



EDCOM2

The Second Congressional
Commission on Education



*INSIGHTS on
Sustainable Development Goal 4 on Quality Education for All:
How Does the Philippines Fare and What Needs to Be Done?"*

PIDS Public Webinar
February 29, 2024

Krupskaya M. Añonuevo
Chief Technical Specialist

MISEDUCATION

The Failed System of Philippine Education
EDCOM II YEAR ONE REPORT

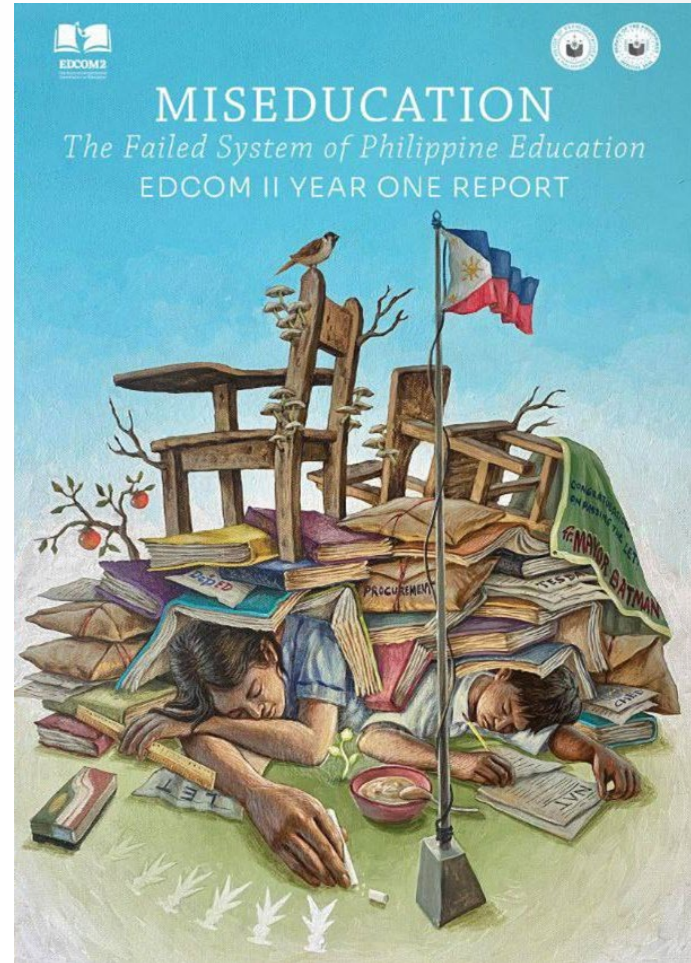


EDCOM2
The Second Congressional
Commission on Education



Part of EDCOM's mandate under Republic Act 11899 is to **“Report to Congress its accomplishments on a periodic basis, its findings and recommendations on actions to be taken by Congress, the departments, and other government agencies concerned with education”**.

We officially released our Year One Report last January 23, 2024.





Year One

12 out of 28 priority areas

19 hearings

12 focused group
discussions

23 site visits

Teachers continue to bear the burden of about 50 administrative and ancillary tasks, despite efforts to allow them to focus on teaching.

While administrative officers have been hired (5,000 per year starting in 2020), the impact remains limited.

**DO 02, S. 2024 (Immediate Removal of Administrative Tasks of Public School Teachers) was released last January 26, 2024.*

Some* Ancillary Tasks of Teachers

1. School -based Management Coordinator
2. School Improvement Plan/Annual Improvement Plan Coordinator
3. Adopt -a-School, Brigada Eskwela Coordinator, and Liaison & Special Events Coordinator
4. DRRM Coordinator
5. SBFP Coordinator
6. Gulayan sa Paaralan Coordinator
7. School Canteen Manager
8. Registrar - designate/Records Officer/LIS - EBEIS Coordinator
9. School Health Focal Person (Feeding Coordinator, WINS Coordinator, ARH, MDN)
10. 4Ps Coordinator
11. Property Custodian/Engineering Facilities Administrator
12. Themed school programs
13. ICT Coordinator
14. National Drug Education Program Coordinator
15. RPMS-HR/Personnel Management Work
16. Learning Resource/Laboratory/Library Custodian
17. Bidding and Awards Committee (BAC) Secretariat
18. Oplan Balik Eskwela Coordinator
19. Program Management and Implementation
20. Program Coordination and Partnerships

Existing standards¹ for school admin support staff developed need to be reviewed.

These do not adequately account for school needs, especially at the elementary level. All support staff identified for ES have been recommended for outsourcing by DBM (Circular Letter 2013 - 5).

Position and Parenthetical Titles	ES	HS
Administrative Aide I (Utility Worker I)	1 per school	1 per 400 students
Administrative Aide III (Clerk I)		
Security Guard I or Watchman I		4 per school
Administrative Aide IV (Clerk II)		1 per 1,000 students or 50 staff
Accountant I		1 per 30 teachers
Administrative Officer I (Cashier I)		
Administrative Officer II		

Note: Positions shown above are a subset of the complete staffing for schools listed in the DBM staffing standards.

¹Organization and Staffing Standards for DECS Schools Divisions, Elementary and Secondary Schools developed by Organization and Productivity Improvement Bureau in 1997

Staffing standards have not been followed resulting in uneven allocation of support staff for schools of the same size typology.

