

UNESCO NATIONAL EDUCATION SUPPORT STRATEGY (UNESS)



PHILIPPINES

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Bibliography and References

List of Acronyms

AACCUP	Accrediting Agency of Chartered Colleges and Universities in the Philippines
ADB	Asian Development Bank
ALS	Alternative Learning System
APR	Average Promotion Rate
ARMM	Autonomous Region in Muslim Mindanao
AusAid	Australian Agency for International Development
ASPNet	Associated Schools Project Network
BALS	Bureau of Alternative Learning Systems
BEAM	Basic Education Assistance to Mindanao
BESRA	Basic Education Sector Reform Agenda
CALABARZON	Calamba, Laguna, Batangas and Quezon Provinces
CAR	Cordillera Administrative Region
CAT	Competency Assessment and Tools
CBC	Competency-based Curriculum
CBLM	Competency-based Learning Materials
CEDAW	Conventions on the Elimination of all Form of Discrimination Against Women
CHED	Commission on Higher Education
CIDA	Canadian International Development Assistance
CLC	Community Learning Center
CLLSD-SEA	UNESCO Center for Lifelong Learning for Sustainable Development in Southeast Asia
CMEC	Community Media and Education Council
COA	Commission on Audit
COCOPEA	Coordinating Council for Private Educational Associations
COD	Centers of Development
COE	Centers of Excellence
CPAP	Country Program Action Plan
CPC	Country Programme for Children
CSI	CHED Supervised Institution
CSO	Civil Society Organizations
CWC	Council for the Welfare of Children
DANIDA	Danish International Development Assistance
DECS	Department of Education, Culture and Sports
DepEd	Department of Education
DFA	Department of Foreign Affairs
DOF	Department of Finance
DOH	Department of Health
DSWD	Department of Social Welfare and Development
EASE-MGP	Education Awareness Support Effort and Matching Grants Program
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
EDCOM	Congressional Commission on Education
EFA	Education-for-All
EMIS	Education Management Information System

ETEEAP	Expanded Tertiary Education and Equivalency Accreditation Program
EO	Executive Order
EQUALLS	Education Quality and Access for Learning and Livelihood Skills
ESD	UN Decade of Education for Sustainable Development
FAAP	Federation of Accrediting Agencies of the Philippines
FIES	Family Income and Expenditure Survey
FPS	Family Planning Survey
FRESH	Focusing Resources on Effective School Health
GATSPE	Government Assistance to Students and Teachers for Private Education
GEM	Gender Empowerment Measure
GENPEACE	Gender and a Culture of Peace
GER	Gross Enrolment Ratio
GDI	Gender Development Index
GDP	Gross Domestic Product
GNP	Gross National Product
GOJ	Government of Japan
GOP	Government of the Philippines
GPI	Gender Parity Index
HDI	Human Development Index
HEI	Higher Educational Institution
HFH	Habitat for Humanity
HPI	Human Poverty Index
ICT	Information Communication Technology
ILO	International Labor Organization
IMPART	Implementing a Model for Partnerships among Education Stakeholders
IMR	Infant Mortality Rate
IP	Indigenous People
JBIC	Japan Bank for International Cooperation
KRT	Key Reform Thrust
LEP	Ladderized Education Program
LGC	Local Government Code
LGU	Local Government Unit
MDA	Mid-Decade Assessment
MDG	Millennium Development Goals
MLE	Multi-lingual Education
MTPDP	Medium Term Philippine Development Plan
MTDPHE	Medium Term Development Plan for Higher Education
NAT	National Achievement Test
NATCOM	Unesco National Commission
NCR	National Capital Region
NDFCAI-WED	Notre Dame Foundation for Charitable Activities, Inc. – Women in Enterprise Development
NEDA	National Economic Development Authority
NER	Net Enrolment Ratio
NGO	Non-Government Organization
NIR	Net Intake Rate
NPR	Net Participation Rate

NPSBE	National Program Support for Basic Education
NSCB	National Statistical Coordination Board
NSEC	National Secondary Education Curriculum
NSO	National Statistics Office
NTESDP	National Technical Education and Skills Development Plan
NTP	National TB Control Program
OECD	Organization for Economic Cooperation and Development
ODA	Official Development Assistance
OPAE	Office of the Presidential Assistant for Education
OPEC	Organization of the Petroleum Exporting Countries
OSY	Out-of-School Youths
PALIHAN	Palitan ng Husay at Sanayan (Exchange of Skills and Expertise)
PES	Parent Effectiveness Services
PHEI	Private Higher Education Institution
PPA	Proclaimed Protected Area
PQNWF	Philippine National Qualifications Framework
PRC	Professional Regulatory Board
PTCA	Parents, Teachers and Community Association
PTESDC	Provincial Technical Education Skills Development Committees
PTFE	Presidential Coordination Task Force for Education
PTQCS	Philippine TVET Qualification and Certification System
RA	Republic Act
RBEC	Revised Basic Education Curriculum
RPL	Recognition of Prior Learning
SBM	School Based Management
SEDIP	Secondary Education Development and Improvement Project
SEF	Special Education Fund
SIP	School Improvement Plans
SPHERE	Philippine Basic Education Reform
SRA	School Readiness Assessment
STEAMDFI	Special Training, Employment, Advocacy and Management for Deaf Persons
STRIVE	Strengthening Implementation of Visayas Education
SOCCSKSARGEN	South Cotabato, Cotabato, Sultan Kudarat and Sarangani and General Santos
SUC	State Universities and Colleges
TEEP	Third Elementary Education Project
TESDA	Technical Education and Skills Development Authority
TESDP	Technical Education and Skills Development Project
TR	Training Regulations
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNLD	United Nations Literacy Decade
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

WHO World Health Organization

WFP World Food Program

WB World Bank

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The UNESCO National Education Support Strategy (UNESS) for the Philippines is the country-based education support strategy in response to the needs and demands for educational development. This is an outcome of the request of the Member States for UNESCO to play a more strategic role in supporting national education priorities and to strengthen its partnership and synergy with other development partners.

The UNESS Philippines document was borne out of an in-depth review and assessment of Philippine education. Chapter I describes the country's development situation and serves as the backdrop for analyzing the country's gaps, needs and priorities in education. Chapter II presents a review and analysis of the challenges that the education sector faces in enhancing access and participation in education, improving education quality and rationalizing the institutional capacity of the education bureaucracy. Chapter III contains the priorities and interventions in education of other development partners. Chapter IV presents the role of UNESCO in the overall education development plan of the Philippines. And Chapter V outlines UNESCO's proposed intervention areas until 2013, zeroing in on education objectives that are framed on assisting the country's education machinery to increase its capacity to realize its EFA objectives.

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EXECUTIVE SUMMARY

In the Philippines, education has always been one of the pillars of national development, given its capacity to provide the country with competent and skilled manpower. Viewed as a key investment that can break the poverty cycle, it provides the Filipino youth with knowledge and skills to actively participate in productive and profitable activities aimed at improving their quality of life.

Through the years, modest gains and shortfalls have been recorded in the education sector and positive developments and setbacks have been experienced in addressing the objectives of enhancing access to education and of improving the quality and relevance of learning.

The performance of Philippine education is happening right in the middle of a robust growth of the country's economy, given its 2007 GDP of 7.3% placing the country as one of the fastest growing economies in Asia. Thus, in 2007, the Philippines was described as on track in meeting its targets on poverty reduction and other social objectives of improving nutrition, gender equality, reducing child mortality and combating HIV and AIDS, among others. ADB attributed the Philippine economic success to the fiscal consolidation that the government launched in 2002. The fiscal reforms have created a new window of opportunity for broader policy reforms that put the country firmly on track toward rapid and sustainable development.

Policy reforms are also in place in Philippine education. The GOP's priorities and strategies on ECE and basic education are embodied in a package of policy reforms referred to as Basic Education Sector Reform Agenda (BESRA). Anchored on school-based management, BESRA aims at creating a basic education that is capable of attaining the country's EFA 2015 objectives. In TVET, the second cycle of the National Technical Education and Skills Development Plan (NTESDP) for 2005 until 2009 is the blueprint that addresses the challenges of poverty alleviation through economic growth and provides a strong anchor for the employment goals of the country. The Higher Education Development Plan 2001 – 2010 is the vision for higher education to become the prime mover of the nation's socio-economic growth and sustainable development through its tri-fold function of teaching, research and extension service. It is also important to note that the EFA 2015 goals are enshrined in the Medium-Term Philippine Development Plan, 2004 – 2010, which is the Philippines development strategy toward socio-economic and political development.

The commitment and enthusiasm to reform education are timely initiatives, as the policy environment is conducive to reforms. Local government units (LGUs), non-government organizations (NGOs), the private sector and other development partners are actively involved in national education development. A stronger partnership with the private sector can significantly increase financial and other assistance to Philippine education. Assistance in the form of loans or grants from the donor community can propel development in education as gleaned from the experiences of the sector with the Third Elementary Education Project (TEEP) and the Secondary Education Development and Improvement Project (SEDIP), among others. In a concerted effort of development partners, policy reforms in education may perhaps produce concrete results especially now that the GOP has put in place major developmental inputs to make the educational policy environment favorable for both EFA goals and the MDGs.

UNESS Philippines has been framed to focus on assisting the country to create education that is more dynamic, efficient and effective sector capable of achieving the outcomes that contribute to the basic task of fighting poverty. Included in UNESS Philippines are intervention areas in basic education, higher education and non-formal, specifically on expanding the coverage of cost-effective Adult Literacy Programs – key programs that may prove vital in achieving the EFA 2015 goals.

Donor partners have already funded many components of the aforementioned objectives, particularly those in basic education. However, Philippine education needs the technical expertise of UNESCO. UNESCO's active involvement can accelerate the realization of these objectives under UNESS through policy advice and technical assistance.

CHAPTER I

NATIONAL DEVELOPMENT CHALLENGES AND PRIORITIES

This chapter describes the Philippine development situation and serves as the backdrop for analyzing the country's gaps, needs and priorities in education. It includes an analysis of the economic, social and human developments and identifies the challenges facing the Philippines in the development arena as well as the strategies and priorities for achieving the Millennium Development Goals (MDGs).

ECONOMIC, SOCIAL AND HUMAN DEVELOPMENT CONTEXT

Demographic Trends

Located in Southeast Asia, the Philippines is an archipelago of 7,107 islands in the western Pacific Ocean. It is the only country in Southeast Asia that shares no land border with its neighboring countries. The islands are grouped into three: Luzon in the north, Visayas in the central and Mindanao in the south. The country is divided into 17 regions (see Annex 1 for the regional distribution) and has 81 provinces. The capital is Manila, which is located in the National Capital Region (NCR).

The people of the Philippines are Filipinos, consisting of 160 distinct indigenous ethnic groups. The Filipinos are composed of various Malayo-Polynesian-speaking ethnic groups – the largest of which are the Visayan, Tagalog, Ilocano, Bicolano, Muslims in Mindanao, Capampangan, Pangasinense, Ibanag and Chinese-Filipino. About 8% are cultural minorities or indigenous cultural communities such as the Ifugao, Ibaloi, Kankanaey, Kalinga, Isneg, Tingguian, Bugkalot, Dumagat, Aeta, Ati, Mangyan, Manobo, Tagbanua, Teduray, Subanen, T'boli, Bagobo, and Higaonon and about a hundred other tribes.

Filipinos speak 172 native languages and dialects. Tagalog, later renamed to Filipino, and English are the official languages. The Visayan languages are widely spoken in the Visayas and in many parts of Mindanao. Having originated from the Austronesian or Malayo-Polynesian languages, all dialects in the Philippines are historically related. However, regional divisions and linguistic differences have created major difficulties in communication



Figure 1: Map of the Philippines

hampering the promotion of educational and cultural development. With so many dialects, English has been and continues to be the unifying language. English is used primarily as the medium of instruction in all public and private institutions of learning.

The population was estimated in 2008 at 90.4 million,¹ expected to increase to 101 million in 2015, making the Philippines one among the most populous countries in the world. Its annual population growth rate in 2007 was 1.76%, an improvement from the 2.3% in 2005. The population growth rate is expected to remain constant at 1.8% until 2015.

Urbanization in the Philippines has been rapid. In 2007, the population living in the urban areas was at around 63% and expected to increase to 70% by 2015. The proportion of young population under age 15 was reported at around 35% in 2007, which impacts significantly on basic education, not to mention the effect on higher education in the near future. Fertility rate from 2000 to 2005 was 3.5%, which may account for its high population growth rate during the period. Females comprise 49% of Filipinos under age 15; 50% of the 15 – 64 years; and, around 57% of the 65 years and over.²

Economic Development

The country is described as a newly industrialized country and regarded as the fastest growing economy in Southeast Asia. The Wall Street Journal even compared the Philippine economy to that of India because of its sudden and rapid growth.³ Asian Development Bank (ADB) attributed the Philippine economic success to the fiscal consolidation that the government launched in 2002, particularly the rigorous campaign to increase tax revenue through the full implementation of a revised value-added tax.⁴ The fiscal reforms have created a new window of opportunity for broader policy reforms that could put the Philippines firmly on track toward rapid and sustainable development.⁵

The Philippines economy has been growing steadily since the turn of the millennium. In 2007, its economy grew by 7.3%, well above the Government of the Philippines' (GOP) target of 6.1% - 6.7%, probably placing the country among the top fastest growing economies in Asia.⁶ This robust growth was broad-based, with agriculture, fisheries and forestry growing by 5.1%, compared to 3.8% in 2006; industry by 6.6% from 4.5% in 2006; and, services by 8.7% from 6.7% in 2006.⁷ Services, with a share of 49.4% of total Gross Domestic Product (GDP), contributed the most to the GDP growth by 3.6% points. Industry accounted for 33.3% of GDP and agriculture, fishery and forestry, 17.3%.

However, the per capita income by region shows that the GDP growth rate is far from being equitable, noting the significant difference of the growth rate of Metro Manila and the other regions of the country. The economic boom in the NCR created a rural to urban migration, particularly to Metro Manila, resulting in the geometric increase of the NCR population, registering a population growth rate of 11.75% in 5 years.

¹ National Statistics Office, 2008.

² Ibid.

³ James Hookway, Wall Street Journal, August 31, 2007, page A1.

⁴ Asian Development Bank and the Philippines, 2007 Fact Sheet. www.adb.org/philippines.

⁵ World Bank Group in the Philippines, "Country Assistance Strategy for the Republic of the Philippines 2006 – 2009: Progress Report."

⁶ Philippine Inquirer, February 2008.

⁷ Ibid.

Income inequality, therefore, is a serious problem in the Philippines. According to the 2006 Family Income and Expenditure Survey (FIES), the income of the top 10% of the income decile is equivalent to 19 times than that of the poorest 10%. The same survey shows that 3.5 million families or the top 20% of the income decile account for 52.8% or more than half of the total family income, while the poorest 80% or 13.9 million families shared the remaining 47.3%. However, a narrowing of the gap between the tenth and first deciles was discernible in 2006.

Labor and Employment

The GOP continues to stress the importance of creating employment and providing livelihood for the growing working population aimed at reducing poverty and raising their standard of living. The total labor force in October 2008 was 37.1 million out of the estimated 58.18 million population 15 years old and over.⁸ This translates to a labor force participation rate of 63.7%, lower than the 2006 figure of 64%. Of the estimated 37 million Filipinos in the labor force, around 93.2% were employed. Almost half or 49% were in the service sector; 36% in the agricultural sector; and, 15% in the industry sector.⁹ The goal as indicated in the government's 10-point program of action for 2004 – 2010 is to create six million jobs in six years.

Unemployment remains a major block to the road to development in spite of decreasing nature of unemployment rate (6.8% in October 2008 vs 6.3% in the previous year)¹⁰. Converting the rate into concrete number, this means a total of 3.6 million jobless Filipinos. NCR registered the highest unemployment rate at 10.6%¹¹ -- a phenomenon caused by the migration of rural residents to Metro Manila. The migration from rural to urban areas is precipitated by the lack of employment and income opportunities in the rural areas, particularly in the poorer provinces.

The number of unemployed was higher among males (63% of the total unemployed) than among females (37%).¹² By age group, for every 10 unemployed persons, five (52%) belong to the age group 15-24 years while three (27%) were in the age group 25-34.¹³ Across educational group, high school graduates comprised 33% among the unemployed. The college undergraduates comprised one-fifth (22%) while the college graduates, 19%.¹⁴ Given the high percentage of the unemployed who reached college level, the issue of the educated unemployed remains a rich area for study in education. The labor situation indicates that the educated unemployed possess skills, which do not match the available job requirement – an issue of the relevance of the curricula in higher education and on higher education admission policies.

Poverty

Amidst the present economic growth and the optimistic prognosis about the Philippines, the country still faces enormous challenges in poverty reduction. The Human Poverty Index (HPI) in 2006 was calculated at 15.3¹⁵, which was the same HPI in 2004, ranking the Philippines 37

⁸ Philippine Labor Force Survey, October 2008. Data from the Department of Labor and Employment (DOLE).

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ WHO, Regional Office for Western Pacific, Country Context – Philippines. WHO Web Site. Accessed January 2008.

among 108 countries. In 2006, poverty incidence among families was 27%.¹⁶ Poverty is mostly rural, accounting for about 75% of the national poverty.¹⁷ Urban poverty is also on the rise, particularly among migrant population, with an estimated 24% of urban households currently living in poverty, most of them comprising informal sector or unemployed workers. Income inequality seems to be growing and the Gini coefficient is now 0.48.

The poorest provinces in 2006 in terms of poverty incidence of families are Tawi-Tawi (ARMM), 78.9%; Zamboanga del Norte (Region IX), 63%; Maguidanao (ARMM), 62%; Apayao (CAR), 57.5%; Surigao del Norte (CARAGA), 53.2%; Lanao del Sur (ARMM), 52.5%; Northern Samar (Region VIII), 52.5%; Masbate (Region V), 51%; Abra (CAR), 50.1%; and, Misamis Occidental (Region X), 48.8%. Among the ten poorest provinces, six are in Mindanao, three in Luzon and only one in the Visayas.

Poverty remains a serious problem and a challenge to the GOP - a challenge that continues to grow, noting that the number of poor Filipinos is increasing, which may indicate that the Philippines is not yet out of the conundrum of underdevelopment in spite of seemingly impressive GNP and GDP growth rates.

SOCIAL AND HUMAN DEVELOPMENT

The Philippines showed a Human Development Index (HDI) at 0.745 in 2006, ranking the country 102nd among 179 countries.¹⁸ The Philippines HDI has been improving since the turn of the millennium: 2001 – 0.749; 2002 - 0.753; 2003 – 0.758; 2004 – 0.763; and 2005 – 0.771.¹⁹ Looking at these figures, the Philippines HDI has improved 2.93% from 2001 to 2005 but decreased in 2006 by 3.37%.

Literacy

The Philippines, with an average literacy rate of 93.4 in 2003²⁰, has one of the highest literacy rates in the world. The 2006 adult literacy (15+) was 93.3% for both males and females and youth literacy (15-24) was 94.5%²¹. Youth literacy for males was 93.6% in 2006 while that of women was 95.3%²². Functional literacy²³ in 2003 was 84.1%.

Region-wise, highest on basic literacy in 2003 were NCR, Region IV-A (CALABARZON) and Region I (Ilocos Region). The lowest were Region VIII (Eastern Visayas), Region IX (Zamboanga Peninsula) and ARMM. With respect to functional literacy during the same period, highest were NCR, Region I (Ilocos Region) and Region IV-A (CALABARZON). Lowest were Region IX (Zamboanga Peninsula), Region XII (SOCCSKSARGEN) and ARMM. Literacy rate in Muslim Mindanao has always been the lowest, registering at 71% for males and 69.4% for females in 2006.²⁴ The simple and functional literacy by region is shown in Annex 2.

¹⁶ National Statistical Coordination Board, 2006.

¹⁷ Balicasan, A., "Poverty in the Philippines: An Update and Reexamination," *The Philippine Review of Economics*, Vol. 38, No. 1. 2001.

¹⁸ UNDP, 2007 – 2008 Human Development Report.

¹⁹ UNDP, Human Development Reports 2001, 2002, 2003 and 2004.

²⁰ 2003 Functional Literacy, Education and Mass Media Survey (FLEMMS)

²¹ UIS Statistics in Brief. <http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?>

²² Ibid.

²³ 2003 Functional Literacy, Education and Mass Media Survey (FLEMMS).

²⁴ Internal Displacement Monitoring Center, 2007.

Women and Gender

Using Gender-related Development Index (GDI)²⁵ as a measure, the Philippines ranked 76 out of 177 countries in 2005, with a GDI value of 0.768. Specific measures show that Filipino women live longer than men, with a life expectancy of 72.5 years compared to 67.2 years for men. Women have a slight edge over men in simple literacy rate (94.3% vs. 92.6%) and functional literacy rates (86.3% vs. 81.9%). Combined gross enrolment ratio for primary, secondary and tertiary is higher for females at 83% compared to the males' 79%. However, the estimated earned income using PPP US\$ is much higher for males at \$6,375 than for females at \$3,883 indicating that gender inequity still exists in the labor market.

