

Sustainable Development Goal 4 on “Quality Education For All”: How Does the Philippines Fare and What Needs to Be Done?

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Outline

1. Introduction

- Brief Description of the Study
- Objectives of the Study
- Policy Questions

2. Research Design

- Methodological Framework
- Data Sources and Data Collection Methods

3. SDG4 Targets: Philippines

- SDG Targets 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.a, 4.b, 4.c (Basic Education, TVET, Higher Education)

4. Ways Forward

1. Introduction

Brief Description of the Study

- In 2015, PH and 192 other UN member states committed to SDGs by 2030 (17 goals, 169 targets, 231 unique indicators)
 - SDG 4 “Quality Education”: 10 targets and 12 indicators
- PH Constitution mandates **free public education for all at primary and secondary levels**
- PDP justifies education investments on account of long-term aspirations of Filipinos for **high educational attainment** (NEDA 2015), as well as increasing need for a **more educated labor force** (NEDA 2017)

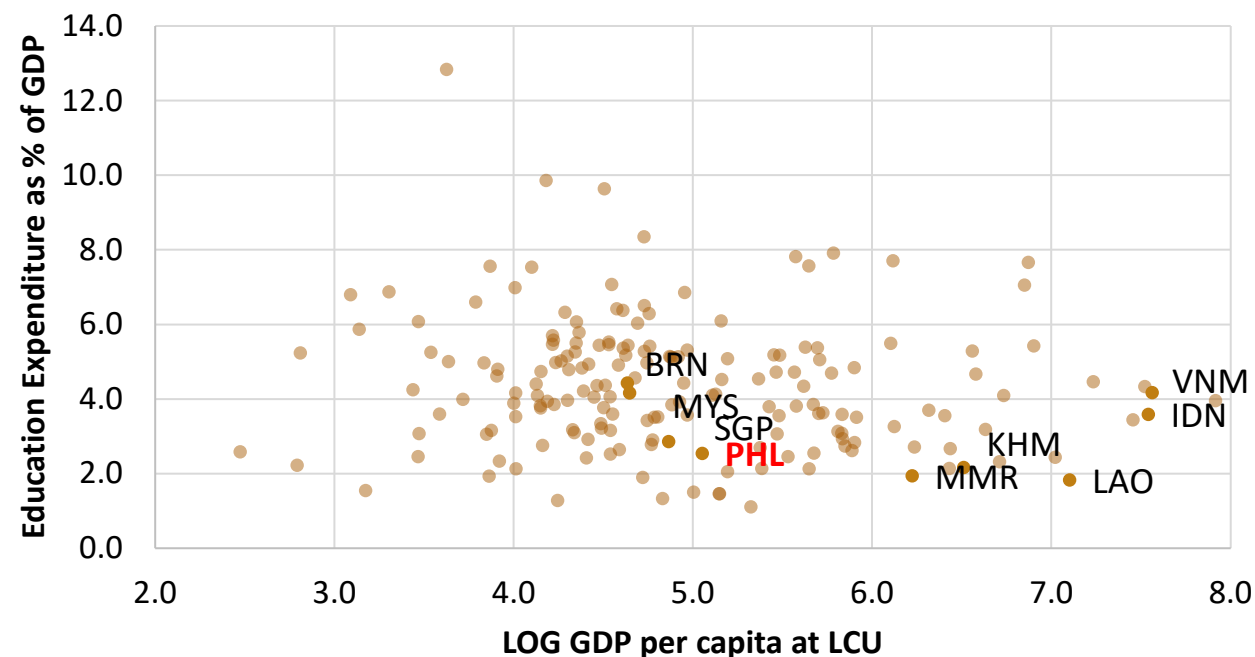
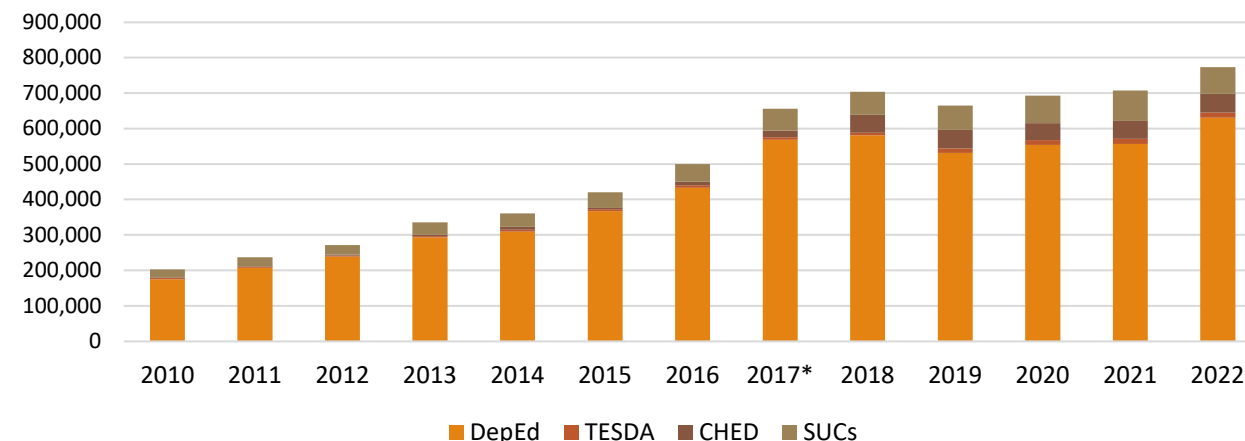


1. Introduction

Brief Description of the Study

- State should assign **highest budgetary priority to education**
- **DepED budget has more than tripled from 2010 to 2020:** in 2017 K-12 required more teachers and more classrooms
- **Expenditures for whole sector generally increased from 2010 to 2017, but never reached 4% of GDP.**
- **Spending for education is low (relative to ASEAN-6)**

Education Sector Appropriations (in Million PHP)
2010-2022





1. Introduction

Study Objectives

- To examine various data pertinent to SDG4, as well as other education indicators for monitoring the SDG4;
- To provide inputs into the critical discussions that will take place in the newly established EDCOM2
- To provide specific recommendations on ensuring equal opportunities for all boys and girls to secure their rights to quality education

Policy Questions

- How does the Philippines fare on quality education?
- What needs to be done to improve learning outcomes in schools?

2. Research Design

Methodological Framework

- Examination of SDG4 indicators and related data by target, education level

Data sources and data collection methods and tools

- Literature review on quality education; Desk review and Secondary data analysis
- Data sources: SDG4 data from PSA's SDG database; PISA data; DepEd admin data (e.g., NAT, BEIS); LFS data

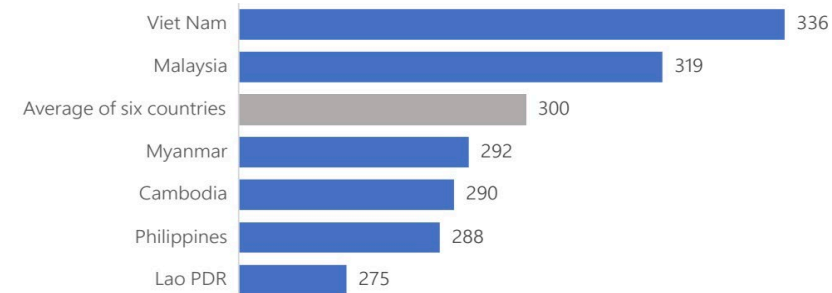
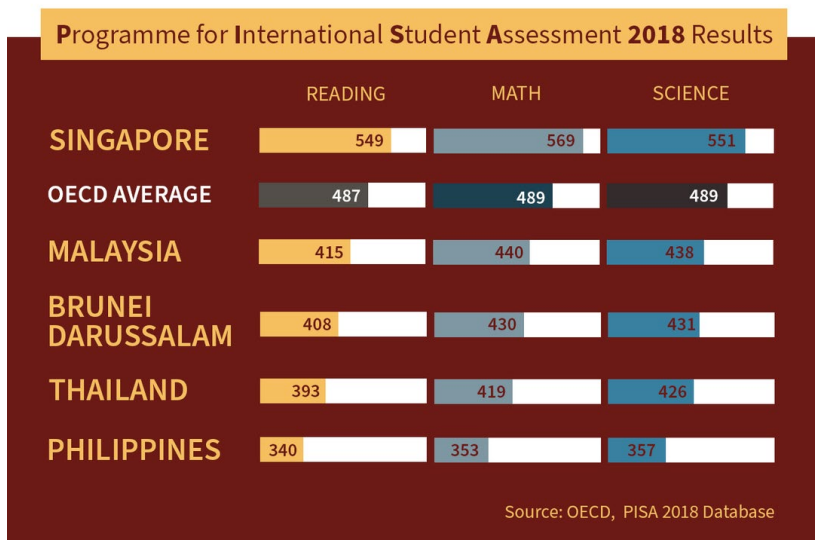


3. SDG4 Targets

Target 4.1. Universal primary and secondary education

- **Basic education in PH is in crisis** : less than a fifth of learners with minimum proficiency skills in reading and mathematics (UN Stat 2019)
- PH also fared poorly in international large-scale assessments:
 - **PISA 2018:** Ranked last among 79 countries in reading and second to the last in Science and Math

- **TIMSS 2019:** Ranked last among 58 countries in mathematics and science for Grade 4 students
- **SEA-PLM 2019:** Below-average mean scores in reading, writing, and mathematics among 6 countries (ranked second to last)



3. SDG4 Targets

Target 4.1. Universal primary and secondary education

Learning poverty (LP) measures developed by World Bank and UIS (2021), that account for both learning deficits as well as schooling deficits suggest:

$$LP = [LD \times (1-SD)] + [1 \times SD]$$

LP = Learning poverty

LD = Learning deprivation, defined as share of children at the end of primary who read at below the minimum proficiency level, as defined by the [Global Alliance to Monitor Learning \(GAML\)](#) in the context of the SDG 4.1.1 monitoring

SD = Schooling deprivation, defined as the share of primary aged children who are out-of-school. All out-of-school children are assumed to be below the minimum proficiency level in reading.

- In ASEAN, SGP best performing with a learning poverty rate of 3%. VNM and THA have rates at 20 to 25 %.
- PHI, KHM, LAO and MYA have learning poverty rates at around 90 % or more.