Very Large HS	Teaching	Support	Small HS	Teaching	Support
Batasan Hills NHS enrollment: 15,117 (NCR)	566	4	Masla NHS enrollment: 99 (CAR)	14	1
Leyte NHS enrollment: 6,047 (Region 8)	253	32	Onica NHS enrollment: 155 (Region 12)	8	0

In addition to the variation in number, there is also variation in terms of the positions deployed. *Masla NHS has one (1) Nurse II, whereas Batasan NHS has two (2) Administrative Assistant II, one (1) Administrative Assistant III, and one (1) Guidance Counselor I.*

This observation suggests the absence of strategic workforce planning in DepEd's creation and deployment of school support staff positions.

Additional resources are needed to effectively implement DepEd's directive to remove non-teaching tasks from teacher workload, as a means of improving quality of education (DO 2, s. 2024).

To enable the removal of non-teaching tasks, Division Offices may:

1. deploy non-teaching personnel to clusters of schools
2. hire through COS/JO charged against MOOE or alternative sources of funding

Functions recommended by DBM for COS/JO	Monthly Salary	Annual Cost ¹
ADA I (Utility Worker I), SG 1	13,000	156,000
ADA III (Clerk I), SG 3	14,678	176,136
Security Guard I, SG 4	15,586	187,032

¹Based on SSL V fourth tranche, without benefits

Hiring an ADA I alone through COS/JO would already comprise at least 55% (ES) and 47% (JHS) of expected School MOOE. Relying on alternative funding sources could reinforce existing inequities due to disparity in SEF incomes, and the impact of a school community's socioeconomic profile on PTA collections and school canteen profits.

A Technical Working Group (TWG) is being created to address these staffing concerns .

The TWG will be composed of high -level representatives from

- DepEd
- DBM
- CSC
- LBRMO
- EDCOM 2
- Commissioners' Offices, including the Appropriations Committee

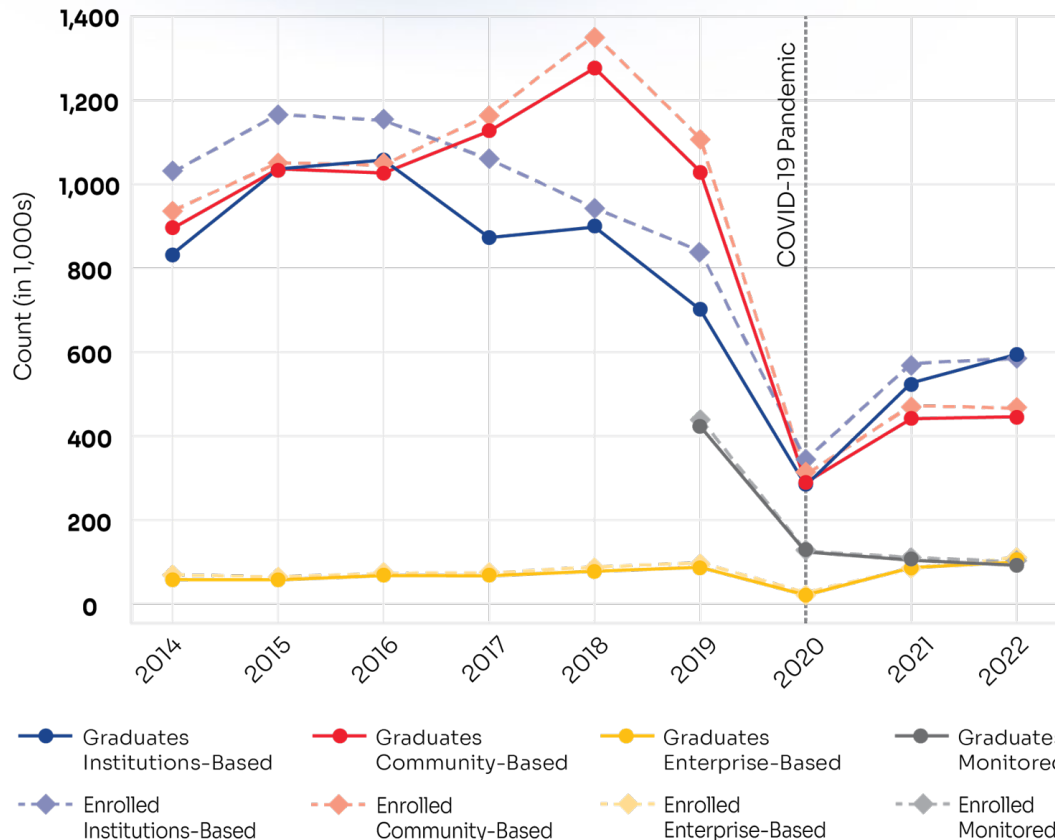
and will work on AO II deployment, request for inclusion in the NEP and GAA, streamlining of the hiring process, and QS of positions .



...despite its efficacy in providing skills and guaranteeing superior labor market outcomes for graduates, enterprise-based training (EBT) remains the least popular modality in TVET.

Based on TESDA data, EBT remains to be the least populated modality in TVET, accounting only for 9% of enrollment in 2022.

Number of TVET Enrollees and Graduates by Delivery Mode, 2014 - 2022





Based on EDCOM consultations, the most acute challenges in enabling industry involvement are in the following areas: (a) the engagement of industry in the development and implementation of responsive competency standards and training programs; (b) the rationalization of guidelines on EBT; and (c) the lack of palatable incentives for enterprises to engage in EBT.

Issues arising from EDCOM consultations

- Based on EDCOM consultations, the most acute challenges in enabling industry involvement are in the following areas:
 - the engagement of industry in the development and implementation of responsive competency standards and training programs;
 - **the rationalization of guidelines on EBT; and**
 - **the lack of incentives for enterprises to engage in EBT**
- Several enterprises mentioned that
 - They are unsure how to avail of the incentives
 - Lack of guidelines and clarity in availing of the exemptions from taxes and duties
 - Very tedious to access
- Notably, BIR issued RMC No. 50 in 2020 reiterating that the guidelines covering DTS remains to be RR No. 10 of 1996.

