

**Comments on the Senate Bill Nos. 155 and 1633, 21st CENTURY SCHOOL BOARDS ACT and Senate Bill No. 1110, EXPANDING SPECIAL EDUCATION FUND**

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<b>Proposed Bill</b>	<b>Specific Sections</b>	<b>Comments</b>
Senate Bill No. 155 – AN ACT FURTHERNING LOCAL LEADERSHIP AND ACCOUNTABILITY IN BASIC EDUCATION GOVERNANCE TO ACHIEVE QUALITY INCLUSIVE EDUCATION THROUGH THE 21ST CENTURY SCHOOL BOARDS AND SCHOOL GOVERNING COUNCILS, AND FOR OTHER PURPOSE (Introduced by Senator Win T. Gatchalian)	Sec. 98. Creation, Composition) and Compensation	We commend the objective of expanding and strengthening the local school boards and school governing councils.  Including the private industry or business in the school board will bring the demand side of the skills development to the school boards. In addition, they will be able to provide needed inputs on what and how to produce the required skills in the workplace.
Senate Bill No. 1633 – AN ACT STRENGTHENING THE INVOLVEMENT OF LOCAL COMMUNITIES AND LOCAL GOVERNMENT UNITS IN BASIC EDUCATION GOVERNANCE BY EMPOWERING THEM AS PARTNERS IN EDUCATING THE LEARNERS, ENGAGING THEIR PARTICIPATION IN THE DELIVERY OF BASIC SERVICES AND ASSESSMENT OF THE EFFECTIVITY AND EFFECTIVENESS THEREOF, AND INTEGRATING THEIR INTERVENTIONS TO ACHIEVE THE SHARED GOAL OF QUALITY INCLUSIVE EDUCATION, AMENDING FOR THE PURPOSE OF SECTIONS 98, 99, 100 AND 272 OF REPUBLIC ACT NO. 7160,	Sec. 99. Functions of Local School Boards	Including leadership and accountability in the functions of the Local School Board is critical to

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<p>OTHERWISE KNOWN AS THE LOCAL GOVERNMENT CODE OF 1991, AS AMENDED, AND FOR OTHER PURPOSES (Introduced by Senator Joseph Victor G. Ejercito)</p>		<p>ensure that local authorities, stakeholders, and communities are encouraged to engage and oversee the conduct of education and learning activities in their localities.</p> <p>We cannot overemphasize the importance of highlighting regular monitoring and reporting to stakeholders specific outcome indicators such as achievement test scores, cohort survival rates, and drop-out rates. Regularly providing relevant information on the state of education is a powerful tool for mobilizing the support of the stakeholders.</p> <p>Orbeta and Paqueo (2022) hypothesized that one of the reasons for the continued deterioration in education outcomes that went unnoticed is that data on school quality (e.g., test scores) are not made public. This practice keeps the stakeholders in the dark, preventing them from demanding and/or suggesting how to produce better learning outcomes.</p> <p>The highlighting of the need for child development centers is an important addition. Literature such as Orbeta and Paqueo (2022) highlights the importance of early childhood development in education outcomes. In addition, Orbeta et al. (2020) show evidence of the positive association of starting school early with higher test scores at age 15.</p> <p>The mention of ALS will boost and provide more systematic support for second-chance programs for those who missed regular schooling at age-appropriate times for whatever reasons.</p>
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<p>Senate Bill No. 155 – AN ACT FURTHERNING LOCAL LEADERSHIP AND ACCOUNTABILITY IN BASIC EDUCATION GOVERNANCE TO ACHIEVE QUALITY INCLUSIVE EDUCATION THROUGH THE 21ST CENTURY SCHOOL BOARDS AND SCHOOL GOVERNING COUNCILS, AND FOR OTHER PURPOSE (Introduced by Senator Win T. Gatchalian)</p> <p>Senate Bill No. 1110 – AN ACT EXPANDING THE PURPOSES AND APPLICATION OF THE SPECIAL EDUCATION FUND (SEF) AMENDING FOR THE PURPOSE SECTION 272 OF REPUBLIC ACT NO. 7160, OTHERWISE KNOWN AS THE LOCAL GOVERNMENT CODE OF 1991, AND FOR OTHER PURPOSES (Introduced by Senator Jinggoy Ejercito Estrada)</p> <p>Senate Bill No. 1190 – AN ACT EXPANDING THE PURPOSES AND APPLICATION OF THE SPECIAL EDUCATION FUND, AMENDING FOR THE PURPOSE SECTION 272 OF REPUBLIC ACT NO. 7160, OTHERWISE KNOWN AS THE LOCAL GOVERNMENT CODE OF 1991, AND FOR OTHER PURPOSES (Introduced by Senator Christopher Lawrence T. Go)</p>	<p>Section 272.</p>	<p>The expansion of the application of the SEF is laudable, given that an earlier study by Manasan et al. (2011) shows evidence of substantial underspending and unspent balances. This is true for all levels, with cities having the largest fiscal balance (26% of SEF income), followed by the municipalities (17% of SEF income), and finally, provinces (10% of SEF income). A cursory examination of the more recent reports of LGUs to COA indicates still significant unspent balances. However, we believe it would be better for the Local School Board (LSB) to determine the needed items based on their assessment of local schools' needs, not externally and centrally determined. Schools will have different needs, and the local school board will have a better sense of what these needs are. In addition, a short negative list – or those they cannot spend the SEF on – would be more empowering than a long positive list.</p>
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## References

- Manasan, R. et al. (2011). "Mobilizing LGU Support for Basic Education: Focus on the Special Education Fund," PIDS DP 2011-07 (<https://www.pids.gov.ph/publication/discussion-papers/mobilizing-lgu-support-for-basic-education-focus-on-the-special-education-fund>)
- Orbeta, A., K. Melad and M. Potestad (2020) "Correlates of test performance of 15-year-old Students in the Philippines: Evidence from PISA" PIDS DP No 2020-57. (<https://www.pids.gov.ph/publication/discussion-papers/correlates-of-test-performance-of-15-year-old-students-in-the-philippines-evidence-from-pisa>)
- Orbeta, A., and Paqueo (2022). "Philippine Education: Situationer, Challenges, and Ways Forward," PIDS DP 2022-23 (<https://www.pids.gov.ph/publication/discussion-papers/philippine-education-situationer-challenges-and-ways-forward>)