Recent learning poverty data in ASEAN member states

ASEAN member state	Share of Children at the End-of-Primary age below minimum reading proficiency adjusted by Out-of-School Children (%)			Year
	Male	Female	Both Sexes	
Cambodia	93	87	90	2015
Indonesia	55	51	53	2019
Lao PDR	98	97	98	2019
Malaysia	50	35	43	2019
Myanmar			89	2019
Philippines	92	90	91	2019
Singapore	4	2	3	2016
Thailand	26	21	23	2011
Viet Nam	20	16	18	2019

Source: World Bank <https://datacatalog.worldbank.org/search/dataset/0038947>

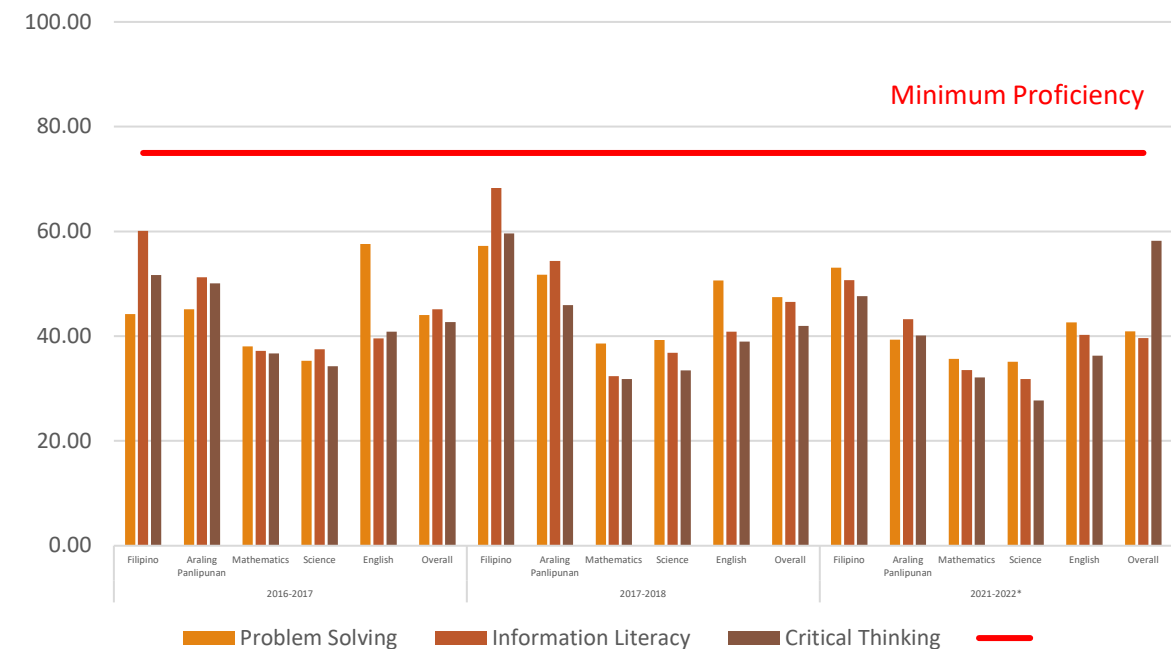
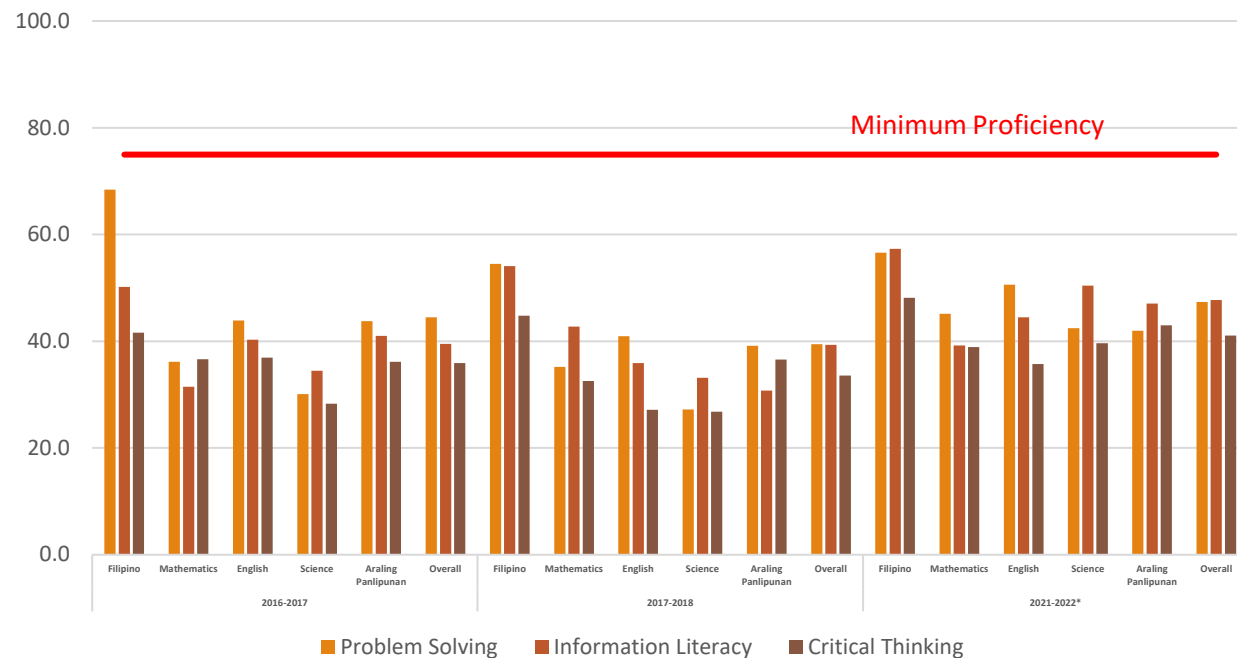
3. SDG4 Targets

Target 4.1. Universal primary and secondary education

- **NAT 2016-2017, 2017-2018, 2021-2022:** Levels at nearly proficient at best among Grade 6 and Grade 10 students. MPS around 35-40% (**low proficiency**) in **Math & Science** (better for Gr 6 in 2021-2022) Girls doing better than boys.

National Achievement Test (Grade 6) results in mean percentage score: 2016-2017, 2017-2018, 2021-2022*

National Achievement Test (Grade 10) results in mean percentage score: 2016-2017, 2017-2018, 2021-2022*

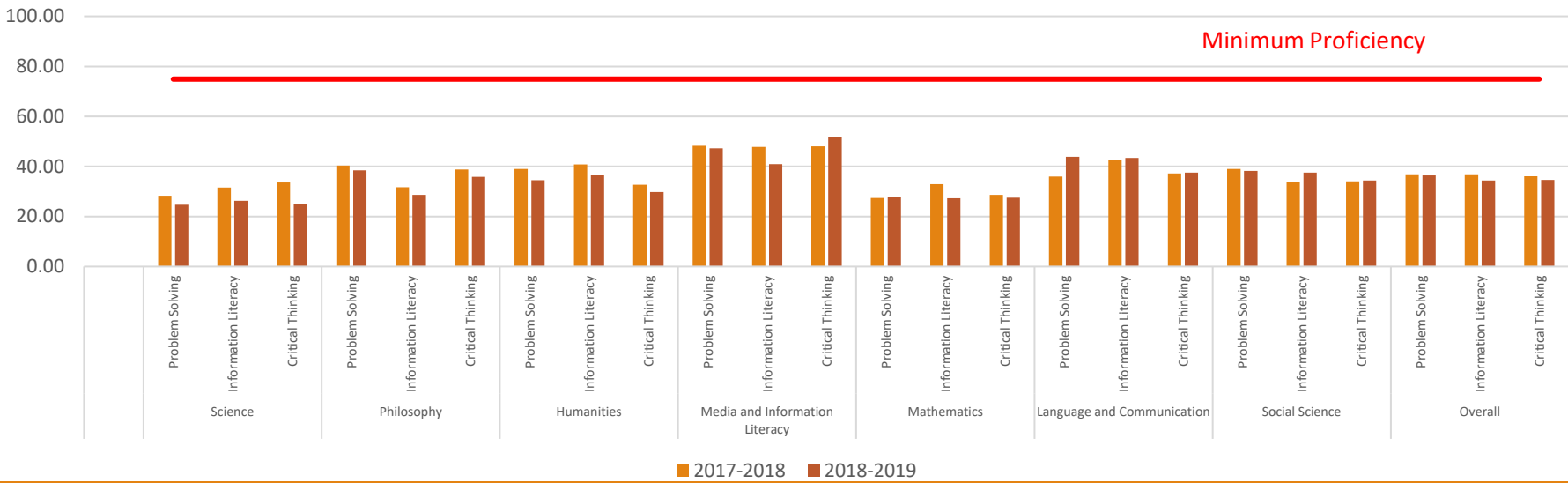


3. SDG4 Targets

Target 4.1. Universal primary and secondary education

- **NAT 2017-2018, 2018-2019:** for Grade 12 students at low proficiency levels; Math and Science also worst performance across subjects. Sex-disaggregated data shows also that girls mostly doing better than boys (and in areas they are not, the difference is negligible).

National Achievement Test (Grade 12) results in mean percentage score: 2017-2018, 2018-2019



(a) Completion Rate by Level of Education

Level of Education	Elementary			Secondary (Junior High School)			Secondary (Senior High School) ^{2/}		
	Both Sexes	Female	Male	Both Sexes	Female	Male	Both Sexes	Female	Male
2016	93.1	95.5	90.8	80.9	85.6	76.2	..	..	..
2017	92.4	94.6	90.4	84.3	88.1	80.5	..	..	..
2018	97.2	99.1	95.3	88.8	93.0	84.7	81.0	84.8	77.2
2019	96.6	98.1	95.1	85.8	89.7	81.9	76.7	80.5	73.0
2020	82.5	84.7	80.5	82.1	85.9	78.4	69.3	74.6	64.2

(b) Cohort Survival Rate by Level of Education

Level of Education	Elementary			Secondary (Junior High School)			Secondary (Senior High School) ²		
	Both Sexes	Female	Male	Both Sexes	Female	Male	Both Sexes	Female	Male
2016	93.1	95.5	90.8	80.9	85.6	76.2	..	..	..
2017	92.4	94.6	90.4	84.3	88.1	80.5	..	..	..
2018	97.2	99.1	95.3	88.8	93.0	84.7	81.0	84.8	77.2
2019	96.6	98.1	95.1	85.8	89.7	81.9	76.7	80.5	73.0
2020	82.5	84.7	80.5	82.1	85.9	78.4	69.3	74.6	64.2

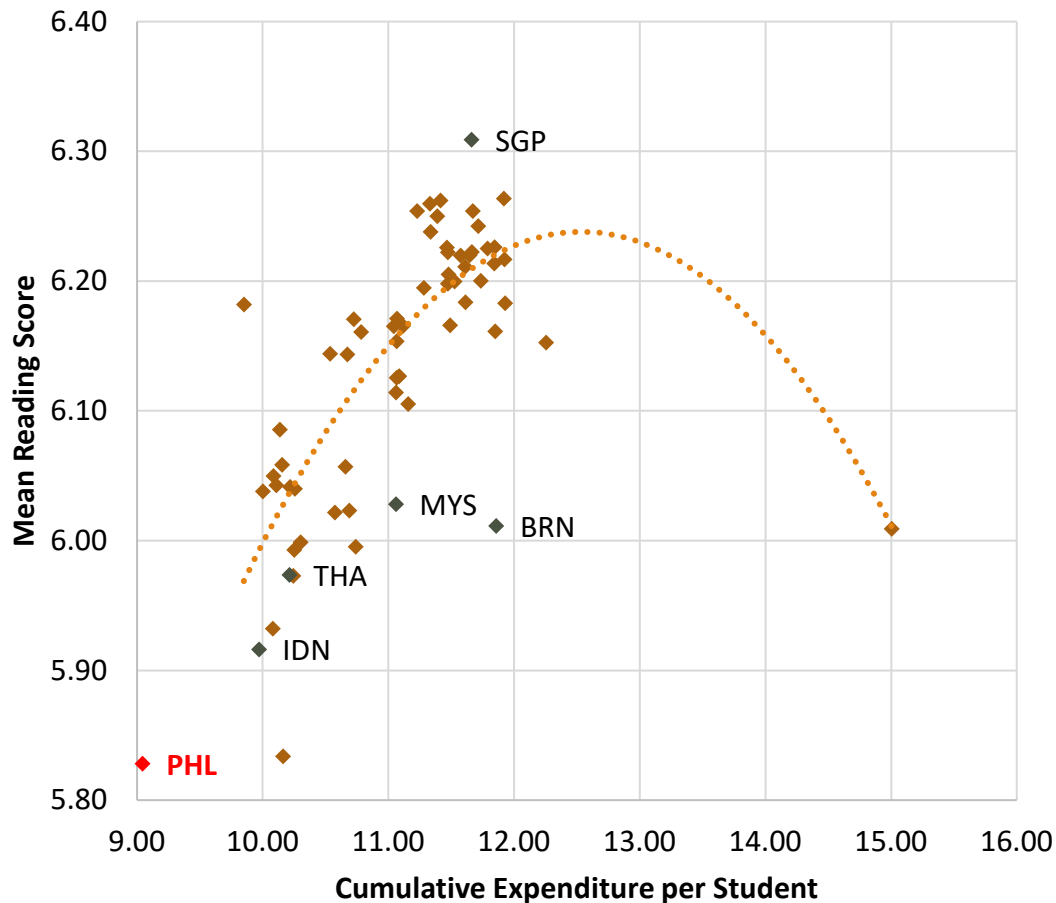
3. SDG4 Targets

Target 4.1. Universal primary and secondary education

- Lower secondary completion increased from 71.1% (2008) to 81.0% (2018); girls doing better
- Pandemic yielded 90% learning losses:
 - ADB (2022) estimates that foregone learning due to COVID-school closures have reached on average 1.42 learning-adjusted years of schooling (LAYS) for PHL. School closures have led to foregone learning equivalent to 20.6% of average LAYS in PHL before onset of pandemic.
 - Expected losses in future earnings are 3.7% of pre-pandemic earnings for PHL.