Which specific aspects of

- Poland's CI efforts;**
- Vietnam's High - Tech High - Touch model; and**
- Estonia's excellence model**

would the authors of the study recommend we look into?



EDCOM2
The Second Congressional
Commission on Education



The failure to permanently establish a high -level coordinating body has resulted in a long -standing lack of effective coordination between the education agencies.

In the absence of this coordinating body, at least 68 interagency bodies have been established to enable coordination on a broad range of concerns.



National - Level Coordinative Mechanisms

National-Level Coordinative Mechanisms	Legal Basis	DepEd	CHED	TESDA	National-Level Coordinative Mechanisms	Legal Basis	DepEd	CHED	TESDA	National-Level Coordinative Mechanisms	Legal Basis	DepEd	CHED	TESDA
NEDA - Social Development Committee	EO 230, s. 1987	✓	✓	✓	National Dairy Authority	RA 7884	✓			Interagency Committee on Anti-Illegal Drugs	EC 5, s. 2017	✓		✓
Human Development and Poverty Reduction Cluster	EO 43, s. 2011 EO 24, s. 2017	✓	✓	✓	United Student Financial Assistance System for Tertiary Education Board	RA 10687	✓	✓	✓	Interagency Committee on Antimicrobial Resistance	AO 42, s. 2014	✓		✓
Commission on Population - Board of Commissioners	PD 79, s. 1972	✓			National Book Development Board	RA 8047		✓	✓	Interagency Committee on Environmental Health	EC 489, s. 1991	✓		
National Youth Commission - Advisory Council	RA 8044	✓			TESDA Board	RA 7796	✓		✓	Interagency Committee on Tobacco	RA 9211	✓		
National Commission for Culture and the Arts	RA 7356	✓			Philippine Statistics Authority Board	RA 10625		✓	✓	Committee for the Special Protection of Children	EC 275, s. 1995	✓		
National Anti-Poverty Commission	RA 8425	✓			Dangerous Drugs Board	RA 9165	✓	✓		Career Guidance Advocacy Program Working Group	RA 11206	✓	✓	✓
Human Rights Violations Victims' Memorial Commission	RA 10368	✓	✓		National Council on Disability Affairs - Governing Board	EO 709, s. 2008	✓		✓	Responsible Parenthood and Reproductive Health Law - National Implementation Team	RA 10354	✓		
Philippine Qualifications Framework - National Coordinating Council and Working Groups	RA 10968	✓	✓	✓	Government Procurement Policy Board	RA 9184	✓			DSWD Technical Working Group for Solo Parents Welfare	RA 11861	✓		
Teacher Education Council	RA 11713	✓	✓	✓	Development Academy of the Philippines - Board of Trustees	EO 288, s. 1987	✓			Philippine Skills Framework Initiative	Memorandum of Understanding	✓	✓	✓
National Nutrition Council	PD 491, s. 1974	✓			DSWD - Pantawid Pamilya National Advisory Committee	RA 113'0	✓		✓	Interagency Task Force on the National Employment Recovery Strategy	JMC 001-2021	✓	✓	✓
Council for the Welfare of Children	PD 603, s. 1974 EO 233, s. 1987	✓			Private Education Assistance Committee	EO 156, s. 1968	✓			National Technical Working Group for Healthy Learning Institutions	JAO No. 2022- 001	✓	✓	✓
Interagency Council for Children in Situations of Armed Conflict	EO 138, s. 2013	✓			Presidential Human Rights Committee	AO 163, s. 2002	✓			National Technical Education and Skills Development Plan Interagency Committee	Initiated by TESDA	✓	✓	✓
Juvenile Justice and Welfare Council	RA 9344	✓			Advisory Committee on Science and Technology Scholarships	RA 7687	✓			Committee on Children and HIV/AIDS	Initiated by CWC	✓		
National Innovation Council	RA 11293	✓	✓		Philippines National Volunteer Service Coordinating Agency - Multisectoral Advisory Body	EO 635, s. 1980	✓			National Action Plan on Preventing and Countering Violent Extremism	Initiated by DILG	✓		
Interagency Council for Development and Competitiveness of Philippine Digital Workforce	RA 11927	✓	✓	✓	Philippine Science Heritage Center Advisory Committee	RA 9107	✓			National Youth Commission - National Advisory Committee and 2nd Philippine Youth Development Plan External Task Force Committee for Education	RA 8044			✓
Philippine Council for Mental Health	RA 11036	✓	✓		Interagency Committee on Philippine Schools Overseas	EO 252, s. 2000	✓			Interagency Task Force for the Management of Emerging Infectious Diseases - Task Group on Food Security	Resolution No. 25	✓		
Philippine National AIDS Council	EO 39, s. 1992	✓			Interagency Council on Violence Against Women and Their Children	RA 9262	✓			Interagency Task Force on Zero Hunger	EC 101, s. 2020	✓	✓	
Film Development Council of the Philippines	RA 9167	✓			National Council Against Child Labor	EO 92, s. 2019	✓			Tuberculosis National Coordinating Committee	RA 10767	✓		
Council of Good Local Governance	RA 11292	✓			Interagency Committee on Economic and Financial Literacy	RA 10922	✓	✓	✓	Financial Inclusion Steering Committee	EC 208, s. 2016	✓		
COMELEC Advisory Council	RA 9369	✓			Interagency Investment Promotion Coordinating Committee	RA 11647		✓	✓	National Task Force to End Local Communist Armed Conflict	EC 70, s. 2018	✓	✓	✓
Design Advisory Council	RA 10577	✓	✓		First Time Jobseekers Assistance Act Interagency Monitoring Committee	RA 11261	✓	✓	✓	Philippine Science High School System Board of Trustees	RA 8496	✓		
					Interagency Committee on National Security Policy/Strategy	EO 37, s. 2023			✓	Boy Scouts of the Philippines	RA 7278	✓		
					Interagency Committee on Education Statistics	PSA MO 8, s. 2019	✓	✓	✓	Girl Scouts of the Philippines	RA 10073	✓		
					Interagency Committee on Labor and Productivity Statistics	PSA MO 7, s. 2020			✓					

