



**EDCOM2**

The Second Congressional  
Commission on Education



# Philippine Education Conference 2023

December 6, 2023

**Karol Mark R. Yee, Ph.D.**  
Executive Director

# The Second Congressional Commission on Education

Republic Act 11899 was passed into law in July 2022, creating EDCOM II, with the mandate of conducting a **“comprehensive national assessment and evaluation of the performance of the Philippine education sector for the purpose of recommending transformative, concrete and targeted reforms in the sector with the end in view of making the Philippines globally competitive in both education and labor markets”** in the next three years, from 2023 to 2025.

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## Background & Context

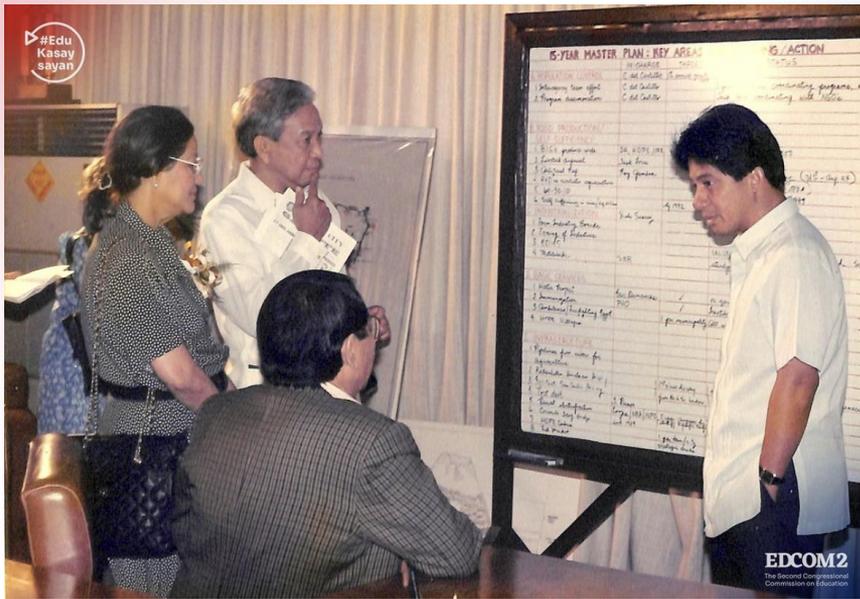
# Commissions, Surveys, and Reviews of Philippine Education

**1991**

The First  
Congressional  
Commission  
on Education  
(EDCOM I)

**2022**

The Second  
Congressional  
Commission  
on Education  
(EDCOM II)



**1991**

The First Congressional Commission on Education (EDCOM I)





# Making Education Work

AN AGENDA FOR REFORM

## Making Education Manageable

### Organizational structure and institutional arrangements

**T**o guarantee concentration on basic education and consequently achieve greater efficiency and effectiveness, institutional arrangements will be made at each level of the educational ladder. (See Figure 10, the present DECS organizational chart; and Figure 11, the proposed structure.)

We propose a Department of Basic Education, a Technical Education and Skills Development Authority and a Commission on Higher Education to deal respectively with the planning, administration, program formulation, and implementation, as appropriate, of basic education; technical education and skills training; and higher education.

# Main agencies governing education

1994	<b>Republic Act 7722:</b> “Higher Education Act of 1994” creating CHED <b>Republic Act 7796:</b> “TESDA Act of 1994” creating TESDA
2000	<b>Republic Act 8980:</b> “ECCD Act” which created the National Coordinating Council and Coordinating Committee for ECCD
2013	<b>Republic Act 10410:</b> “Early Years of 2013” then further strengthened the ECCD Council, attaching it administratively to DepEd
2001	<b>Republic Act 9155:</b> “Governance of Basic Education Act of 2001” renaming the DECS to become the Department of Education (DepEd) with a focus on basic education

# EDCOM's 28 Priorities



# 28 Priorities

## ECCD

1. Nutrition and feeding
2. Supply-side factors
3. Demand-side factors
4. Governance and financing of ECCD

## Basic Education

5. Learning resources
6. Measurement of learning outcomes
7. Curriculum and instruction
8. School infrastructure
9. Alternative Learning System (ALS)
10. Home and school environment

## Higher Education

11. Access to quality higher education
12. Efficiency of public and private higher education provision
13. Graduate education, research and innovation
14. (Cross cutting) Digital transformation and educational technologies
15. (Cross cutting) Internationalization of higher education



# 28 Priorities

## Teacher Education and Development

16. Alignment of CHED, PRC, DepEd (including TEC) on teacher education and development
17. Pre-service education
18. In-service training and development

## TVET and Lifelong Learning

19. Needs-based system projecting the demands in workers' upskilling
20. Industry involvement and investment in upskilling
21. Ensuring quality in the provision of TVET
22. Framework for equivalency and recognition of non-formal and informal learning