3. SDG4 Targets: Philippines

Target 4.1. Universal primary and secondary education



- In PISA, **higher per-student education spending correlates with better reading scores.**
- PH spending per student is among **lowest spending** levels globally.
- **Poor quality of education is expected** since financial resources are required to have good teachers, a conducive learning environment, a reliable learning assessment system, and innovative technologies for learning.

3. SDG4 Targets: Philippines

Target 4.2. ECD and universal pre-primary education

- **2001:** Only 24% of pre-primary children participated in organized learning.
- **2019:** Participation at 86.3%, with a slight advantage for girls.
- COVID-19 pandemic likely disrupted such gains

ASEAN Member State	4.2.2: Participation Rate in Organized Learning (1 Year before the Official Primary Entry Age) ^{a,b}					
	2010			2019		
	Total	Female	Male	Total	Female	Male
Brunei Darussalam	99.3	98.5	100.0	82.9	82.2	83.5
Cambodia	36.8	37.0	36.5	54.0	55.7	52.3
Indonesia	86.5	88.6	84.6	95.8	100.0	91.8
Lao PDR	35.6	35.9	35.3	69.2	69.7	68.7
Malaysia	85.9	88.4	83.6	99.3	100.0	98.6
Myanmar	8.8	9.0	8.5	11.8	11.8	11.7
Philippines	41.5	42.1	40.9	86.3	87.0	85.6
Singapore	...	...	...	...	...	...
Thailand	98.5	100.0	97.1	98.7	98.7	98.8
Viet Nam	90.4	...	...	99.9	99.8	100.0

3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

Key Messages



There is a need to set custom indicators that reflect the Philippines' level of development and "institutional context" (Busemeyer & Iverson, 2014).



Slow job generation, low labor force participation, high labor informality, and external risks necessitate a strong skills strategy.



PH is lagging behind its ASEAN-5 neighbors in gross enrolment ratio for tertiary education and in proportion of 15- to 24-year-olds enrolled in vocational education. The gap between male and female enrolment has widened in favor of males.

3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

Key Messages



Certification rate has shown some improvement from baseline but has remained flat in the past 5 years. Measuring system productivity has been difficult, as not all training programs have assessments, assessment centers, and assessors.



TVET sector has been underfunded and could benefit from efficiencies generated by rethinking/harmonizing scholarships and private sector engagement, and from leveraging good governance in TVET.

3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

- Economic growth has not been accompanied by job growth (ADB, 2021).
- Decreasing labor participation rate (ADB, 2021). Female labor force participation rate is about half that of the male labor force participation.
- Unemployment and underemployment is a youth, women, and rural problem (PBE, 2021).
- Labor market is highly informal – more than half of employed workers from 2008-2017 are in the informal economy (ILO, 2018); with an increasing share of precarious jobs (e.g., fixed term, seasonal) in the formal economy.
- Signs are showing a shift to low-productivity jobs (World Bank, 2023).
- External factors that could influence progress include 4IR, conflicts, and climate change.

3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

TVET objectives are articulated in various policy instruments.

- Sustainable Development Goals 2030
- Ambisyon Natin 2040
- Philippine Development Plan 2022-2028
- Philippine Employment Plan 2023-2028
- National Technical Education and Skills Development Plan 2023-2028

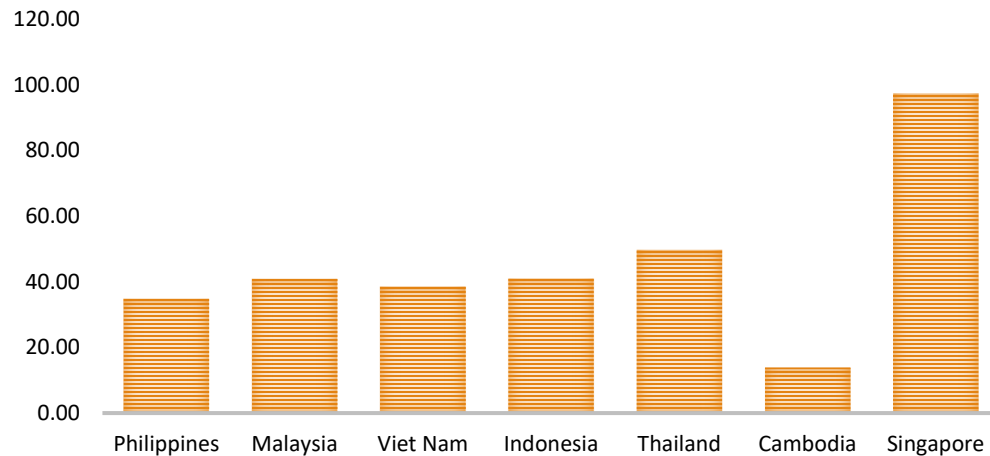


3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

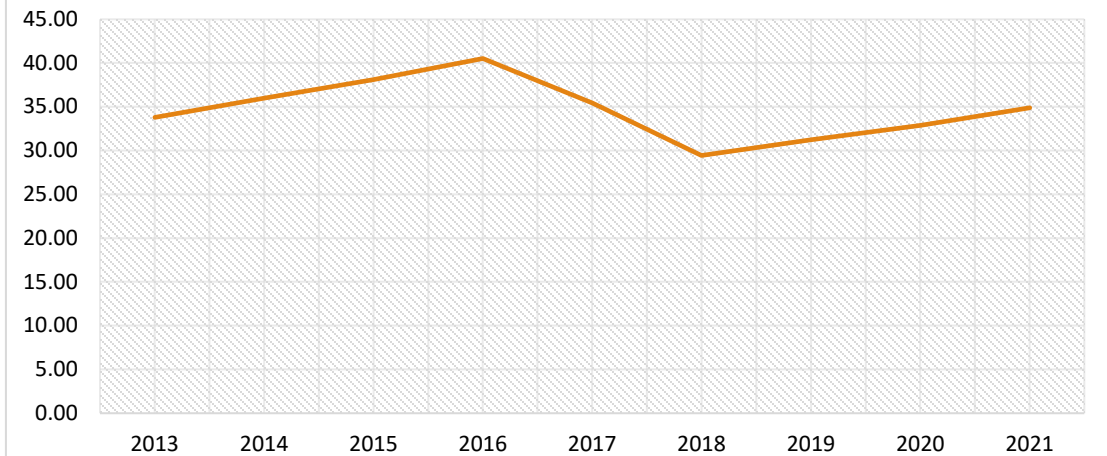
Indicator 4.3.2. Gross enrolment ratio for tertiary education by sex

GROSS ENROLLMENT RATIO FOR TERTIARY EDUCATION, BOTH SEXES (%), 2021



PH had the **lowest gross enrollment ratio** for tertiary education.

GROSS ENROLLMENT RATIO FOR TERTIARY EDUCATION, BOTH SEXES (2013-2021), PHILIPPINES



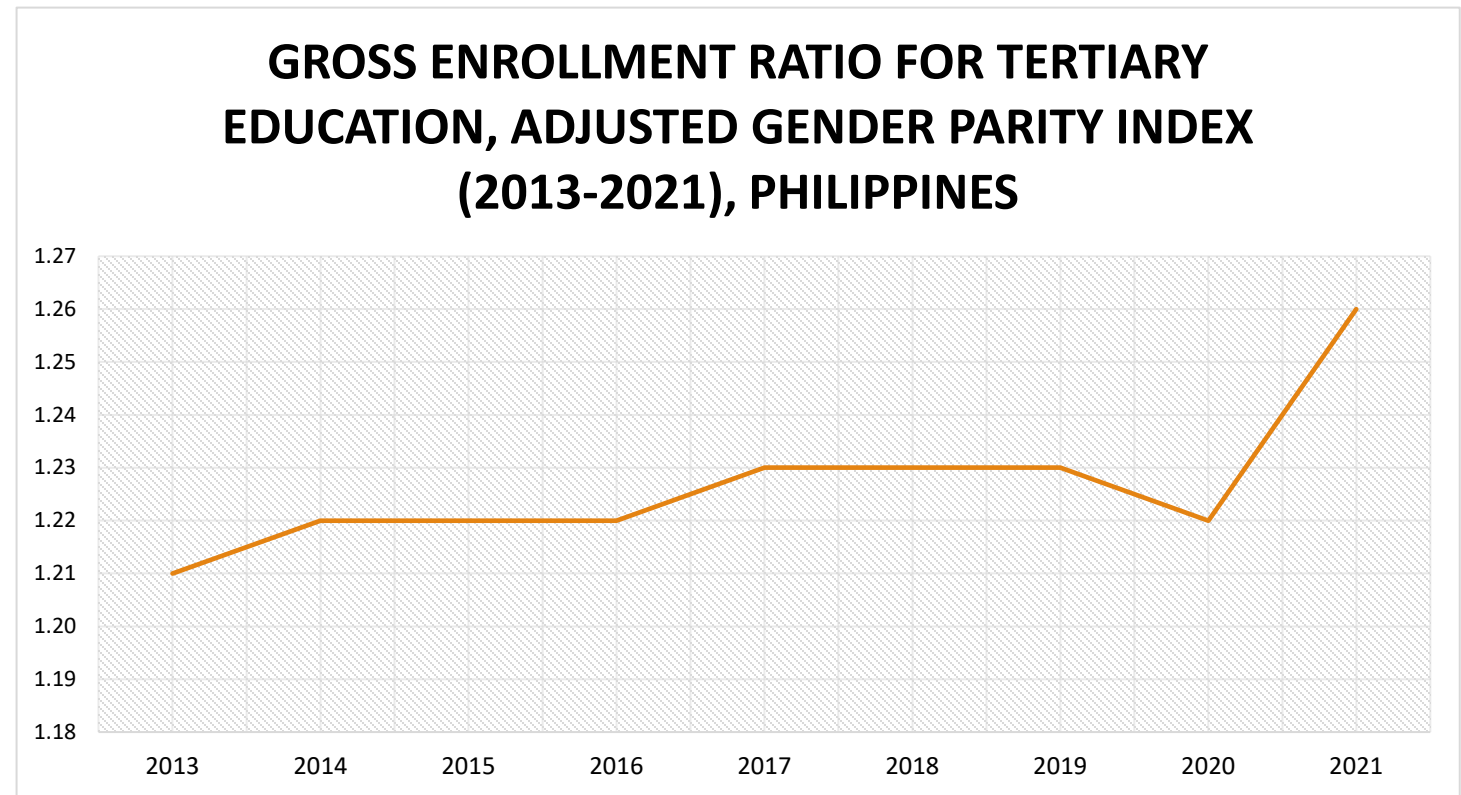
Remained relatively flat, with an **average of 34.8%** in the past 9 years.

3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

Indicator 4.3.2. Gross enrolment ratio for tertiary education by sex

Tertiary education enrollment has skewed towards **females** in the last 9 years.