The Philippines' GEM²⁶ ranking in 2005 was higher at 45 with a value of 0.590. Specific indicators show that women held 22.1% of the seats in both Houses of Congress; the percentage of women legislators, senior officials and managers from 1999 to 2005 was 59%; percentage of women in professional and technical workers from 1994 to 2005 was 61%; and, the ratio of estimated female to male earned income was 0.61.

On civil and political rights of women²⁷, the Philippine Constitution upholds the right of women to sectoral participation in national and local legislative bodies. The Philippines is one of the few countries in the world that elected a woman President more than once. Women dominate the civil service (74%) but are still outnumbered by men in decision-making positions (35%), indicating the preference for men over women in executive positions. Women account for only 20% of total positions in the judiciary. And during the 2004 elections, mean participation rate of women was 18.2% at the national and local levels of both executive and legislative bodies.

Statistics indicate that the Philippine has been gaining on gender equity. These gains, however, do not necessarily translate into a positive role of women in society. Women and children are still the object of gender-based violence. For example, around 2.2 million Filipino women or 9% of all women age 18 years and above, experienced violence and around 70% of child-abuse victims were girls.²⁸ Cross-border trafficking of women and children for sexual exploitation and forced labor is also rampant in the Philippines. Women exploitation that degrades the status of women indicates the need for more concerted effort to abide by the provisions of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

Health

The Philippines has to double its efforts in improving the country's health status, noting that its health expenditure per capita is one of the lowest among the Southeast Asian (SEA) countries. In 2005, the country's health expenditure per capita (PPP US\$) was only US \$203. Although higher than Indonesia (US \$118) and Myanmar (US \$38), its per capita expenditure on health was 81% lower than Singapore (US \$1140); 49% lower than Malaysia (US \$454); and, 31% lower than Thailand (US \$293)²⁹.

²⁵ Information on the level of GDI of the Philippines were taken from the Human Development Report of UNDP, 2007 – 2008.

²⁶ Information on GEM was taken from the Human Development Report of UNDP, 2007 – 2008.

²⁷ Information on the civil and participation rights of Filipino women was taken from "Philippine Midterm Progress Report on the Millennium Development Goals.

²⁸ NEDA, Philippine Midterm Progress Report on the Millennium Development Goals. 2007.

²⁹ WHO Webpage on Per Capita Total Expenditure on Health, 2005.

Child mortality³⁰ has been declining over the years. Data from the Technical Working Group on Maternal and Child Mortality show that the mortality rate of 5 years old and below was 80 deaths per 1,000 live births in 1990, declining to 48 in 1998 and 42 in 2003. In 2006, the Family Planning Survey (FPS) of the National Statistics Office (NSO) shows the rate further declining to 32 deaths per 1,000 live births. Infant mortality rate (IMR) also declined from 57 deaths per 1,000 live births in 1990 to 24 in 2006. Efforts, however, must be doubled in improving the nourishment of children noting that the average percentage of underweight children age 5 and below from 1996 – 2005 was 28%.

Indicators on maternal health³¹ are likewise alarming. Based on the 2004 maternal health report from United Nations Children's Fund (UNICEF), 200 women for every 100,000 births die; roughly over 11 women die every day; 7 out of 10 deaths occur at childbirth or within a day after delivery; 4 out of 10 deaths are due to complications and widespread infections; for every death, 40 more women get sick; and, 8 out of 10 births in rural areas are delivered outside a health facility. In 2006, the FPS indicates that maternal mortality rate (MRR) went down to 162 deaths.

Combating HIV and AIDS, malaria and other diseases is another MDG. It is the responsibility of the Department of Health (DOH), through the National Epidemiology Center, to track these diseases to find out the GOP's performance on this particular MDG. The first HIV/AIDS case was reported in 1984. Since then, the DOH noted an increase in the number of reported cases ranging from 200 – 300 annually, indicating a 20% increase from 2004 to 2006.³² The DOH is of the opinion that there are unreported cases because of social stigma and the Philippines being a catholic country. Estimate of HIV and AIDS cases including the unreported cases could be about 11,200 as of 2005.³³

Environment

The GOP's action agenda for sustainable development includes protecting the ecosystem, covering its forest and upland, coastal and marine, urban ecosystem, freshwater, lowland and agricultural, minerals and biodiversity. In 2005, the proportion of land area covered by forest was 24%.³⁴ The number of proclaimed protected areas (PPAs) increased from 83 in 2000 to 103 in 2006.³⁵ The Philippines' productive coastal ecosystems and habitats include at least 25,000 kms. of coral reefs, sea grass and algal beds; 289,890 hectares of mangroves; a variety of productive fisheries that provide more than 50% of the animal protein consumed in the country; and beaches and various coastlines of value for tourism and other development. However, in the Philippines, major problems that pose a danger to the environment include pollution and garbage.

NATIONAL DEVELOPMENT PRIORITIES

The national development priorities of the Philippines are embodied in the Medium Term Development Plan (MTPDP) 2004 – 2010, a major policy document that serves as the road map of the country to sustainable development. MDG targets are mainstreamed in the MTPDP, 2004 –

³⁰ Data on child mortality were taken from 2007 Philippine Midterm Progress Report on the Millennium Development Goals and from the UNDP Human Development Report, 2007 – 2008.

³¹ Data on maternal health were taken from the 2007 Philippine Midterm Progress Report on the Millennium Development Goals, UNDP Human Development Report 2007 – 2008 and UNICEF web page on the Philippines.

³² Ibid.

³³ Ibid.

³⁴ ADB, Basic Statistics 2007 for Developing Member Countries, May 2007.

³⁵ NEDA, Philippine Midterm Progress Report on the Millennium Development Goals, 2007.

2010, to ensure a high degree of success by 2015. Specifically, the government is investing in three development priorities: (i) developing “super” economic regions to address regional disparities and reduce poverty; (ii) enhancing social infrastructure; and, (iii) good governance and increased government capacity; and, bringing about an environment of peace.

Developing “Super Regions” to Address Poverty and Regional Disparities

The GOP recognizes that poverty and regional disparities are major problems that block sustainable development in the entire archipelago. Today, regional disparities exist in both economic and quality of life indices. To resolve regional imbalance, the GOP unveiled the super regions, a development concept aimed at harnessing the natural competitive advantages, including knowledge and technology, of major areas of the country. The five sub-economic regions include (i) North Luzon Agribusiness Quadrangle, (ii) Luzon Urban Beltway, (iii) Central Philippines Super Region, (iv) Mindanao Super Region, and, (v) the Cyber Corridor. The enlarged development areas, economic and market potentials are expected to boost what each region can generate. Through the “super” regions, development is brought back to the people at a faster rate in terms of physical infrastructure, development of human capital and stronger governance and peaceful communities.³⁶

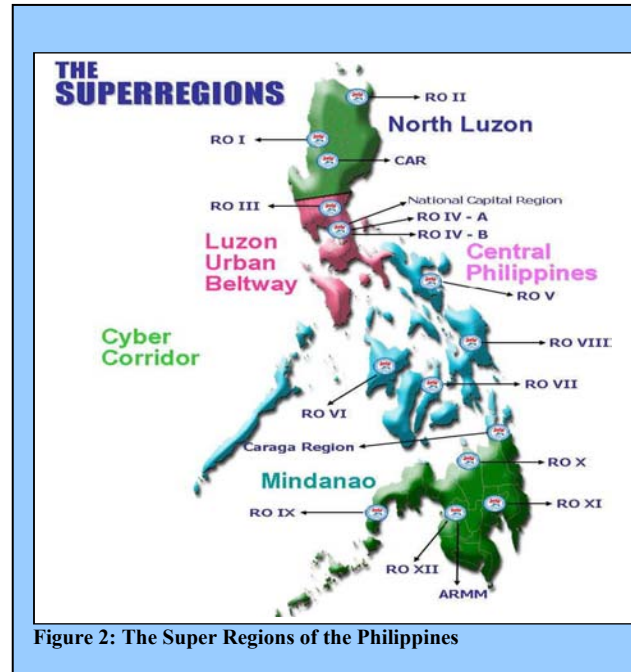


Figure 2: The Super Regions of the Philippines

Enhancing Social Infrastructure

The GOP’s national development priority includes enhancing the country’s social infrastructures through increased investment for a stronger and wider social safety net for the people. This includes better education, improved health services and increased livelihood opportunities.

The strategy for achieving better education is to increase access to quality basic education especially for the poor and the marginalized sectors, improve the teaching-learning conditions in the public schools by providing adequate educational resources, and rationalize the management of the public school system. On the other hand, the policy to improve health services includes increasing access to cheaper medicine, implementation of the National Health Insurance Program which will provide insurance to about 3.5 indigent families or 17 million Filipinos, and upgrading 35 hospitals, 31 of which will be upgraded from primary to secondary hospitals and 4 from secondary to tertiary hospitals.

³⁶ Presidential Management Staff, “The 2007 State of the Nation Address: Technical Report.” July 2007.

Good Governance and Strengthened Capacity

Instituting good governance and improving the capacity of the GOP to manage resources for development involve undertaking bureaucratic reforms aimed at creating a professional bureaucracy. The intent is for the government bureaucracy to maintain a healthy independence from political influence, initiates anti-corruption efforts, ensures transparency, accountability and participation in governance processes, implements a comprehensive reform agenda; and, brings about an environment of peace that ensures pro-poor economic growth, capacity building and institutional strengthening.³⁷

Other priorities were categorically pointed out in the Philippines Midterm Report on the MDGs, most of which were already integrated in the MTPDP 2004 – 2010. The challenges and recommendations for priority action by the GOP are as follows:

- Addressing wide disparities across regions;
- Curbing the high population growth rate;
- Improving performance of the agricultural sector;
- Accelerating the implementation of basic education and health reforms;
- Ensuring strict enforcement of laws pertinent to the achievement of MDGs;
- Bridging the financing gap through fiscal reforms;
- Strengthening the capacity of the LGUs to deliver basic services and manage programs and projects;
- Ensuring transparency and accountability in government transactions;
- Addressing peace and security issues;
- Need for public-private partnership; and
- Improving database and targeting.

The Millennium Development Goals

The MDG statistics as at November 2007³⁸ (refer to Annex 3 on GOP's performance on the MDGs) shows that the country has low probability of attaining Goal 2 (Achieve Universal Primary Education), Goal 5 (Improve Maternal Health), and Goal 6 (Combat HIV/AIDS, Malaria and Other Diseases); medium probability for attaining Goal 1 (Eradicate Extreme Poverty and Hunger), and Goal 3 (Promote Gender Equality and Empower Women); and high probability for attaining Goal 4 (Reduce Child Mortality), Goal 7 (Ensure Environmental Sustainability) and Goal 8 (Develop a Global Partnership for Development).

The Philippines is either slow or making no progress at all in fifteen of MDG indicators particularly those that involve poverty, education, and health -- issues that concerns the poorest of the poor. The GOP admits its difficulty in meeting the MDGs in universal primary education and maternal health care, nutrition and family planning services by 2015. The latest report shows that in 2006, 64% or 1.4 million did not enroll in Grade 1 and that 34% or 11.6 million of the ages 6 to 24 are out of school.

³⁷ NEDA, "Philippine Midterm Progress Report on the Millennium Development Goals." 2007

³⁸ NSCB, The Philippines MDG: Statistics at a Glance of the Philippines' Progress based on MDG Indicators, November 2007.

In the area of poverty alleviation, the country needs to be on the road towards sustainable development to achieve the MDGs in 2015. Strategies to be employed under this component

include: multi-stakeholder approach, unity and convergence in targeted areas, capacity building, strengthening of institutional mechanisms; asset reform and effective asset utilization; unleashing entrepreneurship and increasing access to credit, capital and productive resources; mobilizing private-sector support; advocacy for internal and external resource mobilization to scale up investments and interventions to achieve the MDG targets; and social protection for poor and vulnerable groups.

The aforementioned challenges and priorities for action are viewed with urgency. To achieve the MDGs by 2015 and the government priority plans by 2010, the GOP has to improve performance in areas where it is lagging behind while sustaining development in areas where it has been successful.

CHAPTER II

EDUCATIONAL CHALLENGES, PRIORITIES AND STRATEGIES

This chapter presents a review and analysis of the challenges that the education sector faces in enhancing access and participation in education, improving education quality and rationalizing the institutional capacity of the education bureaucracy. This chapter also includes a presentation of the GOP's education development priorities and strategies.

EDUCATIONAL CONTEXT AND CHALLENGES

Structure of the Educational System in the Philippines

The general pattern of formal education in the Philippines follows four stages: (i) pre-elementary level (nursery and kindergarten) offered mostly in private schools; (ii) six years of elementary level; (iii) four years of secondary education or high school level; and, (iii) higher education, which generally is four years of schooling, except in some courses like engineering and architecture which take five years and medicine and law which take eight years. Post-secondary schooling consists of 2 or 3-year non-degree programs. Graduate education is an additional two or more years. The structure of the Philippine Education System is shown in Figure 3 below.

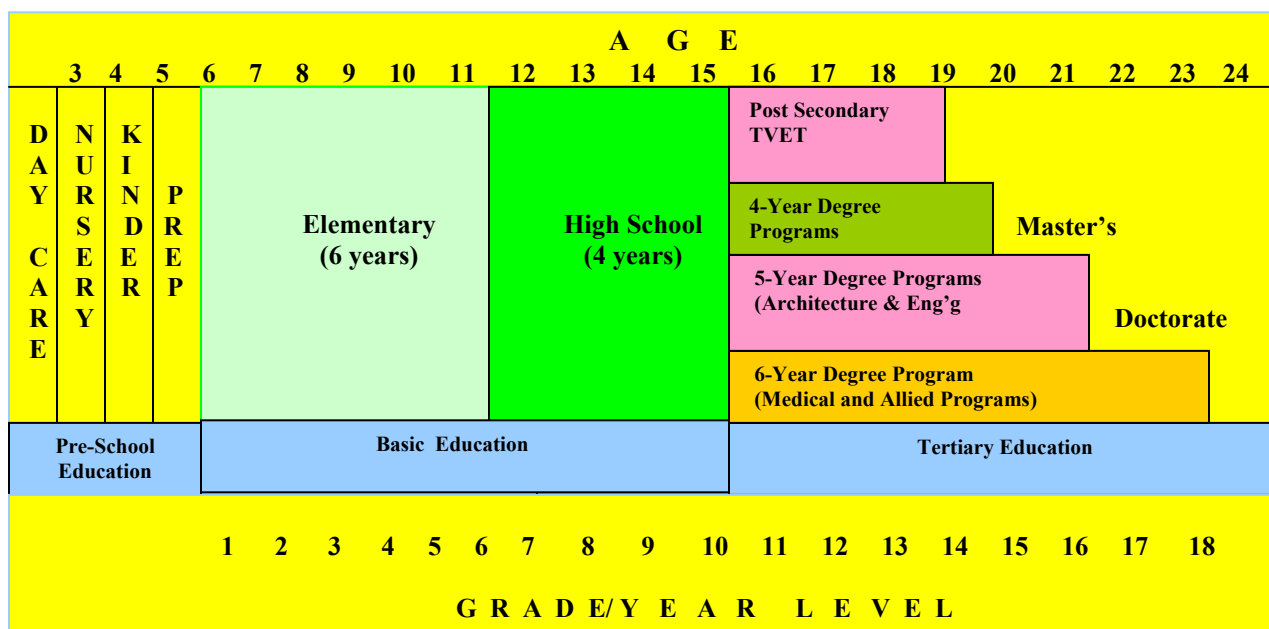


Figure 3. Structure of the Philippine Education System

Elementary education is compulsory for all children of school age. Section 2 of the 1987 Constitution of the Republic of the Philippines provides that the state shall establish and maintain a system of free public education in the elementary and high school levels. Elementary and high school education are under the responsibility of the Department of Education (DepEd), while

Early Childhood Education (ECE), albeit not yet officially part of the formal education structure, is offered to Filipino children before entering elementary education.

Basic education (elementary and secondary) is offered by both public and private schools. As of School Year (SY) 2007-2008³⁹, out of 44,471 elementary schools, around 85% were public while only 15% were private. On the other hand, 8,450 schools offer secondary education in SY 2007-2008, of which 60% were public and 40% were private.

Tertiary education is divided into two tracks: (i) technical vocational education and training, under the responsibility of the Technical Education and Skills Development Authority (TESDA), and (ii) university education under the Commission on Higher Education (CHED). To address the problem of compartmentalization of the two tracks, the GOP through TESDA and CHED adopted the ladderized system where the technical-vocational and college degree components are harmonized allowing an individual to progress between and among technical-vocational courses, college degree programs and progressively to gainful employment.

Policy and Management of Philippine Education

Based on the Congressional Commission on Higher Education (EDCOM) Report, the GOP's House of Congress passed Republic Act (RA) 7722 and RA 7796, creating the Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA), respectively. CHED became responsible for higher education while TESDA for post-secondary, middle level manpower training and development. These two laws on education left basic education to the then Department of Education, Culture and Sports (DECS), which later became the Department of Education (DepEd) by virtue of RA 9155 or the Governance of Basic Education Act. Since 1994, therefore, the management of the Philippine education system has been trifocal, referring to three government agencies overseeing the country's education system.

DepEd, CHED and TESDA have their central offices in the NCR and their field offices at the local level, which are responsible for the regional and local coordination and administration of their respective education mandates. A Regional Director heads the regional office. Under the regional offices are the Provincial and City School Divisions in the case of DepEd and Provincial Offices for TESDA.

In order to coordinate the entire education system, the Office of the Presidential Assistant for Education (OPAE) was created through Executive Order 632. In performing its functions, the OPAE is assisted by the Presidential Coordinating Task Force for Education (PTFE), created by EO 652 and issued on August 2007 to assess, plan and monitor the entire educational system. The PTFE is composed of the Secretary of DepEd, CHED Chairman, TESDA Chairman, the Presidential Assistant for Education, the Chair of the Professional Regulatory Commission (PRC), a representative of Coordinating Council for Private Educational Associations (COCOPEA) and five other members from the private sector to be appointed or designated by the President of the Republic. The President designates the Chairman of the PTFE from among the members.

Financing

³⁹ Data were taken from the Basic Education Statistics, Department of Education, 2008.

The Constitution of the Philippines provides that the national government contributes to the financial support of educational programs. Public preschools, elementary schools, national

secondary schools, vocational and technical schools, and chartered and non-chartered higher educational institutions are funded primarily from national funds. Local governments units (LGUs) are encouraged to assume responsibility over non-national public schools. LGUs provide supplementary finance for public basic education. Proceeds of 1% additional tax on real property accrue exclusively to the Special Education Fund (SEF). Government educational institutions are allowed to receive grants, legacies and donations for purposes specified by law. The management and use of such income is subject to government accounting and auditing rules and regulations.

Private schools are funded from capital investments, equity contributions, tuition fees and other school charges, grants, loans and other income sources. The national, regional, provincial, city and municipal governments may also aid school programs with loans, grants and scholarships to underscore the complementary role of the government and private schools in the educational system.

ECE is financed through a combination of public and private funds. The government supports ECE programs through cost-sharing arrangements that involve LGUs and counterpart funds from the national government agencies for technical assistance and support. DepEd supports the pre-school programs in public schools in cooperation with the PTCAs, where applicable, by providing teacher training, materials and equipment and compensation for the service providers.⁴⁰

Basic education, which is basically funded from government funds, continues to be a top government priority, noting that the budget share of the DepEd posted an average annual growth of 7.9% for the period 2004-2007. In the same years, the basic education budget posted an average share of 85.8% of the entire budget for education.⁴¹

Private providers of TVET, which constitute 62% of the delivery system, have the responsibility to fund and carry out their respective programs. The government funds the activities of the remaining 38%, which are the public sector training providers. The public sector training providers include TESDA, the DepEd through the vocational secondary schools, the state universities and colleges (SUCs) and higher education institutions and LGUs. A TESDA Development Fund was established under the TESDA Act of 1994, which is managed by the TESDA, the income is utilized exclusively in awarding grants and providing assistance to schools, training institutions, industries, LGUs and to development and implement TVET programs.

Higher education is also financed from public and private funds. Public financing covers the requirements of CHED to perform its mandate, the operations of the State Universities and Colleges (SUCs) and the locally-funded programs and projects. CHED estimates that about PhP79.9 billion is needed to jumpstart and sustain reforms in higher education.⁴² Private colleges and universities fund their own operations through capital investments, equity contributions, tuition fees and other school charges, grants, loans and other income sources.

⁴⁰ The ECCD Act, 2000.

⁴¹ Data from DepEd, 2008.