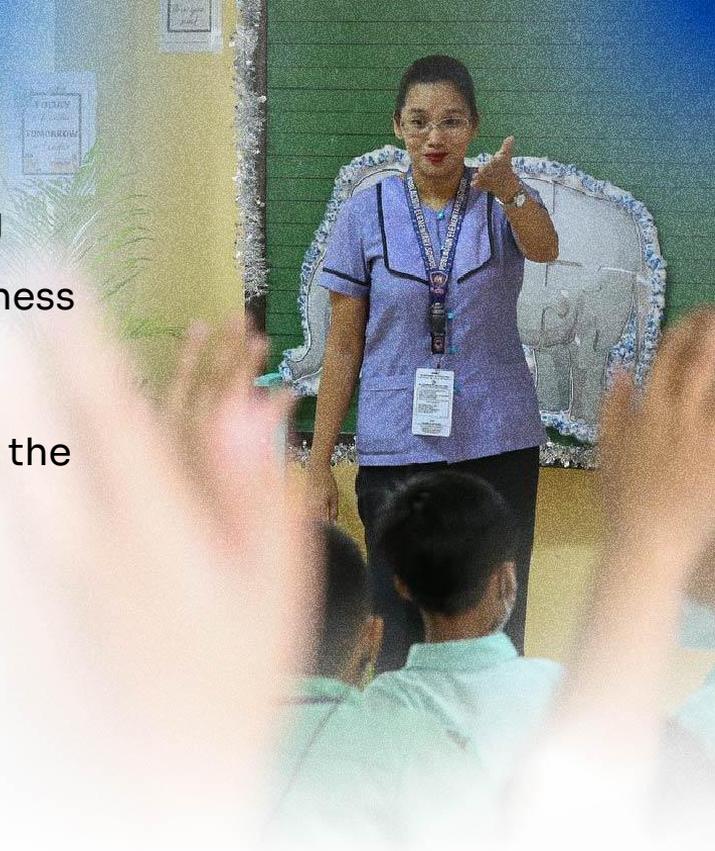
# 28 Priorities

## Governance and Finance

23. Ensuring seamless and integrated delivery of education
24. Complementarity between public and private education
25. Integrated performance management and accountability system
26. Efficiency in education financing and resource mobilization, and equity in the delivery of education
27. Decentralization, quality of education governance, and participatory governance

## Cross-cutting

28. Connectedness of learner pathways throughout the system



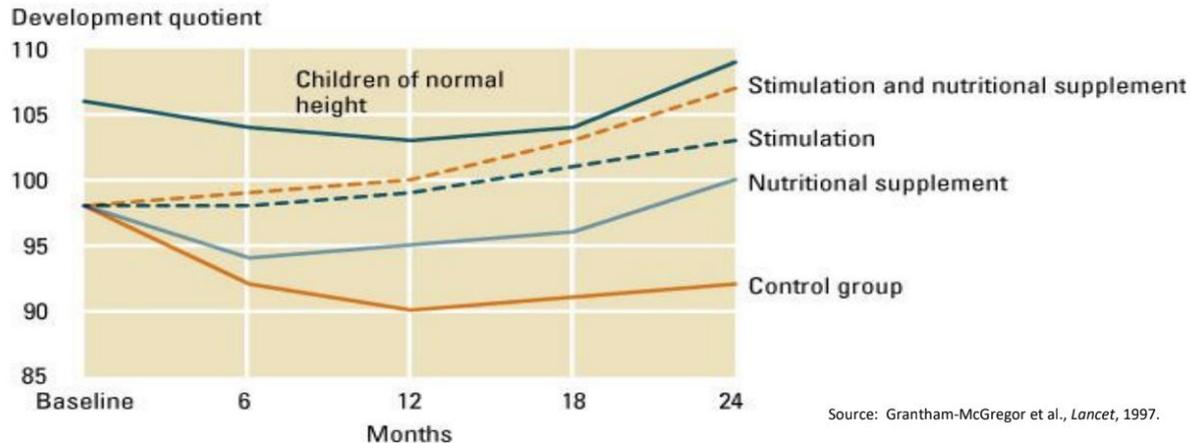
# Where are we today?



# Research from the World Bank shows the critical link between nutrition and education



## Children at-risk can catch up if we intervene early and build resilience



Results from Jamaica:

Stunted children provided with a high quality nutrition and stimulation intervention were able to catch-up to children who weren't stunted.

# Research from the World Bank shows the critical link between nutrition and education

## BENEFITS OF INVESTING IN NUTRITION

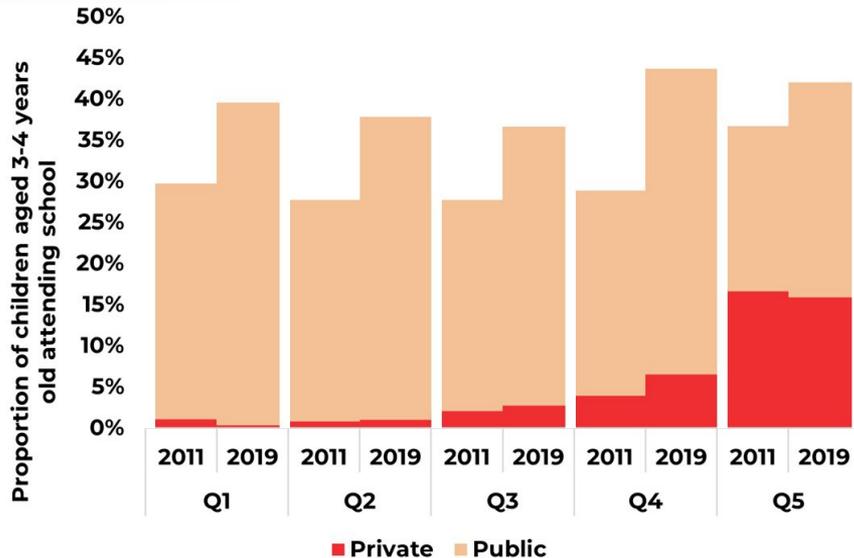
- ✓ Children who are not stunted are 33 percent more likely to escape poverty as adults
- ✓ Reductions in stunting can increase GDP by up to 11 percent in Asia & Africa
- ✓ *Early nutrition programs can:*
  - ✓ Increase school completion by one year
  - ✓ Raise adult wages by 5-50 percent



