effective. Second, coverage of the most effective ECCD programs could be systematically biased in favor of children from higher income households and urban households. Coverage of the least effective ECCD programs or non-enrollment in any ECCD program may be the lot of pre-school children from lower income and rural households.

The thrust of the recommendations on ECCD is, therefore, to continue expansion of ECCD coverage among all children aged three to five years old but with the following critical adjustments: (a) identify and encourage the most cost-effective and quality-assured ECCD programs; and (b) make sure that the most disadvantaged children get into these programs. The operational focus of the recommendation is therefore to use public funds from national and local governments to carry out this recommendation.

Activities	Timetable	Responsible Agency/Entity

1. Evaluation and Implementation of Cost-Effective ECCD Programs
 	
1.1 Evaluate the cost-effectiveness of ECCD programs currently being implemented by public and private entities to: i) Determine unit cost norms that government should be willing to finance; ii) plan and manage the best use of whatever available national government funds; iii) strengthen NECCDCC to ably perform its tasks; and iv) issue policies and guidelines for ECCD programs:
  a) Conduct of research on "The Economics of ECCD: Costs, Needs and Issues.
  b) Develop and utilize the minimum unit cost norms for policy, planning, program development, managing and financing ECCD programs.
  c) Conduct of continuing capacity building for ECCD Coordinating Mechanisms at all levels on the following core competencies:
    ➢ Systems approach to situational analysis, planning, implementation, monitoring, and evaluation
    ➢ Collaborative network management
    ➢ Research and development
    ➢ Advocacy and Social Marketing
	
	2005-2006
	2006
	
	2003-continuing
		NECCDCC
		➢ DSWD
		➢ DepED
		➢ DILG
		➢ DOH
		NECCDCC
		NECCDCC
		
		NECCDCC

1.2 Develop and adopt a strategy for maximizing EFA benefits from ECCD coverage through *direct service delivery and service contracting which feature: i)* cost-sharing by the national government and the local governments or non-government and private organizations or local groups; and ii) expanding ECCD coverage to benefit the disadvantaged children including indigenous peoples and children with special needs.
  a) Develop ECCD Investment and Financial Plans at all levels for purposes of cost sharing arrangements as provided in Section 9 of R.A. 8980 or the ECCD Act.
  b) Expand access to quality ECCD programs through strengthening existing center-based and home-based ECCD programs in selected priority areas in partnership with various stakeholders.
  c) Develop other alternative modes of delivering ECCD services.
  d) Undertake pro-active advocacy and social marketing to increase awareness and demand for quality ECCD services.
	2004 - continuing	CWC/NECCDCC, RSCWC, LGUs

Activities	Timetable	Responsible Agency/Entity

1.3 For Best use of available national funding for ECCD
 	
   a) Map out the identified target disadvantaged children by areas based on selection criteria.
   b) Prepare a multi-year budget and operational plan to cover all these disadvantaged children as soon as possible.
	2004 - continuing	CWC/NECCDCC, RSCWC, LGUs

2. Develop and implement a Human Resource Development Program for ECCD service providers and supervisors:
 	
   a) Define core competency standards, training framework, strategies and programs for continuing education of various ECCD service providers, volunteers and supervisors.
   b) Portfolio Assessment of service providers, volunteers and supervisors.
	2005-onwards	CWC/NECCDCC

3. **Development and updating of quality assurance standards** 3.1 Develop standards for ECCD Curriculum.	2004-2005	CWC/NECCDCC
3.2 Disseminate and conduct training on the utilization of standards for ECCD Curriculum.		
3.3 Enrich accreditation processes and standards.		
3.4 Utilize the ECCD Checklist and School Readiness Tool to assess child's over-all development.		
3.5 Conduct and utilize researches for quality teaching.		

Activities	Timetable	Responsible Agency/Entity

4. Creation of ECCD network of community-based groups
 	
  4.1   Implement RA 8980 or the ECCD Act of 2000 mandating the NECCDCC and its sub-national extensions (RSCWC) as the over-all policy making and coordinating body on ECCD.
      a)   Establish and strengthen the Local ECCD Coordinating Committee/ Local Council for the Protection of Children at all levels that will be responsible for the planning, implementation, supervision, monitoring and evaluation of ECCD programs in their respective localities.
      b)   Organize/mobilize and strengthen parents and community support groups as active partners local and national ECCD programs (including PTCA and Day Care-Parent Association).
      c)   Forge and strengthen partnerships with all ECCD stakeholders, e.g., media, faith-based organization, academe, NGOs, Pos, private sector, etc.
	2005-2006	CWC/NECCDCC,RSCWC, LGUs

5. Monitoring of ECCD Progress Towards Attainment of EFA goals 5.1 Conduct inventory and assessment of existing monitoring indicators and tools at different levels.	2004 onwards	CWC/NECCDCC, RSCWC, LGUs
5.2 Develop a monitoring and feedbacking mechanism		
5.3 Set-up a management information system on ECCD (at relevant levels).		
5.4 Conduct Orientation and training on the utilization of the M & E & MIS.		
5.5 Regularly collect, consolidate, process data/information and prepare and disseminate reports.		
5.6 Document, disseminate, replicate and institutionalize good models and practices on ECCD.		

Production Task No. 3. Alternative Learning Systems: *Transform non-formal and informal interventions into an Alternative Learning System yielding more EFA benefits*

Cost-effective alternative learning options for achieving adult functional literacy in first language, Filipino and English are defined and propagated. National government funding is provided to finance the integration of these alternative learning options for the effective acquisition of functional literacy of adults as an essential and routine part of every public, private and civil society socio-economic development initiative reaching disadvantaged persons and communities. Adult literacy organizations work more closely with organizations already involved in community development and poverty alleviation.