⁴² Data from CHED, 2008.

PERFORMANCE AND CHALLENGES

Early Childhood Education (ECE)⁴³

ECE is not yet compulsory nor is it a part of the formal educational ladder, albeit the plan under the MTPDP for 2004 –2010 is to make ECE as part of the formal education structure and a pre-requisite to Grade 1. The GOP's plan underscores the importance of ECE as the first crucial step in a child's education. The GOP has adopted policies that promote ECE in the country. RA 8990 promulgated a comprehensive policy and a national system for Early Childhood Care and Development (ECCD), including providing funds for its implementation. RA 6972 provided for the establishment of a day care center in every "barangay" (village), which handles the total development and protection of children at the village level. Executive Order (EO) No. 249 established the Council for the Welfare of Children—National ECCD Coordinating Council as the institutional machinery that coordinates the implementation of early childhood education program and ensuring collaboration among Department of Social Welfare and Development (DSWD), Department of Education (DepEd), Department of Health (DOH), non-government organizations (NGOs) and local government units (LGUs).

Access and Participation

The gross enrollment ratio (GER) in ECE for the age group 4-5 was approximately 21% in SY 2006-2007, indicating an annual improvement of 0.82 percentage point from 2000. Total enrolment in 2006 – 2007⁴⁴ was at 952,109 children, with 59% were enrolled in public and 41% were in private institutions. Out of the 522,257 enrolled in public pre-schools in SY 2005-2006, 264,329 were males and 257,928 were females⁴⁵. GPI was 1.03.

In spite of the universalization of early childhood education and standardization of preschool and day care centers, ECE is taking off slowly in the Philippines. It is predicted that the GER for ECE by 2015 will only be around 29%⁴⁶. EO 685 was issued in 2008 expanding the ECCD coverage to include children enrolled in day care centers. With this issuance, DepEd focuses its efforts on the 5 year-old children enrolled in Day Care Centers in the 50% of the lowest performing schools in each region.

Quality

Data on quality ECE are not available, as no assessment of the ECE has been conducted among providers to determine the quality of their services. It is, however, a common knowledge that most preschools and day care centers are mere child-minding centers. In urban areas, the better ECE centers offer formal schooling for children under 5 for preparation to entering the primary

⁴³ ECE institutions include private and public preschools as well as day care centers which are school-based, church-based or community based. ECCD refers to the full range of health, nutrition, early childhood and social services programs that provide for the holistic needs of young children from birth to age 6.

⁴⁴ Department of Education, Basic Education Statistics, 2007.

⁴⁵ Department of Education, Basic Education Information System, SY 2006-2007.

⁴⁶ Caoli-Rodriguez, Rhona B., "The Philippine Country Case Study," Country Profile commissioned for the EFA Global Monitoring Report, 2008, Education for All by 2015, UNESCO, 2007.

education. These centers charge high tuition fees, which is beyond the reach of majority of the families.

In order to improve the quality of ECE, Existing Day Care Center workers will be provided with teacher training on the curriculum and competencies for pre-school education and they will be provided by DepEd with the necessary instructional materials aimed at upgrading the quality of ECE. Meanwhile, the Food-for-School Program, which started in SY 2004-2005 shall continue. As of the first half of SY 2007-2008, the program has covered 9,165 schools nationwide, benefiting 2.6 million preschool and Grade 1 children.

Basic Education

Access and Participation

The net enrolment rate (NER) in both public and private elementary schools was 84.84% in SY 2007-2008, which was slightly higher in SY 2006-2007 at 83.22% but lower than in SY 2004 – 2005 at 87%. In 2007-2008, cohort survival rate (CSR) was 75.26%; completion rate was 73.06%; dropout rate was 6%; and, transition rate was 96.97%.⁴⁷

At the secondary level, NER in SY 2007 – 2008 was 62 %. The GER in secondary schools during the same school year was 81.40%. Cohort survival rate was 79.91%; completion rate was 75.37%; transition rate was 99.32%; and, dropout rate was 7.45%.⁴⁸

The declining trends in NER and the low internal efficiency of both elementary and secondary levels suggest an increasing gap between performance and targets. DepEd admitted that the decline was due to the high cost of schooling-related expenditures and more students seeking employment to augment family income, especially those at the secondary level notwithstanding the impacts of both high population growth rate and poverty on basic educational institutions.

Child labor, with or without parental supervision, has been identified as the main cause, among others, of secondary school-age children being out of school. Researches put to the fore poverty as the foremost determinant of child labor. Perhaps, this is the reason why participation rates are lower in the less urban areas such as in the Visayas and Mindanao.

Quality

The quality of elementary education has deteriorated over the years as indicated by the low achievement rates of students in SY 2007 – 2008 which were around: 64.81% in Math, 63.89% in Science, 57.90% in English, 61.62% in HEKASI (Social Sciences) and 73.18% in Filipino.⁴⁹ All scores were low compared to the desired 75% cut-off score. Meanwhile, the Philippines ranked 41st in Science and 42nd in Mathematics from among 45 countries in the Trends in International Math and Science Survey.⁵⁰

⁴⁷ Basic Education Statistics, 2008.

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

The quality of secondary education is not far from that of the elementary level as indicated by the poor performance of 4th year students in the National Achievement Test (NAT) in SY 2005 – 2006, with Mean Percentage Scores in Math (44%), English (38%), Science (48%), Filipino

(41%) and “Araling Panlipunan (Social Studies) (48%).⁵¹ The achievement rate (MPS) of second year students in 2007-2008 was equally dismal: 49.26% in Math; 42.85% in Science; 46.71% in English; 47.64% in Filipino; and, 55.63% in Araling Panlipunan.⁵²

The deteriorating quality of basic education may be attributed to the under investment in education, which resulted in shortages of key educational resources such as teachers, textbooks and classrooms. Textbook shortages in 2006 reached 41.32 million books. In 2007, the expected gaps declined for classrooms at 29,321 and teachers at 16,390 in view of the lowering of the class size to 1:47,⁵³ resulting in schools operating in two or more shifts. DepEd⁵⁴ records showed that 11 schools were observing four shifts, 133 schools offering three shifts and about 900 schools providing two shifts a day to accommodate the every-increasing student enrolment. But cutting down class time to accommodate a double or more shifts may also affect adversely education quality. On the other hand, overcrowded classrooms, which are unfavorable learning environment, also adversely affect quality.

Relevance

The basic education curriculum was revised in 2002 to address the overloading of the curriculum. The new 2002 curriculum focused on (i) the restructuring of the learning areas and reducing them to five, that is, Filipino, English, Science, Mathematics and “*Makabayan*” (Patriotism); (ii) stronger integration of competencies and values within and across learning areas; (iii) greater emphasis on the learning process and integrative modes of teaching; and, (iv) increased time to tasks to gain mastery of competence of the basic tool subjects.

As an extension of the elementary curriculum, the secondary education lesson timetable covers the same subjects as that of the elementary, that is, Filipino language, English language, Science and Technology, Mathematics and “*Makabayan*,” which includes Social Studies; Home Economics; Agriculture and Fisheries; Industrial Arts and Entrepreneurship; Music, Arts, Physical Education and Health and Values Education, which is integrated in all learning areas.

To make the new basic education more relevant, DepEd encourages schools to innovate and enrich or adapt as long as the basic requirements of the curriculum are met. Teachers are expected to be creative to plan and use appropriate teaching-learning activities albeit higher-level content areas and suggestions for teaching and assessing are incorporated in the teacher’s manuals. The expectation is for teachers to incorporate specific context of social practice and community activity in the day-to-day lessons under the new elementary education curriculum.

It was also along relevance that the national standard curriculum was adopted by the ARMM through EO No. 13-A, upgrading the Madrasah Educational System as a vital component of the national educational system. DepEd Order No. 51 and ARMM RG EO No. 13-A designed to overcome the dichotomy between Muslim education offered by the Madaris and the public

⁵¹ Department of Education, Basic Education Statistics, SY 2005-2006..

⁵² Basic Education Statistics, 2008.

⁵³ Department of Education Report. Accessed in February 2008.

⁵⁴ DepEd, Education News. <http://www.deped.gov.ph>. Accessed February 2008.

schools and allow students to shift from one system to the other and vice-versa. Interestingly, efforts are now nation-wide in attempts to mainstream other cultures in the national educational system. In Manila, the city government hired 18 asatidz (Muslim teachers) to teach Arabic

language and Islamic Values Education in five schools, i.e., Santiago Elementary School, Avancena High School, Apolinario Mabini Elementary School, and Baseco Elementary School.⁵⁵

Another issue under relevance is the language to use in the elementary level to make learning more significant to the learners. The old elementary education curriculum was criticized not only for teaching three languages to elementary pupils; thus, crowding out other core courses, but also for replacing English by Filipino as the medium of instruction. The dilemmas that confronted educators on the language issue were the need to indigenize knowledge to make it accessible and relevant and the need to raise knowledge levels to those required by global challenges⁵⁶ or to adopt English in order to create a cadre of globally competitive labor force.

In 2003, the Office of the President issued EO No. 210 establishing the policy to strengthen the use of the English language as a medium of instruction in the educational system. The objective of the policy is to develop the aptitude, competence and proficiency of all students in the use of the English language to make them better prepared for job opportunities emerging in the new, technology-driven sectors of the economy.

Alternative Learning Systems

The rationale of institutionalizing the Alternative Learning Systems (ALS) in Philippine education is anchored in the 1987 Philippine Constitution Article 14, section 2 which provides that the State shall encourage non-formal, informal and indigenous learning system, as well as self-learning independent, and out-of-school study programmes particularly those that respond to community needs. The ALS is considered as the “other leg” of the country’s educational system to provide basic education to all. To facilitate the implementation of ALS, the Bureau of Non-formal Education (BNFE) was re-organized and renamed Bureau of Alternative Learning System (BALS). BALS has the following functions:⁵⁷

- Address the learning needs of the marginalized groups of the population including the deprived, depressed and underserved citizens,
- Coordinate with various agencies for skills development to enhance and ensure continuing employability, efficiency, productivity, and competitiveness in the labor market;
- Ensure the expansion of access to educational opportunities for citizens of different interests, capabilities demographic characteristics and socio-economic origins and status; and
- Promote certification and accreditation of alternative learning programs both formal and informal in nature for basic education

⁵⁵ Inquirer, February 9, 2008.

⁵⁶ Human Development Network, Inc., “2000 Philippine Human Development Report on Quality, Relevance and Access in Basic Education.”

⁵⁷ Executive Order No. 356, September 2004. Manila, Philippines.

ALS in the Philippines is not limited to basic education but may even include higher education. In technical education, TESDA has a system of recognition of prior learning (RPL). CHED authorizes selected schools to offer Expanded Tertiary and Equivalency Accreditation Program (ETEEAP). All of these developments in ALS are significant steps in spite of the indicated problem on funding.

Technical Vocational Education and Training (TVET)⁵⁸

TVET is carried out by a total of 2,045 private institutions/centers and 1,353 publicly-funded TVET institutions, which comprise the total TVET delivery network that includes higher education institutions, industry-based training centers, NGO-based training centers, LGU-based training centers as well as schools and training centers supervised by TESDA. TVET courses are required to be registered to ensure that the programs meet the minimum standards as defined by the industry under the training regulations. In 2006, 1,782 institution-based and 107 enterprise-based programs were registered and 2,706 programs audited for compliance.

In 2006-2007, TVET enrolment was 1,736,865 students. The highest TVET number of enrolments in 2006-2007 were registered in NCR at 296,016; followed by Region III (Central Luzon) at 179,242; and, Region IV-A (CALABARZON) at 161,717. To follow up the effectiveness of TVET delivery mode, TESDA conducts annually a tracer study aimed at determining the employability of its graduates. The preliminary results of the tracer study revealed that about 60% employment rate among TVET graduates was recorded in 2006, which was 10% higher than the 2005 record of 50% employment rate.

TESDA reported that its 2006-2007 training output surpassed the 1,100,000 targets by 34%. Of the total number of persons trained, 25% were from the school-based programs; 7% from the center-based; 47%, community-based; 5%, enterprise-based; and, 16% in unclassified programs. In the same year, 72,592 were trained under its “*Kasanayan sa Hanapbuhay* (Livelihood Skills Training) (KasH)” Program, which serves as a bridging mechanism to further enhance the government’s skills development and employment facilitation program. Under this KasH Program, apprenticeship was undertaken in the following sectors: garments (29%), processed food and beverages (12%), electronics (12%), wholesale and retail trading (10%), automotive (10%), metals and engineering (6%), tourism (6%) and furniture and furnishing (4%).

TESDA pursues the assessment and certification of the competencies of middle-level skilled workers through the Philippine TVET Qualification and Certification System (PTQCS). The assessment process determines whether a graduate or worker can perform to the standards expected in the workplace based on the defined competency standards. Certification is provided to those who meet the requirements of the competency standards.

TESDA’s advocacy on relevant, accessible and high quality TVET is best articulated in the competency-based training developed and delivered based on training regulations (TRs). The TR serves as the basis for the development of competency-based training programs, particularly curriculum and learning materials design, training delivery and assessment. The Competency Assessment and Tools (CATs) are used in the assessment of graduates and workers as basis for awards of national qualifications. The Competency-Based Curriculum (CBC) and the Competency-Based Learning Materials (CBLMs) are used in the design and delivery of the training programs for the qualifications as defined in the TR.

⁵⁸ Data were taken from the MTPDP 2004 – 2010 and TESDA Annual Reports, 2004 – 2006.

In partnership with CHED, TESDA started to implement EO No. 358 or the “Institutionalization of Ladderized Interface between TVET and Higher Education.” CHED, TESDA and DepEd jointly worked out the development of the Philippine National Qualifications Framework (PQNWF) per requisite of Section 1 of EO 358. In 2006-2007, 181 public and private higher education institutions started implementing 293 ladderized programs in 8 priority disciplines such as engineering, agriculture, education, health, maritime, criminology, hotel and restaurant management/tourism and Information, Communications and Technology (ICT). A total of 9,560 students were enrolled in the Ladderized Education Program (LEP).

An array of challenges prevents TVET from taking off such as (i) the recurring societal bias against TVET; (ii) questionable effectiveness of the ladderized link between TVET and higher education; (iii) problem of labor market demand – supply mismatches; and, (iv) the need for more responsive TVET investment.

Higher Education

CHED is the government agency responsible for formulating and implementing policies, plans and programs for the development and efficient operation of higher education institutions (HEIs). There are 1,683 HEIs⁵⁹ catering the needs of about 2.4 million students in 19 discipline areas.⁶⁰

HEIs are of three types: (i) State Universities and Colleges (SUCs), which are chartered public HEIs established by law, administered and subsidized by the government; (ii) CHED-supervised Institutions (CSI), which are non-chartered public post-secondary institutions also established by law, administered, supervised and financially supported by the government; (iii) private higher education institutions (PHEIs), which are established under the Corporation Code and are governed by special laws and general provision of this Code and generally are covered by the policies, standards and guidelines set by CHED; and, (iv) other government schools, which are public secondary and post-secondary institutions usually technical-vocational education institutions that offer higher education programs.

Academic programs are accredited by the Federation of Accrediting Agencies of the Philippines (FAAP) and by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). Accreditation is a process by which an HEI evaluates its educational activities, in whole or in part, and seeks an independent judgment to confirm that it substantially achieves its objectives, and is generally equal in quality to comparable institutions. Accreditation in state colleges and universities is by program. In 2007, 2,274 academic programs were accredited.⁶¹ In the same year, the number of HEIs with accredited programs was 386.

However, accreditation of academic programs appears not the answer to the issue of quality education in HEIs. The average passing rates in the annual professional licensure examinations are low, averaging only at around 33% in 2005, decreasing from its average passing rate of 39% in 2004.⁶² The board examinations for teachers registered among the lowest in average passing

⁵⁹ This number excludes the 271 campuses of State Universities and Colleges.

⁶⁰ 2006 Philippine Statistical Yearbook.

⁶¹ Based on the assessed programs of the AACCUP on December 31, 2006 and the Directory of the FAAP, October 31, 2007.

⁶² 2005-2006 Statistical Bulletin.

rate, that is, 28% in elementary and 26% in secondary teachers' examination.⁶³ Passing rate in the bar examination was 27% in 2005.⁶⁴

NATIONAL EDUCATION PRIORITIES AND STRATEGIES

The GOP continues to pursue the policy that “education is the right of every Filipino.” In the pursuit of this policy, the present government is committed to increasing access to quality basic education especially by the poor and the marginalized sectors, and to improve the teaching learning conditions in the public schools by providing adequate educational resources.

Early Childhood Education (ECE)⁶⁵

Under the MTPDP, 2004 – 2010, the GOP intends to strengthen ECE as part of the Philippine educational system. For the medium term, the GOP's strategies to strengthen

ECE include the institutionalization of ECE as a prerequisite to Grade 1 and a part of the education ladder, and expanding the coverage of ECCD programs to reach all five-year old children, with priority to children of poorest households. Other policy measures are to establish a barangay day care center in every LGU and to work closely with NGOs to coordinate an effective standardized day care instruction; to ensure that the DepEd adopt the Standard School Readiness Assessment (ECCD Checklist and School Readiness Tool); to review and amend the ECCD law; to instruct Teacher Education Institutions to adopt ECE in teacher education curriculum; and for the DepEd, together with DOH and LGUs to develop care programs geared towards improving the health and nutritional status of children in the public day care centers and pre-schools.

Basic Education

The GOP's priorities and strategies in elementary and secondary education are embodied in a package of policy reforms, which is referred to as the Basic Education Sector Reform Agenda (BESRA). The policy reforms under BESRA are aimed at creating a basic education that is capable of attaining the country's EFA objectives by 2015. The BESRA serves as the overarching framework under which the National Program Support for Basic Education (NPSBE) will operate.

Specific policy actions under BESRA are within five key reform thrusts (KRT)⁶⁶. The KRTs together with their specific policy actions are as follows:

- Continuous school improvement facilitated by active involvement of local stakeholders;
- Better learning outcomes achieved through improved teacher standards;

⁶³ 2005-2006 Statistical Bulletin

⁶⁴ Supreme Court of the Philippines-Office of the Bar Confidant.

⁶⁵ Data taken from the Medium-term Philippine Development Plan, 2004 – 2010.

⁶⁶ Data were culled from Basic Education Sector Reform Agenda, 2006 – 2010. Source: Department of Education.

- Desired learning outcomes enhanced by national curriculum strategies, multi-sector coordination, and quality assurance;
- Improved impact on outcomes resulting from complementary early childhood education, alternative learning systems and private sector participation;
- DepEd changes its own institutional culture towards greater responsiveness to the KRTs of BESRA.

In addition, DepEd is committed to pursue the goals, strategies and actions plans⁶⁷ that were incorporated in the MTPDP, 2004 – 2010, namely; (a) to close the gap in the number of

classrooms through the construction of at least 6,000 classrooms annually; (ii) adoption of double or multi-shift classes; and (iii) providing high school students scholarships or financial assistance to study in private schools; (b) to institutionalize the Alternative Learning Schemes (ALS) in conflict affected areas and a more-focused Values Formation Program in basic education; (c) to upgrade the teaching and learning of Math, Science and English in basic education; (d) to strengthen ICT for teaching and learning; (e) to strengthen the madrasah education and Indigenous Peoples education; (f) to promote school-based management and the implementation of the Optional High School Bridge Program; (g) to upgrade the quality of pre-service teacher and provide continuous with in-service training; and (h) to rationalize the basic education budget.

The Philippine EFA 2015 Plan

The Philippine EFA 2015 Plan is the holistic program of reforms that aims at improving the quality of basic education. The Technical Secretariat of the NEDA-Social Development Committee endorsed the Philippine EFA 2015 Plan for approval and implementation. Meantime, the implementation of the EFA plan through BESRA is ongoing.

The 2007 review⁶⁸ of EFA in the Philippines indicated that the present policy environment is conducive for reforms that would bring about results supportive of the EFA goals, noting that the GOP was able to put in place policies and strategies to improve basic education. However, the GOP faces challenges and has to introduce drastic measures to set the wheel moving toward achieving the EFA goals by 2015. These challenges identified were as follows:

- Decrease dropout rate in primary and secondary schools through effective measures;
- Take advantage of the active involvement of the civil society, private sector and the LGUs aimed at mobilizing domestic resources for better basic education outcomes;
- Forge a consensus on the roles of the formal education and the ALS in order to improve the complementarity between the two subsystems;
- Capitalize on proven effective innovations in education; and
- Strengthen its advocacy for policy reforms, programs and projects as reliable strategy towards the attainment of EFA goals.

Technical Vocational Education and Training⁶⁹

The second cycle of the National Technical Education and Skills Development Plan (NTESDP) 2005 – 2009 is the blueprint for technical education and training in the country. Anchored on the

⁶⁷ Data taken from the Medium-term Philippine Development Plan, 2004 – 2010.