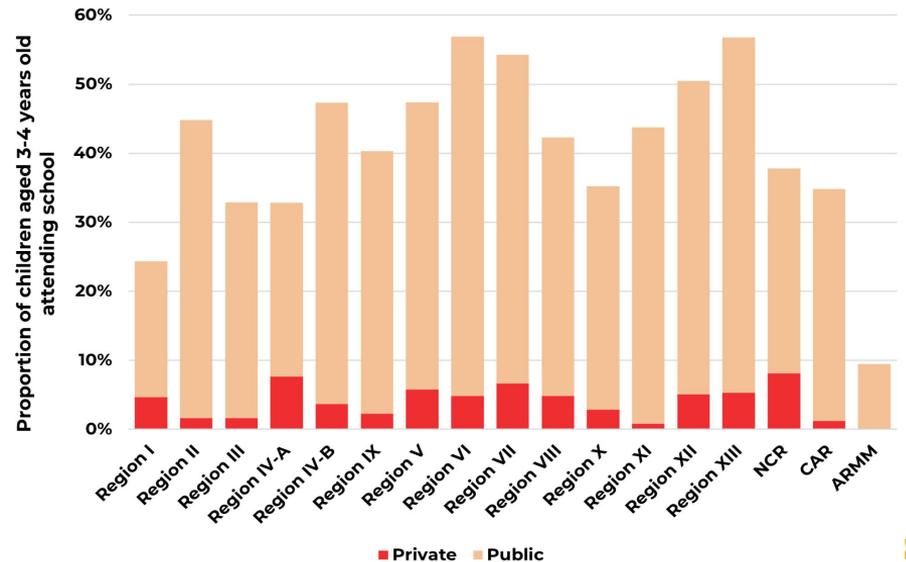
## EARLY EDUCATION

# Participation in pre-kinder program is low across all income groups. Large variation exists across regions.

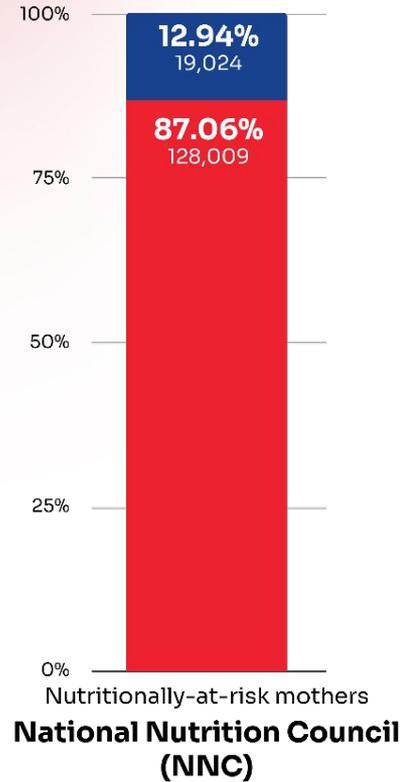
Proportion of children ages 3-4 attending public and private schools by wealth quintile, 2011 and 2019



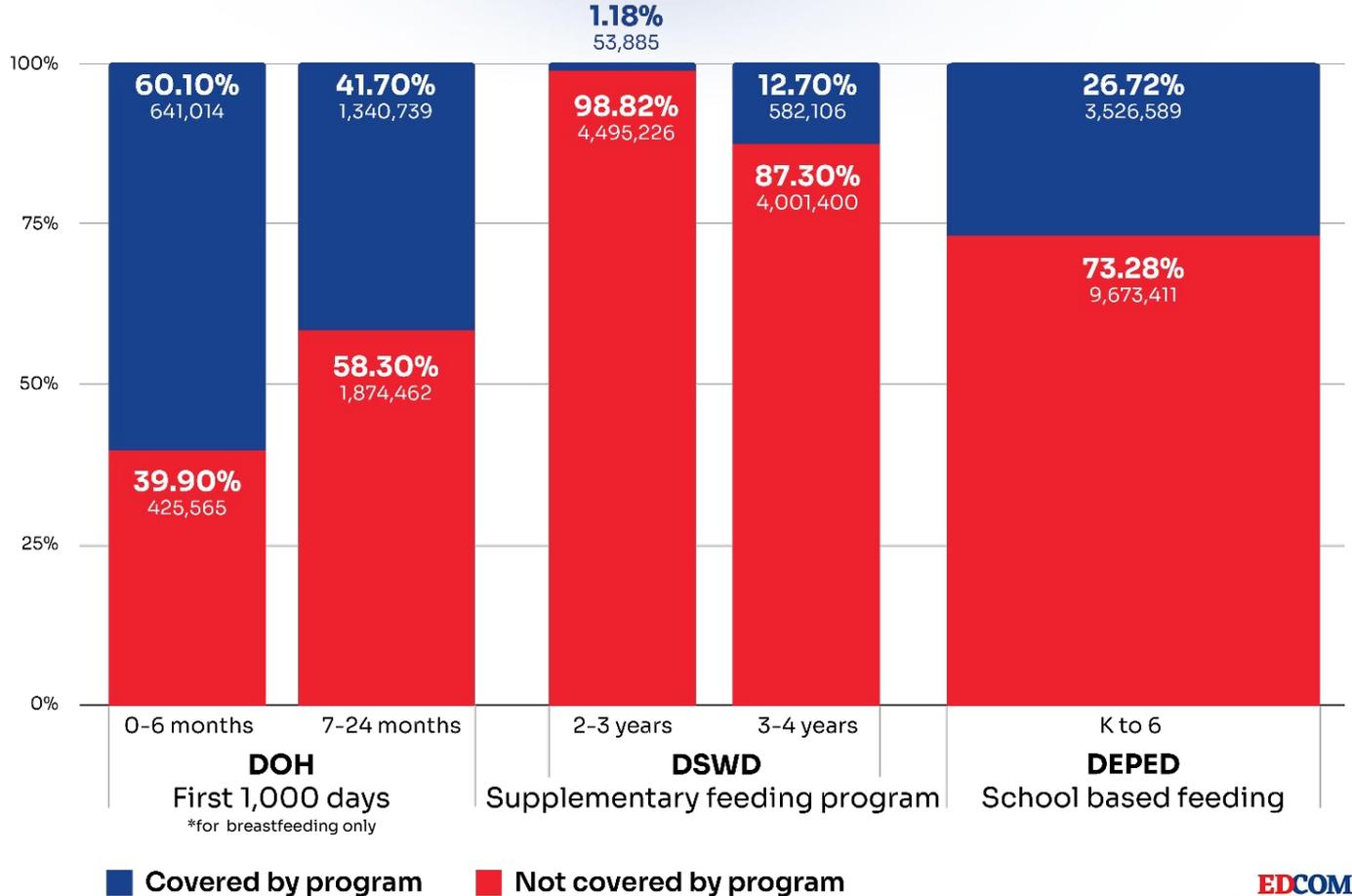
Proportion of children ages 3-4 attending public and private schools by region, 2019