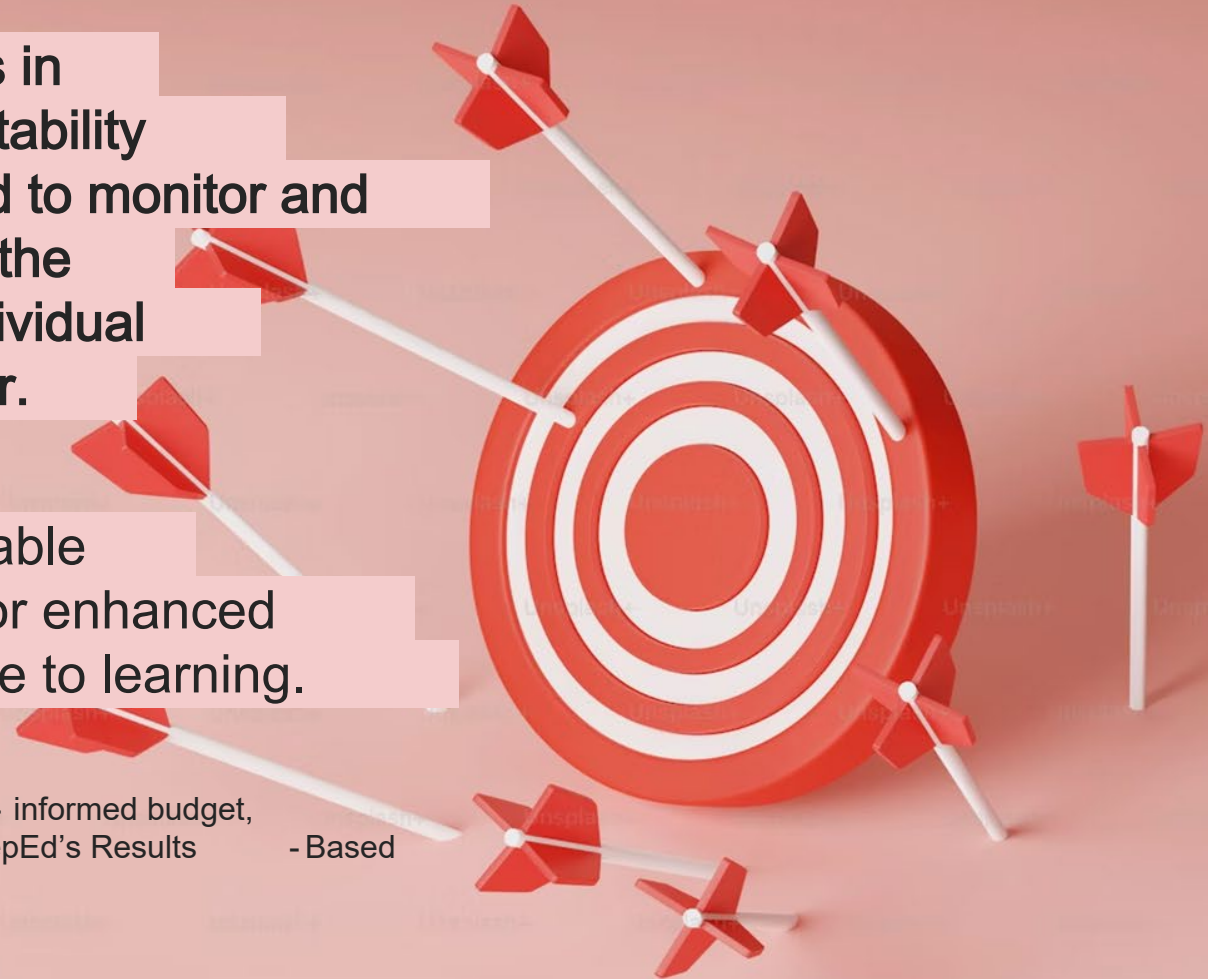
Note: The coordinative mechanisms below were identified through agency submissions (only TESDA has submitted thus far), Annex OO - OSEC - 2022 - 060. Since DepEd and CHED have not yet submitted their respective inventories, it is best to treat this inventory a agencies was cross - referenced against the legal and/or policy instrument that established the coordinative body.