⁶⁸ Caoli-Rodriguez, Rhona B., “The Philippines country case study,” country profile commissioned for the EFA Global Monitoring Report 2008, Education for All by 2015.

⁶⁹ Data were drawn from The National Technical Skills Development Plan, 2005 – 2009.

MTPDP 2004 – 2010, it aims to address the challenges of poverty alleviation through economic growth and provides a strong anchor for the employment goals of the country.

The vision to address the challenges of poverty alleviation in the Philippines is realized through purposive TVET policies and strategies, as identified in the MTPDP 2004 – 2010. These include strengthening the career guidance for the youth, provision of scholarships and other student assistance programs, improvement of the quality of institutionalization of job-skill matching program, expanding enterprise-based training program, intensifying the availability and quality of skills-based training programs, provision of skills training and competency assessment and

certification services for OFWs, increasing workers productivity through competency standards development and assessment and certification program, implementation of competency-based TVET system, provision of resource-based training for enterprise development, provision of TVET programs and services for special groups and areas, and modernization of facilities in public TVET institutes.

Higher Education⁷⁰

Under the Higher Education Development Plan 2001 – 2010, the vision for higher education in the Philippines is to become the prime mover of the nation's socio-economic growth and sustainable development through its tri-fold function of teaching, research and extension services. The priority strategies of higher education in the Philippines in 2004 – 2010, are as follows:

- Broadening the access of economically and socially disadvantaged groups to higher education and re-channeling some public resources directly to students to promote purchasing power and freedom of choice of educational opportunities;
- Expanding alternative learning systems/modalities of higher education;
- Improving the quality of HEIs, programs and graduates to match the demands of domestic and global markets;
- Strengthening research and extension activities in HEIs; and
- Rationalizing governance and financing higher education in a manner that would unleash institutional creativity and entrepreneurship.

SUMMARY OF EDUCATION ISSUES, CONCERNS AND STRATEGIES

The GOP's national priorities and strategies in education as described above are the country's road map to bring back the old glory that Philippine education was once the best in Asia. The road map's components of increasing access to quality education especially by the poor and the marginalized sectors, improving quality aimed at arresting the downward performance of Filipino students, and strengthening the sector's system of governance and resource management, are features of an overall education development plan that need priority action.

In the past, the GOP introduced education policy actions to mitigate the chronic problems of inequity in access to quality education, poor performance of students at all levels and weak capability of the education system. For example, the EDCOM report provided the impetus for the Philippine Congress to pass RA 7722 and RA 7796 in 1994 creating a trifocal education system aimed at achieving efficiency and effectiveness in delivering education services. In August 2001, Republic Act 9155, otherwise called the Governance of Basic Education Act, was passed

⁷⁰ Data were drawn from the Higher Education Development Plan, 2001 – 2010 and MTPDP, 2004 – 2010.

providing the overall framework for (i) school head empowerment by strengthening their leadership roles and (ii) school-based management within the context of transparency and local accountability. Similarly, CHED and TESDA introduced an array of education policies, programs and projects in order to improve education outputs in higher education and TVET, respectively.

Yet these policy actions have not at all produced better outcomes. Still the performance of Filipino students continues to be dismal, which is viewed by experts and analysts to be the impact of the continuing under investment in education which results in weak system governance and

exacerbated by the unabated increase in student population and widespread poverty.

Basically, it revolves around the inability by all sectors of the society to address the following significant issues in education.

1. Ensuring that every Filipino has the right to education.

Every Filipino has the right to quality education as provided for in the 1986 Philippine Constitution. But implementation of this constitutional provision seems to be very inadequate, as indicated by the downtrend in access at all education levels given the ECE GER at 20.53% in 2005 and the declining NER in primary education starting in SY 2002 – 2003 and in secondary education starting in SY 2001 – 2002. The declining trend in access, as education policy actors accept, suggests an increased gap between performance and target and the low probability of achieving the MTPDP and MDG targets for 2010. In addition to the geometric population increase, education policy decision-makers opine that the high cost of schooling-related expenditures may be causing the decline in enrolment especially at the secondary level when more students leave school to seek employment in order to augment family income. Poverty, therefore, prevents many Filipino children from getting the education that they deserve.

2. Providing every Filipino in school with quality education.

The concerns of Philippine education are not limited to access or in seeing to it that every school age Filipino child is in the classroom. It must also ensure that every Filipino who is in school must receive the best quality education that the system can deliver. Unfortunately this is not the concurrently presenting situation. Quality ECE is questionable since very few schools implement ECE with a formal curriculum. The quality of elementary and secondary education has deteriorated over the years given the low performance elementary and high school students in the National Achievement Tests. The poor quality of higher education preparation of tertiary level students is shown in the poor performance of graduates in professional board examinations. Resource gaps, i.e., school buildings, classrooms, textbooks, and teachers, were blamed to have caused this alarming poor quality of education in Philippine schools.

3. Addressing the internal inefficiency of Philippine schools.

The provision of critical education inputs such as classrooms, teachers, desks and textbooks and improving the learning environment remains a major concern in Philippine education, particularly in basic education. Success was achieved in bridging some of the gaps, particularly schools and classrooms, as a result of the government's achievement in tapping resources from other sources and harnessing the participation of strategic partners. To assist children who cannot be absorbed in the public schools, GOP provide subsidy under the Government Assistance to Students and

Teachers for Private Education (GATSPE) to accommodate them in private schools. The problem of teacher shortage was substantially addressed with the provision of teacher items in 2004 – 2006. However, these efforts still appear to be inadequate because of the continuing internal inefficiency of Philippine schools given the low cohort survival rate, high repetition rates and increasing dropout rate of students in basic education. This inevitably strains further the government as a result of the great loss of resources in terms of finance, equipment, materials and human resource.

4. Creating an effective culture of excellence in Philippine schools

In the final analysis, the school is the ultimate laboratory for learning where students imbibe the right values for them to become responsible citizens. For Philippine schools to perform this role, they must transform from a mere bureaucratic institution of learning to an effective teaching-learning environment characterized by a culture of excellence. It needs to have more networking linkages with other social institutions in the community to create a system of teaching-learning units. This is what BESRA intends to inculcate among Philippine schools through the institutionalization of the school-based management (SBM) as the foremost quality assurance measure in creating effective schools in the community. Are Philippine schools ready for the SBMs given that they will manage their own affairs for improved delivery of education services in sustainable manner? The first WB-AusAID Joint Review of BESRA conducted last September 17-28, 2007 indicated the need for broadening and deepening the understanding of the reform agenda.

5. Financing Philippine Education

The current capacity of GOP to finance Philippine education is still seriously inadequate. The Philippines faces constraints in meeting the cost of expanding education services. Extending education coverage to cope with the demands of putting every school-age child in the classroom carries with it considerable financial implications. The PhP 137.3 billion budget for education in 2007 is a 22.65% increase over its budget in 2005 of PhP112 billion. But the education share is only around 12.4% of the national budget, which is way below the international benchmark of a 20% budget share for education. This figure is only around 2.5% share of GDP, short of the international benchmark of 6% of GDP. Given this reality, financing Philippine education, particularly the need to provide adequate public funding for country-wide attainment of EFA goals, remains a major issue that confronts the government.

6. Rationalizing the governance of Philippine education.

Before EDCOM, the organizational structure of Philippine education was highly centralized. Decision-making power was at the top and there was little delegation of authority. There was minimum autonomy and maximum restrictions on operations of the schools as subunits of the education bureaucracy. The EDCOM created a tri-focalized structure, establishing CHED to oversee higher education and TESDA to be responsible for TVET and retaining basic education under DepEd. The 1991 Local Government Code (LGC), which represented a major shift in local governance in the Philippines, has far reaching provisions affecting the assignment of functions across different levels of government and most significantly revenue sharing between the central government and the LGUs. The concept of revenue sharing and decentralization were carried over in subsequent policy reforms in education such as in BESRA, where the school has become

the center of the educational action. A parallel effort by DepEd is the establishment of a school-based financial management system in all schools or school clusters nationwide.

The critical issues of access, quality, and low capacity of the educational bureaucracy may serve as the basis for identifying the emerging needs of the education system. In a hierarchy of emerging needs of the education system, the need to guarantee that the GOP can provide every Filipino the right to quality education is of prime importance. Primacy is placed on quality and accessible lifelong learning from early childhood development to primary, secondary and tertiary education. For the GOP to provide the Filipino his/her right to quality education, the education

system needs further strengthening in the provision of critical education inputs such as teachers, textbooks and learning materials, classrooms and desks and school buildings to rationalizing the financing of education and creating a more efficient, effective and dynamic educational organization shaped from the anvil of excellence in education. Therefore, the challenges that remain on the doorsteps of the education sector are:

1. improving access to education;
2. enhancing education quality particularly in Science, Math and English;
3. strengthening the governance of the education system;
4. improving the financing of the education sector; and,
5. speedy solution to the existing resource gaps in education.

These challenges are the centerpieces of on-going education reforms such as BESRA in basic education, the NTESDP, 2005 – 2009 as the blueprint for technical education and training in the country, and the Higher Education Development Plan 2001 – 2010 for higher education. The commitment and enthusiasm to reform Philippine education, therefore, are timely initiatives. The existing policy environment is conducive to reforms. At the center of these reforms is the Philippine EFA 2015 Plan aimed at improving the quality of basic education for every Filipino by 2015. The Philippine EFA 2015 is supportive of the MTPDP's goal of reducing poverty through education in a tri-focal strategy of the NTESDP for technical-vocational education, the Medium-term Development Plan for Higher Education (MTDPHE) and BESRA.

The reform agenda has to take advantage of the active involvement of the private sector, NGOs and the LGUs. A stronger partnership with the private sector, particularly the business groups, as in the case of TESDA's programs, can significantly increase financial and other assistance to Philippine education. Assistance in the form of loans or grants from the donor community must be put to good use by the executing agencies under GOP. Under a concerted effort of development partners, the policy reforms and the supporting programs and projects in all education sub-sectors may produce concrete results this time after the GOP has put in place major developmental inputs to make the policy environment favorable both for the EFA goals and the MDGs.

CHAPTER III

PRIORITIES AND INTERVENTIONS OF DEVELOPMENT PARTNERS

Strengthened partnership has become the platform of international and national development partners to help the GOP improve the lives of its citizens through sustainable economic growth, good governance and improved living conditions. Included in this partnership for development are development banks such as the World Bank (WB), the Asian Development Bank (ADB) and the Japanese Bank for International Cooperation (JBIC) and other development institutions such as the USAID, AusAid, Canadian International Development Agency (CIDA) and governments of developed countries led by the United States, Japan, Germany, Australia and Austria, among other bilateral and multilateral donors.

DEVELOPMENT ASSISTANCE TO PHILIPPINES EDUCATION

Foreign bilateral and multilateral donors play a significant role in the Philippines education by providing loans and grants known as Official Development Assistance (ODA) to fund key education projects. In the Philippines, ODA is administered with the objective of promoting sustainable social and economic development and welfare of the country.

The total net loans for education projects in 2006 amounted to US\$589.72 million, which is 6.17% of the total net loans for all projects extended to the Philippines in the amount of US\$ 9.506 billion⁷¹. The education projects funded by ADB garnered a 5.12% share out of the total ADB net loan for all projects in the amount of US \$1.766 billion. On the other hand, Japan Bank for International Development – Government of Japan (JBIC-GoJ) extended a 3.08% to education projects out of its total net loan of US \$4.687 billion to the Philippines. The WB-funded education projects represented a 19.78% share out of total net loan of US \$1.519 billion that it has extended to the Philippines.

Official Development Assistance

WB, JBIC and ADB are the major donors in education in the Philippines. As of the 15th ODA Portfolio Review⁷² by the GOP, which covered all active ODA loan-funded programs and projects from January - December 2006, the WB supported education in the amount of US \$300.72 million, followed by JBIC-Government of Japan (GOJ), which contributed US \$144.72

⁷¹ The US\$9.5 billion include the active programs and projects reviewed under the 15th ODA Portfolio Review. These projects were of different durations, the earliest loan effectivity date was 1996 and the latest loan closing date was 2012.

⁷² The National Economic Development Authority (NEDA) was mandated under Republic Act 8182 (as amended by RA 8555) or “The ODA Act of 1996”, to conduct annual reviews of the status of implementation of projects financed through the Official Development Assistance.

million and ADB in the amount of US \$90.57 million.⁷³ Other ODA in education came from Germany (US \$9.53 million), Austria (US \$15.15), NDF (US \$8.88) and Organization of the Petroleum Exporting Countries (OPEC) (US \$20.15 million).

Table 1 shows the list of education projects funded through the ODA, indicating likewise the source of funds, the implementing agency, and the amount of loan and the duration of the project.

⁷³ The amounts indicated here are net loans, i.e., after deducting the cumulative cancellation from the total loan amount. Partial cancellations were agreed upon with implementing and funding agencies and were due to (i) underutilized balance at the close of the loan; (ii) excess financing as a result of foreign exchange movement; (iii) low demand for re-lending; (iv) reduction in the scope of the projects; and, (v) budget constraints.

Table 1. ODA-funded Education Projects, January – December 2006

Education Projects	Sub-Sector	Fund Source	Implementing Agency	Loan Amount (millions)	Cumulative Cancellation (millions)	Net Loan (millions)	Duration of the Project
Early Childhood Development Project	ECCE	ADB	DSWD	15.70	0.00	15.70	1998-2005
Early Childhood Development Project (SF)	ECCE	ADB	DSWD	9.03	0.00	9.03	1998-2005
Secondary Education Development and Improvement Project	Secondary Education	ADB	DepEd	53.00	17.43	35.57	1999-2006
Technical Education and Skills Development Project	TVET	ADB	TESDA	25.00	3.74	21.26	2001-2006
Fund for Technical Education and Skills Development	TVET	ADB	DBP	19.70	10.69	9.01	2001-2007
Third Elementary Education Project	Elementary Education	GOJ-JBIC	DepEd	96.85	13.23	83.62	1997-2006
Secondary Education Development and Improvement Project	Secondary Education	GOJ-JBIC	DepEd	61.10	0.00	61.10	2000-2009
National Support for Basic Education	Elem & Sec Educ	WB	DOF	200.00	0.00	200.00	Newly Signed
Third Elementary Education Project	Elementary Education	WB	DepEd	113.40	30.00	83.40	1997-2006
Early Childhood Development Project	ECCE	WB	DSWD	19.00	1.68	17.32	1998-2005
Expansion of Dual Education and Training	TVET	Germany	TESDA	9.53	0.00	9.53	2001-2006
Development of Centers of Excellence in Modern Manufacturing	TVET	Austria	TESDA	15.15	0.00	15.15	2002-2009
Technical Education and Skills Development Project	TVET	NDF	TESDA	8.88	0.00	8.88	2000-2007
Technical Education and Skills Development Project	TVET	OPEC	TESDA	20.15	0.00	20.15	2005-2010
Total ODA in Education				666.49	76.77	589.72	

Source: 15th ODA Portfolio Review, Project Monitoring Team, National Economic Development Authority. 2006

Table 1 shows the cooperation of development partners such as the WB, ADB, and JBIC in jointly funding education projects, which may indicate their priorities and development interventions in education areas. For example, the ADB and the WB jointly funded the ECE Project. The Secondary Education Development and Improvement Project (SEDIP) was implemented using funds from the WB and the Government of Japan-JBIC. ADB was assisted by funds from the NDF and the OPEC in implementing the Technical Education and Skills Development (TESD) Project. The WB and the GOJ-JBIC also funded jointly the Third Elementary Education Project. Only 4 of these loan projects are on going, i.e., SEDIP, the Development of Centers of Excellence in Modern Manufacturing, the TESP component by Organization of Petroleum Exporting Countries (OPEC) and the National Support for Basic Education (NSBE). The rest of the loan projects have already been completed.

The table also shows that the bulk of the ODA for education is channeled to basic education, including early childhood education such as the ECE Project and SEDIP and Third Education Elementary Project (TEEP) for basic education. Technical Vocational Education and Training (TVET) also received substantial fund assistance. This trend in funding education projects indicates the importance that development partners have afforded basic education as a key factor in Philippine education development, noting that a strong early childhood and basic education create a better opportunity for students to succeed in higher education. Additionally, development partners have also zeroed in on projects that aimed at improving access and participation of pupils in basic education as well as harnessing the potential of out-of-school youth.

Grants

Aside from loans, grants are another source of assistance for the education sector. Grants to the Philippines education came from USAID, CIDA and the Governments of Australia and Japan, among others. Development banks award grants for a particular purpose, for example the WB provided a grant for the purpose of preparing the project investment report for the NPSBE.

Worth mentioning under the grants arrangement is USAID's Education Awareness Support Effort and Matching Grants Program (EASE-MGP)⁷⁴. Under the EASE-MGP, USAID matches – money for money – any funds that the Parents-Teachers and Community Associations (PTCAs) and other local groups may raise for school improvement. Matching grants have been awarded to PTCAs for schools in the ARMM and other conflict-affected areas in Mindanao. This arrangement is significant in order to gradually erase the eleemosynary mentality among local people particularly those in the rural areas.

CIDA also provided assistance to education, particularly the Philippine Distance Education Development Project, which was implemented from 1996 to 2001 and jointly undertaken by the University of the Philippines Open University (UP OU) and Simon Fraser University. Other CIDA funded projects include the Environmental and Resource Management Project, Community Fishery Resource Management Project and the Sustainable Livelihood Project.

Table 2 shows the education projects that were funded from grants coming from various sources. It is important to note that this list contains the major grants in education. The biggest grant donor of these projects is Australia. There are other grants given by governments such as Japan to fund

⁷⁴ USAID Philippines Website. <http://philippines.usaid.gov/mindanao>.

grassroots assistance for educational institutions, non-government organizations (NGOs) and local public bodies in the field of culture and education.

Table 2. List of Education Projects Funded under Grants

Education Projects	Sub-Sector	Funding Source	Amount (millions and in US dollars)	Implementation Schedule
Basic Education Assistance to Mindanao (BEAM II)*	Elementary and Secondary Education	Australia	36.6	2004-2008
Strengthening Implementation of Visayas Education (STRIVE Phase 2)*	Elementary and Secondary Education	Australia	15.4	2007-2009
Support to Philippine Basic Education Reforms (SPHERE)*	Elementary and Secondary Education	Australia	42.5	2007-2011
Education Quality and Access for Learning and Livelihood Skills (EQUALLS) Phase 2**	Basic Education Out-of-School Youth	USAID	59.0	2006-2011
Philippines-Australia Quality Technical Vocational Education and Training*	TVET	Australia	9.6 A\$	2000-2005
Total			153.5	

Source: */Aid Activities in the Philippines. <http://www.aid.gov.au/country/cbrief>

**/EQuALLS Phase 2 Program: Access to Education in the Philippines.

<http://www.equipl23.net/webarticles/anmvviewer.asp>

Table 2 also shows that the grants to fund education projects tend to favor basic education, while projects are concentrated in the Mindanao area and the poorest provinces in the Philippines. Infusion of funds in Mindanao is understandable noting that the Mindanao group of islands, particularly the four provinces of Lanao del Sur, Maguindanao, Sulu and Tawi-Tawi, which comprise the ARMM have been affected by internal conflict for a long period of time. Additionally, 43% of the total 44 poorest provinces are located in Mindanao. The Visayan region has 22.72% of the poorest provinces in the country.⁷⁵ Except for the PQTVET project, all the education projects under the grant arrangement are still on going.

Aid from the United Nations Agencies⁷⁶

The United Nations (UN) agencies continue to provide assistance in developmental activities. Led by the UNDP, which brokers partnerships to form multi-sectoral initiatives in addressing the development needs of the Philippines, assistance has been in the areas of poverty, governance, environment and peace and development. The UN led in an extensive MDG advocacy campaign, which resulted in placing the MDG in the center of the Philippine development program.

The Philippines' Country Program Action Plan (CPAP) for 2005 – 2009, which resulted from an extensive UN consultation with the government, civil society organizations (CSOs), NGOs, private sector, and donors, adopted the goals of (i) achieving the MDGs and reducing human

⁷⁵ NSCB, Poverty Statistics: Poorest 44 Provinces. http://www.nscb.gov.ph/poverty/2000/44_poorestprov.asp.