Over the years, many non-formal and informal learning options emerged initially as remedial responses to meeting the basic literacy needs of people that the school system had failed to equip with the necessary basic education competencies. Meanwhile, it became increasingly recognized that diverse educational needs of different groups of people in society are both legitimate and urgent to meet. Yet the mainstream public schools, even in the best of circumstances, are largely unable to meet these educational needs even as effective non-schooling methodologies for meeting these different needs rapidly developed. Thus, the country now aspires to evolving an alternative learning system (alternative and complementary to schools) that is organized and governed in order to provide choices for learning not just as a remedy for school failure but as an addition even to good schools.

This evolution is envisioned to unfold in three over-lapping stages to enable everyone to obtain school-equivalent competencies and, if so desired, school-equivalent credentials through learning processes within as well as outside schools. The first and most urgent stage is to make fully functionally literate the core population of adults and youth outside schools who do not yet possess essential functional literacy competencies. As this stage progresses to cover all those who are functionally illiterate, second stage interventions have to be implemented that serve the wider population with other educational needs that require learning options in addition to those provided by good schools. This population includes legitimate minorities, such as differently-abled children who can best achieve their learning goals outside schools and children from ethnic communities who want to acquire basic competencies desired by all Filipinos while preserving their own unique ethnic identity and culture. The successful implementation of these two overlapping stages, i.e., meeting the needs of the functionally illiterate and serving the educational needs of minorities, would eventually converge towards a third stage which involve the emergence of a true, coherent and organized system for lifelong learning that will include, but will extend beyond good elementary and secondary schools.

Two specific strategies in developing the alternative learning system will maximize its contribution to the attainment of EFA goals. First, the most cost-effective alternative learning interventions for achieving adult functional literacy would be integrated with the wide variety of socio-economic and cultural programs reaching disadvantaged people who are also likely to be educationally disadvantaged. Second, a parallel delivery system dedicated to providing alternative learning programs to those who cannot meet their needs through schools would be evolved. As the school system improves its efficiency and effectiveness and the large pool of youth and adult illiterates shrinks, the diverse educational needs of various groups in society assumes greater importance and visibility. Meeting these needs would become the impetus for the emergence and organization of the alternative learning system. Finally, as good schools meet the common needs of most children, the parallel alternative learning system grows and develops to meet the special needs of different groups of children and adults. This alternative learning system initially focuses on meeting basic education needs of all but eventually serves other education needs even beyond basic competencies.

Activities	Timetable	Responsible Agency/Entity
1. Governance		
1.1 Amend the IRR of RA 9155 to include ALS	2005-2006	DepEd, DILG, LCC, NEDA, E-Net, Science Centrum, NCIP, DOST, TESDA, DSWD, DOLE and ALS stakeholders
1.2. Develop, strengthen and mandate the Bureau of Alternative Learning System (BALS) of the DepED and the Literacy Coordinating Council to serve as the government agencies to guide the evolution of the country's alternative learning system. Among BALS key functions should be to: a) promote, improve, monitor and evaluate (but not necessarily deliver) alternative learning interventions for functional literacy of out-of-school youth and adults, for ethnic minorities and other groups with special educational needs that cannot be met by schools, and for desired competencies that are part of lifelong learning; b) contract with or make grants to providers of non-formal education; c) define and set standards for adult literacy programs; d) accredit and recognize providers meeting standards, and monitor and evaluate adult literacy outcomes among individuals and populations.	2005-onwards	DepED
1.3 Create an ALS Support Council of GOs/NGOs based on a review of existing similar structures	2005	DepEd, DILG, LCC, NEDA, E-net, Science Centrum, NCIP, DOST, PIA, DOH, TESDA, DSWD, DOLE and other ALS Stakeholders
2 Funding		
2.1 Formulate policies and guidelines for the allocation of public funding for ALS programs of various government and private entities.	2006-2007	DepEd , DBM and other concerned Government Agencies
a) Conduct survey of socio-economic programs (covering national and local government programs as well as programs for the private and non-government sectors) most likely to be reaching communities with high concentration of educationally disadvantaged or illiterate).	2005	DepEd -BALS, LGUs, NGOs, GOs, Pos, CBOS, Civil Society Organizations

Activities	Timetable	Responsible Agency/Entity
b) Assess programs in terms of their potential for integrating ALS interventions such as their current reach among illiterates, level of demand by potential clients, and opportunities available for integrating ALS in program operations, among others.	2005-2006	DepED and other ALS stakeholders
2.2 Based on the above policies and guidelines, allocate public funding for basic literacy of out-of-school youth and adults to integrate adult literacy interventions into the most effective socio-economic programs already reaching many communities of educationally disadvantaged people.	2006-onwards	DepED, DBM, LGUs

a) DBM to allocate National Government funds for ALS for the:
   ➤ unit cost/learner of ALS (16 y/o and above) equivalent and comparable to the cost/student under revised GASTPE plan.
   ➤ benefits and welfare compensation for ALS providers e.g., hazard pay
b) Tap resources from private sources, business, LGUs and other funding agencies for ALS programs.		