## Nutritionally-at-risk mothers



## Coverage of Nutrition and Feeding Programs



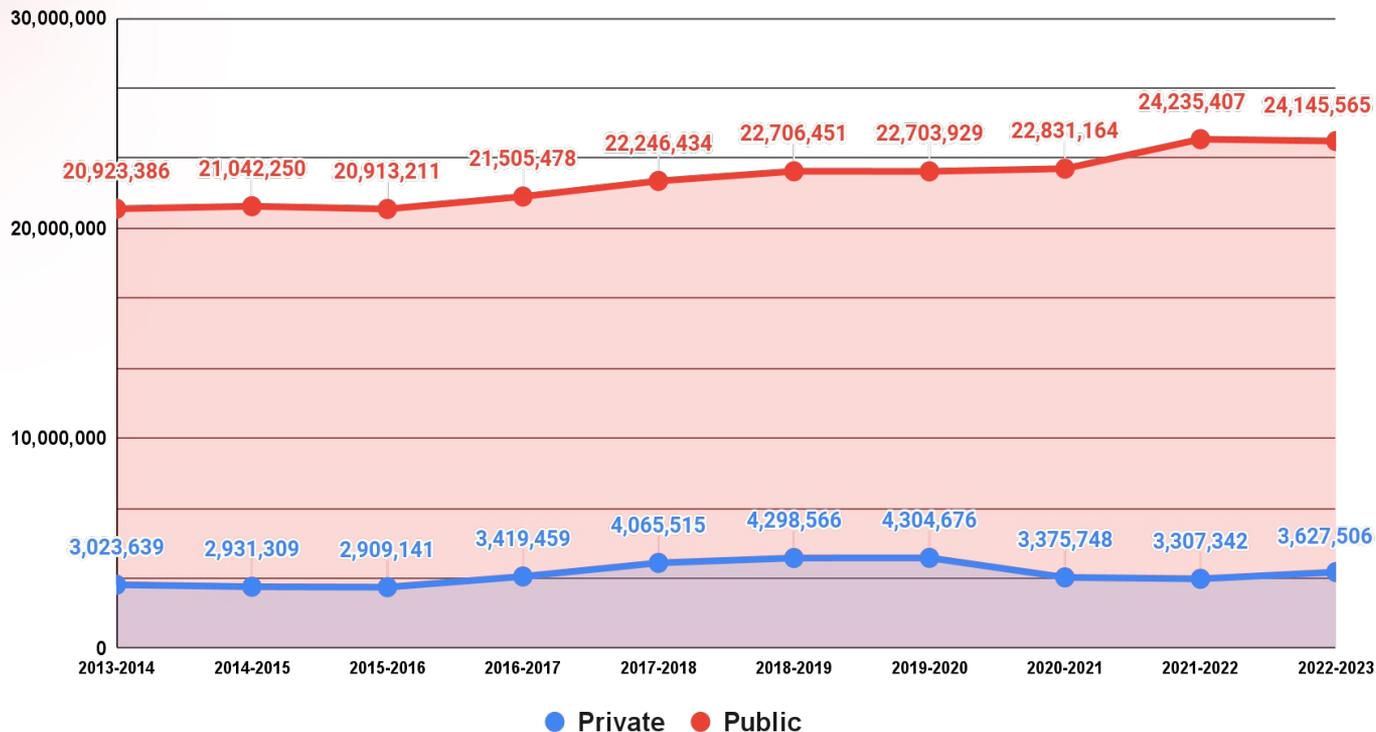
Sources:  
 State of School Feeding Worldwide 2022;  
 PSA, DSWD, ECCDC, 2021 ENNS DOST-FNRI

# Proposal for Nutrition in the Early Years

**2024 Budget proposal** to support nutritionally-at-risk pregnant mothers and children in the first 1,000 days

Beneficiaries		Interventions included <i>(Budget breakdown in Philippine Pesos)</i>	
Provinces	45	Multiple Micronutrient Supplementation (MMS) for NAR pregnant women	1,496,880
Municipalities	136	Dietary supplementation and complementary feeding for NAR pregnant women and children (6-59.9 mos)	238,440,709
Nutritionally at-risk mothers	8,303	Program Intervention Capacity Building	128,056,381
Children 6 - 59.9 months	126,460	Average Cost of Physical Development Assistance to Primary Care Facilities	71,370,000
Community Volunteer Worker Deployment	213,937 Households 10,697 BHWs	Community Volunteer Worker Deployment	235,287,913
<b>TOTAL BUDGET P892,227,116</b>		Development of Information Systems	101,197,783

# Private share in basic education enrolment have not yet caught up with pre-pandemic levels



There was about a **22% decrease in private school enrolment** during the start of the pandemic (SY 2020-2021).