⁷⁶ UNESCO's programmatic thrusts will be presented in a separate chapter of this report.

poverty, including response to HIV/AIDs; (ii) fostering democratic governance; (iii) promoting energy and environment for sustainable development; and, (iv) implementing crisis prevention and recovery. The overall program strategy is focused on policy reforms, institution and capacity building and area-based community development through strategic partnerships with key stakeholders.⁷⁷

In coordinating the implementation of the key areas under the aforementioned Resource Plan, UNDP's strategy is to build consensus and help create a deeper sense of ownership and a higher level of accountability of the development process. UNDP's country programme in the Philippines is guided by the principle that desired outcomes is possible only with the support and concerted action of stakeholders.⁷⁸

The UN agencies had implemented development projects in the Philippines in accordance with their respective mandates. For instance, UNICEF received assistance from Australia in the amount of US \$22.8 million for the implementation of UNICEF's Sixth Country Program for Children (2004-2009), which supports the Philippines Government's implementation of the Convention on the Rights of the Child through a national 'Child-Friendly Movement'. It helps communities provide universal immunization, pre-natal care, child's growth monitoring, education and child protection. It also helps LGUs set up legislated frameworks that give priority to children through investment in basic services. Australian assistance targets nine provinces and one city in southern Philippines.⁷⁹

UNICEF works with the DepEd in ensuring that children are ready for school and that schools are ready for the children. It supports home-based and center-based day care for pre-school children including provision of materials and training for the caregivers. UNICEF transforms schools into Child-Friendly Learning Systems by training teachers and school heads on child-friendly approaches and practices including provision of school supplies.

Australian aid in the amount of US\$ 3 million was also given to the World Health Organization (WHO) to implement its Roll Back Malaria Project from 2004 – 2007. The project was aimed at reducing malaria transmission, morbidity and mortality in high incidence provinces of Mindanao by improving diagnosis and treatment, improving vector control, by increasing Insecticide Treated Net coverage targeted at pregnant women, infants and other vulnerable groups and improving surveillance system. It was also intended to increase community awareness by developing materials for school children and indigenous peoples, deliver malaria control and prevention programs to Internally Displaced People and carry out relevant social research.⁸⁰

The World Food Programme (WFP) provided food aid to people in Mindanao in cooperation with the GOP in the amount of US\$ 27 million. The intention was to bring food security, improved health and nutrition and other tangible benefits to the communities affected by conflict particularly the ARMM and adjacent provinces.

The Habitat for Humanity (HFH) Philippines has been playing an active role in providing housing for families in need, completing 17,000 houses and building schools and community centers.

⁷⁷ UNDP and the Government of the Philippines, "Country Programme Action Plan Between the Government of the Philippines and United Nations Development Programme, 2005 – 2009.

⁷⁸ Ibid.

⁷⁹ Aid Activities in the Philippines. <http://www.usaid.gov.au/country/cbrief>

⁸⁰ USAID Website. Accessed January 2008.

HFH Philippines uses mainly the Building in Stages housing micro finance model. In June 2007, HFH Philippines completed repairs of more than 1,600 houses and 40 school classrooms in the typhoon-struck Bicol Region. HABITAT programs are funded by the multilateral funding agencies such as the European Union and the ADB.

The United Nations High Commissioner for Refugees (UNHCR) Philippines provided assistance to refugees gain access to identity and travel documents, including education at all levels. In 2007, UNHCR programs were funded from donations amounting to \$12,604.

Finally, the International Labor Organization (ILO) promotes the social protection of men and women workers in the informal industry, eliminating child labor, training Filipinos for rural economic empowerment, implementing cooperative projects in indigenous and tribal communities. In 2008, the Manila office has started to implement the ILO biennium activities within the framework of ILO's Decent Work agenda to promote employment, uphold rights, protect workers and practice social dialogue.

Non-Government Organizations (NGOs)

NGOs continue to be a strong partner of donor agencies and GOP in implementing development projects in education. Worth mentioning are the activities of Save the Children and Handicap International, among others.

Save the Children has worked for underserved children in the Philippines for 25 years, starting from its initial program in West Visayas in 1982. Today, the Philippines Country Office has expanded and now implements child-focused education and health programs in Luzon, Visayas and Mindanao, the three major island groups in the Philippine archipelago. Save the Children has a special focus on helping those in vulnerable situations, including street children, children with disabilities, child-abuse survivors, orphans and former child soldiers.⁸¹

EDUCATION PROJECTS AS DEVELOPMENT PRIORITIES

Under the 2006 ODA (refer to Table 1), development partners supported a total of 14 education projects, including four additional projects, which were funded under the grants arrangement. The WB, ADB and JBIC jointly funded many of these projects; each donor agency taking care of specific set of components. These education projects addressed the needs of ECE, basic education (elementary and secondary) and TVET.

Early Childhood Development Project (ECD)⁸²

The ECD Project was approved on 27 January 1998 and became effective on 28 September 1998. The WB, ADB and the GOP jointly funded this project. DSWD, working in close coordination with DOH, DepEd and the Council for the Welfare of Children (CWC), was the executing agency. Implemented in 132 LGUs in 10 provinces⁸³ in

⁸¹ Save the Children website. Accessed on January 2008.

⁸² Data on the Early Childhood Development Project were sourced out from the Project Completion Report entitled *Philippines: Early Childhood Development Project* by the Asian Development Bank, June 2007. It is important to note that this project was co-financed by the WB, ADB and the Government of the Philippines.

⁸³ The 10 project provinces were Antique, Capiz, Guimaras, Iloilo and Negros Occidental in Region VI; Bohol, Cebu and Negros Oriental in Region VII; and Lanao del Norte and North Cotabato in Region XII. Lanao del Norte is now part of Region X.

Regions VI, VII and XII, the overall purpose of the Project was to support government efforts to improve child survival and increase readiness for productive life. The project's outcomes were (i) to provide integrated early childhood development (ECD) service delivery under LGU management, (ii) to provide support systems for the integrated ECD service delivery, and (iii) to support research and development for improved ECD service delivery and management.

The project had three components – Component 1: Program Support for Provinces, with its sub-components (a) Upgrading Province-wide ECD Service Delivery, which includes Expanded Program on Immunization (EPI), integrated management of childhood illnesses (IMCI), micronutrient malnutrition prevention and control, parent effectiveness service (PES), and Grade 1 early childhood education; (b) Provision of LGU Financing Facility for Integrated ECD Service Delivery; Component 2: Support to Service Delivery, with its sub-components Support to Communications, Support to Planning, Targeting and Management Information Systems, Support to Training and Human Resource Development, and Support to Institutional Development; and Component 3: Research and Development, which was composed of Pilot-Test of Project Interventions in 5 LGUs, Research and Development Studies, and Monitoring and Evaluation.

National Program Support for Basic Education (NPSBE)⁸⁴

NPSBE is a WB-funded project in the amount of US \$200 million. Signed only on 20 June 2006, the NPSBE, which will be implemented until 2011, is aimed at improving quality and equity in learning outcomes for all Filipinos in basic education. Covering both primary and secondary education, the project intends to support the GOP's BESRA aimed at ensuring attainment of EFA objectives by 2015.

The project has four components: Component 1 is aimed at developing and strengthening school-based management, legislated in the Governance of Basic Education Act of 2001 (RA 9155); Component 2 is intended at improving teaching effectiveness through two major policy interventions: refining current work on teacher competency standards and applying them to performance appraisal, training needs, promotion, hiring practices, pre-service training and licensing and achieving a more equitable distribution of teachers across schools through the principles identified by DepEd for improved teacher deployment; Component 3 enhances quality and equity by applying a standards-based approach to addressing the growing disparities in both inputs and outcomes of basic education; and, Component 4 which supports effective resource mobilization, seeking to improve budget planning and management and resource mobilization by restructuring the budget of DepEd.

Third Elementary Education Project (TEEP)⁸⁵

Funded jointly by the WB and the JBIC, TEEP was implemented in 26 poorest provinces in 11 regions⁸⁶ in the country. Its objectives were (i) to build the institutional capacity of the Department of Education, Culture and Sports (now the Department of Education) to manage the change process associated with the TEEP; and, (ii) to improve learning achievements, completion rates and access to quality elementary education.

⁸⁴ Sourced out from <http://web.worldbank.org/external/projects/main?>

⁸⁵ Data taken from <http://lnweb18.worldbank.org/eap/eap/>

⁸⁶ Included were Region II (Cagayan Valley), Region III (Central Luzon), Region IV-B (MIMARO), Region V (Bicol), Region VI (Western Visayas), Region VII (Central Visayas), Region VIII (Eastern Visayas), Region IX (Zamboanga Peninsula), Region XII (SOCCSKSARGEN), CAR and CARAGA.

TEEP had a policy and institutional framework which included (a) improving the adequacy, efficiency and equity of sub-sector funding; (b) ensuring that basic inputs such as classrooms, desks and chairs, textbooks and other instructional materials and teacher training are delivered; (c) introducing systems and procedures to decentralize selected education functions and corresponding resources; (d) measuring the impact of project interventions on cost and learning; and, (e) providing a framework for handling resettlement issues. In addition, the Project had two investment components – first was capacity building at the national and regional levels and second was education improvement in the 26 poor provinces.

Secondary Education Development and Improvement Project⁸⁷

SEDIP was jointly funded by ADB and the GOJ-JBIC. Implemented from 1999 to 2006, SEDIP aimed at improving equitable access to quality education in poverty-affected rural provinces.⁸⁸ SEDIP had 3 objectives: (i) to improve the quality and relevance of secondary education in 14 poor provinces; (ii) to improve enrolment and completion rate in secondary education in these provinces; and (iii) to facilitate the process of decentralization aimed at improving the efficiency and responsiveness of planning, management and policies of secondary sub-sector.

The specific project components of SEDIP are (i) Improving school effectiveness and learning outcomes through (a) developing school heads' skills and competence in school planning; (b) improving teachers' subject knowledge and teaching skills; (c) improving availability of learning materials; and, (d) improving learning environment through construction/rehabilitation of classrooms and other learning facilities and provision of school furniture and equipment; (ii) Improving access to secondary education in underserved areas by (a) establishing new schools in underserved areas based on results of school mapping and out-of-school youth survey; and, (b) providing secondary schooling alternatives; and, (iii) Facilitating decentralized secondary education management through (a) developing BSE capacity in managing policy research; (b) developing capacity of DECS regional office; (c) developing capacity of the DECS division offices in the 14 project provinces; (d) improving EMIS; (e) developing division and school-based in-service training mechanism; and, (f) supporting new textbook procurement and delivery system.

Basic Education Assistance to Mindanao (BEAM II)⁸⁹

BEAM was a 6.5 year project implemented in two stages: BEAM 1, covering the period 2002 – 2004; and BEAM 2, implemented in 2004 – 2006. The project was intended to improve the quality of basic education and to increase access for disadvantaged and students coming from far-flung areas in Mindanao, particularly those from the indigenous and Muslim communities. Following from BEAM 1, BEAM2 was an expansion of the Australian assistance to Region XI (Southern Mindanao) and Region XII (Central Mindanao).

⁸⁷ ADB, Technical Assistance Completion Report on the Decentralization of Basic Education Management, June 2004.

⁸⁸ The 14 project provinces under SEDIP include the provinces of Ifugao, Benguet, Antique, Guimaras, Surigao del Sur, Agusan del Sur, Romblon, Masbate, Negros Oriental, Leyte, Southern Leyte, Biliran, Zamboanga del Sur and North Cotabato. Addition 12 provinces were covered under the Decentralization Component. These provinces include Abra, Mt. Province, Kalinga, Apayao, Sulu, Tawi-Tawi, Maguindanao, Batanes, Aurora, Capiz, Eastern Samar and Basilan.

⁸⁹ Aid Activities in the Philippines. <http://www.aisaid.gov.au/country/cbrief.cfm>

Support to Philippine Basic Education Reforms (SPHERE)⁹⁰

SPHERE is an Australia-WB partnership which supported the GOP's Basic Education Reform Agenda (BESRA) and implemented from 2007 until 2011. BESRA aims at improving the quality of schools and teachers, increasing community involvement and support for schools, improving the effectiveness of the education department to support teachers and schools and improving educational outcomes for Filipino children.

Australia's contribution zeroed in on improving planning and financial management systems in the DepEd, supporting schools to implement the School Based Management accountable to local communities and increasing the number of qualified teachers in English, Science and Mathematics. SPHERE also aims at increasing the number of schools with teaching and learning materials and to increase enrolment, attendance and completion rates, particularly among vulnerable students. The grant would also support school-based management programs of disadvantaged elementary schools for their school improvement plans, as well as the construction of classrooms in identified priority schools in southern Philippines under the DepEd-managed School Building Program. Under the grant, the support for DepEd would include technical assistance in strategic policy areas and building the capacity of the DepEd to implement and manage change in line with BESRA reforms; strengthening the capacity of DepEd's regional offices to undertake quality assurance functions; construction and refurbishing of Teaching and Learning Resource Centers across the country, including information and communication technology facilities to support quality assurance functions and improve teaching learning and assessment; and the reproduction and dissemination of teaching and learning materials (except textbooks) and training programs.

Strengthening Implementation of Visayas Education (STRIVE)⁹¹

STRIVE is a two-phased project, which is funded under an Australian grant. Phase 1 was implemented in 2005 – 2007 while Phase 2 is slated for implementation in 2007 – 2009. The aim of STRIVE Phase 1 is to improve school students' performance in science, mathematics and English and to provide basic education opportunities for out-of-school youth and their families. STRIVE Phase 2 would built on the achievements of the first phase. Its activities support and strengthen implementation of the Philippine national education reform program.

STRIVE was designed to provide a flexible and responsive mechanism to assist the Government of the Philippines (GoP) to improve access to and quality of basic education in selected provinces of the Visayas, with the first stage of the project providing project support in the provinces of Bohol and Northern Samar. STRIVE Phase 2 is to contribute to the improvement in the quality of, and access to, basic education in the Visayas. Its purpose is to develop and strengthen selected education management and learning support systems in part by applying and modifying available responses for improved access to quality basic education appropriate to geographically isolated and disadvantaged populations. By contributing to the development and improvement of support systems at the regional level in the Visayas, interventions of STRIVE Phase 2 will directly and indirectly involve 42 Schools Divisions with a total enrolment of over 3.5 million students in over 11,000 schools.

⁹⁰ Ibid.

⁹¹ Ibid.

STRIVE 2 is comprised of four broad components, with two-cross-cutting themes - Quality Assurance and Access/Equity - underpinning and guiding all project activities. The four components include: 1) School-based Management (SBM) Support System; 2) Human Resource Development/In-Service Education and Training Systems for Teachers; 3) Learning Resources Materials Development System; and, 4) Project Management.

Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project

Funded from a USAID grant, the EQuALLS Project Phase 2 is aimed at increasing access to quality education and livelihood skills in selected areas in the Philippines, particularly those areas most affected by conflict and poverty. Started in 2006, the project will be implemented until 2011. EQuALLS Phase 2 has the following objectives:

- Increase learning opportunities in Muslim Mindanao;
- Strengthen capacity for teaching English, mathematics and science;
- Improve relevance and training for out-of-school children and youths; and
- Build the capacity of key stakeholder organizations to implement and sustain systematic educational improvement.

EQuALLS 2 will engage in a collaborative process of institution building that includes formal and informal training, internships and mentorships, on-the-job training and small-scale organization development grants.

Technical Education and Skills Development Project (TESD)⁹²

TESD Project was funded by ADB with support from the Danish International Development Agency (DANIDA), NDF and OPEC. Implemented from 2000 – 2007, TESD was aimed at introducing reform in the technical education and skills development (TESD) system to better support market demand and to promote involvement of stakeholders at all levels in both public and private sectors in producing highly skilled workers to enable the Philippines to be competitive in the world economy.

TESDA was also the recipient of other foreign assisted projects. Worthy to mention are: (i) Philippines-Australia QTVET Project II, which aimed to assist TESDA in the establishment of an industry-led approach in TVET, particularly in the areas of planning, standards development and assessment and certification; (ii) Centers of Excellence in Modern Manufacturing Technology, which assisted TESDA in the provision of Computer Numerically Control equipment. Under this project, five beneficiary institutions have already received their equipment and have had trainers training; and, (iii) the Germany-funded Expansion of Dual Education and Training Project.

⁹² ADB, Technical Education and Skills Development: Philippines. <http://www.adb.org/Documents/PIDs>

STRATEGIES AND PRIORITIES OF DEVELOPMENT PARTNERS

Broad Priority Areas

ECE, basic education and TVET are the education sub-sectors assisted by donor institutions and countries. Under the 2006 ODA, including the education projects funded from grants, 70.58% of the foreign assistance was for basic education and 23.52% for TVET, indicating that basic education and TVET are the priority development partners. ECE only received 5.9% of the foreign assistance. ADB, the WB and GoJ-JBIC funded projects that supported to strengthen ECE, basic education and TVET.

Figure 4 shows the broad education areas in basic education covered in foreign-assisted projects, which may indicate the priorities of donor institutions. Enhancing quality education (27%) and improving access (27%) appear to be the preferred areas, followed by resource mobilization (18%). Capacity building and school-based management were also covered substantially. Specific areas included were learning achievements particularly in English, Filipino, Mathematics and Science; teachers' effectiveness, which covers professional standards of teachers, teacher deployment, and teacher training; ICT; school-community relations, including private sector's participation; school accountability, particularly on the financing and budgeting process; alternative learning systems (ALS); Education Management Information System (EMIS); skills training; and, provision of school buildings, classrooms and instructional equipment and furniture.

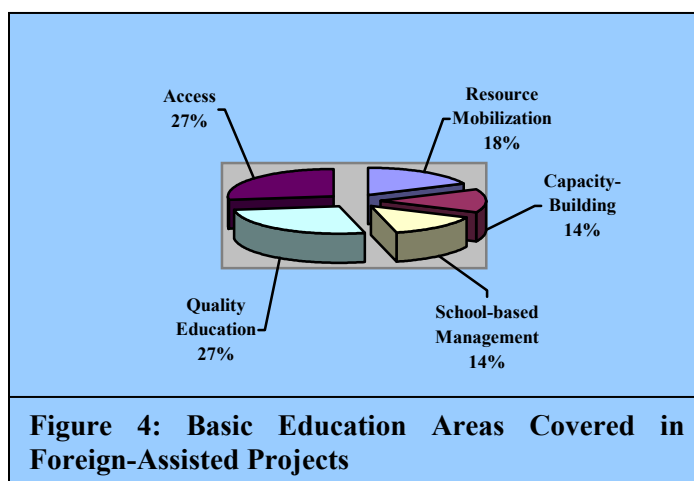


Figure 4: Basic Education Areas Covered in Foreign-Assisted Projects

In ECE, the areas covered were service delivery system, which includes early child education, Parent Effectiveness Service and the children's health and nourishment; capacity building, which covers planning and MIS, institutional development and training and human resource development; and, R&D, which includes monitoring and evaluation.

In TVET, the preference of donor agencies includes strengthening the capacity of TESDA, devolving the training functions to local institutions, strengthening the capacity of private providers to TESDA; enhancing equity in skills acquisition among the poor; and, the provision of facilities and equipment.

The various education areas covered by donor institutions can be clustered into four major education components that measure the level of education development of a country: (i) access and participation of school-age population in formal schooling; (ii) quality of education and equity; (iii) internal efficiency of the school system; and, (iv) cost and financing. These four key components of education may be regarded as the engine of the educative process to propel sustainable development.

Specific Strategies and Interventions of Development Partners

World Bank

Money-wise, the WB was the major contributor in education having supported projects in the amount of US \$300.74 million. The WB supported ECE (US\$17.32 million), elementary education (US\$83.40 million), and basic education (elementary and secondary education) (US\$200 million). Under ECE, the thematic areas were providing integrated ECE service delivery under LGU management, providing support system for an integrated ECE service delivery and research and development. In elementary education, it supported the building of institutional capacity. In basic education, the thematic areas covered were school-based management, teacher development, quality and equity and resource mobilization.

ADB

ADB's loan package for education amounted to US \$90.57 million, which is 5.12% of the total ADB net loan for all projects in the amount of US \$1.766 billion. The ADB supported ECE (US \$15.70 million and US \$ 9.03 million), secondary education (US \$35.57 million) and TVET (US \$21.26 million and US \$9.01 million). The thematic areas under the ECE were the same as that of the WB noting that both development partners jointly funded the ECE project. In secondary education, the thematic areas included the following: school effectiveness and learning outcomes, access to secondary education and decentralization.

GoJ-JBIC

The GoJ-JBIC funded projects that supported elementary (US \$83.62 million) and secondary education (US \$61.10 million). The latter was jointly funded with the ADB while the former was with the WB. The thematic areas covered in elementary education include the building of the institutional capacity of the DepEd and learning achievements, completion rates and access to quality elementary education. On the other hand, the thematic areas covered in secondary education were school effectiveness and learning outcomes, access to secondary education, and decentralized secondary education management.

UN Agencies

Assistance from the UN agencies was focused in providing assistance on developmental activities. UNESCO and UNICEF focused on broad education mandates that incorporate universal basic education, education for the disadvantaged and marginalized groups, adult literacy and non-formal education. On the other hand, other UN agencies focused on their respective areas of specialization. For instance, ILO zeroed in on the education of the workers, UNFPA on population education, and WFP in providing food aid aimed at enhancing access to education particularly the marginalized groups. UNDP was brokering partnerships to form multi-lateral initiatives in addressing poverty, governance, environment and peace and development. MDG advocacy campaign was center in the development strategies of UN agencies.

