



Impact of Pandemic to Education

47,013

Public schools forced to close early



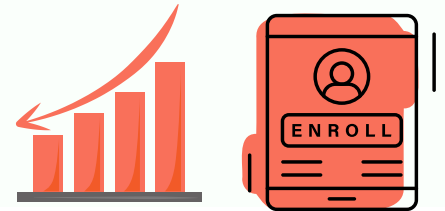
27M

Students affected by early closure



1.5M

Children & youth dropped out of school (SY 2020-2021)



SY '20-'21 ENROLLMENT STATISTICS

Vs Previous Year

Enrollment by level

Kindergarten ↓ **31.3%**

Elementary* ↓ **22.5%**

Junior High School* ↓ **23.0%**

Senior High School ↓ **30.1%**

Alternative Learning ↓ **63.3%**

Total Enrollment ↓ **25.3%**

Private Schools ↓ **74.6%**

Public Schools ↓ **13.1%**

*Excludes non-graded learners

The Department of Education rolled out its Basic Education Learning Continuity Plan (BE-LCP) to limit further disruption.

Challenges in Implementation:

1 Lack of connectivity and gadgets;



4

Suspension of school feeding program;



2 Insufficient budget for printing new learning modules;



5

Need for home learning partners;



3

Overworked and undertrained teachers;



6

Closure of private schools.



Situation of Households



6%

No electricity



53.5%

No radios



21.1%

No televisions



79.7%

No computers



84.3%

No internet access

26.14M Filipinos

10.19M Children

Living below poverty line



This situation renders more difficult the attainment of inclusive and equitable quality education.

Challenges:

Launching
of the



Strategic roadmap to improve the delivery and quality of basic education and the experience of learners in schools.

1

Budget constraints due to fiscal consolidation policy



2

Not sufficient budget for community learning centers and inclusive education program;

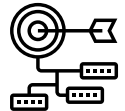
3

Devolution of functions to LGUs



4

Cascading BEDP framework to divisions/district/schools



5

Reaching out to the marginalized.



Challenges in Translating Policies into Action

R.A. 11510
Alternative Learning System Act

R.A. 11650
Instituting a Policy of Inclusion & Services for Learners with Disabilities in Support of Inclusive Education

R.A. 11713
Excellence in Teacher Education Act



Implementing Rules and Regulations (IRR) and Policy Guidelines



Administrative Structure and Lines of Responsibility



Dedicated Budget – Community Learning Centers, Inclusive Learning Resource Centers, Teachers' Trainings, etc.



Capacitating Implementors
Participation of Stakeholders

4 QUALITY EDUCATION



KEY MESSAGES AND RECOMMENDATIONS

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

TARGET 4-1



FREE PRIMARY AND SECONDARY EDUCATION

- **Expand** public provision of school infrastructure and investment in terms of coverage and quality improvement targeted at areas where need is greatest.
- **Support** integration of effective practices of flexible and distance learning into blended learning models as schools re-open.
- **Fund** the implementation of the provisions of the Alternative Learning System Law (RA 11510) and Inclusive Education for Learners with Disabilities Law (RA11650).



TARGET 4-2



EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION

- **Increase** investment in Early Childhood Care and Development (ECCD).
- **Prioritize** pre-primary provision in marginalized rural and urban poor areas to provide equitable opportunities.
- **Address** child hunger and provide feeding programs for 0 to 4 year old.

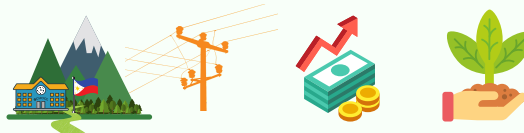


TARGET 4-3



EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

- **Build** more colleges and TVET centers in rural areas.
- **Secure** electricity access, establish free public internet and extend the use of modern learning technologies for marginalized students in TVET and higher education.
- **Increase** Budget for Extension Services and programs of universities to reach the marginalized.
- **Promote** agriculture as a viable and versatile career option.



TARGET 4-4



INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

- **Skill, re-skill and empower** young people and adults thru a sustained and publicly funded education and skills training program.
- **Strengthen** Adult Learning and Education (ALE) and promote and strengthen lifelong learning development in the country.



TARGET 4-5



ELIMINATE ALL DISCRIMINATION IN EDUCATION

- **Develop and Implement** inclusive education programs for Persons with Disabilities, Indigenous Peoples, Muslim learners, and other marginalized sectors.
- **Develop and implement** policies that support a human rights and gender-based approach in strengthening education systems.
- **Create** learning environments and schools free from abuse, violence and discrimination.
- **Develop and offer** flexible learning modalities for young parents to facilitate their participation in education and training.



TARGET 4•6



UNIVERSAL LITERACY AND NUMERACY

- **Expand** literacy and numeracy programs targeting the most marginalized children, youth and adults who are out of school today, including Persons with disabilities, from indigenous communities, and those affected by natural disasters and armed conflict.
- **Increase** access to community-based learning, family literacy programmes, and reading centres that foster intergenerational learning and gender-just skills education.
- **Mainstream** context-responsive, effective, flexible, and inclusive learning options, that are made available in no-tech and low-tech modalities.



TARGET 4•7



EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- **Ensure** that national education policies are developed within a framework of lifelong learning (LLL) and education for sustainable development (ESD).
- **Embed** human rights, child rights and positive discipline, gender equality and inclusion, environmental protection and global citizenship education in the curriculum.



TARGET 4•A



BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS

- **Comply and implement** the accessibility requirements of BP 344 for schools and learning centers.
- **Implement** the risk reduction and disaster preparedness program in schools in the aspect of safe learning facilities, school disaster management and disaster risk reduction in education.
- **Promote and implement** the Republic Act No. 11313 or The Safe Spaces Act (Bawal Bastos Law).



TARGET 4•B



EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES

- **Increase** the budget for scholarships and financial assistance in higher education institutions prioritizing poor and working students.
- **Provide** subsidies for transportation, food, school supplies and dormitory for indigent students in the tertiary level.



TARGET 4•C



INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

- **Prioritize** teachers' sustained, practical, and appropriate education and professional development.
- **Ensure** continuous and timely payment of teachers' salaries and benefits, including allowances for difficult tasks rendered especially during emergencies.
- **Fully** implement the Magna Carta for Public School Teachers. Enact a Magna Carta for Private School Teachers.



KEY FACTORS IN ACHIEVING SDG4



Whole-of-Government Approach



Substantial Education Budgets



Equitable Allocation & Effective Utilization of Budgets



Participatory Governance & Meaningful Engagement of Stakeholders



Partnerships for Education