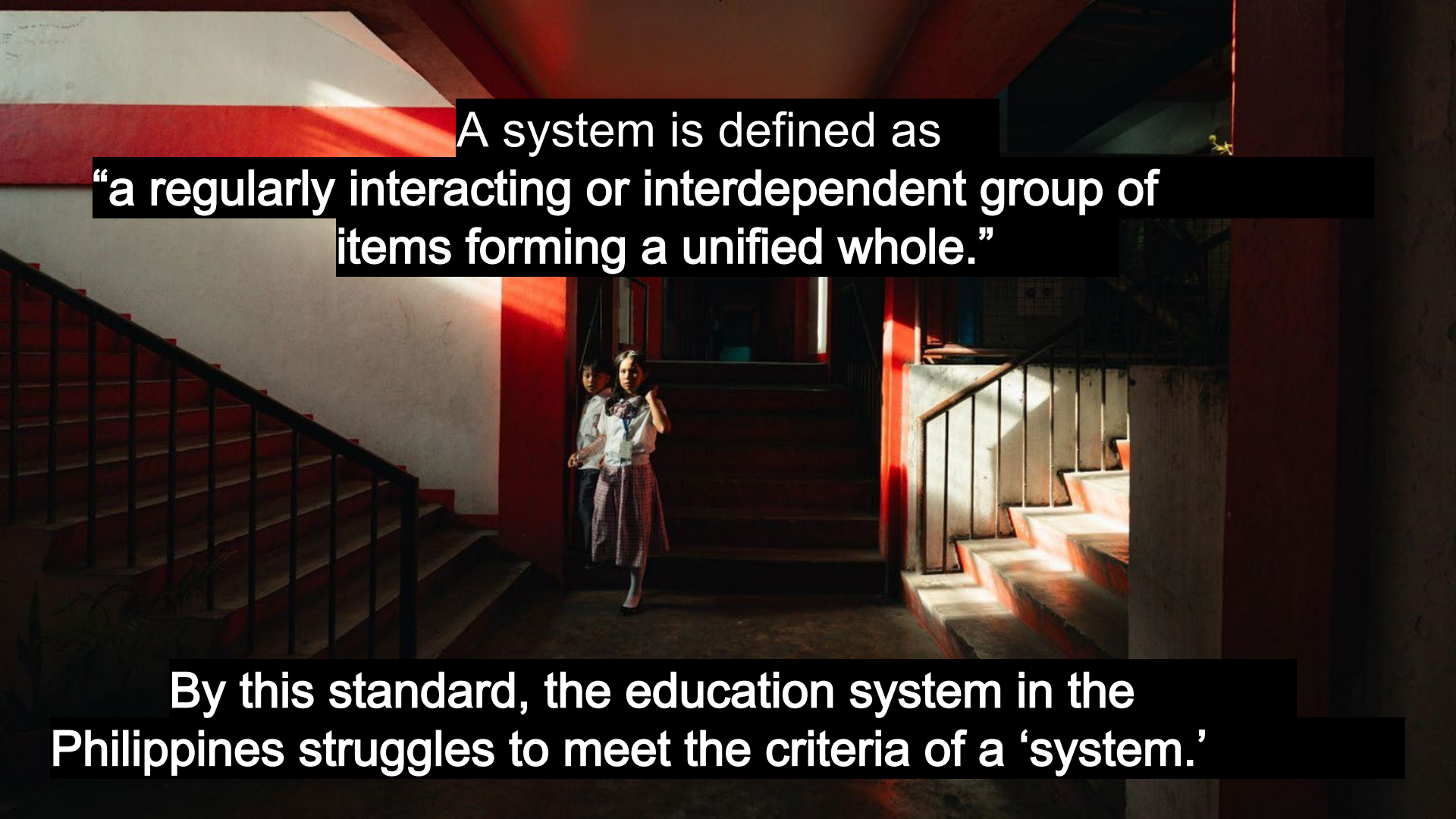
B of DepEd Order No. 1, s. 2023, and DepEd Office Order s partial rather than exhaustive. Involvement of the

There are misalignments in the systems and accountability frameworks * employed to monitor and oversee performance at the system, agency, and individual levels in the public sector.

These systems fail to hold individuals accountable and provide incentives for enhanced performance to contribute to learning.

* Examples include the performance - informed budget, the Philippine Development Plan, and DepEd's Results - Based Performance Management System