Bilateral Donors

Foreign governments and international agencies extended assistance to the education sector in the Philippines based on grants arrangements. Among foreign governments, Australia was a major

donor, donating US \$ 94.5 million and A\$ 9.6 million to fund education projects such as the Basic Education Assistance to Mindanao, Strengthening Implementation of Visayas Education and Philippine Basic Education Reforms. The thematic areas covered by the Australian-funded education projects include quality basic education, access for disadvantaged and marginalized groups and school-based management, particularly on improving school planning and financial management systems. Other foreign government assistance came from Germany (US \$9.53 million) to fund the expansion of dual education and training and from the Government of Austria (US \$15.15 million) for the development of Centers of Excellence in Modern Manufacturing. NDF and OPEC also contributed US \$8.88 million and US \$20.15, respectively, to improve TVET in the Philippines. USAID 's education project in Mindanao covered access to quality education and livelihood skills, including skills training for out-of-school youths.

Area of Coverage

With regard to the location of ODA in the Philippines, the foreign-assisted projects in basic education practically covered all regions in the Philippines. Most covered was Region 12, which includes the provinces of South Cotabato, Cotabato, Sultan Kudarat and Sarangani and General Santos. 11.53% of the projects in basic education were implemented in Region 12. Second was Region 9 (Zamboanga Peninsula), where 9.61% of the projects were implemented. Regions 7 (Central Visayas), 8 (Eastern Visayas) and 13 (CARAGA Region) were the location of 7.69% of the basic education projects. It is interesting to note that Regions 12, 9 and 13 were Muslim-dominated regions, indicating the desire of donor agencies to improve the education status of the Muslim Filipinos.

Foreign-assisted ECE projects were implemented in Region VI (Western Visayas), Region VII (Central Visayas) and Region XII (Lanao del Norte and North Cotabato). On the other hand, the foreign-assisted TVET project, particularly the Technical Education and Skills Development Project, was implemented in practically all regions, except ARMM. Perhaps TESDA did not want to duplicate the efforts of USAID in its EQuALLS Project, which zeroed in on livelihood skills development in Region IX (Zamboanga Peninsula), Region XII (SOCCSKSARGEN) and ARMM.

As pointed out earlier in this report, the priority of donor agencies to pour assistance in Mindanao is in order noting that 6 out of the 10 poorest provinces in the Philippines are in Mindanao.⁹³ These provinces are Tawi-Tawi (ARMM) with a poverty incidence level of 56.5%; Maguindanao (ARMM), 55.1%; Lanao del Sur (ARMM), 55%; Sultan Kudarat (Region XII), 54.3%; and Camiguin (Region X), 53.1%. Other provinces in the top 10 poorest provinces include Masbate (Bicol), which topped the list in 2000 with a poverty incidence level of 63.2%; Ifugao (CAR), 55.6; Romblon (Region IV-B), 55.2%; and, Camarines Norte (Bicol), 52.7%.

Selected education indicators⁹⁴ may also justify the preference of donor agencies to assist Mindanao. The net participation rate in public and private elementary schools in 2002 – 2003 was lowest in ARMM (80.71%); Region 12 -Central Mindanao (81.95%); and Region 11-Southern Mindanao (84.77%). The same trends show the net participation rate in public and private secondary schools of regions in Mindanao registering the lowest among the regions in the

⁹³ National Statistical Coordination Board (NSCB), 2000 Survey.

⁹⁴ National Statistical Coordination Board, 2006 Philippine Statistical Yearbook. Manila, 2006. The author used the 2002-2003 since data for 2003-2004 and 2004-2005 were from public schools only.

Philippines: ARMM, 23.55%; Region IX (Western Mindanao), 47.68%; and Region 11 (Southern Mindanao), 50.50%. Region VIII (Eastern Visayas) was also low in its NER in both elementary and secondary, 85.81% and 48.29%, respectively. Cohort survival rate in public and private elementary schools in 2002 – 2003 was also lowest in ARMM, which registered a CSR of 48.10%. Surprisingly, ARMM had a higher CSR of 75% in public and private secondary schools in 2002 – 2003, higher even than the National Capital Region (NCR) whose CSR was only 63.41%.

COORDINATION AND MONITORING MECHANISMS

The National Economic Development Authority (NEDA) is the government agency that coordinates the overall implementation of the ODA from obtaining the funds up to reviewing the ODA portfolio, albeit concerned agencies shall remain as the project implementer. In sourcing out for funds, the NEDA Secretariat coordinates the efforts in obtaining ODA funds. After funds are sourced out from ODA lending institutions, NEDA and the Department of Budget and Management (DBM) establish a mechanism for securing appropriations cover for the utilization of such portions of the funds. The NEDA Secretariat submits guidelines for the administration of the funds to the NEDA Board for approval.

The Commission on Audit (COA) also conducts an audit on each ongoing and completed project and reports to the Philippine House of Congress not later than 30 June of each year. On the other hand, the NEDA reports to the President of the Republic of the Philippines within six weeks after the end of each semester the overall performance of all ongoing ODA-assisted projects. Within the implementing agency, monitoring of ODA-assisted projects is likewise continuing. The Head of the agency concerned is responsible for monitoring of the projects and the submission of appropriate reports to the NEDA Secretariat. Each concerned agency designates a senior official as Monitoring Officer.

Donor agencies also conduct their respective regular monitoring of ODA-assisted projects. The ADB and WB intensified its monitoring of portfolio performance. JBIC regularly conducts its semi-annual Project Implementation Review (PIR). Regular monitoring was also undertaken by UN agencies.

CHAPTER IV

UNESCO's PROGRAMMATIC THRUSTS

This chapter presents the role of UNESCO in the overall education development plan of the Philippines, zeroing in on its past and ongoing support to national education development and its programmatic priorities in education.

UNESCO's PAST AND ONGOING SUPPORT TO NATIONAL EDUCATION DEVELOPMENT

The Philippines joined UNESCO on November 21, 1946. Since then UNESCO has played a key role in providing assistance throughout the whole spectrum of the Philippine educational system. UNESCO's support covers the education system as a whole and works to support primary, secondary and higher education, including TVET and non-formal education. The programmatic areas and activities that UNESCO Jakarta has supported in the past (2004 – 2005) and the current biennium (2006 – 2007) are shown in Tables 3 and 4.

**Table 3. UNESCO Jakarta's Program to Assist Philippines Education, 2004 – 2005
Expenditure by Activity and Budget Source (USD)**

ACTIVITY	Regular Programme	Extra Budgetary Projects		
		Amount	Project Duration	Funding Source
Technical and financial assistance to the cluster countries for developing and/or reviewing policies and programmes aimed at improving quality and relevance of primary education	4,000			
Advocacy and partnership building to enhance political commitment for literacy and NFE	2,000			
GENPEACE-Community Learning for Peace and Reconciliation in Post-Conflict Mindanao	22,000			
Enhancing capacity for planning of EFA	6,600			
Fund Raising Programmes	7,970			
Technical and Vocational Skills Training Programme for Out-of-School Youth and Street Children in Metro Manila	15,000	20,000	2 years	466PHI3000 Grant from HQ to ERDA Tech
TOTAL	57,570	20,000		

**Table 4. UNESCO Jakarta's Program to Assist Philippines Education, 2006 - 2007
Expenditure by Activity and Budget Source (USD)**

ACTIVITY	Regular Programme	Extra Budgetary Projects		
		Amount	Project Duration	Funding Source
Advocating for multi-stakeholder, government and non-government collaborative planning and delivery framework for the annual EFA Week of Action across all cluster Member States	554			
Assistance to develop, improve literacy and NFE policy with special focus on out-of-school youth children, adolescents, disadvantaged youth and women	13,000	20,000	2 years	466PHI3000 Grant from HQ to ERDA Tech
Promote CoP and inter-cultural understanding through education in Southern Philippines	6,612			
Peer Education Programme targeting young people within the school health programmes	4,050			
Promoting ICT usage in schools and universities improving quality education through ICT	1,223			
TOTAL	24,439	20,000		

UNESCO Office, Jakarta has developed and implemented various programmes and projects in the Philippines aimed at supporting government endeavors in meeting the global EFA goals and targets. The principal aim of these programmes and projects is to support local capacities in improving the education system, in providing equal opportunities for people to attain their educational, social and economic rights, and in providing basic quality education. The office continued its efforts to improve the quality of appropriate non-formal education services, particularly to disadvantaged women and children who live in poor and remote areas, children with special needs, and illiterate and unskilled adults. It endeavored to build capacity and increase participation in peace education, human rights education, gender awareness, life skills, education for sustainable development, and school health. But above all, the office enabled people to reach their full potential in order to bring forth better social and economic options that can improve their lives.⁹⁵

⁹⁵ UNESCO Jakarta. To find out more, consult the website <http://www.unesco.or.id/activities/education/366.php>

UNESCO Jakarta's Programmes in 2004 – 2007 to Assist Philippine's Education

Technical and Vocational Skills Training Programme for Out-of-School Youth and Street Children in Metro Manila (PALIHAN Programme)

PALIHAN is a non-formal technical/vocational skills training programme specially designed for youth-at-risk, out-of-school youth and street youth between ages 17 – 24 years. PALIHAN is an acronym for *Palitan ng Husay at Sanayan*, which means exchange of skills and expertise. Jointly developed by NGO ERDA Tech Foundation, Inc. and UNESCO Office, Jakarta, the PALIHAN programme began in October 1997 as a one-year programme in selected technical/vocational courses. It was conceived in response to the growing number of youth who left school due to a variety of reasons linked to poverty. PALIHAN aimed at changing youth alienation by equipping them with life and vocational skills to develop their sense of responsibility and to foster a positive outlook so that they can become contributing members of society.

The project consists of the UNESCO-ERDA Tech-designed non-formal programme—PALIHAN, and an academic-technical (formal) secondary programme. The PALIHAN's one-year programme consists of the Expanded Values Education Programme, the Skills Development Training portion, and In-Plant Training components. The formal programme, on the other hand, follows an innovative five-year secondary curriculum, with general education subjects (for the first up to the fourth year), basic technology and home economics subjects (for the first two years), specialization training in a technical area (during the third and fourth years), and the Dual Training System during the fifth year, which includes In-Plant Training with an Industry Partner. Since 1997, the project has had considerable success in giving disadvantaged children and youth between the ages of 15 and 24 better opportunities to obtain adequate employment.

In April 2004, 101 street children and out-of-school youth successfully completed the annual PALIHAN programme, bringing the total number of PALIHAN graduates to 735. From July 2004 to June 2005 another 200 trainees were assisted by the PALIHAN programme. Twenty-five students were awarded 5-year scholarships for the formal technical/vocational high school programme, starting in the SY 2004-2005. The emphasis is on developing practical business skills, as well as technical training where students receive seed capital for the Micro-enterprise Projects they do through the courses on Food Technology, Industrial Sewing, Welding and Fabrication and Automotive Servicing. As many as 33% of the students and trainees in the formal high school component, and 64% in the non-formal training component of PALIHAN found jobs. These rates were considerably higher than the national average of 22% employment for college graduates.

In 2005 PALIHAN was in its sixth phase and over 800 trainees completed the one-year program. Of these trainees, 61% were employed, which was much higher than national youth employment rate of 19.7%.⁹⁶

In 2005, UNESCO Office, Jakarta supported 40 out of 102 trainees of PALIHAN VI Batch II completed the course during the six phase of the project. The ERDA Tech Foundation, Inc. and its funding partner Consuelo Foundation-Levis Strauss Foundation supported the rest of the trainees. Alongside PALIHAN, through UNESCO's Mandanjeet Singh Prize for Tolerance and

⁹⁶ Labor Force Statistics, National Statistics Office, 2005.

Non-violence, scholarships were awarded to 25 poor students to undertake the four-year formal technical/vocational high school program from SY 2004-2005 until 2008-2009.

UNESCO Office, Jakarta and ERDA Tech Foundation, Inc. recognized the importance of bringing together champions from different sectors of society for strengthening relevance and sustainability of the programme. In 2005 ERDA Tech PALIHAN convened and organized the *Tulay sa Tagumpay* (Bridge to Success) Tri-Sector Partnership Coalition. Among its activities was the Metro Manila Regional Workshop on Tri-Sector Partnership “Enhancing Horizons in Partnerships and Sustainability”, which was held on 4-5 October 2005 in Quezon City, Manila. The participants were central and local government bodies, training institutions, partner schools, NGOs, PALIHAN students and their parents.

In 2005, the website of ERDA Tech (www.erdatech.org) and a new PALIHAN booklet on the project were developed. These were officially launched in early 2006.

In 2007 the 10th-year PALIHAN project was continued in Metro Manila (Philippines), along with the 5-year sponsorship program for 25 students. On 10 October 2007 UNESCO Office, Jakarta participated in PALIHAN’s 10th Year Anniversary. Currently the PALIHAN programme continues to provide young people with access to appropriate learning and life skills, helping them develop sustainable life styles and become productive citizens.

Gender and a Culture of Peace (GENPEACE)

The concept of GENPEACE is anchored in a firm belief that communities have the capacities to transform conflict and threats into challenges, cooperation and growth in the spirit of solidarity, multiculturalism and collaboration. The GENPEACE project is implemented on the basis of UNESCO’s interdisciplinary programme “Towards a Culture of Peace”—to implant the foundations of peace in the minds and hearts of every woman, man and child through education and effective communication.

GENPEACE is a twin project, combining Peace Literacy Education and the Installation of Community Radio stations. As such, it integrates peace education and gender development into literacy and continuing education activities, and uses community radio as a tool to promote a culture of peace and enhance community participation, mobilization and communication among people in areas affected by the Mindanao conflict in southern Philippines.

The Notre Dame Foundation for Charitable Activities, Inc.-Women in Enterprise Development (NDFCAI-WED) has implemented the project in the areas affected by the Mindanao conflict in the southern Philippines since 1999. The NDFCAI-WED is the leading NGO, which coordinates project implementation with partner NGOs in different locations. The project also receives the support from Local Government Units (LGU), and the local communities.

The first three sites were Jolo, in Sulu; Sultan Sa in Barongis and Ipil Zamboanga Sibugay. All these sites are conflict areas and a haven for criminal elements. The active participation and cooperation of LGUs, which provided the required financial counterpart and community-based support, immediately caught the attention of government and donor agencies. Thousands of people with literacy problems and their families mobilized to set up Community Learning Centres in school-less communities, providing land, labour and unused buildings for classrooms. The Muslim community offered Madrasah schools as learning sites, while LGUs contributed

benches/desks, tables and blackboards and other basic facilities for the Non Formal Education (NFE) classes.

Peace education lessons are simplified and integrated into all literacy classes. Thousands of learners from all religious and ethnic backgrounds in the area have now achieved literacy through concerted efforts of the LGUs and the communities. NDFCAI-WED also developed distance education modules and reached those who have no access to education through the radio.

One of the two primary activities of this project has been *Literacy and Peace Education* through NFE learning. The choice of NFE intervention type is demand driven - where the community of learners identifies the type of classes to be organized. Learners with little or no literacy could attend Functional Literacy classes. On the other hand, Continuing Education classes were available for the functionally literate out-of-school youth and adults. These classes are designed not only to help learners develop literacy skills, but also to raise critical awareness and consciousness for peace building activities that are culture-sensitive and relevant.

The other primary activity is the *Installation of Community Radio*, where community radio stations are installed at identified project sites. The LGU provides counterpart funding to purchase a radio transmitter, while the project provides other broadcasting equipment and capacity building workshops. A multi-sectoral Community Media and Education Council (CMEC), representing all elements of the community, manages, supervises and controls the radio station. The radio station is designed to provide vital community news and information to the residents of the municipality. Peace promotion and confidence building content is aired regularly.

NDFCAI-WED, and its partner NGOs and LGUs have also coordinated capacity-building activities for the Mindanao Literacy NGO Network, as well as Education for All (EFA) and United Nations Literacy Decade (UNLD) community-based advocacy. In 2004 they also coordinated an exposure trip for several officials of the Department of Education Region XII and ARMM to observe the Madrasah and Formal Education systems of Indonesia for possible replication in the Philippines.

In 2005 GENPEACE had four project components: 1. Capacity building for Mindanao NGO Literacy and Education Network members; 2. Community Radio Station; 3. Community-based Advocacy on EFA and UNLD; and 4. GENPEACE book preparation. A training workshop on communication for social marketing, advocacy and community mobilization was organized in September 2005 for NGO members who conducted functional literacy and continuing education classes for out-of-school youth and adults. In 2005, the 15th Community Radio Station was established at the Municipality of Mahayag in Zamboanga del Sur. The LGU provided counterpart funding to purchase a radio transmitter, while the project provided other broadcasting equipment and capacity building workshops. A multi-sectoral Community Media and Education Council representing all elements of the community, managed, supervised and controlled the radio station. The radio station was designed to provide vital community news and information to the residents of the municipality. Peace promotion and confidence building content was aired regularly. Briefing and orientation on EFA and UNLD Advocacy Day Celebration was conducted on 3 September 2005, aimed at providing background information to all Network members on the significance of the EFA and UNLD in meeting the collective commitment of all Network members in Mindanao. The 33 partner NGOs attended to this event. The activity also included the signing of Memorandum of Agreement between NDFCAI-WED representing UNESCO Office, Jakarta and all Network members that would be involved in the EFA and UNLD

community-based advocacy and also in the implementation of the Peace Literacy Classes under the GENPEACE Project. In 2006 a comprehensive book was published celebrating the successes of the GENPEACE programme, as well as educating literacy partners on our good practices during the project.

Focusing Resources on Effective School Health (FRESH)

The FRESH programme was implemented in four pilot schools in Mindanao for six months (September 2003–February 2004) in cooperation with LGUs and the implementing agency, NDFCAI-WED. The FRESH initiative was based on research and experience, noting that school-based health programmes can significantly improve both health and learning outcomes, and that successful efforts typically include a combination of activities in four core areas of school health policies; a healthy, safe and secure learning environment; skills-based health education; and school-based health and nutrition services. When programs were designed to include activities across all four components of the FRESH framework, there was a synergistic effect, because activities in one area reinforced by related actions in the other areas. Using the FRESH programmatic model, education policy makers and local school authorities identified and addressed health-related problems that interfere with learning. The result of this partnership is that each school now has water and sanitation systems and a health clinic, which was the first step towards health and nutrition services in schools and the community as a whole.

Education for All Mid-Decade Assessment

In assisting countries reach the EFA goals and targets by 2015, UNESCO, since 2005, also assisted countries develop their EFA Mid-Decade Assessment (MDA) reports to better monitor and evaluate their progress. The report also specifically assesses progress in reaching the hard-to-reach and un-reached groups. It is hoped that once decision makers have accurate information about the current situation of their country, they will be better able to implement effective policies that help the educational situation in the countries. EFA National Coordinators and statisticians from the Philippines participated in a UNESCO regional capacity-building workshop held in Bangkok in November 2006. The workshop provided guidance and training for preparation of the MDA Report. The EFA MDA reports better prepared countries in planning strategies to meet their remaining challenges in meeting the EFA goals. These reports were synthesized in an EFA Mid-Decade Assessment Sub-regional Synthesis Report for Insular Southeast Asia covering the Philippines, Indonesia, and Malaysia, and briefly covering Brunei Darussalam and Timor Leste.

Promoting Improved Learning Opportunities for Out-of-School Children

One of the major obstacles to achieving EFA by 2015 is the number of out-of-school children. In 2004, UNESCO Bangkok, with the Jakarta and Beijing offices, initiated a capacity building and information exchange project to strengthen practitioners, mainly from NGOs, working with out-of-school children in selected countries in the Asian region. Linking NGO experiences with national EFA action plans is a challenging and important task for many countries in this region. To be able to achieve the EFA goal of providing free and compulsory primary education for ALL children, including those dwelling on the streets, living in slums or in ethnic minority villages, practitioners and policymakers need to focus together on the best ways of finding these children and removing the barriers to their attendance at school or alternative non-formal education programmes. Philippines, together with Indonesia, Nepal, and Pakistan, participated in this

project, which was prepared by APPEAL and approved by the ‘Capacity Building for EFA’ funded by the Scandinavian FIT for EFA.

Community Learning Centre (CLC)

The Community Learning Center (CLC) project has been carried out since 1998 within the framework of UNESCO’s Asia-Pacific Programme of Education for All (APPEAL) and the financial assistance of Japan and Norway. There are now 22 countries, including the Philippines, taking part in the project. A CLC is a local place of learning outside the formal education system. Located in both villages and urban areas, it is usually set up and managed by local people in order to provide various learning opportunities for community development and improvement of the quality of life. A CLC does not necessarily require new infrastructure, but can operate from an already existing health center, temple, mosque, primary school or other suitable venue. CLCs have been recognized as effective delivery mechanisms of literacy and continuing education programs through community-based approaches. The United Nations Literacy Decade (UNLD), launched in 2003, includes ‘community participation’ as one of the key areas of action and encourages the advancement of CLCs. It is expected that the CLC experiences will contribute to UNESCO’s new initiatives to promote literacy, the Literacy Initiative for Empowerment (LIFE).