On the following year (SY 2021-2022), there was a considerable **increase in public school enrolment.**

Source: EDCOM analysis based on data from DepEd, received on May 2023.

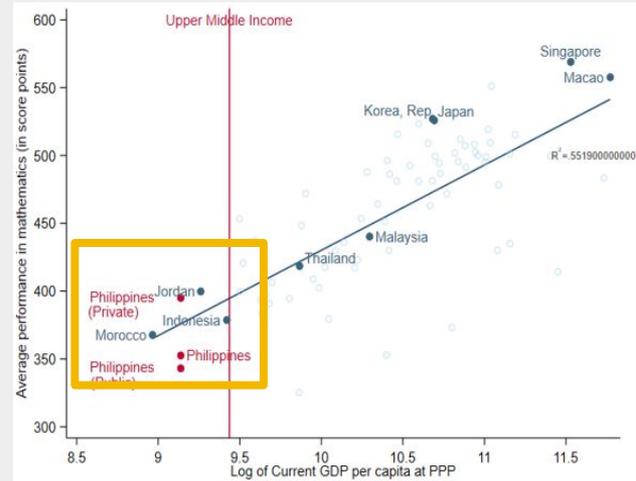
## BASIC EDUCATION

# Way below learning potential:

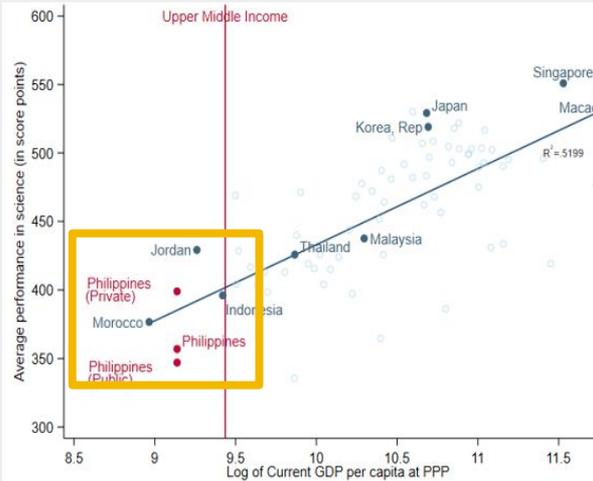
Our performance in international large-scale assessments (ILSAs) confirms that we have been in a **learning crisis** for a while now.

# Learning gap of 5.5 years

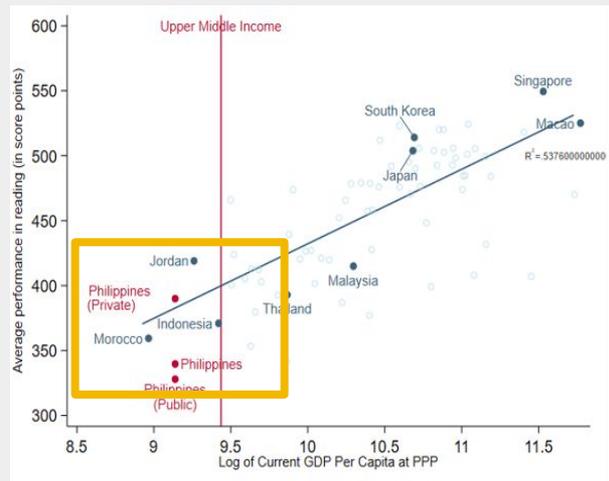
PISA 2018 Average Score in Mathematics by Real GDP per Capita