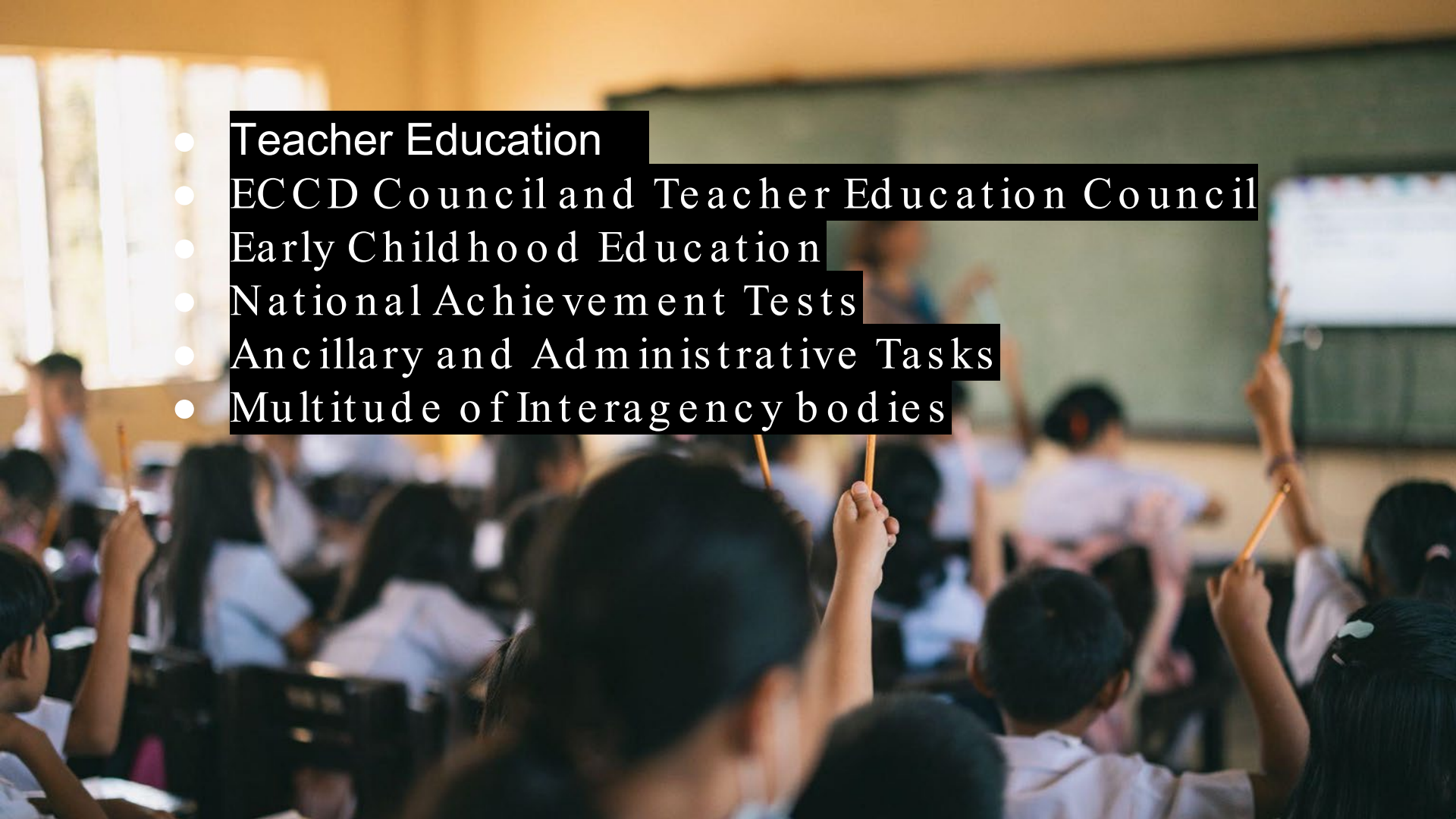


**A system is defined as
“a regularly interacting or interdependent group of
items forming a unified whole.”**

**By this standard, the education system in the
Philippines struggles to meet the criteria of a ‘system.’**

Instead, we form a sector comprised of various agencies and groups, but operations within and between agencies are evidently circumscribed by an overly bureaucratic focus on their own mandates, unmindful of its links to other offices, bureaus, or agencies.



- 
- A blurred background image of a classroom. Students in white uniforms are seated at desks, and many have their hands raised, holding wooden sticks or pencils, indicating an interactive learning environment. A teacher is visible in the background near a chalkboard and a projector screen.
- Teacher Education
 - ECCD Council and Teacher Education Council
 - Early Childhood Education
 - National Achievement Tests
 - Ancillary and Administrative Tasks
 - Multitude of Interagency bodies



We have not invested in the workforce needed for our education system to function properly.

Oversight of education agencies needs to be strengthened, and have continuity.

There are no feedback loops to rationalize or update policies.



13.2. Adopting an open data policy in the entire education sector, especially basic education, and having an education statistics advance release calendar

“Anonymized student -level microdata should also be readily available for public use consistent with an open data policy to enable stakeholders to conduct studies on the determinants of learning outcomes”

Anonymity should be operationalized further . It is possible, with enough resources, to track a learner through non -anonymized data features such as the name of his/her school . Anonymizing data should be deliberate and nuanced based on how the data is used and who can access the data .



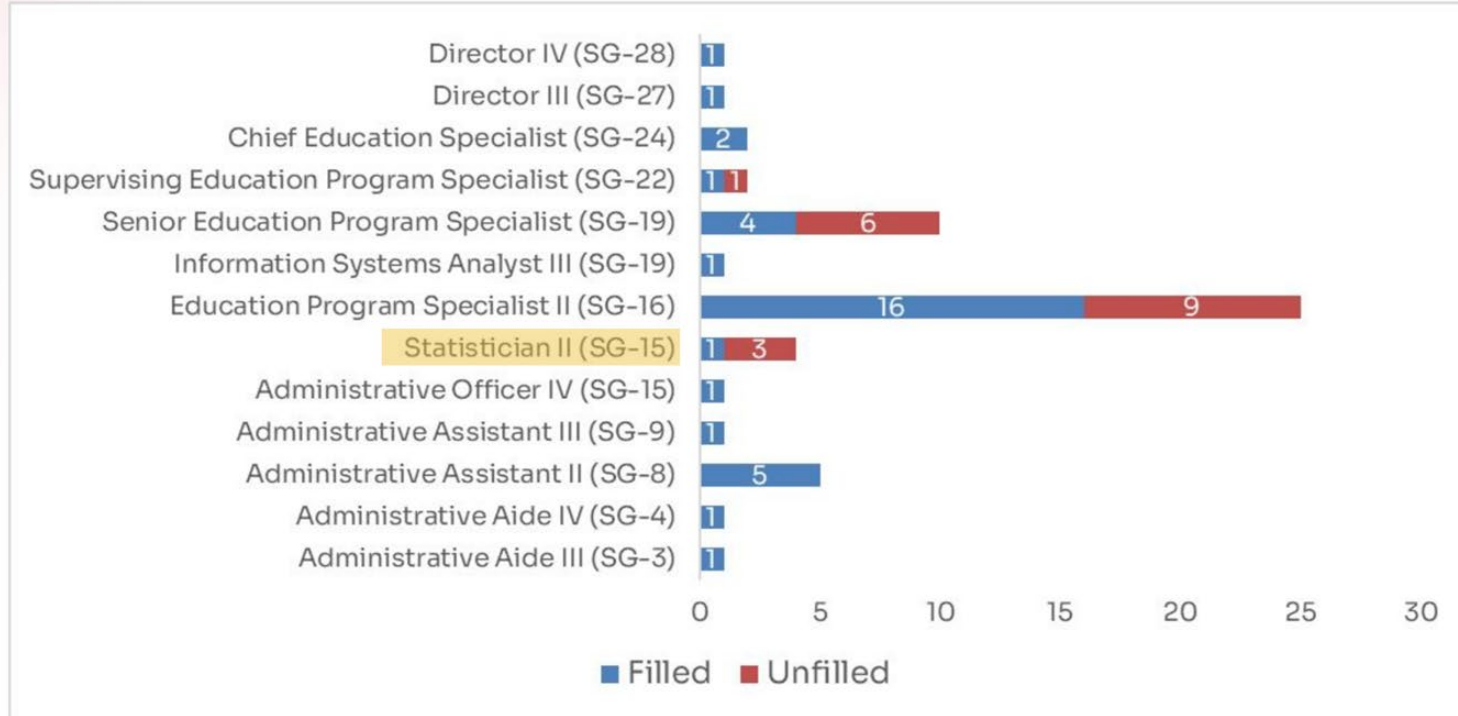
13.2. Adopting an open data policy in the entire education sector, especially basic education, and having an education statistics advance release calendar