A Regional Workshop on “Strengthening Linkages and Networks through Community Learning Centers (CLCs)” was organized by the Indonesian CLC Communication Forum in Bandung, Indonesia, 5-9 September 2005. Representatives from the Philippines, Bangladesh, China, Indonesia, Japan, and Thailand participated in the Workshop. The Workshop aimed to identify and explore different models of linkages and networks through CLCs, their benefits and prospects, to analyze their institutionalization and to planning their strengthening as a grass root movement.

UNESCO ASPnet (Associated Schools Project Network)

UNESCO ASPnet is a network of schools interested in carrying out activities to improve the quality of education, particularly its ethical, cultural and international dimensions, by developing effective teaching approaches, methods and materials. This network is designed to have a multiplier effect through the diffusion of information on results obtained so that other schools in the country can carry out similar activities. In 2004 as many as 480 schools in the Philippines were active in ASP Network projects (although not all of these are actually ‘ASP Network schools’). Many schools have a UNESCO club and take part in flagship projects and the observance of international days. In 2004 ASPnet Schools the Philippines participated in a world survey dedicated to the forthcoming United Nations Decade of Education for Sustainable Development (2005–2014). During the survey students formulated their own definition for Sustainable Development and proposed different activities for the Decade.

UNESCO NATIONAL COMMISSION OF THE PHILIPPINES⁹⁷

The UNESCO National Commission (NATCOM) was created on May 26, 1951 to coordinate UNESCO’s programs and projects in the Philippines. NATCOM is mandated to advise the GOP on matters relating to UNESCO and to appropriate ways and means by which educational,

⁹⁷ Data were drawn from the website of the UNESCO National Commission of the Philippines and from an interview with Amb. Preciosa Soliven, UNESCO Philippine Secretary General on 15 February 2008.

scientific and cultural developments could best benefit the country. As the liaison body between GOP and UNESCO, NATCOM is responsible to contribute to the furtherance of UNESCO major programs and activities in the country and is informed regularly about UNESCO's various programs, projects and activities as embodied in the biennial program and budget as well as those contained in UNESCO's Medium-term Strategy.

To carry out its activities, NATCOM submits a budget to the House of Congress, through the Department of Foreign Affairs (DFA) for approval. Its proposed budget for 2008 is PhP 15.02 million, which comes from the budget of the DFA of PhP 10.01 billion. NATCOM has been taking a more progressive and active thrust in overseeing the major programs of UNESCO. These are implemented within the framework of UNESCO and/or dovetailed with its broad programs and geared to the national development goals of the Philippines.

Past Programs and Activities (2004 – 2005)

EFA-Dakar Pilot Project for Quality Basic Education for Region III (A Pilot Project to Upgrade Quality Basic Education in the Angeles Elementary Public School in Region III)

The EFA-Dakar Pilot Project in Angeles, Pampanga in Region III focused on the education continuum program of pre-school, elementary and high school with its corresponding retraining of public school teachers using the Montessori education approach. Formally inaugurated in 2004, the objectives were to: (i) decrease the number of dropouts among public school children; (ii) fulfill the right to quality education of the poor age 5 – 12 in the public schools; (iii) provide an Alternative Learning System (ALS) called *Pagsasarili* (Self-Sufficiency) for the school system; and, (iv) provide a pilot school laboratory for upgrading the teaching proficiency of public school teachers in Region III. The *Pagsasarili* was replicated in 57 *barangays* (villages) in Lipa, Batangas; 25 public schools in Regions 1, 2, 3, 4A and 4B; Day Care Centers in Ifugao Province, Concepcion, Tarlac and in the Muslim community in Taguig, Metro Manila. UNESCO Paris provided funding for this project in the amount of US \$40,000. NATCOM provided human resources and logistics.

UNESCO National Conference on the theme “UNESCO and its Philippine MDG Partners: Re-engineering Education for Sustainable Development”

Held on January 20-21, 2005, the Conference brought UNESCO stakeholders to engage in debates and discussions on how to re-engineer education for sustainable development with the end goal of creating partnerships through projects and initiatives that address UNESCO's goals and priorities. The Conference was also a venue to review the projects of UNESCO in the Philippines based on the UN MDGs and the international scheme for the celebration of the UN Decade of Education for Sustainable Development. Funding came from NATCOM in the amount of PhP 467,000.

ASPNet Project on “A Survey of Sex and Violence on Philippine TV”

Conducted in 2004, this project was intended to analyze TV programs and shows aimed at identifying the incidence of sex and violence. It classified TV programs and shows according to content, theme and orientation. UNACOM funded this project in the amount of PhP 75,000.

UNESCO Consultative Forum: Focus on the Education of the Deaf

Held in November 2004, the forum served as a venue for sharing information on the status of the education of the deaf in the Philippine educational system. It determined the programs and services offered by both the government and non-government schools, identified problems and planned for the solution of the problems including encouraging the government, educators and other sectors to work for legislative measures to respond to the needs of the deaf. PhP 160,000 from UNACOM funds was used to implement this project.

UNESCO Participation Program on the Development of Indigenous Peoples (IP) Core Curriculum

Implemented in partnership with the Bureau of Alternative Learning Systems (BALS), this project was aimed at developing a generic indigenous peoples core curriculum, learning materials and assessment tools, using ALS acceptable to the IPs. It intended to improve the basic literacy skills of IPs in selected IP pilot communities such as Isneg in Dumalneg, Ilocos Norte, Region I; Ayta in Botolan Zambales, Region III; and Agta in Gen. Nakar, Quezon, Region IV-A. UNESCO Paris provided funding in the amount of US \$15,000.

Implementing a Model for Partnership Among Education Stakeholders (IMPART)

This project aimed at establishing a data base of experiences among SEAMEO member-countries on developing and sustaining school-community partnership; achieving school level educational quality improvement by using the IMPART model in implementing action programs; monitoring and evaluating the implementation of action programs through a communication cum tracking system and other follow-up activities; and, consolidating the accomplishment of project IMPART through a review and forward planning workshop. US \$ 25,000 came from UNESCO Paris to implement this project.

Training on Unit Cost in Primary Education to meet the EFA in SEA countries

A national training workshop was conducted on how to design and apply a methodology for estimating total unit cost per pupil in selected schools and resulted in case studies on how it can be practically be applied for policy research in order to improve educational finance. This project received funding from UNESCO Paris in the amount of US\$20,000.

Rewriting the Textbook Development Process using the UNACOM Social Science Framework: A Course for Textbook Writers and Editors

Aimed for writers and editors, concurrent workshops were held to discuss creative and critical thinking approaches using the NATCOM Social Science Framework. The workshops were organized for the writers to be able to check inconsistencies in the books that they have written, determine how realistic the examples that they used, and the level of congruence with Filipino values and traditions. NATCOM provided funding in the amount of PhP 185,000 to implement this project.

Current Programs and Activities (2006 to present)**Philippine Proposal for the Establishment of a Center for Lifelong Learning for Sustainable Development in Southeast Asia (CLLSD-SEA) as a Category 2 Center under the Auspices of UNESCO**

A major undertaking of NATCOM, the proposed institution is expected to serve as the Center for cooperation among members of the SEA sub-region reinforcing Lifelong Learning for Sustainable Development activities and programs that will empower children, youth and adults to further their education and skills and eventually enhance their economic mobility by being self-sufficient. It envisions a better life for all through income-generating activities and advanced training to develop the full capacity of individuals for their continuing participation in society. Total funding in the amount of PhP 4.5 million came from NATCOM. UNESCO Jakarta provided technical assistance.

Teacher Training for Pre-school Teachers of the DepEd using the *Pagsasarili* (Self-Sufficiency) Program of the O.B. Montessori Center

With a PhP5 million funding from DepEd, a CLLSD-SEA Training of 50 public school teachers from Regions I, II, III, IV-A and IV-B was conducted by the national laboratory in April – May 2007 using the O.B. Montessori *Pagsasarili* System. The pre-school teachers were trained on scientifically-tested system that molds children to be self-sufficient.

National Survey of Lifelong Learning

The Committee on Education in cooperation with CHED conducted a nation-wide survey of existing initiatives and/or programs on lifelong learning for sustainable development. A total of 105 institutions were surveyed. The survey was aimed at encouraging children and adults to be involved in community development, livelihood, peace and human rights and environmental education. PhP 241,500 came from UNACOM to implement this project.

Steering the UNESCO Clubs and ASPNetwork towards Lifelong Learning for Sustainable Development

The Education Committee works with DepEd, CHED and TESDA in navigating projects, activities and programs of the UNESCO Clubs and ASPNet towards lifelong learning for sustainable development. Forums in Metro Manila, Cebu and Pangasinan were organized to showcase the sustainable projects of the UNESCO Clubs and ASPNetwork. Students were trained in self-sustaining activities. An interfaith youth camp was also organized in cooperation with the Center for Moderate Muslims and the Dentsu Group. The workshops ignited the artistic inclinations of the students but more importantly used their creativity in advocating sustainable development. UNACOM provided funding in the amount of PhP 300,000.

***Karunugan* (Knowledge) Festival: Philosophy of the 21st Century Education**

Organized in partnership with the Social and Human Sciences Committee, the Festival was held in July 2007 with the objective of contributing towards the improvement of quality of basic

education in the Philippines by highlighting the achievements of selected master teachers, school administrators and other education practitioners in order to learn from their stories. The teachers' narratives serve as data for further evaluation, reflection and analysis to identify the strengths and weaknesses of local initiatives in basic education. NATCOM provided funding in the amount of PhP635,000.

Tech-Voc Education for Women and Out-of-School Youth in Muslim Communities

The “Women and Out-of-School Youth of the Muslim Communities” is a voc-tech project, which pilots the Madrasah classes and skills training combined in a formal training environment, studying the combined learning activities by documenting the inputs, process and outcome of the Project and subjecting it to formal evaluation. The introduction of skills training to Muslim women and out-of-school youth in Taguig, a district in south of Manila, responds to the need to uplift the economic and social situation, through entrepreneurship or skills for employment of the Muslims, helping them to be proactive and responsible members of the Philippine society. UNACOM provided funding in the amount of PhP 100,000.

Most of the aforementioned education projects were undertaken and funded by UNACOM except for four projects in 2004-2005 which were funded by UNESCO Paris such as the EFA-Dakar Pilot Project for Quality Basic Education for Region III (US \$40,000), UNESCO Participation Program on the Development of Indigenous Peoples (IP) Core Curriculum (US \$15,000), Implementing a Model for Partnership among Education Stakeholders (IMPART) (US \$ 25,000) and the Training on Unit Cost in Primary Education to Meet the EFA in SEA Countries (US \$20,000). On these four education projects that were funded by UNESCO Paris, UNACOM provided human resources and logistics. In one project in 2006 – Present, UNESCO Jakarta provided technical assistance through consultation in the implementation of the Philippine Proposal for the Establishment of a Center for Lifelong Learning for Sustainable Development in Southeast Asia (CLLSD-SEA) as a Category 2 Center under the auspices of UNESCO.

LESSONS LEARNT AND IMPLICATIONS TO FUTURE PROGRAMS

Education projects in the Philippines were receiving support from UNESCO, either from UNESCO Jakarta or UNESCO Paris or implemented solely by NATCOM. In the implementation of these education projects, there are a number of lessons to be learnt which may have implications for the implementation of future education program in the Philippines. These are as follows:

- Need to strengthen coordination between and amongst UNESCO Paris, UNESCO Jakarta and UNACOM in planning, implementing and monitoring and evaluating education projects in the Philippines;
- Need to have a holistic framework for education projects to have a greater impact on the country's national development;
- Need to coordinate with partner education institutions in the country and other development partners in order to avoid duplication of education projects; and
- Need to further strengthen the role of UNACOM in coordinating education projects for UNESCO.

CHAPTER V

STRATEGIES OF COOPERATION FOR NATIONAL DEVELOPMENT

This chapter outlines UNESCO's support for the national education development plan of the Philippines. UNESCO's proposed intervention areas are based on a presentation of the gaps and emerging needs in Philippine education.

ISSUES, GAPS AND EMERGING NEEDS IN NATIONAL EDUCATION

Considered once as the best education system in Asia, Philippine education, however, has its ups and downs. Modest gains and shortfalls have been recorded since the turn of the millennium. Positive developments and setbacks were experienced in the pursuit of the EFA goals and the MDGs. In the context of these developments, the following issues stand out as concerns of Philippine education.

- Ensuring that every Filipino has the right to education;
- Providing every Filipino in school with quality education;
- Addressing the internal inefficiency of Philippine schools;
- Creating an effective culture of excellence in Philippine schools;
- Inadequate financing of Philippine Education; and
- Need to rationalize the governance of Philippine education.

The critical issues of access, quality, and low capacity of the educational bureaucracy may serve as the basis for identifying the emerging needs of the education system. In a hierarchy of emerging needs of the education system, the need to guarantee that the GOP can provide every Filipino the right to quality education is of prime importance. Primacy is placed on quality and accessible lifelong learning from early childhood development to primary, secondary and tertiary education. For the GOP to provide the Filipino his/her right to quality education, the education system needs further strengthening in the provision of critical education inputs such as teachers, textbooks and learning materials, classrooms and desks and school buildings to rationalizing the financing of education and creating a more efficient, effective and dynamic educational organization shaped from the anvil of excellence in managing education programs and projects.

PROPOSED INTERVENTION AREAS

The proposed intervention areas presented in **Table 5** consist of priority education programs that GOP intends to undertake until 2013. It is highly probable that many of these programs may go beyond the medium-term development-planning period of the country, which started in 2004 and may coincide with the medium-term planning period of UNESCO from 2008 – 2013.

The objectives listed under the proposed intervention areas focus on education plans aimed at creating a more dynamic, efficient and effective education sector capable of achieving education outcomes that contribute to the basic task of fighting poverty. It is important to note that knowledge has become a crucial element for nations to prosper. In the Philippines, the primary consideration is to create a cadre of educated Filipino youth who can actively participate in national development and improve their quality of life.

The proposed intervention areas in education are within the mission, expertise and competence of UNESCO. The areas proposed for UNESS Philippines include basic education, higher education and non-formal education – key components of Philippine education which are interdependently linked with each other in shaping an education strategy that can propel socio-political and economic development.

The education objectives included in UNESS Philippines are framed on assisting the Philippines to develop an education machinery that is anchored on efficiency, effectiveness and rationality capable of advancing the Filipino youth's capacity to actively participate in national development and rightfully claim opportunities for improving their quality of life through enhancing their knowledge, skills and competence.

Table 5. PROPOSED INTERVENTION AREAS

Objective 1: To strengthen Early Childhood Education (ECE) by standardizing preschool to become part of the formal educational structure.				
Medium-term Outcome by 2013	Major Issues and Challenges	UNESCO's Proposed Action (2008 – 2013)	Output or Outcome (By 2013)	Partnerships
Outcome 1.1 Pre-school becoming part of formal educational system and a pre-requisite to Grade 1.	<ul style="list-style-type: none"> ECE is a need but not yet mandatory. ECE curriculum not standardized. Only a few ECE centers in the urban areas use some form of a formal ECE curriculum. There is no government supervision of the many pre-school programs and day care centers offered by private organizations. 	<ul style="list-style-type: none"> Support a policy study aimed at determining the feasibility of making pre-school a part of the formal educational system. Support the development of a priority legislative agenda to strengthen ECE and making pre-school mandatory, i.e., a requirement for Grade 1. Support the development of a standardized ECE curriculum. 	Targets: <ol style="list-style-type: none"> Feasibility Analysis Report Legislative Agenda ECE curriculum 	National: DepEd, DSWD
			Indicative Cost:	International: UNESCO, UNICEF
Outcome 1.2 Standard School Readiness Assessment developed, adopted and administered.	<ul style="list-style-type: none"> School Readiness Assessment not standardized and not compulsory. ECE pupils are not tested for school readiness. 	<ul style="list-style-type: none"> Develop School Readiness Assessment (SRA) for ECE. Pilot-test SRA for ECE. Training of ECE administrators on the SRA for ECE. Adoption of SRA for ECE by DepEd. 	Targets: <ol style="list-style-type: none"> SRA developed, pilot-tested and adopted. Trained ECE administrators on SRA for ECE. 	National: DepEd, DSWD, concerned Teacher Training Institutions
			Indicative Cost:	International: UNESCO, UNICEF

Objective 2: Strengthen basic education to increase its capacity to realize EFA objectives.				
Medium-term Outcome by 2013	Major Issues and Challenges	UNESCO's Proposed Action (2008 – 2013)	Output or Outcome (By 2013)	Suggested Partnerships
Outcome 2.1 School-based management (SBM) framework and standards adopted by all schools and 80% of all elementary and secondary schools moved to mature level of SBM practice.	<ul style="list-style-type: none"> Weak capacity of schools to implement education reforms. Schools have been accustomed to a centralized system. Need to strengthen schools to operate as a decentralized unit. 	<ul style="list-style-type: none"> Support to assess capacity of schools within the framework of SBM. Support to enhance the capacity of schools in engaging the community on the business of education. 	Targets: <ol style="list-style-type: none"> 100% of schools have adopted SBM framework and standards. 80% of elementary and secondary schools have moved to the mature level of SBM practice. 	National: DepEd
			Indicative Cost:	International: UNESCO, WB
			Indicative Cost:	International: UNESCO and other concerned UN agencies and donor partners

Objective 2: Strengthen basic education to increase its capacity to realize EFA objectives.				
Medium-term Outcome by 2013	Major Issues and Challenges	UNESCO's Proposed Action (2008 – 2013)	Output or Outcome (By 2013)	Suggested Partnerships
Outcome 2.2 Student Tracking System reviewed, revised and adopted nation-wide.	<ul style="list-style-type: none"> There is a need to revise the existing Student Tracking System that is used in aid of school planning in view of reforms under BESRA. The existing STS is now outdated in view of developments in the schools' MIS and initiatives of projects like the TEEP, SEDIP and the CPC-CFSS. 	<ul style="list-style-type: none"> Support a study to assess the existing Student Tracking System. Assistance in developing a new Student Tracking System that will incorporate developments in the schools' MIS, initiatives of projects like TEEP, SEDIP and CPC-CFSS and reform initiatives in BESRA, including a Student Profiling System. 	Targets: <ol style="list-style-type: none"> STS Study Report. Revised STS for adoption and implementation nation-wide. 	National: DepEd, EDPITAF
			Indicative Cost:	International: UNESCO, UNICEF

Objective 2: Strengthen basic education to increase its capacity to realize EFA objectives.				
Medium-term Outcome by 2013	Major Issues and Challenges	UNESCO's Proposed Action (2008 – 2013)	Output or Outcome (By 2013)	Suggested Partnerships
Outcome 2.3: School-based Management Training Framework developed, adopted and implemented.	<ul style="list-style-type: none"> Low capacity of school heads and other education stakeholders to implement SBM activities in the community. Lack of a SBM Framework that incorporates school leadership, SIP preparation and implementation, operationalization of CBTS and QAAF and resource mobilization and management. 	<ul style="list-style-type: none"> Assistance in developing the SBM Training Framework. Support in the training of school heads and other education stakeholders under the SBM Training Framework. 	Targets: <ol style="list-style-type: none"> SBM Training Framework in place. School heads and other education stakeholders trained under the SBM framework. 	National: DepEd, National Educators' Academy of the Philippines
			Indicative Cost:	International: UNESCO and other concerned UN agencies and donor partners

Objective 2: Strengthen basic education to increase its capacity to realize EFA objectives.				
Medium-term Outcome by 2013	Major Issues and Challenges	UNESCO's Proposed Action (2008 – 2013)	Output or Outcome (By 2013)	Suggested Partnerships
Outcome 2.4: Professional standards for teachers developed and in place aimed at improving teaching effectiveness.	<ul style="list-style-type: none"> Low competency of basic education teachers particularly in Math, Science and English. Competency-based teachers standards not yet implemented nationally. 	<ul style="list-style-type: none"> Assistance in the formulation of a Standardized Self-Performance Appraisal Tool. Support in the development of a Division INSET Management Manual. 	Targets: <ol style="list-style-type: none"> A standardized self performance appraisal tool used by teachers nation-wide. Division INSET Management Manual in place. 	National: DepEd, NEAP
			Indicative Cost:	International: UNESCO and other concerned UN agencies including relevant donor partners.