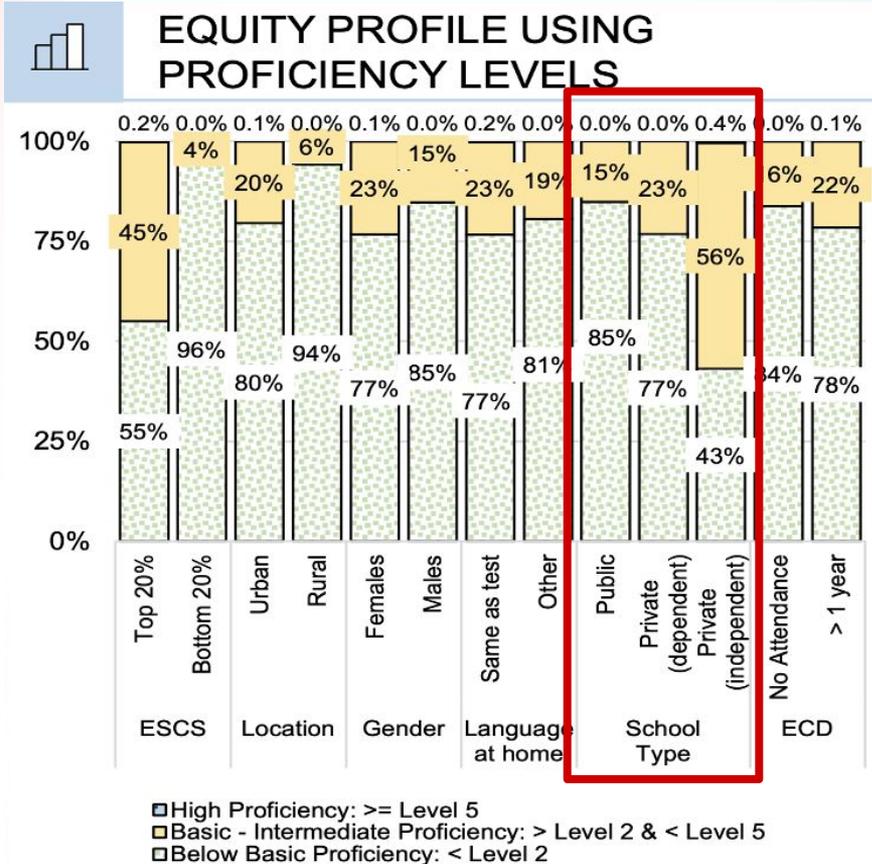
PISA 2018 Average Score in Science by Real GDP per Capita



PISA 2018 Average Score in Reading by Real GDP per Capita



# BASIC EDUCATION

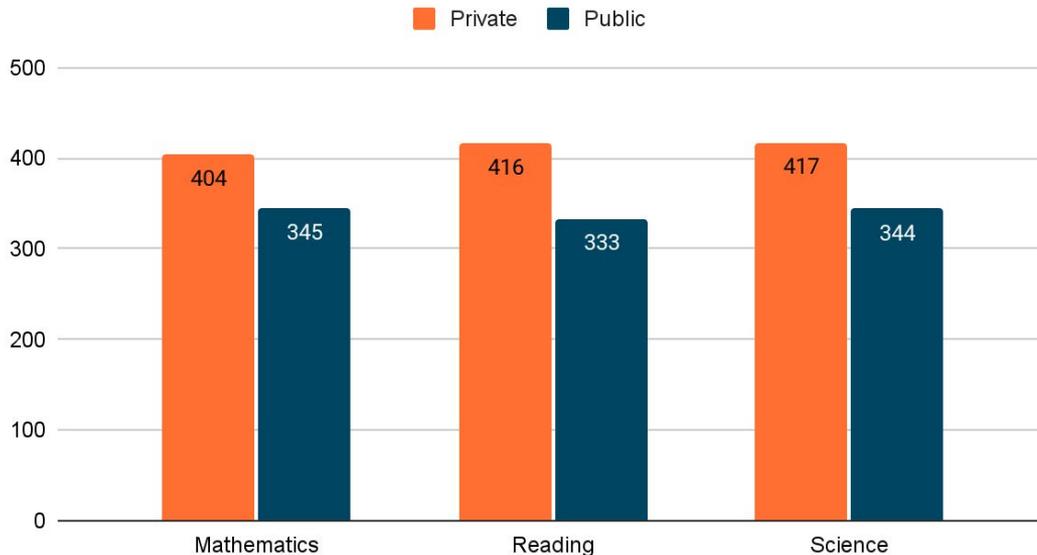


**Private dependent schools:** more than 50% of core funding from government agencies

**Private independent schools:** less than 50% of core funding from government agencies

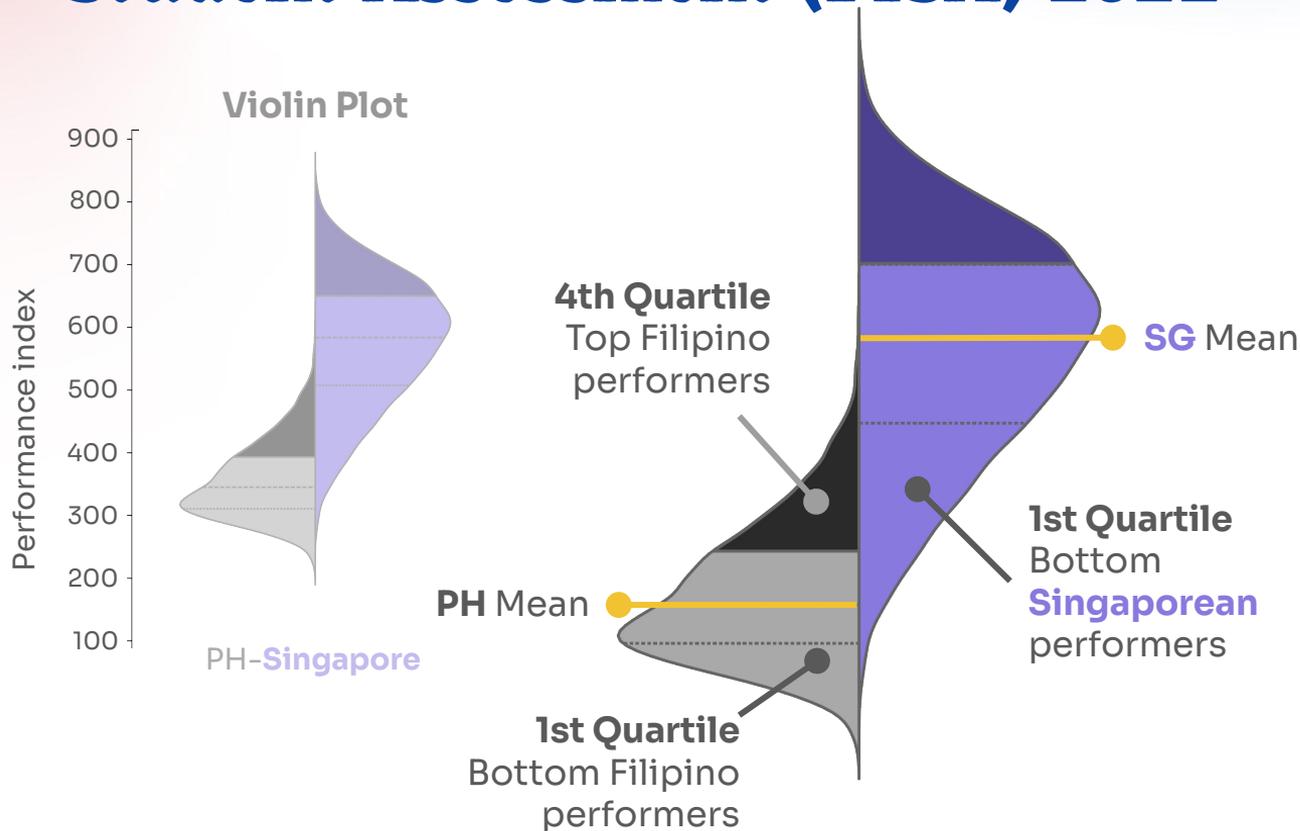
# Students attending private schools scored higher than those in the public schools based on the PISA 2022 results