3. Building and development of a constituency for ALS development 3.1 Recognize and give greater appreciation to positive examples and promising initiatives in alternative learning such as the interactive exhibits and galleries offered by the Philippine Science Centrum and other learning interventions of other agencies.	2005-onwards	DepED and other ALS stakeholders

3.2 Establish ALS-MIS through barangay level literacy mapping to:
 	
a) Determine the ALS Target Learners
   ➤ Who are 16 years old and above OSY and adults
   ➤ Who are of school age but not enrolled in formal school and may not be reached by existing and proposed programs of formal schools (e.g., distance learning)
   ➤ Who are special and vulnerable groups
	2005	Literacy Coordinating Council (LCC), DepED and other ALS stakeholders

Activities	Timetable	Responsible Agency/Entity

b) Set ALS Targets based on literacy mapping
c) Regularly update ALS data especially on the ff:
   ➢ No. of drop-outs who are of school age
   ➢ No. of programs and service providers
   ➢ No. of learners in the program
   ➢ Cost per learner		

4. Research and Development 4.1 Conduct research and development work to test cost-effective options for delivering high quality and reliable alternative learning since the actual form and structure of the delivery system for alternative learning is still not yet clear. This should provide the basis for a policy to sub-contract delivery of ALS programs to service providers a) Every 3 year period, identify a research agenda and annual research thrusts on a regular basis. b) Identify a panel of research evaluators c) Develop a dissemination plan for research outputs d) Allocate research budget for the above	2005-onwards	DepED and other ALS stakeholders
4.2 Inventory of service providers that DepEd can tap for service contracting. A system of accreditation for these service providers will be established for quality assurance (see section on Accreditation).		
5. Curriculum and Resource Development	2005-2015	DepEd BALS central and field offices, SIL, TAP, LGUs, NCIP, E-Net, Science Centrum and other ALS Stakeholders
5.1 Continue the review and upgrading of ALS curriculum based on researches & evaluation.		

Activities	Timetable	Responsible Agency/Entity
5.2 Undertake an inventory of available resources in localities for adult literacy interventions outside schools. a) Identify course-ware, teaching materials, teachers and facilities with special usefulness to adult literacy programs for potential use by various welfare and poverty alleviation programs. b) Promote available local capacities for high quality ALS for adult learners among managers and operators of socio-economic programs reaching the poorest households which also likely to have members who are illiterate or educationally disadvantaged.		
5.3 Conduct different capability – building programs for various levels of ALS implementers.		
5.4 Continue development of relevant, indigenized materials and production of teaching materials for ALS		
5.5 Expand and strengthen other ALS Programs a) Philippine Science Centrums-interactive exhibits and galleries b) Basic Literacy Programs thru Puppet Theater Presentation and R/TC and Print Media production, etc. c) Enhance/strengthen the use of media as an alternative and potential source of informal learnings/education (e.g., need to look into the curricular matter of Children TV)		
6. Certification and Accreditation		
6.1 Develop a vigorous and credible system for reliably assessing, measuring, validating and communicating actual competencies acquired through ALS. a) Strengthen the ALS Accreditation and Equivalency Program to include leanings acquired through informal education (media, science centrum, etc).	2005-onwards	DepEd, SIL, TAP, LGUs, NCIP, E-Net, Science Centrum and other Stakeholders
6.2 Evolve a system of certification and accreditation of ALS Programs that is both effective and efficient considering the need for the learner to join the formal education system, or to seek employment, or be self-employed Evolve a certification and accreditation of ALS Programs	2005-2006	DepED and other ALS stakeholders

Activities	Timetable	Responsible Agency/Entity
7. Monitoring and Evaluation		
7.1 Install an operational and continuing monitoring and evaluation for ALS	2005-onwards	DepEd BALS central and field offices, SIL, TAP, LGUs, NCIP, E-Net, Science Centrum and other ALS Stakeholders
7.2 Continue improving ALS indicators and developing measures of learning for use in impact evaluation.	2006-onwards	DepED and other ALS stakeholders
7.3 Develop a tracking system for ALS learners	2005-2006	DepED and other ALS stakeholders
8. Social Advocacy and Mobilization		
8.1 Maximize and broaden the operational network of ALS for advocacy, social mobilization, and other common activities	2005-onwards	DepED and other ALS Stakeholders
8.2 Promote a positive advocacy for ALS among educators and non-educators including government functionaries and individuals who realize the need for lifelong learning	2005-onwards	DepED and other ALS stakeholders

Production Task No. 4 Promote Practice of High Quality Teaching

> Measures are adopted to enhance capacity for quality teaching practice among future eligible for admission into the teaching profession who will work in schools, ECCD or ALS programs. Better policies, standards and procedures are developed for selecting, hiring and deploying teachers who are more capable of continuously improving their teaching practice. Processes in managing schools and ECCD or ALS programs include creation of conditions, capabilities and procedures that can motivate and enable teachers to continuously improve their teaching practices throughout their career.

Improved practice of teaching is crucial to the attainment of EFA goals. Actions to improve the practice of teaching are proposed to be defined, led and initiated by the Teacher Education Council (TEC) created under Republic Act No. 7784. For this purpose, the capacity of the TEC to guide recommended actions should be strengthened.

Activities	Timetable	Responsible Agency/Entity
1. Strengthen the capacity of the Teacher Education Council to guide recommended actions on improving practice of teaching. 1.1 Insure the regular participation of the DepEd Bureau Directors in the TEC	2005 onward	Teacher Education Council (TEC)
2. Formulate a validated National Competency Standards for Formal Education and ECCD.	2005-onwards	DepED, CWC, DSWD, TEC
3. Formulate and implement a demand-driven Teac her Education and Development Program covering the entire teacher education and development plan. 3.1 Based on the validated competency standards, issue a Policy Declaration that will guide teacher education and development initiatives	2005-onwards	DepED, CWC, DSWD, TEC
3.2 Entry/admission to teacher to teacher education a. Formulate/review and implement programs and activities that will encourage good/best "would be teachers" to enter into teacher education		

3.3 Pre-service education
     a. Advocate the integration of the adopted National Standards Competency Framework in the accreditation process
     b. Enhance the involvement of DepEd in the governance of state universities and colleges (SUCs) offering teacher education
     c. Collaborate with CHED in the selection of Centers of Excellence in Teacher Education (second batch)
     d. Continue the revise/refinement of pre-service curriculum to meet the current/future demands/requirements of the basic education sector
     e. Conduct training of teacher educators on the new teacher education curriculum
	2005 onwards
	