Objective 3: To designate the Philippines as the UNESCO Center for Lifelong Learning for Sustainable Development in Southeast Asia				
Medium-term Outcome by 2013	Major Issues and Challenges	UNESCO's Proposed Action (2008 – 2013)	Output or Outcome (By 2013)	Partnerships
Outcome 3.1 The UNESCO Center for Lifelong Learning for Sustainable Development in Southeast Asia established and operational in the Philippines	<ul style="list-style-type: none"> A center is needed in Southeast Asia to provide avenue for cooperation among members of the Southeast Asian sub-regions in reinforcing lifelong learning activities for sustainable development. The Philippines through the activities of UNACOM Philippines has accumulated a wealth of experience in the area of lifelong learning for sustainable development. 	<ul style="list-style-type: none"> UNESCO to facilitate the designation of the Philippines as the UNESCO Center for Lifelong Learning for Sustainable Development in Southeast Asia. 	Targets: 1. The UNESCO Center for Lifelong Learning for Sustainable Development in Southeast Asia operational in the Philippines.	National: UNACOM Philippines, DepEd, TESDA, CHED, DFA
			Indicative Cost:	International: UNESCO and other concerned UN agencies

Objective 4: Strengthening higher education as the prime mover of the country's socio-economic growth and sustainable development through teaching, research and extension services.				
Medium-term Outcome by 2013	Major Issues and Challenges	UNESCO's Proposed Action (2008 – 2013)	Output or Outcome (By 2013)	Partnerships
Outcome 4.1 Centers of Excellence and Centers of Development in other priority programs established.	<ul style="list-style-type: none"> Other priority programs need support to cope with the problem of resource gaps. Lack of linkage with industry. Inability of programs to respond to the labor market. 	<ul style="list-style-type: none"> UNESCO to provide assistance in identifying priority areas qualified to become Centers of Excellence and Centers of Development. Provision of assistance to established COE and COD. Technical Assistance for undertaking a study on the relationship between higher education and labor. 	Targets: <ol style="list-style-type: none"> Other COEs and CODs established. Reports to show relevance of academic programs to the labor market. 	National: CHED, DTI, NEDA
			Indicative Cost:	International: UNESCO and other concerned UN agencies

Objective 5: Expanding the coverage of cost-effective Adult Literacy Programs				
Medium-term Outcome by 2013	Major Issues and Challenges	UNESCO's Proposed Action (2008 – 2013)	Output or Outcome (By 2013)	Suggested Partnerships
Outcome 5.1 Bureau of Alternative Learning System strengthened and mandated as the government agency to oversee an effective alternative learning systems in the country.	<ul style="list-style-type: none"> Need for a government agency to oversee the development and implementation of an effective ALS in the Philippines. ALS still in its infancy and not yet fully utilized as medium for improving functional literacy. Need to reach the marginalized sectors of the population. Need to achieve a 91.26% functional literacy by 2015 per EFA 2015 Plan. 	<ul style="list-style-type: none"> Technical assistance to support the Bureau of Alternative Learning System Support in developing an ALS framework for the Philippines 	Targets: <ol style="list-style-type: none"> BALS's capacity much stronger. ALS framework developed and operational 	National: DepEd, BALS, National Commission on Indigenous Peoples
			Indicative Cost:	International: UNESCO and other concerned UN agencies.
Outcome 5.2 National accreditation for ALS programs established.	<ul style="list-style-type: none"> Need to strengthen the ALS accreditation and equivalency program. Need to expand the NFE Accreditation and Equivalency Program for literates who have not completed 10 years of basic education. ALS needs support as a logical complementary program to formal education. 	<ul style="list-style-type: none"> Technical assistance in developing a national accreditation scheme for ALS programs. Support in training Trainers in Adult Literacy Programs. 	Targets: <ol style="list-style-type: none"> Nation-wide implementation of a national ALS accreditation. Trained trainers in Adult Literacy Programs 	National: DepEd-BALS
			Indicative Cost:	International: UNESCO and other concerned UN agencies

The tasks ahead are huge and difficult. Down the road, the GOP even admits that many of the MDG targets, including achieving universal primary education by 2015, may be difficult to achieve. But with the help of development partners, the Philippine education portfolio may be transformed dramatically and convert its weaknesses into a solid platform for a new education strategy, that is, an effective school-based management framework and standards in basic education anchored on electronic and digital technology, a competency-based TVET system and a stronger higher education which can compete globally.

The intervention areas indicated above may require substantial funding support. It is possible that UNESCO may not have the resources to implement all albeit the suggested intervention areas are the felt needs for the education sector of the Philippines to contribute to national development. UNESCO, however, may provide the leadership to rally the support of other donor partners and to coordinate with the GOP in identifying the programmatic components that may be supported by UNESCO in the next biennium.

Incorporating the aforementioned intervention areas as part of UNESS Philippines indicates the GOP's confidence that UNESCO can make a significant difference in accelerating the impact of education on national development through policy advice and technical assistance. The GOP is optimistic that UNESS for the country will contribute to a two-pronged strategy aimed at responding to the immediate need of strengthening the internal efficiency of the Philippine education and, concurrently, contributing to the national capacity building necessary for the renewal of Philippine education as a vehicle for national development.

ANNEXES

Annex 1

REGIONS IN THE PHILIPPINES

Regions in the Philippines and their Government Centers

Region	Official Designation	Government Center
Ilocos Region	Region I	San Fernando, La Union
Cagayan Valley Region	Region II	Tuguegarao City, Cagayan
Central Luzon Region	Region III	San Fernando, Pampanga
CALABARZON*	Region IV-A	Calamba, Laguna
MIMARO**	Region IV-B	Calapan City, Oriental Mindoro
Bicol Region	Region V	Legazpi City, Albay
Western Visayas Region	Region VI	Iloilo City
Central Visayas Region	Region VII	Cebu City
Eastern Visayas Region	Region VIII	Tacloban City, Leyte
Zamboanga Peninsula Region	Region IX	Pagadian City, Zamboanga del Sur
Northern Mindanao Region	Region X	Cagayan de Oro City
Davao Region	Region XI	Davao City
SOCCSKSARGEN***	Region XII	Koronadal City, Cotabato
Caraga Region	Region XIII	Butuan City
Autonomous Region in Muslim Mindanao	ARMM	Cotabato City
Cordillera Administrative Region	CAR	Baguio City
National Capital Region	NCR	Manila

*/ These provinces formed the former Southern Tagalog Region or Region IV. CALABARZON is an acronym that refers to Calamba, Laguna, Batangas and Quezon Provinces, which are located South of Metro Manila.

**/These are the provinces of Mindoro, Marinduque and Romblon. MIMARO used to be MIMAROPA (Mindoro, Marinduque, Romblon and Palawan). Palawan was moved from Region IV-B to Region VI as at November 2005.

***/SOCCSKSARGEN refers to the Provinces of South Cotabato, Cotabato, Sultan Kudarat and Sarangani and General Santos City.















Annex 2**SIMPLE AND FUNCTIONAL LITERACY BY REGION
2003**



















REGION	FUNCTIONAL LITERACY	SIMPLE LITERACY
National Capital Region	94.6	99
Cordillera Autonomous Region	85.4	91.6
Region I - Ilocos	88.6	97.4
Region II – Cagayan Valley	84.4	92.7
Region III – Central Luzon	86.9	96.9
Region IV-A - CALABARZON	90.4	97.2
Region IV-B - MIMAROPA	82.3	91.3
Region V- Bicol	80.1	95
Region VI- Western Visayas	81.5	92.8
Region VII- Central Visayas	81.7	92.4
Region VIII – Eastern Visayas	76.7	90.1
Region IV – Zamboanga Peninsula	74.8	88.9
Region X – Northern Mindanao	83.7	91.8
Region XI - Davao	77.8	90.3
Region XII - SOCCSKSARGEN	77.1	87.3
Region XIII - CARAGA	81	92.1
Autonomous Region of Muslim Mindanao (ARMM)	62.9	70.2
PHILIPPINES	84.1	93.4








Source: 2003 FLEMMS

Annex 3

MDG Watch - Statistics at a glance of the Philippines' Progress based on the MDG indicators As of November 2007

Goals/Targets/Indicators		Baseline	Target	Latest	Probability*
GOAL 1. ERADICATE EXTREME POVERTY AND HUNGER					
Target 1	Halve, between 1990s and 2015, the proportion of people whose income is less than one dollar a day				
indicator 1a	Proportion of population below national poverty threshold	45.3 1991	22.7 2015	30.4 2003	
Indicator 2	Poverty gap ratio	13.0 1991	6.5 2015	8.4 2003	
Indicator 3	Share of poorest quintile in national consumption	4.7 1991	2.4 2015	4.7 2003	
Target 2	Halve, between 1990 and 2015, the proportion of people who suffer from hunger				
Indicator 4	Prevalence of underweight children under 5 years of age	34.5 1990	17.3 2015	24.6 2006	
Indicator 5	Percent of household with per capita energy less than 100% adequacy	69.4 1993	34.7 2015	56.9 2003	
GOAL 2. ACHIEVE UNIVERSAL PRIMARY EDUCATION					
Target 3	Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling				
Indicator 6	Net enrolment ratio in primary education	99.1 1990	100.0 2015	84.4 2005	
indicator 7a	Proportion of pupils starting grade 1 who reach grade 6	69.7 1990	100.0 2015	70.0 2005	
indicator 7b	Primary completion rate	63.0 1993	100.0 2015	68.1 2005	
Indicator 8	Literacy rate of 15 to 24 years old	96.6 1990	100.0 2015	96.6 2003	
GOAL 3. PROMOTE GENDER EQUALITY AND EMPOWER WOMEN					
Target 4	Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015				
indicator 9a	Ratio of girls to boys in primary education	1.0 1993	1.0 2015	0.9 2005	
indicator 9b	Ratio of girls to boys in secondary education	1.1 1993	1.0 2015	1.1 2005	
indicator 9c	Ratio of girls to boys in tertiary education	1.3 1993	1.0 2015	1.2 2004	
indicator 10	Ratio of literate females to males of 15-24 year-olds	1.0 1990	1.0 2015	1.0 2003	
indicator 11	Share of women in wage employment in the non-agricultural sector	40.6 1990	50.0 2015	41.2 2003	

indicator 12	Proportion of seats held by women in national parliament	11.3 1992	50.0 2015	17.6 2004	
GOAL 4. REDUCE CHILD MORTALITY					
target 5	Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate				
indicator 13	Under-five mortality rate	80.0 1990	26.7 2015	32.0 2006	
indicator 14	Infant mortality rate	57.0 1990	19.0 2015	24.0 2006	
indicator 15	Proportion of 1 year-old children immunized against measles	77.9 1990	100.0 2015	83.7 2005	
GOAL 5. IMPROVE MATERNAL HEALTH					
target 6	Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio				
indicator 16	Maternal mortality	209.0 1990	52.3 2015	162.0 2006	
indicator 17	Proportion of births attended by skilled health personnel	58.8 1990	100.0 2015	63.7 2005	
GOAL 6. COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES					
target 7	Have halted by 2015 and begun to reverse the spread of HIV/AIDS				
indicator 19a	Condom use rate of the contraceptive prevalence rate	1.0 1993	increasing 2015	1.6 2006	
indicator 19c	Contraceptive prevalence rate	40.0 1993	100.0 2015	50.6 2006	
target 8	Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases				
indicator 21a	Prevalence associated with malaria	118.7 1990	0.0 2015	43.3 2005	
indicator 21b	Death rate associated with malaria	1.5 1990	0.0 2015	0.8 1998	
indicator 23a	Prevalence associated with tuberculosis	246.0 1990	0.0 2015	157.8 2003	
indicator 23b	Death rate associated with tuberculosis	39.1 1990	0.0 2015	37.4 1998	
indicator 24a	Proportion of tuberculosis cases detected under directly observed treatment short course (DOTS)	53.0 2001	70.0 2015	63.0 2006	
indicator 24b	Proportion of tuberculosis cases cured under directly observed treatment short course (DOTS)	73.0 2001	85.0 2015	83.0 2006	
GOAL 7. ENSURE ENVIRONMENTAL SUSTAINABILITY					
target 9	Integrate the principles of sustainable development into country policies & programmes to reverse the loss of environmental resources				
indicator 25	Proportion of land area covered by forest	20.5 1990	increasing	23.9 2003	
indicator 26	Ratio of area protected to maintain biological diversity to surface area	8.5 1990	increasing	12.7 2006	
indicator 28	Consumption of ozone-depleting CFCs (ODP tons)	2981 1990	decreasing	681 2006	
indicator 29	Proportion of households using solid fuels for cooking	66.2 1990	decreasing	42.1 2003	
target 10	Halve, by 2015, the proportion of population without sustainable access to safe drinking water				

and improved sanitation					
indicator 30	Proportion of population with sustainable access to improved water source	73.0 1990	86.5 2015	80.2 2004	
indicator 31	Proportion of urban population with access to improved sanitation	67.6 1990	83.8 2015	86.2 2004	
target 11	By 2020, have achieved significant improvement in the lives of at least 100 million slum dwellers				
indicator 32	Proportion of households with access to secure tenure	91.0 1990	increasing	81.2 2000	
GOAL 8. DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT					
target 15	Deal comprehensively with the debt problems of developing countries thru national & international measures in order to make debt sustainable in the long term				
indicator 44	Debt service as a percentage of exports of goods and services	27.2 1990	decreasing	12.0 2006	
target 16	In cooperation with developing countries, develop and implement strategies for decent and productive work for youth				
indicator 45	Unemployment rate of 15-24 year olds	10.9 1990	decreasing	16.4 2005	
target 18	In cooperation with the private sector, make available the benefits of new technologies, especially information and communications				
indicator 47a	Telephone lines subscribers per 100 population	1.5 1990	increasing	8.3 2006	
indicator 47b	Cellular phone subscribers per 100 population	0.1 1991	increasing	41.3 2005	

* based on the comparison of actual (from baseline to latest data) and required (from baseline to target year) rates of progress

Probability of Achieving the Goal



Low ; Pace of Progress is less than 0.5



Medium ; Pace of Progress between 0.5 and 0.9



High ; Pace of Progress is greater than 0.9

Annex 4. Education Areas Covered in Foreign Assisted Projects, 2006

EDUCATION PROJECT	SUB-SECTOR	EDUCATION COMPONENTS COVERED	SUB-COMPONENTS	PLACE OF IMPLEMENTATION
1. Early Childhood Development Project	ECE	1.1. Service delivery system 1.2. Capacity Building 1.3. Research and Development	1.1.1. Immunization 1.1.2. Integrated management of children's illnesses 1.1.3. Prevention and control of micronutrient malnourishment 1.1.4. Parent Effectiveness Service 1.1.5. Early Child Education 1.2.1. Planning and MIS 1.2.2. Training and Human Resource Development 1.2.3. Institutional Development 1.3.1. Research and Development Studies 1.3.2. Monitoring and Evaluation	Region VI (Western Visayas) Region VII (Central Visayas) Region XII (Lanao del Norte and North Cotabato)
2. National Support for Basic Education	Elementary and Secondary Education	2.1. School-based Management 2.2. Teacher Effectiveness 2.3. Quality and Equity through Standards, Assessment and Support 2.4. Resource Mobilization	2.1.1. School-Community Partnership 2.1.2. Structure of support and accountability 2.1.3. Capacity building 2.1.4. Quality with equity at the School level 2.2.1. Professional standards for teachers. 2.2.2. Teacher development and equitable deployment 2.3.1. National Standards Framework (English, Filipino, Math and Science) 2.3.2. Quality Assurance Framework 2.3.3. ICT 2.4.1. Financing and budget process Private Sector Participation	Nation-wide

EDUCATION PROJECT	SUB-SECTOR	EDUCATION COMPONENTS COVERED	SUB-COMPONENTS	PLACE OF IMPLEMENTATION
3. Third Elementary Education Project	Elementary	3.1. Capacity Building 3.2. Education Improvement	3.1.1. Institutional Capacity of the DECS 3.2.1. Learning achievements and access to quality elementary education 3.2.2. Teacher training 3.2.3. Textbooks and instructional materials 3.2.4. Classrooms, desks and chairs	Region II (Cagayan Valley), Region III (Central Luzon), Region IV-B (MIMARO), Region V (Bicol), Region VI (Western Visayas), Region VII (Central Visayas), Region VIII (Eastern Visayas), Region IX (Zamboanga Peninsula), Region XII (SOCCSKSARGEN), CAR and CARAGA.
4. Secondary Education Development and Improvement Project	Secondary	4.1. School Effectiveness and Learning Outcomes 4.2. Access to secondary education in underserved areas 4.3. Decentralized secondary education management	4.1.1. School planning 4.1.2. Teacher training 4.1.3. Learning materials 4.1.4. Classrooms and other learning facilities, school furniture and equipment 4.2.1. School building 4.2.2. Secondary schooling alternatives 4.3.1. Capacity building (central office on managing research; regional and division offices) 4.3.2. EMIS 4.3.3. In-service training mechanism 4.3.4. Textbooks	Region II (Cagayan Valley) Region III (Central Luzon) Region IV-B (MIMARO) Region V (Bicol) Region VI (Western Visayas) Region VII (Central Visayas) Region VIII (Eastern Visayas) Region IX (Zamboanga Peninsula) Region XII (SOCCSKSARGEN) CAR and CARAGA
5. Basic Education Assistance to Mindanao (BEAM 2)	Elementary and Secondary	5.1. Quality education 5.2. Access		Region XI (Southern Mindanao) Region XII (Central Mindanao)

EDUCATION PROJECT	SUB-SECTOR	EDUCATION COMPONENTS COVERED	SUB-COMPONENTS	PLACE OF IMPLEMENTATION
6. Philippine Basic Education Reforms (SPHERE)	Elementary and Secondary	6.1. School-based management programs 6.2. Capacity building (central office and regional offices) 6.3. Teaching and Learning Resource Centers 6.4. Classrooms	6.1.1. School Improvement Plans 6.2.1. Strategic policy areas and capacity to implement and manage change 6.2.2. Quality Assurance 6.3.1. ICT 6.3.2. Teaching learning and assessment 6.3.3. Reproduction and dissemination of teaching and learning materials 6.3.4. Training	Southern Philippines, i.e., regions in Mindanao
7. Strengthening Implementation of Visayas Education (STRIVE)	Elementary and Secondary	7.1. Quality Assurance and Access/ Equity	7.1.1. School-based management support system 7.1.2. Teacher Training and HRD 7.1.3. Learning Resource Materials Development System 7.1.4. Project Management	Region VII (Central Visayas) Region VIII (Eastern Visayas)
8. Education Quality and Access for Learning and Livelihood Skills (EQuALLS) Project	Elementary	8.1. Access to Quality Learning 8.2. Teachers' Capacity for Teaching English, Mathematics and Science 8.3. OSY Training	8.1.1. Flexible instructional systems 8.1.2. Drop-out prevention 8.2.1. Teacher development 8.2.2. Alternative Learning Systems 8.2.3. Instructional interventions 8.3.1. Livelihood instructional programs 8.3.2. Linkages between OSY education and training and the informal and formal private sector. 8.3.3. Skills training program	Region IX (Zamboanga Peninsula) Region XII (SOCCSKSARGEN) ARMM

EDUCATION PROJECT	SUB-SECTOR	EDUCATION COMPONENTS COVERED	SUB-COMPONENTS	PLACE OF IMPLEMENTATION
8. Continuation of EQuALLS Project	Elementary Out-of-School Youths	8.4 Stakeholders' Capacity Building 8.5. Institution Building	8.4.1. Local PTAs 8.4.2. Regional Councils 8.4.3. District and provincial Governments 8.4.4. Local and regional NGOs 8.4.5. National and regional Partnership 8.4.6. Relevant education departments 8.5.1. Formal and informal training 8.5.2. Internships and mentorships 8.5.3. On-the-job training 8.5.4. Small scale organization developmental grants	
9. Technical Education and Skills Development Project	TVET	9.1. Strengthening TESDA 9.2. Devolving training functions to local institutions 9.3. Strengthening capacity of private providers to TESDA 9.4. Enhancing equity in skills acquisition among the poor.	9.1.1. Staff training in research, policy analyses, project development and monitoring and evaluation. 9.1.2. EMIS 9.1.3. Learning materials 9.2.1. Management and staff development for local institutions. 9.2.2. Training facilities 9.2.3. Scholarship and student loan fund. 9.3.1. Registration and accreditation 9.3.2. Competency standards 9.4.1. Borrower's training 9.4.2. Funds management	All regions except ARMM
10. Development of Centers of Excellence in Modern Manufacturing Technology (CEMMT) Project	TVET	10.1. Facilities and equipment 10.2. Center Operationalization 10.3. Capability Building	10.1.1. Centers of Excellence 10.1.2. Equipment and materials 10.2.1. Occupational skills standards 10.2.2. Training regulations 10.2.3. Competence and Assessment Instruments 10.2.4. Training materials 10.3.1. Training of Center's Chiefs & Instructors-in-Charge and Staff 10.3.2. Support structures	

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