Public vs. Private School Performance in PISA 2022



The variations in the score differences highlight the need for complementarity between public and private schools.

# PH vs. ASEAN: Program for International Student Assessment (PISA) 2022

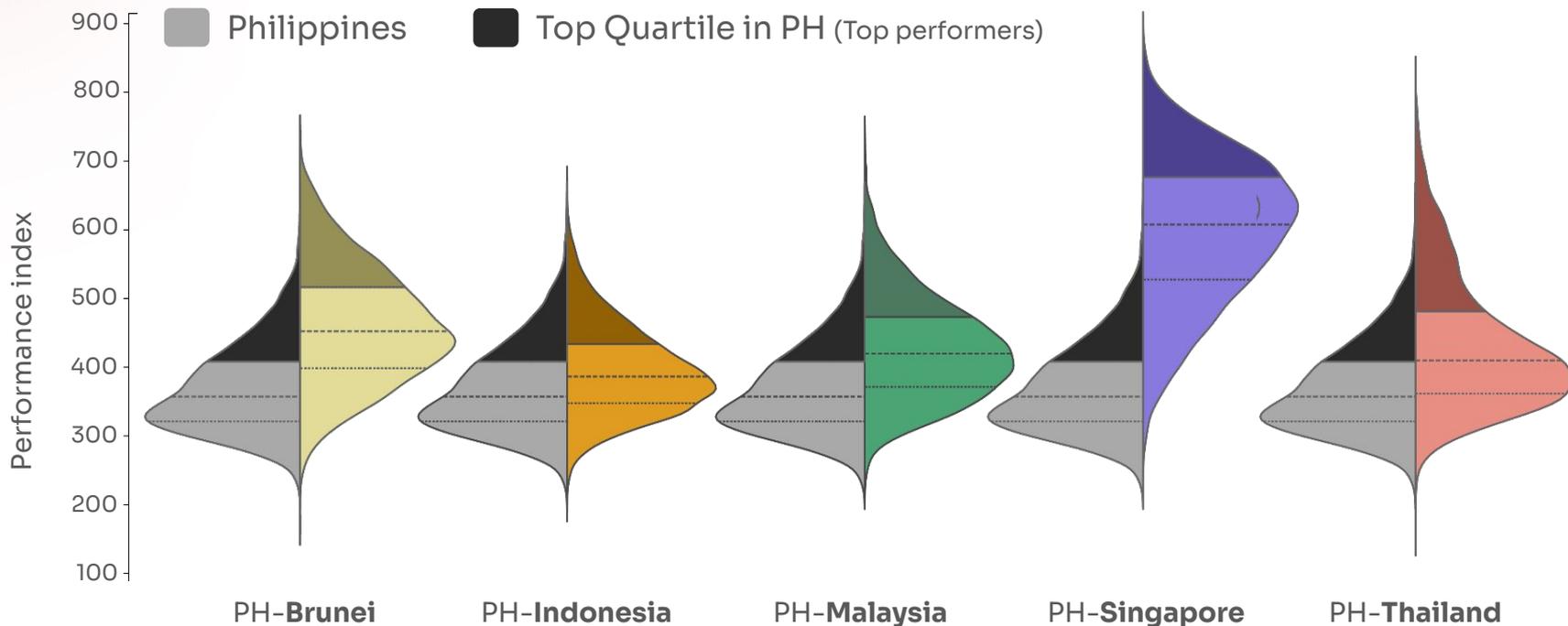


Despite our ASEAN neighbors performing better overall in Math, our Top learners have the potential of competing with their ASEAN peers

Our analysis of Singapore (SG) shows that despite having a significantly higher mean performance index than the PH, our top performing learners fall within SG's 1st and 2nd quartile.