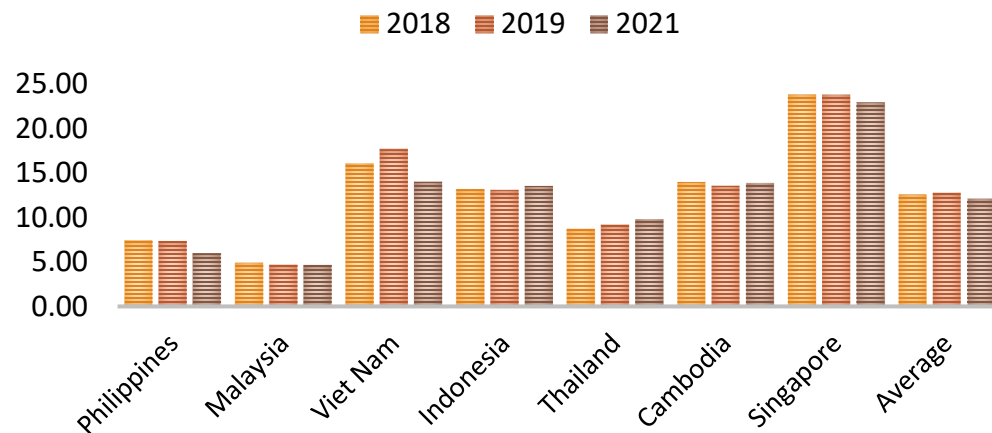


3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

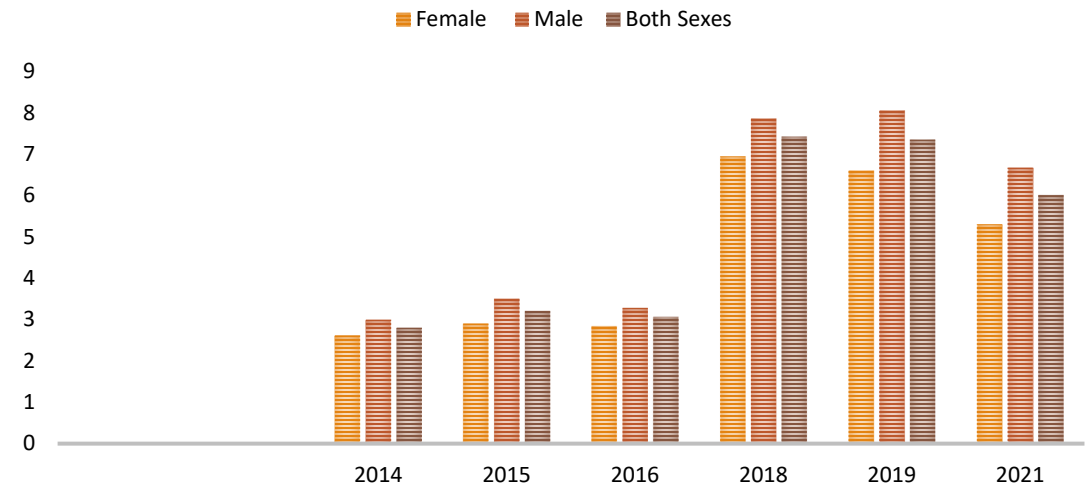
Indicator 4.3.3. Participation rate in technical vocational programmes (15– to 24-year-olds) by sex

PROPORTION OF 15-TO- 24-YEAR-OLDS ENROLLED IN VOCATIONAL EDUCATION, BOTH SEXES (%), SELECT ASEAN COUNTRIES



PH has been **below the regional average.**

PROPORTION OF 15-TO-24-YEAR OLDS ENROLLED IN VOCATIONAL EDUCATION, BY SEX (%), PHILIPPINES



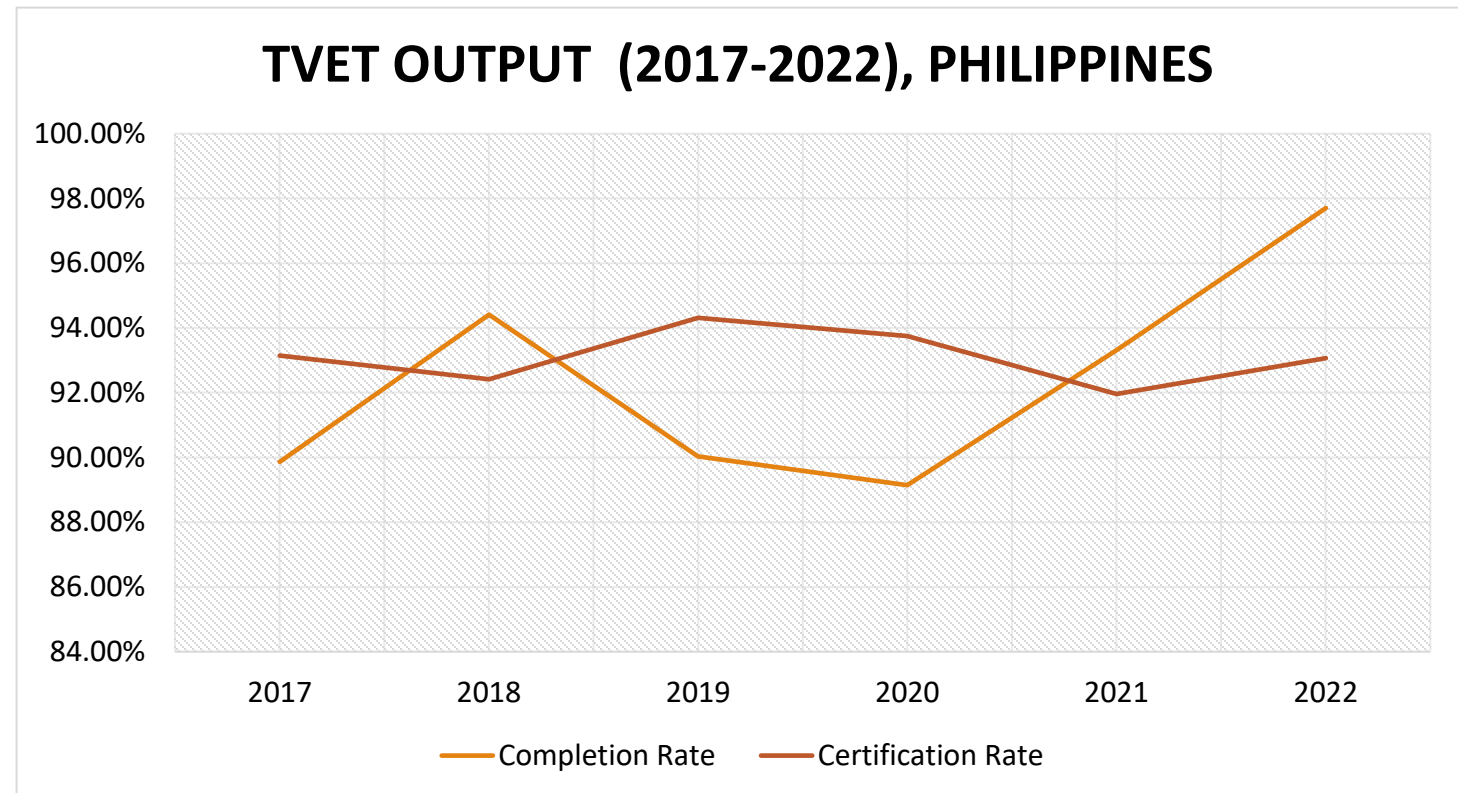
Females lag behind males in vocational education enrolment.

3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

Indicator 4.3.s4. Certification rate (TVET) - target, increasing

While certification rate has increased vs. baseline (91.9%), it has **remained flat in the past 5 years.**



3. SDG4 Targets: Philippines

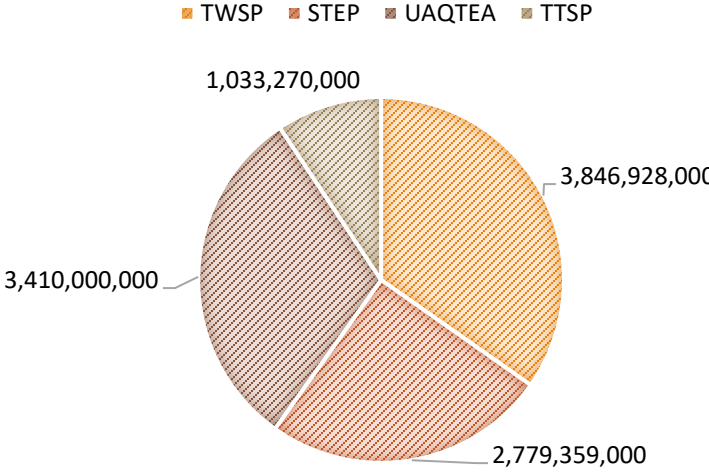
Target 4.3. On equal access to technical/vocational education

Indicator 4.5.3. Existence of funding mechanisms to reallocate education resources to disadvantaged populations

Funding mechanisms that target disadvantaged populations serve a significant proportion of TESDA enrollees.

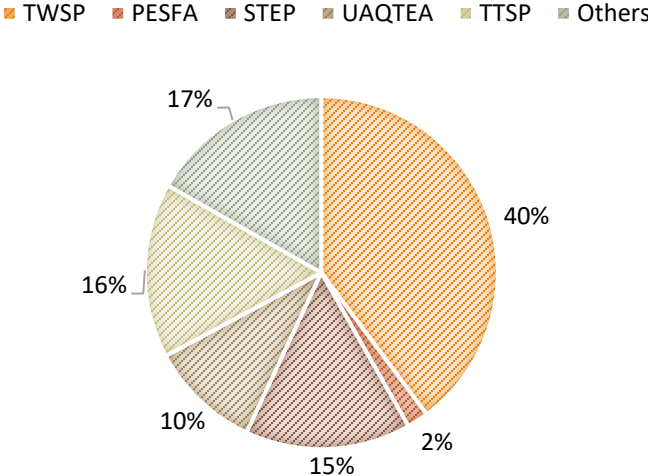
- 39% of enrolled in TVET got TESDA scholarships (2022)
- 23% of enrolled in TVET belong to TESDA’s special target groups (2022)

BUDGET IN PHP, BY SCHOLARSHIP TYPE (2023)



Source: GAA, 2023

ENROLMENT, BY SCHOLARSHIP TYPE (2022)