“One good practice of the Philippine Statistics Authority (PSA) is its use of an advance release calendar to inform the public on when they release statistics”

- a. More pressing need : 1) exploring methods of attracting talent (to BEA); and/or, 2) upskilling the existing staff of the Bureau
- b. Capacity limits on data use are due to budget constraints on staffing not knowledge gaps: “ Many countries do not lack know - how for the generation and use of education data, rather they lack the core budget to employ additional staff dedicated to work on education data, dissemination, and use. Therefore, countries have a need for additional staff and partnerships with local data experts —not more capacity building or training exercises by international organizations” (NORRAG, 2021, par. 8).



Staffing issues affect BEA's ability to manage national and international assessments.



Philippine Universities with educational measurement

Field of Study	University and Degree Program
Education	Master of Arts in Measurement and Evaluation University of the Philippines College of Education Miriam College Philippine Normal University De La Salle University*
Psychology	Bachelor of Science in Psychology University of the Philippines Miriam College University of Santo Tomas De La Salle University Xavier University - Ateneo de Cagayan University of Makati



EDCOM2
The Second Congressional
Commission on Education



Moreover, EDCOM II supports the expansion of the staffing complement within BEA... Staffing complement should include more high - level administrative personnel dedicated to procurement, data analysts, statisticians with elevated salary grades, and communication specialists.

Additionally, the Commission underscores the importance of training and mentoring programs **targeting teaching and nonteaching staff, as well as school leaders, focusing on enhancing assessment and data literacy.**



13.3. Work toward data interoperability within DepED and with other major government stakeholders of basic education, as well as use of achievement test data as inputs to teacher training

Requires: Infrastructure - Personnel - Data Governance

Data governance refers to the overall management of the availability, usability, integrity, and security of the data used in an organization .

- Data governance is like a data sharing & analysis framework within and outside DepEd.
- DepEd and other education agencies need to invest resources in establishing a robust data governance framework especially as the volume of data it ingests continues to expand year-on-year.



EDCOM2
The Second Congressional
Commission on Education



- **Data and data governance**
- **Networks of intermediaries (seeking to collect, interpret, package, and promote evidence for policymakers to use in forming their decisions)**

are ecosystems that need to be put in place in the research and policy subsystems to nurture a culture of evidence - based policy decisions (politics) and policy - relevant research (UNESCO, 2024).

It is only when these are in place that the use of research evidence (URE) be promoted to serve the SDG - 4 targets.

Figure 1.2 The three pillars or lanes of knowledge-based governance

Fast lane

Proximate Decision Makers

- Law & regulations
- Have the authority to make decisions
- Come across as facts