	2005 onwards
	
	2005 onwards
	
	2005 onwards
	
	2005 onwards
		DepED
		
		DepED
		
		DepED, TEC, CHED
		
		TPTE-CHED/DepED, TEC
		
		CHED, TEIs, DepEd, TEC

Activities	Timetable	Responsible Agency/Entity
f. Conduct of seminar-workshops for the laboratory school teachers of public and private and private teacher education institutions in support of the pre-service curriculum i.e., BEC, ECARP, NEPP, Bridge Program etc.	2005 onwards	DepEd, TEC, TEIs, CHED
g. Review and harmonize EO 245 (ECCD) and 356 (BALS) relative to teacher competency and teaching –learning activities	2005 onwards	DepED, CWC, DSWD, DILG
4.4 Licensure Examinations for Teachers		
a. Recommend and adopt policies that will tighten the licensing and certification process for teachers	2005 onwards	DepED, PRC, TEC
b. Coordinate with PRC on the implementation of TEC. Resolution No. 1, s. 2003 re- 75% of the total number of items be the criterion with no score lower than 50% in any of the areas or components	2005 onwards	DepEd, TEC
c. Review the LET System and in collaboration with BPT-PRC, conduct seminar-workshop to update the table of specification for the LET	2005 onwards	PRC, DepEd, TEC, CHED
4.5 Teacher Manpower Planning, Recruitment, Hiring and Deployment of Teachers		
a. Monitor the strict implementation of the DepED order No. 16, s. 2005 on the Revised Guidelines on Recruitment, Selection and Appointment of teachers in problem schools including the adoption of a 3 year probationary period based on the National Competency Standards Framework	2005 onwards	DepED, TEC
b. For pre-school, hire only the licensed professional teachers graduates of BS in Child Education or BEED with Specialization in pre-school education.	2005 onwards	DepED, TEC
c. Adopt set of incentives and an aggressive social marketing to attract students to go to priority courses in teacher education	2005 onwards	DepED
d. Undertake teacher mapping and profiling at secondary level to determine actual requirements of subjects' area specialists.	2005 onwards	DepED
e. Monitor the hiring of CHED, Curriculum Initiative for Teacher Education (CITE) and other government sponsored scholarship grants scholar graduates (Science, Math and English majors)	2005 onwards	DepED
f. Strengthen the teacher manpower planning capacity of regional offices to ensure the proper deployment of teachers according to the needs of the school	2005 onwards	DepED, TEC, CSC, PRC
g. Broaden the implementation of School-Based Management that empower school heads to employ teachers according to school-wide strategy for improving overall student outcomes.	2005 onwards	DepED

Activities	Timetable	Responsible Agency/Entity
4.6 Induction, INSET and CONTINUOUS Professional Development		
a. Strengthen the National Academy of the Philippines. (NEAP) and the Regional Education Learning Center (RELCs) in line with the proposed expanded function on inset management.	2005 onwards	DepED
b. Develop and implement a Teacher Induction Program (for Beginning teachers 0-3 years in service) for institutionalization	2005 onwards	DepED
c. Review critically all INSET programs, projects and activities from the stand point of their cost-effectiveness in improving teacher practice and raising the levels of student achievement in various areas of the curriculum.	2005 onwards	DepED, TEC
d. Formulate a national framework for teacher training that will provide a balance between the Code of Ethics for Teachers and the Magna Carta.	2005 onwards	DepED, TEC
e. Enforce quality assurance measure in the conduct of the training both for private and public schools by the regional offices.	2005 onwards	DepED
f. Engage the Centers of Excellent for Teacher Education (COETEs) in the conduct of teacher training	2005 onwards	DepED
g. Institute a training and certification program for non-majors who will teach Science, Math and English.	2005 onwards	DepED, TEC, COEs, CHED, TEIs
h. Adopt better targeting teacher education scholarships to meet known gaps in teaching practice in the schools	2005 onwards	DepED, CHED

Production Task No.5. Longer Cycle: Adopt a 12-year cycle for formal basic education.

Two more years are added to the existing ten-year basic education schooling that every Filipino child should get.

In the years until 2015, the Philippines will need to increase its total effort in basic education in order to improve the competencies of Filipinos. Initially, much of this increased effort will be within the existing ten-year basic education cycle. Eventually, however, the country will have to match the effort of those of its neighboring countries. An eleven and eventually a twelve-year basic education cycle, with correspondingly more curriculum content and greater required competencies, will have to be adopted.

Activities	Timetable	Responsible Agency/Entity
1. Define the competencies required to be achieved at every grade level of the existing cycle.	2005-2006	DepED
2. Progressively increase the extent of the school population at every grade level that achieves these required competencies until all children at every grade level shall have attained the required competencies every year.	2005-onwards	DepED, SGC and other basic education stakeholders
3. Get employers, parents, higher education institutions to demand higher levels of competencies for all at certain milestones such as those at the ends of elementary and secondary education cycles.	2006-onwards	DepED, PTCAs, SGC & other basic education stakeholders

4. Once there is a consensus for the higher levels of competencies, adopt the additional years of basic education schooling as a measure to attain them.
 	