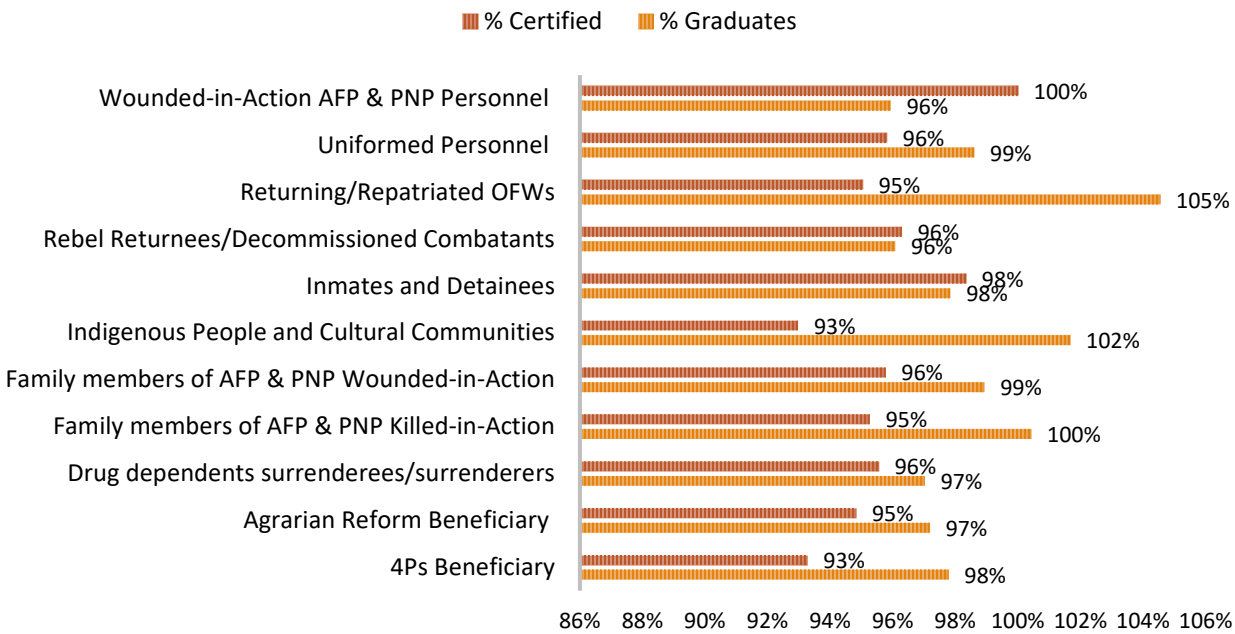


Source: NTESDP 2023-2028

3. SDG4 Targets: Philippines

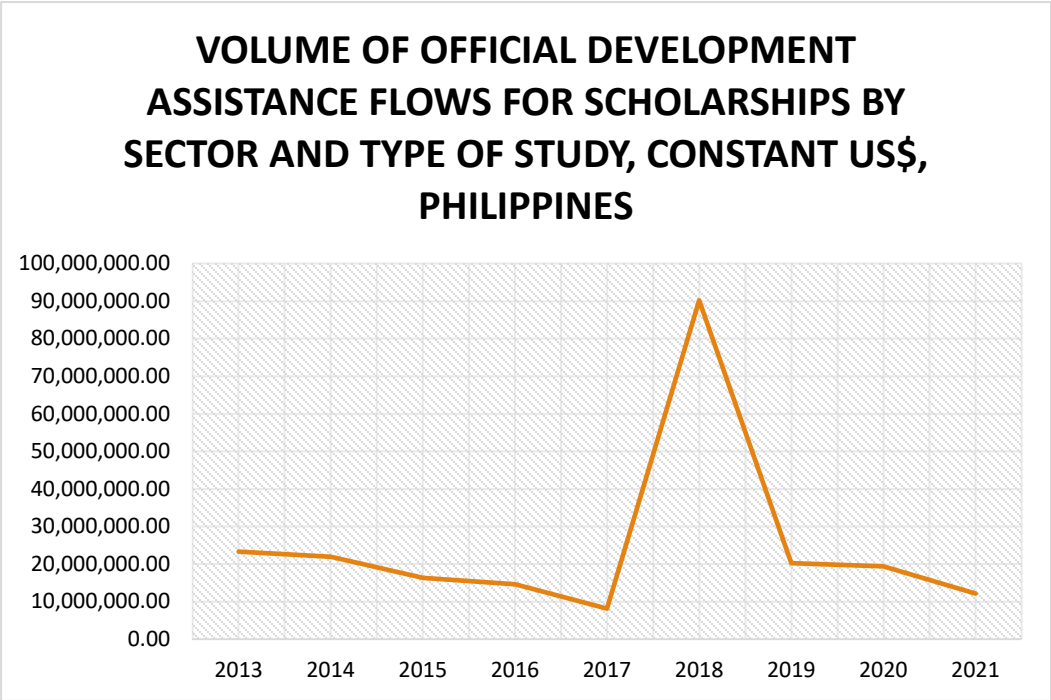
Target 4.3. On equal access to technical/vocational education

TVET OUTPUT, BY SPECIAL TARGET GROUP (2022)



Learners in special target groups have better TVET outcomes than the system average.

Indicator 4.b.1. Volume of official development assistance flows for scholarships by sector and type of study



3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

Indicator 4.c.s2. Number of TVET trainers trained

Capacity issues that need to be addressed:

- **Increasing number of trainers**, from a baseline of 6,518 (2016) to 7,746 (2021). This is a ratio of 160 trainees: 1 trainer, in a year.
- Of the 26 sector classifications of training in 2022, **a third (35%) have less than 10 assessors, NTTC holders, assessment centers, TVET providers, and/or registered programs.** These sectors had 190,873 enrollees.
- The system is particularly **weak in developing relevant skills and putting skills to effective use**; placing below average or worse in the bottom 20% of ASEAN and select OECD countries (OECD, 2022).

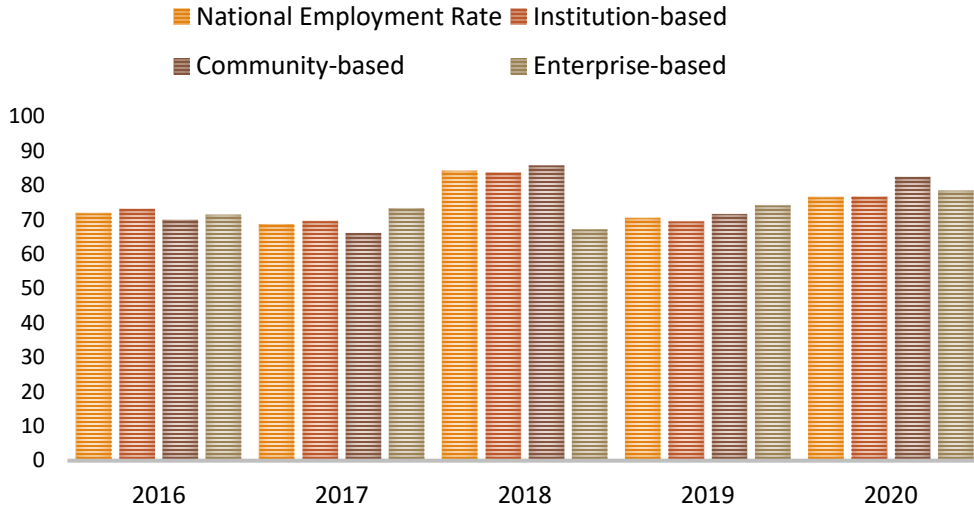
3. SDG4 Targets: Philippines

Target 4.3. On equal access to technical/vocational education

There are bright spots we can leverage/learn from.

- **Enterprise-based training** continues to have the **smallest share of enrolment** by delivery mode. Employment rates of enterprise-based training graduates tend to be consistently higher than national employment rates.
- Governance of skills system is at or slightly above regional and select OECD countries' average; **governance weakness is in fund allocation** (OECD, 2022).

EMPLOYMENT RATE, BY TRAINING VENUE (2016-2020)



Source: NTESDP 2023-2028

3. SDG4 Targets: Philippines

Target 4.3. On equal access to higher education

Revisiting the SDG 4 targets on post-secondary education

Target 4.4: “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship”

Target 4.5: “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”

Target 4.c: “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States”

Source: UN DESA (<https://sdgs.un.org/goals/goal4>)

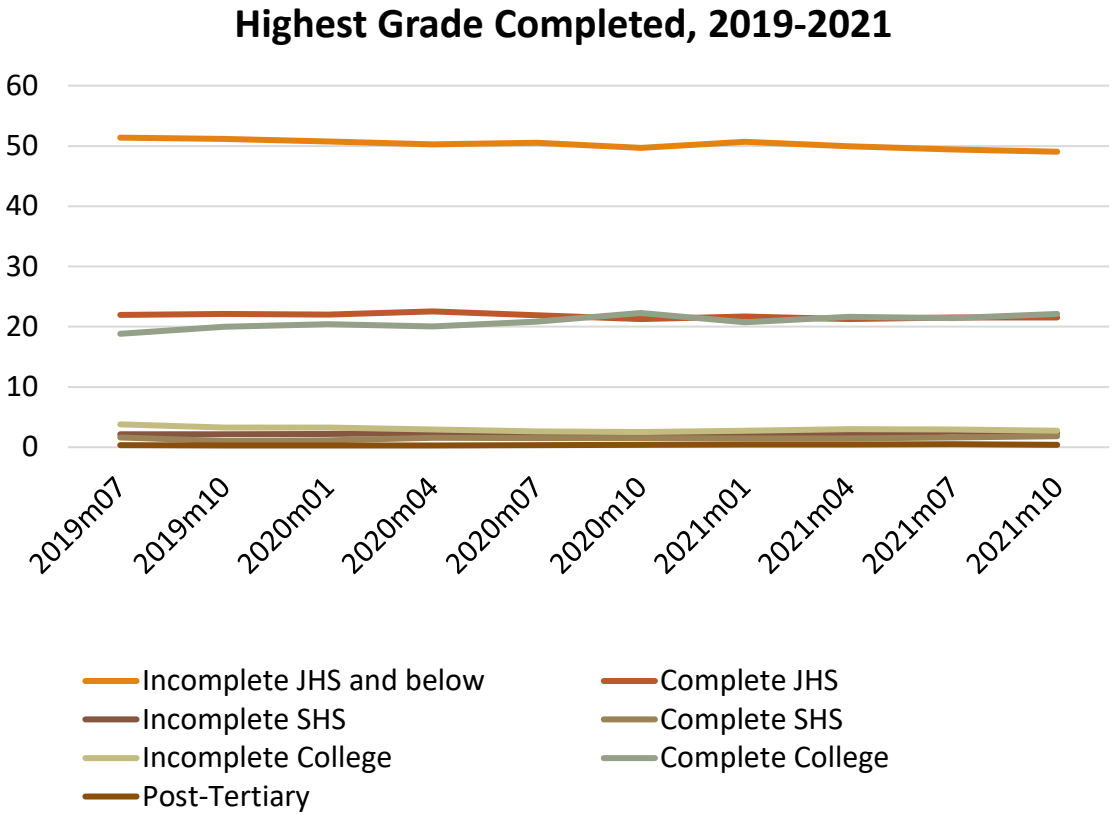
3. SDG4 Targets: Philippines

Target 4.3. On equal access to higher education

Key Insight 1a: Stark disparities in access to post-secondary education are likely to result to missing out opportunities in exploiting the demographic dividend

Workers with incomplete high school education dominate the Philippine labor force.

- Self-selecting into low-skilled, low-productivity, and low-earning jobs.
- Truer for older population, thus explaining the deepening social phenomenon of the younger population taking on bigger burdens for the family.