Middle lane

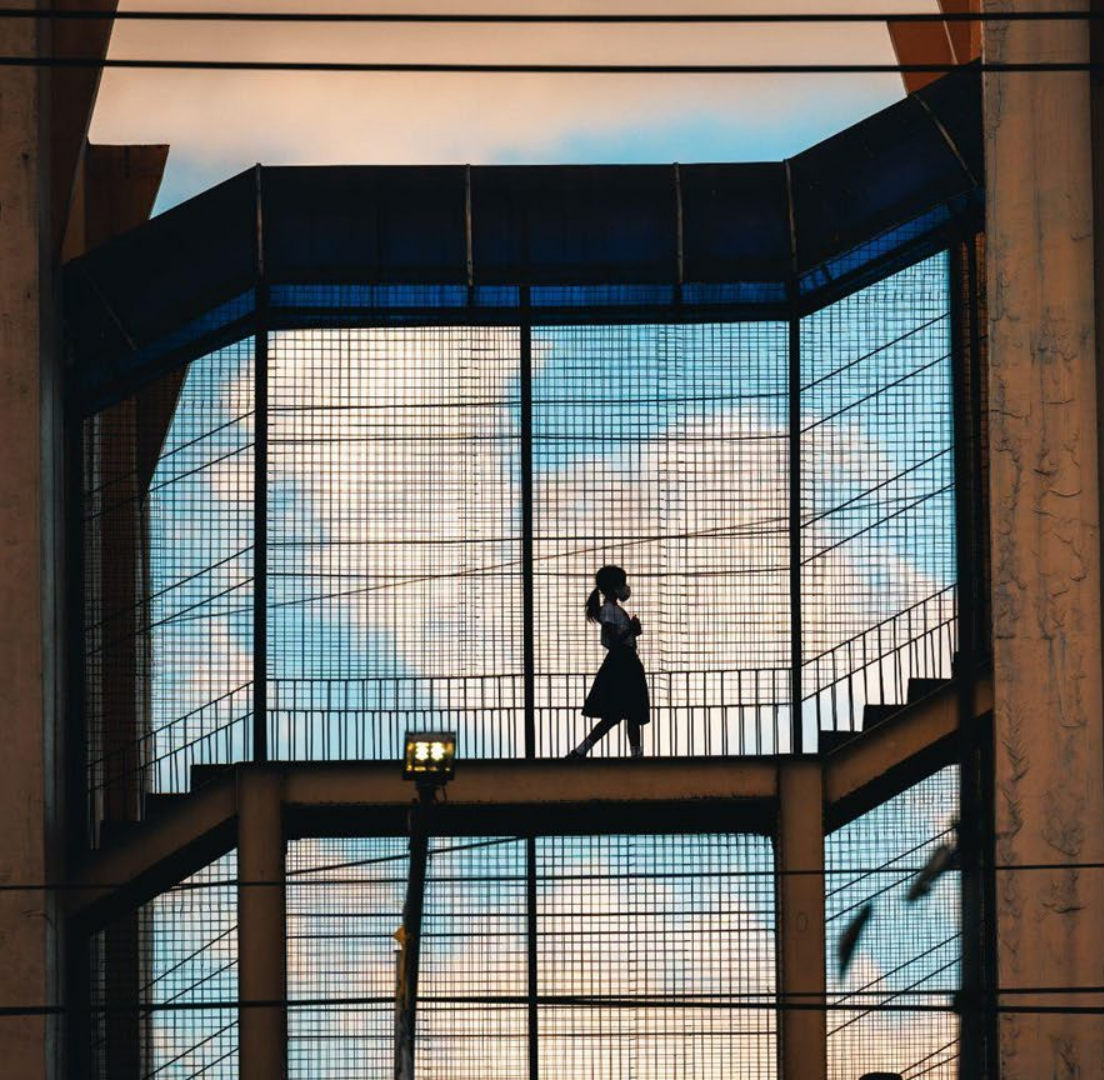
Intermediaries/Brokers

- Regulatory science
- Reframe data as evidence and translate research into policy

Slow lane

Knowledge Producers

- Pure science, academia, statistical agencies, sector research, etc.
- Produce en masse without having to make a decision on how to act



- EDCOM's mission is to:
- **Define the scale and roots of these problems clearly**,
 - **Propose a cohesive way forward** as we build a working Philippine education system,
 - **Pass legislation** that could enable this to happen.



EDCOM2
The Second Congressional
Commission on Education



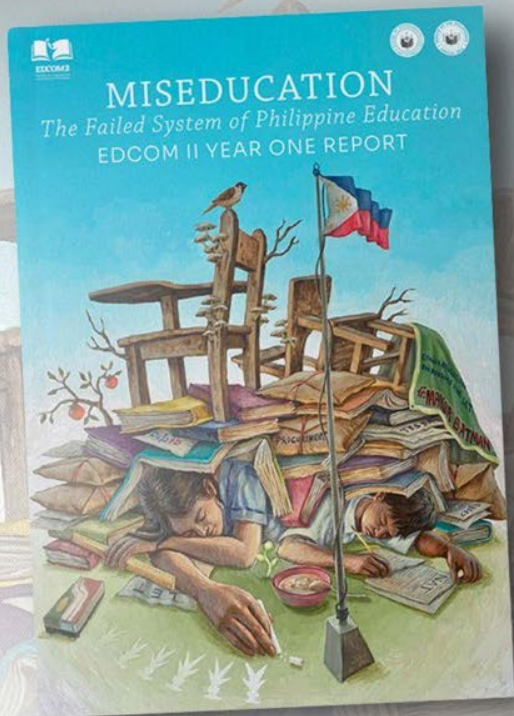
www.edcom2.gov.ph



info@edcom2.gov.ph



[@edcom2ph](#)



EDCOM2
The Second Congressional
Commission on Education



#ItaasAngAntas #BangonEdukasyon

   edcom2ph  www.edcom2.gov.ph

DOWNLOAD THE EDCOM 2 YEAR ONE REPORT HERE

<http://bit.ly/edcom2report>

On teacher hiring

According to a 2023 study done by students of the **School of Education** for EDCOM 2:

Harvard Graduate

HARVARD



GRADUATE SCHOOL
OF EDUCATION

“In fact, the teacher allocation formula aims to achieve equal pupil - teacher ratios (PTR) across the country, without consideration of specific needs at each school. For example, **because the formula does not account for specific subjects**, it is challenging to ensure that teacher positions allocated at the school level are linked to specific subject teacher needs.”

BUT

D.O. 7, s2023 states that

“The required competencies to effectively deliver the relevant content in the appropriate key stages shall be the primary consideration in the appointment to teacher positions.

For teaching positions, the ‘*Remarks*’ column of the CAR - RQA shall contain the teacher applicant’s information and qualifications on the following:

- Learning area specialization (eg. Kindergarten or Early Childhood Education; Filipino, English, Math, Science, and other subject area specialization; SHSstrand and area specialization)”