4.1 Set timetable for reducing need for repetition and incidence of drop-outs in Grades 1 to 4
  a) Expand and strengthen the implementation of ECE and prioritize coverage of children aged 3 to 5 y/o most at risk of not entering, dropping out or not achieving Grades 1 to 3
  b) Administer the Grade I Readiness Test and Reading Test in Grade III
  c) Strengthen implementation of Every Child A Reader Program
	2006-onwards
	
	2005-onwards
	
	2005-onwards
	2005-onwards
		DepED
		
		DepED
		
		DepED
		DepED

Activities	Timetable	Responsible Agency/Entity
4.2 One target is reached add Grade 7 to elementary schools		
a) Strengthen the implementation of HSRT until the learning deficiencies of elementary graduates are addressed through the consultation between the school heads of the elementary schools (feeder schools) and the school heads of the secondary schools (receiving schools)	2005-onwards	DepED
4.3 Set later timetable for reducing repetition and drop out in Grades 4 to 6. Once reached, add 5th year to high school		DepED

Production Task No. 6 Accelerate articulation, enrichment and development of basic education curriculum within the context of the new functional literacy definition

Action: Public funding and official encouragement are provided to increase volume, variety and quality of technical and scientific work on the basic education curriculum and instruction, using first language, Filipino and English. Scope of institutional participation in curriculum development for basic education is expanded to include private schools, non-government organizations, teacher training institutions, individual professional educators and education scientists, and other organizations such as media, advertising and cultural entities. The definition of Functional Literacy and Basic Learning Needs as discussed in Volume 1 must be considered in enhancing/refining the basic education curricula (both for formal basic education and alternative learning system).

Public discussions and scientific work on what all Filipino children should be learning must be intensified in response to the demands of a changing world. DepEd should provide the leadership and direction to curriculum development, but more stakeholders should be mobilized and engaged in this important task of defining the contents, means and purposes of basic education.

Activities	Timetable	Responsible Agency/Entity
1. Development/enrichment of curriculum 1.1 Institute a mechanism of engaging a wide network of institutions and professionals, to include public and private schools, teacher education institutions, employers, professional organizations, among others in active research and development effort in curriculum and instructional standards and benchmarks in teaching and learning	2005 -onwards	DepED and network of institutions and professionals
1.2 Allocate public funding to support research and development effort in curriculum	2005-onwards	DepED and DBM
1.3 Conduct of continuing review of basic education curriculum to address societal and market demands and needs of learners.	2005-onwards	DepED and network of institutions and professionals
1.4 Conduct benchmark study to update curriculum and instructional standards with other countries	2005-onwards	DepED and network of institutions and professionals
1.5 Create the Division/School School Curriculum Committees which handle localization of curriculum	2005-2006	DepED
1.6 Conduct continuing training of teachers on the development, localization and evaluation of the curriculum	2005-onwards	DepED

Activities	Timetable	Responsible Agency/Entity
2. Research Agenda 2.1 Generate scientific information based on actual practice on the teaching and learning of specific subjects in different grade levels such as first language reading and writing, communicating in English and Filipino, science and math, civics and history.	2005	- do -
2.2. Study the ethical formation of children where attention should be given to alternative learning approaches and other successful innovations to attaining required competencies in the curriculum and address problems on drop-outs, participation, completion and class size.	2005-onwards	DepED and network of institutions and professionals
2.3 Conduct research on the following priority areas and recommend policies: ➢ determination of optimal size of schools ➢ quality of pre-school programs and impact on pupil performance in Grades 1 to 3 ➢ characteristics of feeding programs and nutritional status with with optimum impact on Grade 1 to 3 performance ➢ reading competencies in English and Filipino by gender at different stages of the basic education cycle ➢ use of computers and new instructional technologies in student learning ➢ characteristics of school heads and teachers in effective schools	2005-2006	DepED
3. Curriculum Delivery/Instruction 3.1 Establish a system of sentinel schools, representing the various conditions of the country's schools. These sentinel sites would provide routine information on the current patterns of instructional practice and levels of attainment of curriculum standards. New standards could be pre-tested in these sentinel sites.	2005-2006	DepED
3.2 Link curriculum standards, with national standardized testing and school-based student assessment so that teachers and school heads have reliable information to guide their instructional practices for different groups of children at different grade levels for different subjects in different settings.	2005-onwards	DepED

Activities	Timetable	Responsible Agency/Entity
3.3 Enforce Inclusive Education as a Policy	2005-onwards	DepED

a) Pilot/adopt alternative curriculum models
      ➤ Lingua Franca to include other languages (elem.)
      ➤ Special science and math schools
      ➤ Sports and Arts-oriented schools
      ➤ Madrasah Education
      ➤ Indigenous People'sEducation
      ➤ Disadvantaged Children – Children Labor
      ➤ Special Education for Children with Special Needs		

b) Enhance and expand alternative modes of delivering Formal Basic Education (FBE) instruction to provide every pupil/student access to quality teaching-learning based on her/his special needs and circumstances he/she is in (e.g., distance learning, MG schooling, community-/home-based learning, ISOSA, IMPACT, Project EASE)	2005-onwards	DepED

c) Institutionalize Inclusive Schools for children with special needs and in difficult/different situations (related to 3.3.a above)
 	
      ➤ review and revise instructional standards
      ➤ adopt program models
      ➤ set policies and mechanisms for institutionalization of inclusive School
	2006-onwards	DepED

Activities	Timetable	Responsible Agency/Entity
d) Strengthen Muslim Education ➤ Formulate and implement a standard curriculum for muslim education (related to item 3.3.a above) ➤ Develop and produce instructional materials for the standard curriculum ➤ Train madaris teachers and supervisors and assessment of the standard curriculum especially with regard to improving the English language skills ➤ In collaboration with stakeholders, prepare and implement a catch-up plan for madaris students to enable them to actively participate in societal development	2005-onwards	DepED, Madaris & Islamic Organizations
e) Strengthen Indigenous Peoples Education ➤ Develop and promote a curriculum that will preserve the cultural heritage of the indigenous cultural communities/peoples (related to item 3.3.a above) ➤ Produce IMs and train the teachers in IP schools on the use and requirements of the indigenous curriculum ➤ Include IP materials/documents in public school libraries to permit information sharing/exchange between cultures ➤ Accommodate students in all programs for children/students (i.e., GASTPE, health and nutrition, arts and school sports and their teachers in in-service training programs	2005-onwards	DepED, NCCA and other IP Groups/Organizations
3.4 Develop/provide instructional support materials for/to all schools (both for teachers and students) a) Strengthen the capacity of the DepED Regional Offices to develop instructional materials (both for teachers and students) for use by all schools within the region (i.e., RELCs shall also function as the Resource Learning Center of the Regions)	2005-2006	DepED