3. SDG4 Targets: Philippines

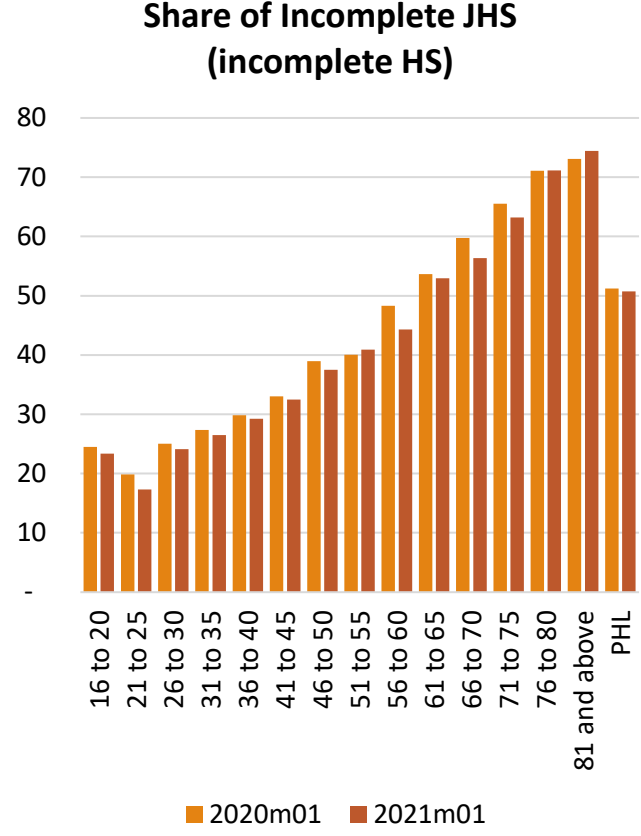
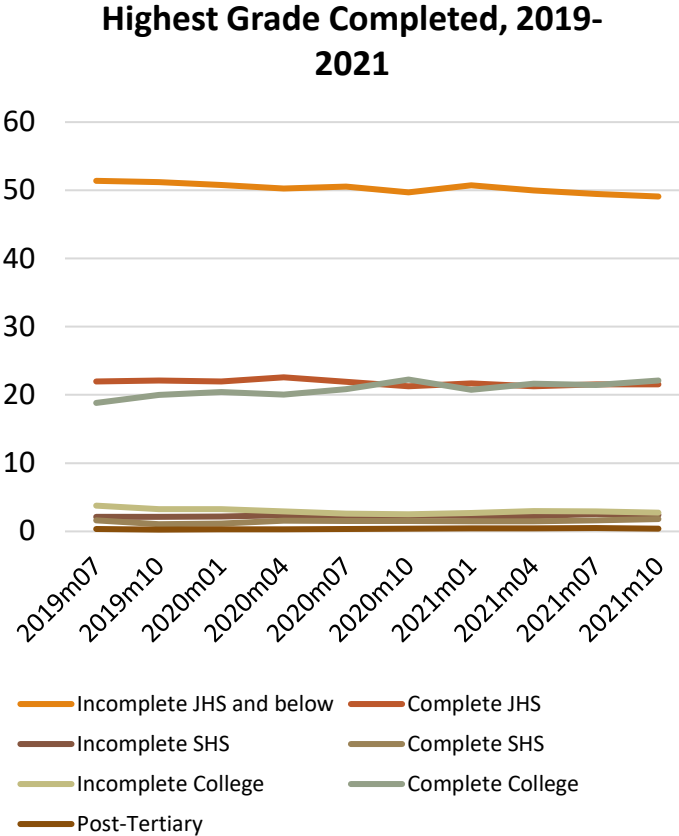
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Workers with incomplete college are just as many as those with college degree holders. Increasing since the pandemic.



3. SDG4 Targets: Philippines

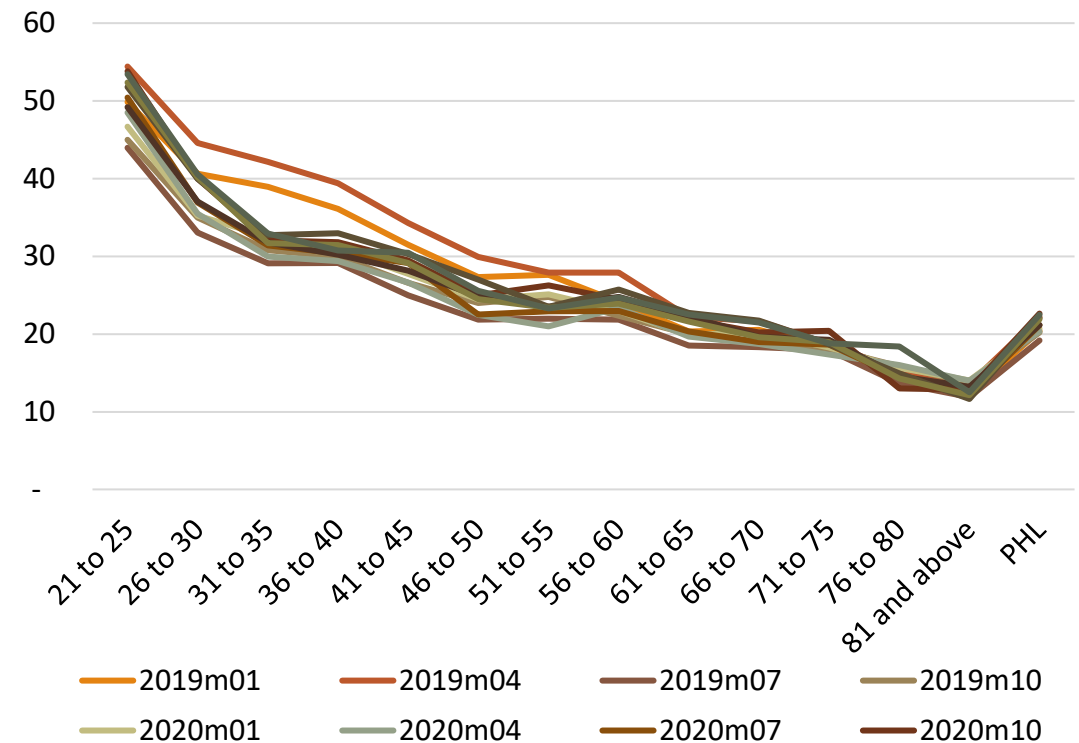
Target 4.3. On equal access to higher education

Key Insight 1a: Stark disparities in access to post-secondary education are likely to result to missing out opportunities in exploiting the demographic dividend

There are **more younger workers in the labor force with college degrees**, but they **rapidly shrank during the pandemic**, e.g. between 2019 vs. 2021.

- The precipitous decline became the norm during the pandemic.
- Prior literature has shown that older workers intending to return to post-secondary training find it more difficult to return due to new social roles, e.g. family roles, work demands, etc.

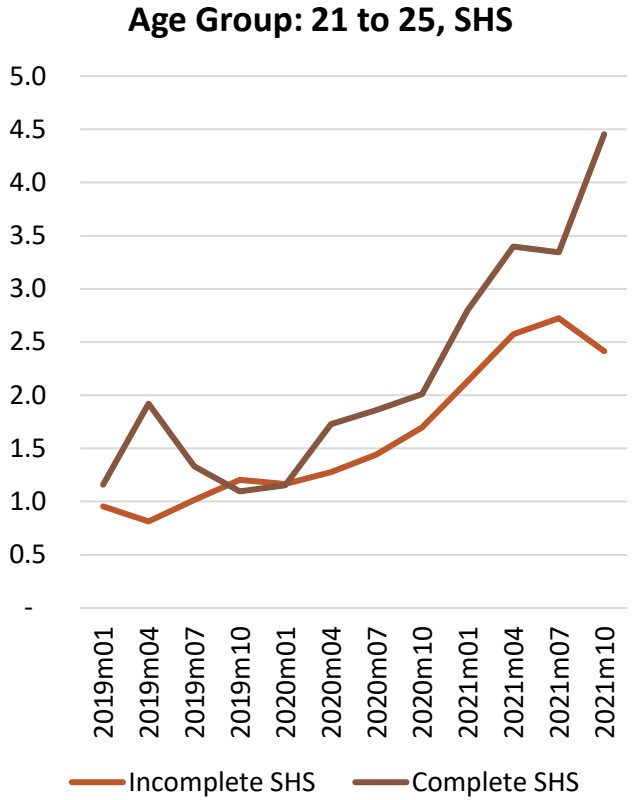
Share of Holders of at least Bachelor's (inc. Graduate Degrees)



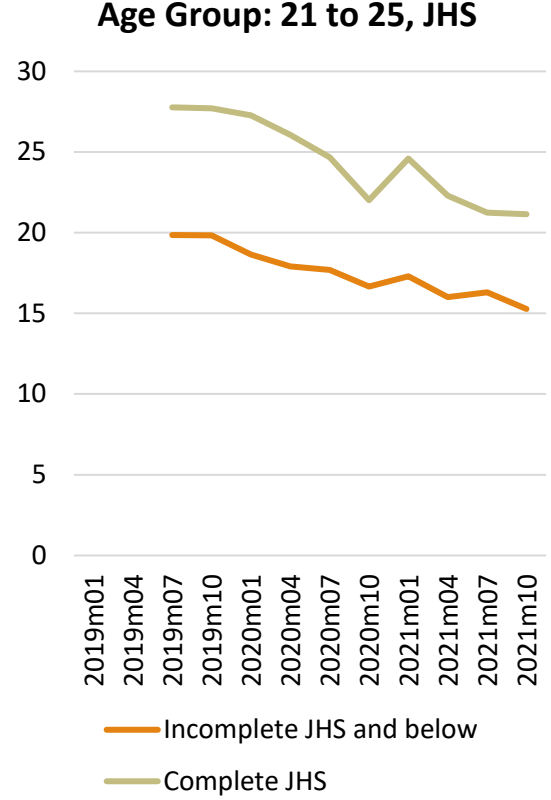
3. SDG4 Targets: Philippines

Target 4.3. On equal access to higher education

Key Insight 1a: Stark disparities in access to post-secondary education are likely to result to missing out opportunities in exploiting the demographic dividend



More SHS graduates are entering the labor force, but those who did not complete SHS are also doing the same. The pressure to earn while able during times of crisis is highly pronounced.



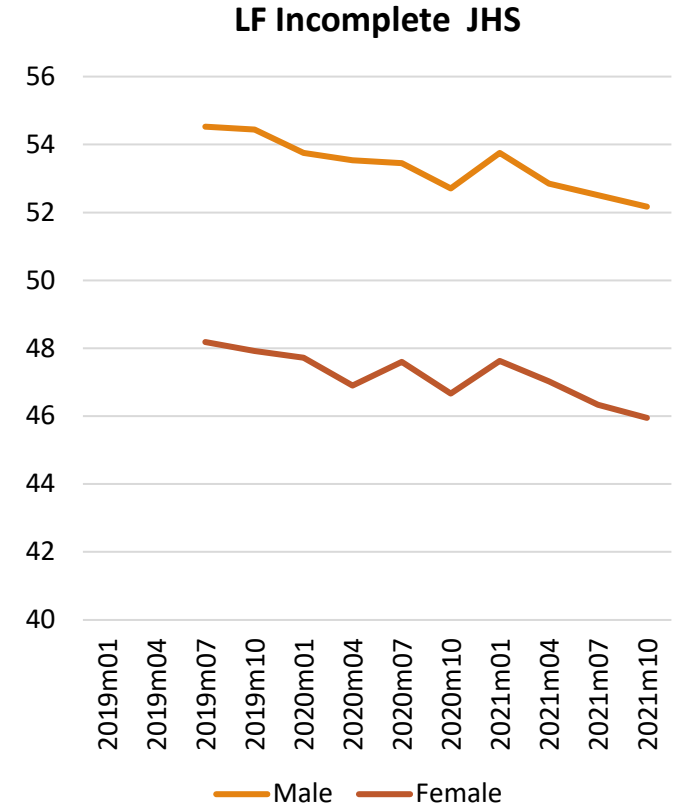
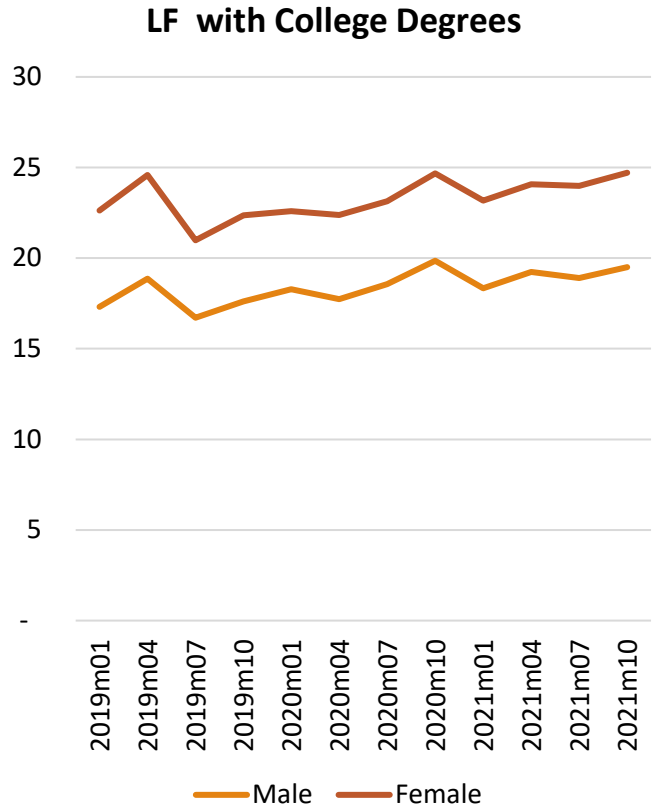
The pandemic rushed the entry of JHS graduates, with relatively high participation rates of the non-completers. Early 2020s will show higher labor force participation of SHS graduates, particularly those who will not proceed to higher education.

3. SDG4 Targets: Philippines

Target 4.3. On equal access to higher education

Key Insight 2: Education completion outcomes are gendered in favor of females.

Men are substantially behind women in college, JHS, and SHS completion rates. This will have severe implications for their skills, their job, and marriage market prospects.

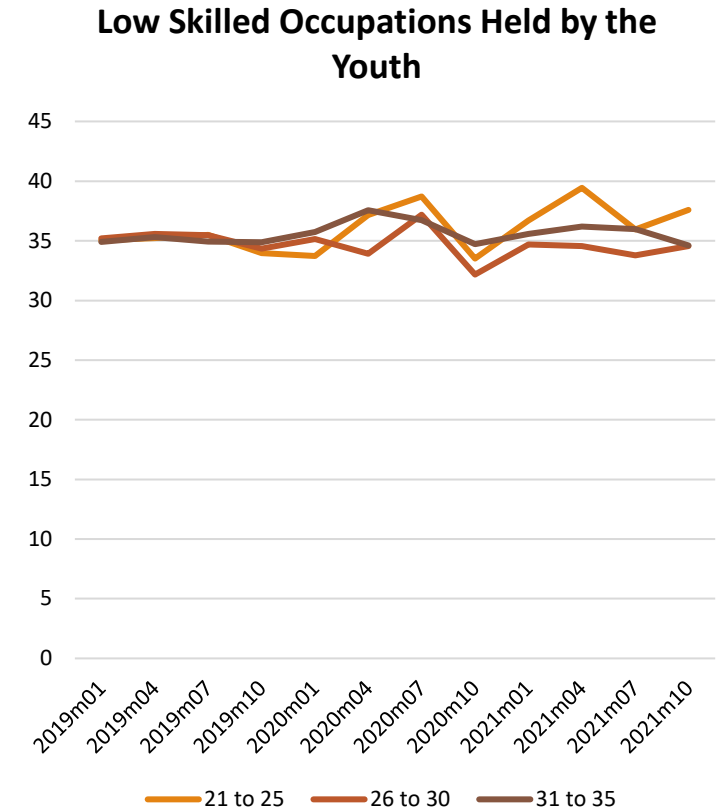
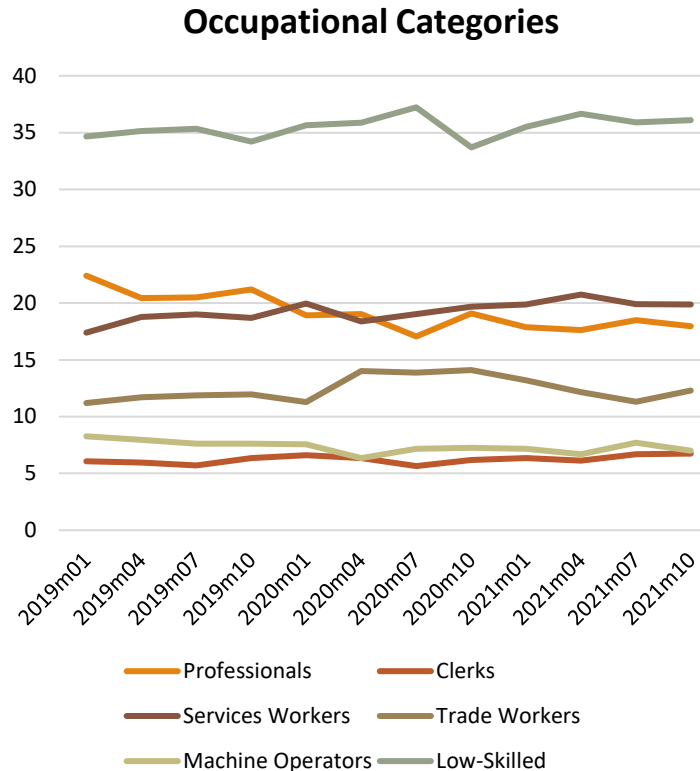


3. SDG4 Targets: Philippines

Target 4.3. On equal access to higher education

Key Insight 3: Low Skilled Jobs dominate the labor force; decline in share of professional jobs, and increasing share of low –skilled occupation among the younger workers

A worrying trend is emerging: despite higher college participation outcomes among younger people, they don't necessarily go into professional jobs. An increasing share of the youth are going to middle-skill and low-skilled occupations that do not require a college degree.



3. SDG4 Targets: Philippines

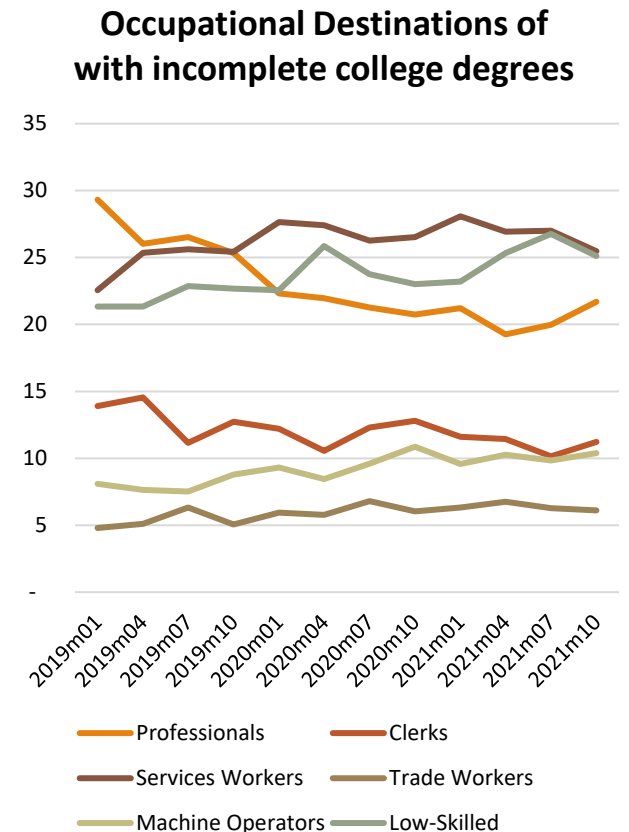
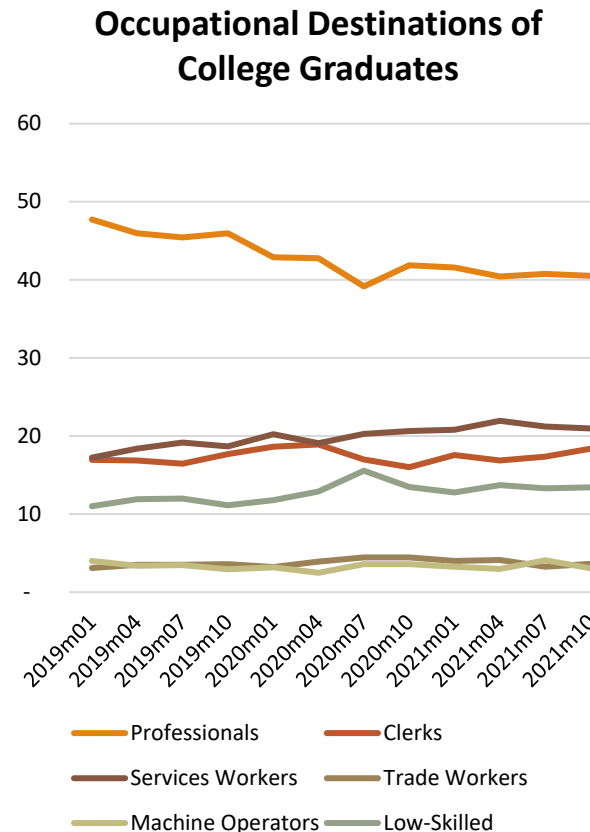
Target 4.3. On equal access to higher education

Key Insight 3: Low Skilled Jobs dominate the labor force; decline in share of professional jobs, and increasing share of low –skilled occupation among the younger workers

Occupational “wedge” among college degree holders vs those with incomplete degrees

- **College degree holders:** declining share of professional jobs, more service and clerical work.
- **Incomplete college:** substantial decline in the share of professional jobs, domination of low-skilled and service jobs. Rising share of machine operators

Labor supply views vs. labor demand views: industries are likely not getting sophisticated enough nor getting enough investments to hire highly educated workers.



3. SDG4 Targets: Philippines

SDG Target 4.5. On gender equality and inclusion

- All children, regardless of sex, should have equal opportunity to enjoy quality education. To achieve gender equality and social inclusion, interventions needed for those left behind, e.g., girls who are victims of gender-based violence, child marriage, early pregnancy, esp. in rural areas.
- Several gender parity indices suggest girls have the advantage, especially as children age.
- Teaching bureaucracy highly feminized: some literature suggests that gender imbalance in teachers may affect boys' performance (Paqueo and Orbeta 2019; David et al. 2018b; Mulji 2016; Terrier 2016; David et al. 2009) but mixed research results on teacher gender impact on outcomes.

3. SDG4 Targets: Philippines

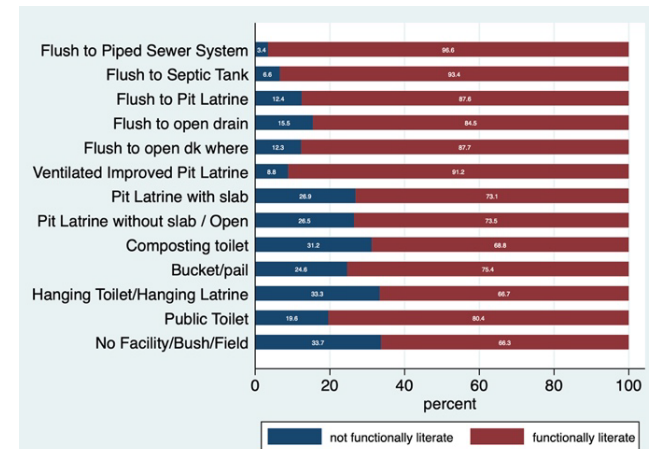
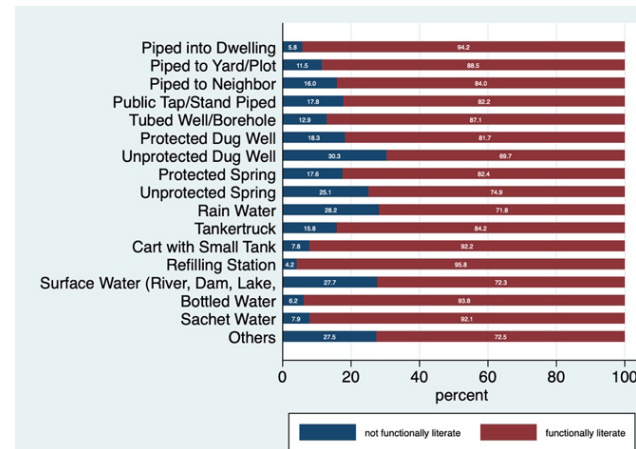
SDG Target 4.6. On universal youth literacy

- Basic literacy rates (and functional literacy rates) among young are high: In 2019, nearly all (97.7%) of Filipinos aged 10 to 17 could read and write, up from 94.8% in 2013. Functional literacy rates are estimated at 89.1% for those aged 10 to 17.
- Literacy, both basic and functional, are slightly higher for girls, and lowest in BARMM (76.5%).
- They are also lower among the poor.