Activities	Timetable	Responsible Agency/Entity
b) Enrich the learning environment through the: a) use of ICT in the development of instructional support materials and actual teaching-learning process; b) setting-up of a Learning Resource Center (DLS Concept) for a cluster of schools and within schools where teachers can deposit and borrow instructional support materials; and a library for every school/classroom (where the community, PTCA and home-room organizations will be encouraged to set it up and enrich its collection)	2005-onwards	DepED, PTCAs and other basic education stakeholders at the community level
c) Encourage divisions/schools to use locally-developed IMs (evaluated by accredited IMCS evaluators)	2005-onwards	DepED
d) Network with other GOs, private/business sectors, NGOs for resource generation and support to the development and use of teaching-learning support material	2005-onwards	DepED and other basic education stakeholders
3.5 Enhance and enrich the learning experiences in Science, Mathematics, English and Technology Education through the science centrums (interactive exhibits and galleries) media (e.g. Education TV Programs) and other educational activities such as robotics, Olympiads, young scientists fairs, teacher training on interactive approaches)	2005-onwards	DepED, DOST, Science Centrums, PIA

Enabling Tasks: Provide adequate and stable funding for country-wide attainment of EFA goals

> The national government adopts a new public funding framework for basic education that coherently combines national and local government funding to support the most cost-effective local efforts to attain quality basic education outcomes in every locality across the whole country.

The first task, and potentially the most powerful signal to the rest of society, is for the national government to prioritize adequate funding for quality basic education through better-coordinated and more carefully targeted increases in spending by both national and local governments.

To at least enable the nation's educators to do their jobs effectively, it is important that total public spending for basic education rise faster than the combined effects of population growth and inflation so that the average public spending per school-aged child in real terms does not fall and instead increases over time. Real government spending per child enrolled in public elementary and high schools had decreased from P399 in 1997 to P370 in 2000 to P353 in 2001. The burden on public funding created by the decision in 1987 to provide universal free secondary education has been further exacerbated by the total increase of high school enrollment and the shift in the public-private shares in high school enrollment from a balanced 58% to 42% in 1983 to a lopsided 79% to 21% in 2003.

Activities	Timetable	Responsible Agency/Entity
1. Adopt a medium-term policy guideline on the national government funding for basic education. 1.1 Clearly define basic education in the guideline as including elementary and secondary education, pre-school and ECE programs, and alternative learning programs for adult literacy (based on the legal definition contained in RA 9155 or Governance in Basic Education Act).	2005-2006	DBCC
1.2 Set specific targets to increase the total allocations for basic education that would be necessary to reach a desired target per school-aged child allocation for basic education in the national budget of each year. Such a budgetary target should be given first priority before considering any other budgetary allocation elsewhere in the national budget. ➢ Benchmark per pupil cost (compared with other Asian countries) ➢ Study per learner cost (ECE,FBE,ALS) ➢ Prepare guidelines for Per Learner Cost (ECE, FBE, ALS) allocation ➢ Prepare DepEd policy/position paper on the Per Learner Cost Allocation and Cost Sharing Scheme for DBCC consideration	2005-onwards	DepED, CWC, DSWD, DBM

Activities	Timetable	Responsible Agency/Entity
1.3 Within the fiscal program of the government for each year starting 2005, regularly provide an estimate of total increases that will be made available within the national budget to add to the existing allocations for basic education spending programs.	2005-onwards	DBCC
2. Within the overall ceiling for basic education set by DBCC, recommend the following: a) annual budget ceilings for elementary and secondary schooling, and the specific line items of other government agencies involved in supporting ECE programs, basic formal education programs and ALS programs; b) guiding norms for LGU spending for basic education activities (including the minimum per student MOOE to be provided to schools) to be funded from LGU sources such as the Special Education Fund and other local sources.		DepEd, DILG, DOF, CWC, DSWD and DBM

3. National Government Funding
 	
3.1   Recommend to the President to issue an executive order that as soon as feasible, possibly as early as 2005 the whole national DepEd budget shall henceforth be concentrated on financing only five main expenditure programs, namely:
   (i)   personnel services for all DepEd supervised schools and learning centers (teaching & non-teaching personnel)
   (ii)   personnel services, MOOE and capital outlay for central, regional and division DepEd offices;
   (iii)   Education Service Contracting for ECE, FBE & ALS
   (iv)   lump sum for subsidies to LGUs intended to partially cover MOOE costs for schools in the poorest 20% of the nation's communities;
   (v)   a fund for schoolbuildings construction limited to eliminating the actual classroom backlog existing and defined as of the year 2005.
 	
The same executive order should provide that henceforth the costs of MOOE requirements for schools (including textbooks, instructional materials, desks and classroom furniture, supplies, electricity and water) as determined by the guiding norms of DepEd and any additional classroom construction beyond the fixed backlog as of 2005 shall be financed fully by LGUs from their SEF as well as other local sources.
	2005	DepEd, CWC, DSWD, DILG & DBM