Basic and Functional Literacy Rates among 10-17 yr old with and without access to cellphone and broadband internet by Sex: 2019

Literacy Rate (%)	Access to Cellphone				Access to Broadband Internet			
	With		Without		With		Without	
	Male	Female	Male	Female	Male	Female	Male	Female
Basic	97.2	98.8	91.0	96.8	98.7	99.6	96.3	98.4
Functional	88.7	91.3	76.5	85.5	93.2	96.1	86.5	89.8

Proportion of 10-17 yr old who are functionally literate and not functionally literate across (a) type of water source, and (b) type of sanitation: 2019



3. SDG4 Targets: Philippines

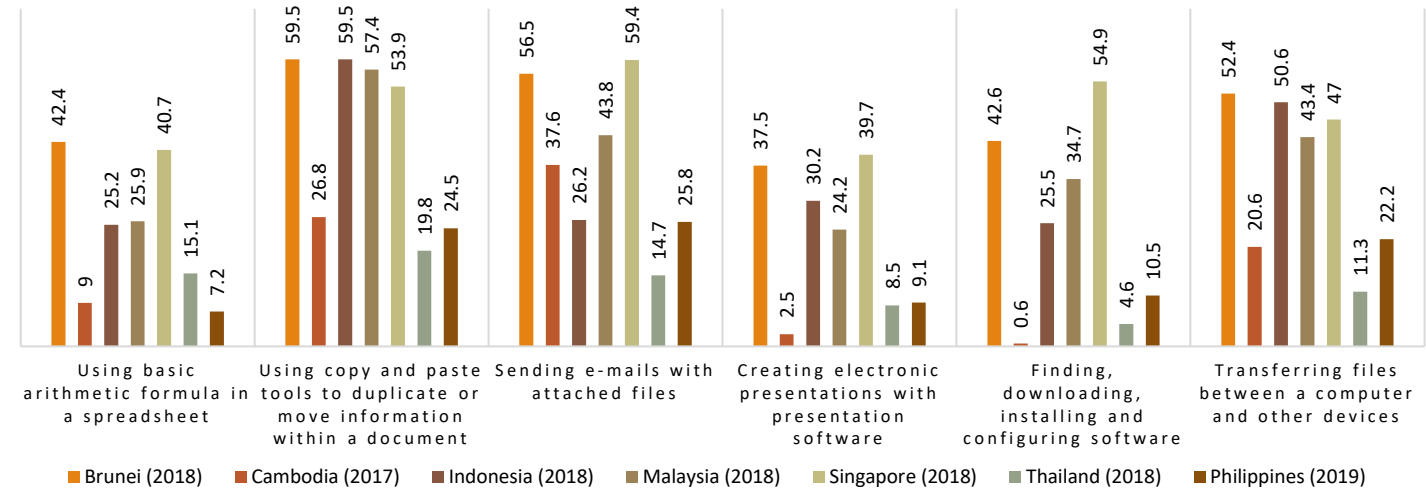
SDG Target 4.6. On universal youth literacy

- Digital skills are poor in PH: Two-fifths (40%) of Filipinos have at least one of six ICT skills measured for the SDGs.
- In ASEAN, PH lags in nearly all digital skills
- Digital skills in need of enhancement, esp. among very young and the elderly.

Proportion (%) of individuals that have at least one of six ICT skills identified for measuring SDG Indicator 4.4.1

	10-14	15-24	25-64	65 and above	Total
Male	16.1	40.7	45.2	30.8	37.8
Female	30.4	52.3	37.4	13.4	41.4
Total	23.1	46.7	40.3	18.0	39.8

Proportion (%) of youths and adults in selected ASEAN member states with ICT skills (SDG 4.4.1), by type of skill, recent year



3. SDG4 Targets: Philippines

SDG Target 4.a. On effective learning environments

- Electricity access is nearly available to all schools (with only about 2 percent with no access), as of 2020. Access to computers is about three in four for primary schools, and about four in five for secondary schools; meanwhile access to internet is around 70 percent for both primary and secondary schools.
- In 2020, three out of five schools at the primary or secondary levels had access to basic drinking water, an increase from about half in 2017.
- The proportion of schools with basic handwashing facilities is about 9 in 10, as in 2020, which has improved from about 3 in 5 in 2016

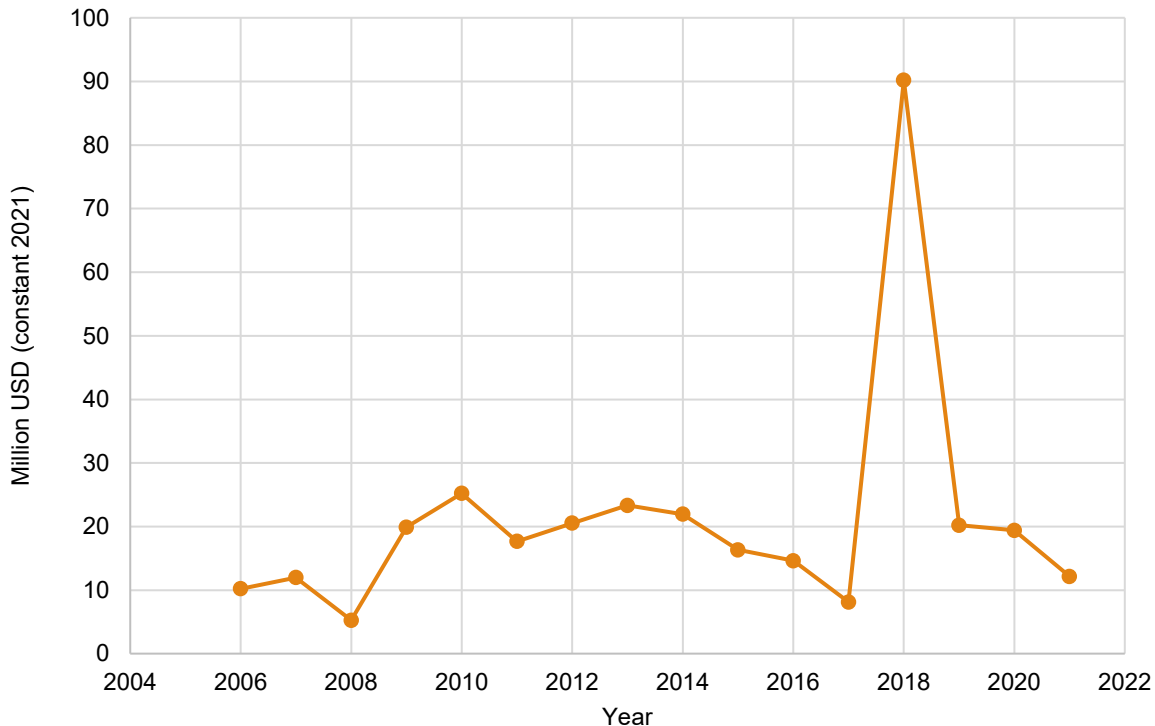
3. SDG4 Targets: Philippines

SDG Target 4.a. On effective learning environments

- The proportion of primary schools with access to single-sex basic sanitation was 60.4 % in 2018, up by 15 percentage points from the preceding two years.
- Less than 20 percent of schools have adapted infrastructure and materials for students with disabilities, suggesting that inclusive education is still far from being a reality

3. SDG4 Targets: Philippines

SDG Target 4.b. On scholarships



Total official flows for scholarships, by recipient countries (millions of constant 2021 United States dollars)

- As regards total official flows for scholarships from 2006 - 2020, this averaged around 20 million dollars (in constant 2018 prices), though 2018 was an unusual year, when flows reached its maximum for the period, at a level of 90 million dollars
- Scholarships are important, but donor countries providing scholarships to less developed countries should be encouraged to increase other forms of support to education.

3. SDG4 Targets: Philippines

SDG Target 4.c. On teachers and educators



- **Teachers are most important resources in education sector: 70% of DepEd budget from 2010 to 2019 allocated to teacher and staff salaries (Albert et al. 2021).**
 - Teachers not underpaid: average wages are around **PhP 22,074 per month**, almost double median monthly wages of other wage and salary workers (PhP 11,277) (LFS 2020)
- **Public school teachers take on additional administrative duties, potentially affecting the quality of classroom education.**

4. What Needs to be Done



Identify root of learning deficits in basic education: curriculum, use of mother tongue, prevalence of “mass promotion”, the teacher factor or other factors?

- Meta-analysis identifies crucial **role of** having effective **teachers**. Success of Viet Nam is attributed to teachers who are not necessarily better qualified, but they are simply more effective at teaching



Implement open data policies and statistics release calendar in education sector, especially basic education

- Address **data interoperability:** Learners Reference Number system should be integrated with achievement tests, EGRA, NAT, etc.



Need to increase investments in education sector (but also show impact per peso: spending matters, but quality of spending matters more!)

4. What Needs to be Done



Reform teacher recruitment, training, support and management:

Address teacher workload as this affects teaching quality; Make use of NAT results as inputs for teacher training

- [Alinsunurin \(2021\)](#) explored how 2018 PISA performance is affected by learners' backgrounds, learning mindsets, reading difficulties, and other self-reported characteristics; particular policy solutions, on improving the curriculum and intensifying teacher training, are suggested



Learning from Good Country Practices on Quality Education:

Germany and Korea's Meister Schools and TVET; Poland's Education Reform in 1998 and 2017; High Tech High Touch Education in Viet Nam; Education Systems in Estonia, and Burundi

- See 2023 [CGD Paper of Le Nestour et al](#); 2018 OECD Report on [World Class : How to Build a 21st Century School System](#)

4. What Needs to be Done



DepED should work with PSA and DICT on improving measurement of literacy, particularly functional and digital literacy



Develop targets for education outcomes on Gender Equality, Disability, and Social Inclusion: out-of-school-children, digital literacy (and soft) skills, customized initiatives for BARMM, targeted, wrap-around education and learning support programs for vulnerable groups



Develop cross-agency coordination and planning mechanisms among DepEd, CHED and TESDA to attain quality teaching and learning environments outcomes

4. What Needs to be Done

Recommendations for TVET

Skills Development

Operationalize the PQF, reinforce learning in upper secondary (SHS); improve access to tertiary education (models include Korea and Germany)

Effective skills utilization

Rethink scholarship programs to cover wrap-around costs to training

Capacity

Need to upskill trainers; consider use of UAQTE as upskilling program for TESDA trainers; get industry assessors and set up an NC equivalent to industry-issued certification

Information

Improve the registry of youth NEET and potential TVET clientele

Funding

Maximize TVET devolution; explore private sector incentives (See: Malaysia's Human Resources Development Fund)

4. What Needs to be Done

Recommendations for Higher Education



Creation of a labor market information system that informs higher education stakeholders about skills and job needs of the economy, localized to regions and provinces.



Implement targeted programs, like scholarships and financial aid, **to enhance access to post-secondary education for vulnerable groups.**



Strengthen lifelong learning and upskilling opportunities, ensuring alignment with future job requirements and external validation of assessments.



Develop a policy research agenda for measuring and reporting higher education outcomes, including the design of completion-reskilling programs. Encourage private sector involvement in curriculum and training development.



Provide LGUs and HEIs with information on priority jobs and sectors through data analysis, leveraging sources like the LFS and other datasets.



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