Activities	Timetable	Responsible Agency/Entity
3.2 Regularly conduct a head count of students and teachers in every school and learning centers throughout the country two times each year, first within the first quarter of each school year and then in the last quarter of the school year. These head counts shall be the basis of DepEd's annual allocation of teacher items in order to insure that actual teacher-to-student ratios in every school throughout the whole country does not exceed a narrow band.	2005-onwards	DepED, SGC and other basic education stakeholders at the school/community level
3.3 Within the resources available in its annual budget, immediately implement the provision in RA 9155 that every school/school cluster should have a school head and that all school heads shall be granted the same rank and position	2006-onwards	DepED and DBM
3.4 Propose amendments on GASTPE Law re expansion of coverage to include ECE, elementary education and ALS	2005-2006	DepED
3.5 Establish mechanisms for Accreditation of ALS, ECE and formal education service providers eligible to access GASTPE	2006-onwards	DepED
3.6 Formulate guidelines for the allocation of NG funding to partially cover the MOOE and CO costs for schools in the poorest 20% of the nation's municipalities	2005-2006	DepED, DILG and DBM
3.7 Conduct a survey of classrooms in the whole country and generate an authoritative estimate of the numbers of new additional classrooms required to be constructed in every locality of the country to meet the requirements as of the year 2005. In the survey, consideration should be given to availability of facilities of private schools that can meet part of the classroom backlog in the locality through the contracting of private schools to deliver basic education. The elimination of this 2005 backlog of classroom construction, both the total for the country and the allocation per locality, shall be a focus of a time-bound national government program to be funded as part of the annual DepEd budget until completion.	2005-2006	DepED, DILG, LGUs, private sector, CSOs
3.8 Channel foreign grants and private sector assistance in school buildings to contribute to the faster elimination of this fixed 2005 backlog.	2005-onwards	DepED and funding/donor institutions/organizations
3.9 Regularly publish DepEd's total budgetary allocation for schools for the coming year and its actual spending for the past year and allocation and spending of other agencies implementing spending programs charged to basic education for every locality of the country.	2005-onwards	DepED and other concerned government agencies

Activities	Timetable	Responsible Agency/Entity
4. Local Government Financing. 4.1 Conduct intensive advocacy efforts to LGUs regarding the implementation of the EO which will provide that costs of MOOE requirements for schools as determined by the guiding memo of DepEd and any additional classroom construction beyond the fixed backlog as of 2005 shall be financed fully by LGUs from their SEF as well as other local sources.	2005-onwards	DepED, DILG, DBM and DOF

4.2 Propose amendment on Local Government Code based on results of TADBEM study to reflect among others the following:
     ➢ guiding norms of LGU-SEF spending on basic education (ECE, FBE and ALS)
     ➢ renaming of LSB to Local Basic Education Board and reviewing its composition to ensure check and balance
	2005-2006	DepED, DILG, DOF

4.3 Establish the Material Resource Information System which will cover both public and private schools to aid the formulation of LGU financing plan for school facilities requirements.	2005-2006	DepED

4.4 Regularly disseminate actual SEF collection and utilization to schools and community groups in every locality.
     ➢ Official estimate of the total potential amounts of the SEF that every province, city and municipality can collect
     ➢ Results of audits of actual collection and spending from SEF of every province, city and municipality
	2005-onwards	DILG, LGUs, DOF, COA

5. Test, evaluate and develop policy proposals on feasible ways of efficiently expanding ECCD and ALS Programs and R & D on teaching practices for basic education using innovative co-financing mechanisms which shall include such measures as quality assurance, client targeting, cost control monitoring of outputs and outcomes, among others.	2005-onwards	DepED, CWC, DSWD, DILG and LGUs

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

Action: A knowledge-based popular movement is launched. It reaches, engages and organizes persons in each locality, whose education and social consciousness enable them to understand and act responsibly, to form a nationwide network of multi-sectoral groups advocating, supporting and monitoring attainment of EFA goals in their respective localities.

The most likely base of social, political and economic support for sustained effort to attain EFA goals are the large numbers of educated Filipinos living and working in every Philippine community. It will be important to inform, mobilize and engage those among these educated who are most ready to be enlightened about the urgency of achieving education for all objectives. On the basis of their enlightenment, these potential advocates can then get organized to support the attainment of EFA goals in their communities.

The approach is to use the wealth of information and knowledge about basic education reform in the Philippines as the basic material for educating potential advocates and getting them to act on the basis of their own learning. The idea is to use education as an instrument for reforming the educational system.

Activities	Timetable	Responsible Agency/Entity
1. Organize the national and local EFA network		
1.1 Create the National EFA Committee (NEC) which shall be responsible for: a) national coordination; b) policy making; c) social mobilization and advocacy; d) resource mobilization; e) monitoring and evaluation; f) overseeing the creation and operation of sub-national alliances.	2005	DepED and other members of the National EFA Network
1.2 Establish the National EFA Secretariat which will backstop the NEC.	2005	DepED
1.3 Encourage local groups to organize themselves into self-governing clusters representing localities that have common educational concerns.	2005-2006	National EFA Secretariat, national EFA Network
1.4 Develop a database on National EFA networks 　　a) include the names and locations of trained participants who organized themselves into local EFA support groups in the database of a national network of EFA advocates that will be created and maintained by DepEd's EFA Secretariat. 　　b) share the database on the network with other associations and networks that may want to link up with these local EFA support groups.	2005-2006	National EFA Secretariat

Activities	Timetable	Responsible Agency/Entity
2. Re-package, publish and disseminate a popular version of EFA Plan as a publication for a wider lay audience beyond educational specialists and administrators.	2005	DepEd, PIA, E-Net
3. Develop and implement an initial 3-year social marketing campaign to promote participation by ordinary citizens and organized groups in the various activities associated with the EFA 2015 Plan 3.1 Develop a high value "EFA 2015 brand" to be used to identify a wide range of activities, milestones, events and materials that are consistent with attainment of the EFA goals.	2005-onwards	DepED, PIA, National & Local EFA network
3.2 Mobilize key professionals in media and engage popular/influential personalities to advocate "EFA 2105 brand".		
4. Tap various networks (e.g., E-Net, Synergia, etc.), organizations (e.g., Metrobank Foundation, AIM, PBSP, etc.) and institutions (e.g., teacher training institutions) to develop "accredited" training modules for potential local advocates of EFA. These training modules should promote the widespread internalization of common facts, perspectives, principles, lessons, experiences, future directions and other key knowledge about basic education reform in the Philippines.	2005-onwards	National EFA Secretariat , PIA & other members of the National EFA Network
5. Encourage people from localities who respond early to the challenge and inspiration of the EFA 2015 Plan to "enroll" in the accredited training modules. The idea is to reach groups of persons from localities who are willing to finance their own participation in accredited training modules so that after training, they can organize themselves into local EFA support groups. Local entities such as local governments, local employers or local civic organizations can sponsor enrollment in accredited training sessions for participants coming from their respective localities.	2005-onwards	National EFA Secretariat and National and Local EFA Networks
6. Beyond the members initially recruited to form local EFA support groups, continue training of other participants from the locality (which should lead to further enrichment of these local groups with wider multi-sectoral representation from diverse sectors to include educators, business persons, media practitioners, local government officials and bureaucrats, leaders of different churches, civil servants, professionals, among others.)	2006-onwards	National EFA Secretariat and National and Local EFA Networks

Activities	Timetable	Responsible Agency/Entity
7. Develop the local EFA support groups as far as possible into permanent self-sustaining circles of concerned individuals rather than as formal representatives of whatever organization or enterprise they may belong. The local EFA support groups are designed to function as independent citizens groups acting to support attainment of EFA goals in their communities.	2006-onwards	National EFA Secretariat and National and Local EFA Networks
8. Produce a stream of technical support materials for possible use by local EFA support groups. These materials can include models for local activities, prototypes of local projects, and exemplars of materials that are all oriented to support the eight other tasks of the EFA 2015 Plan (i.e., public funding, schools, ECCD and ALS programs, teachers, curriculum development and monitoring).	2005-onwards	National EFA Secretariat and other partner organizations/institutions
9. Identify and "recruit" key local institutions that are capable of providing technical support to local EFA support groups. These local institutions might include teacher training institutions, local chambers of commerce, civic organizations or chapters of professional associations. In many cases, the local organizations of schools, ECCD or ALS programs might be able to provide strong technical and logistical back-up to newly organized local EFA support groups.	2005-2006	National EFA Secretariat and network of institutions
10. Within the first three years from 2005-2007, reach, train, organize and sustain local EFA support groups in all the 180 divisions of DepEd representing provinces and cities of the country.	2005-2007	National EFA Secretariat and network of institutions

Enabling Task: Monitor progress in effort towards attainment of EFA goals

> **Action:** Steady flow of reliable measurements of educational outcomes and of actual effort related to these outcomes are generated. Ample supply of objective information about level of effort expended and extent of progress attained keeps the nation's (and each community's) attention focused on these results.

DepEd should have a dedicated organization to monitor policies, programs and projects to attain EFA goals, and to measure actual effort undertaken and the student outcomes that result from these efforts. The monitoring should also be against clear and agreed curriculum standards.

Activities	Timetable	Responsible Agency/Entity
1. Testing and Assessment 1.1 Undertake a wholistic assessment of Filipino Basic Learning Needs - revisit the recommendation of TADBEM to undertake global assessment of Functional Literacy to assess all learners both school- and non-school based.	2006-onwards	DepED
1.2 Adopt, implement and maintain a system of national standard tests:	2005-onwards	DepED
a) Grade I Readiness, Reading (Grade III) and High School Readiness (Year 1) Tests for instructional improvement		
b) Terminal assessment (NAT) at the elementary (Grade IV and VI) and secondary (Year 4) levels		
1.3 Continue the conduct of regular school- and division-based testing at different grade/year levels for instructional improvement	2005-onwards	DepED
1.4 Training on test results utilization and design interventions to selected school heads of low performing schools in the NAT/Reading Test and other tests.	2005-onwards	DepED
1.5 Develop an integrated approach to assessment (i.e., within region or zonal	2005-2006	DepED

Activities	Timetable	Responsible Agency/Entity
2. **Monitoring and Evaluation**		
2.1 Set-up a monitoring desk for EFA central, region, division and schools	2005	DepED

2.2. Develop the Unified EFA Monitoring and Evaluation Framework/ System where all innovations undertaken by different groups at various scales (school-wide, division-wide, region-wide) will be subjected to:
    ➤ Review/revise adopt M&E designs
    ➤ Orientation of Regional & Division Office
    ➤ Conduct of Monitoring and Evaluation activities
	2005	DepED and networks of organizations and professionals

2.3 Collect, validate and report to all stakeholders key indicators of EFA . Disaggregation of such indicators should be undertaken to the division level. This will allow support groups at divisions to measure their effort against the attainment of EFA goals. A standard format for division-level report covering schools, ECCD and ALS, should be developed by DepEd. All divisions should be required to present to their communities these basic education reports as a measure of their accountability for results.	2005-onwards	DepED, SGC and national and local EFA networks
a) Establish benchmarks and a database on school performance		

b) Monitor progress in effort towards attainment of EFA goals
    ➤ Involve the community in the monitoring of school progress and evaluation of outcomes
    ➤ Consider the children's perspectives and experiences in the monitoring of attainment of EFA goals
    ➤ Come-up with annual report to nation and localities on mobilization of effort and attainment of EFA goals
    ➤ Make annual Educators' Congress the focal point for assessing progress in EFA
    ➤ Encourage local EFA groups to mount local Educators' Congresses		

2.4 Establish a knowledge bank to document and disseminate best practices of school-based management, teaching practices and program implementation. ➤ Organize a media committee to disseminate good examples and reports on progress	2005-onwards	DepED and PIA
2.5 Conduct training for Education supervisors and other non-teaching personnel of DepEd on their new roles as defined in R 9155, particularly in the area of outcome monitoring and evaluation.	2005-onwards	DepED

TABLE OF CONTENTS