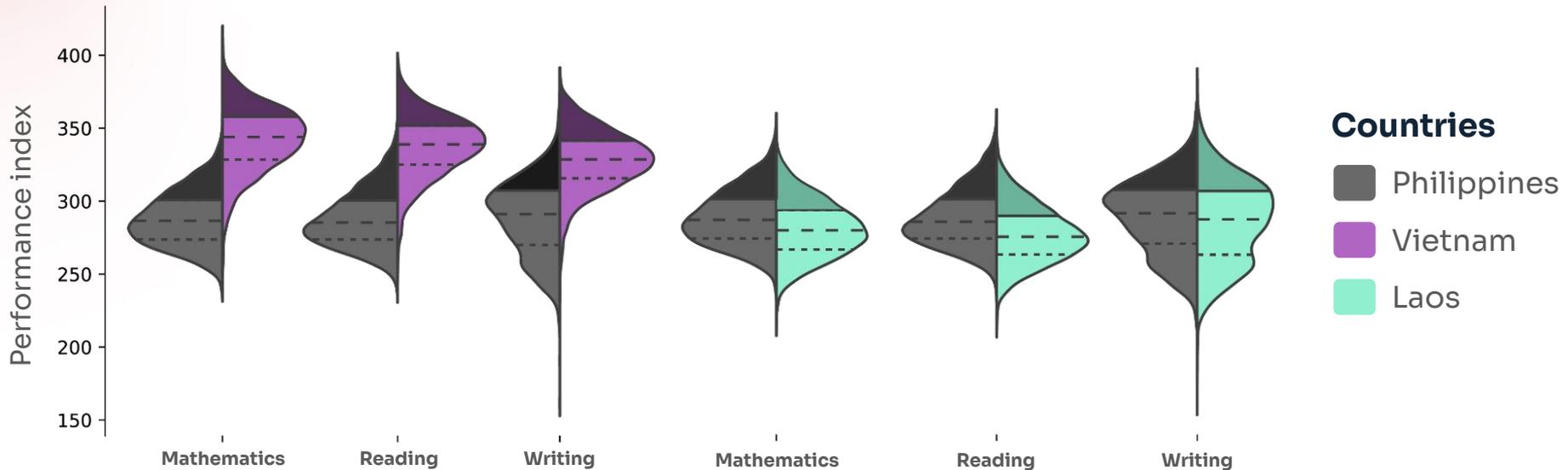
# PH vs. ASEAN: Program for International Student Assessment (PISA) 2022

The distribution of Filipino learners' performance index in Math covers a lower range of values compared to ALL its ASEAN neighbors, especially Singapore



# PH vs. ASEAN (SEA-PLM) (2019 Data)

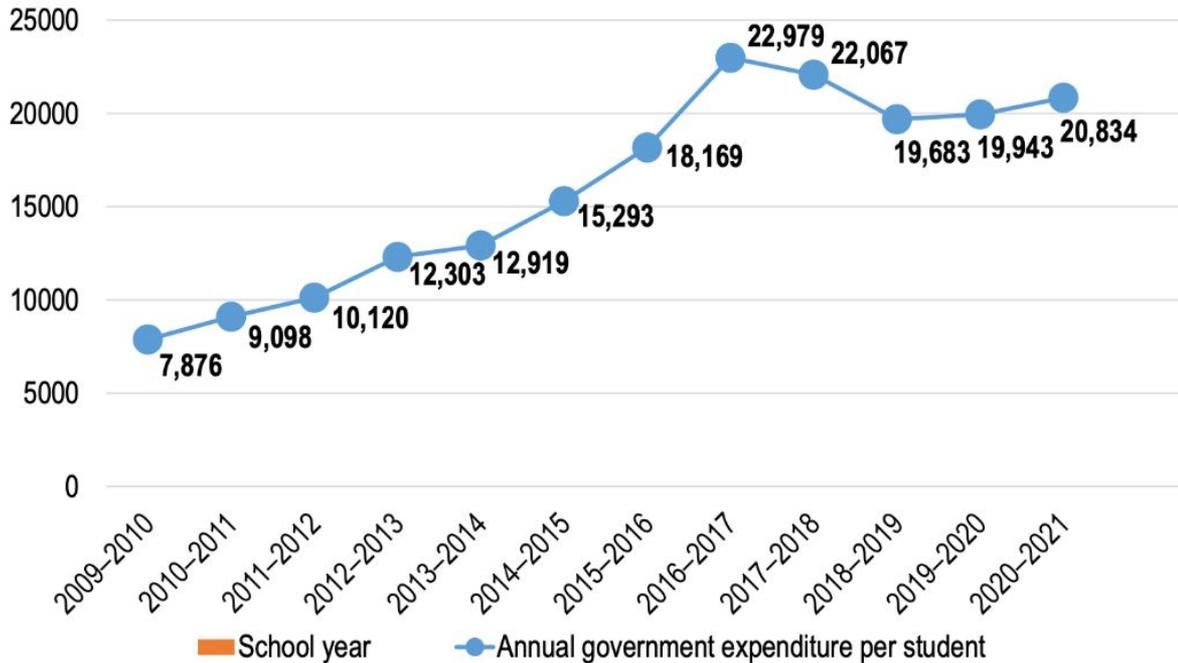
Measures achievement in Grade 5, focused on basic learning and competencies in reading, writing and mathematics



Learners from **Vietnam** overall outperforms Filipinos. **Laos**, meanwhile, is the only ASEAN country whose mean performance index for the three SEA-PLM domains fall below the Philippines.

- The other SEAPLM participating countries are Cambodia, Myanmar, and Malaysia - whose mean performance indices are **higher** than the Philippines

## BASIC EDUCATION



**Education investments have increased to 3.5% of GDP (relative to the recommended 4-6%)**

However what it is spent on, and when it is spent is also critical

Unevenness also in access to local funds and SEF, possibly aggravating inequity

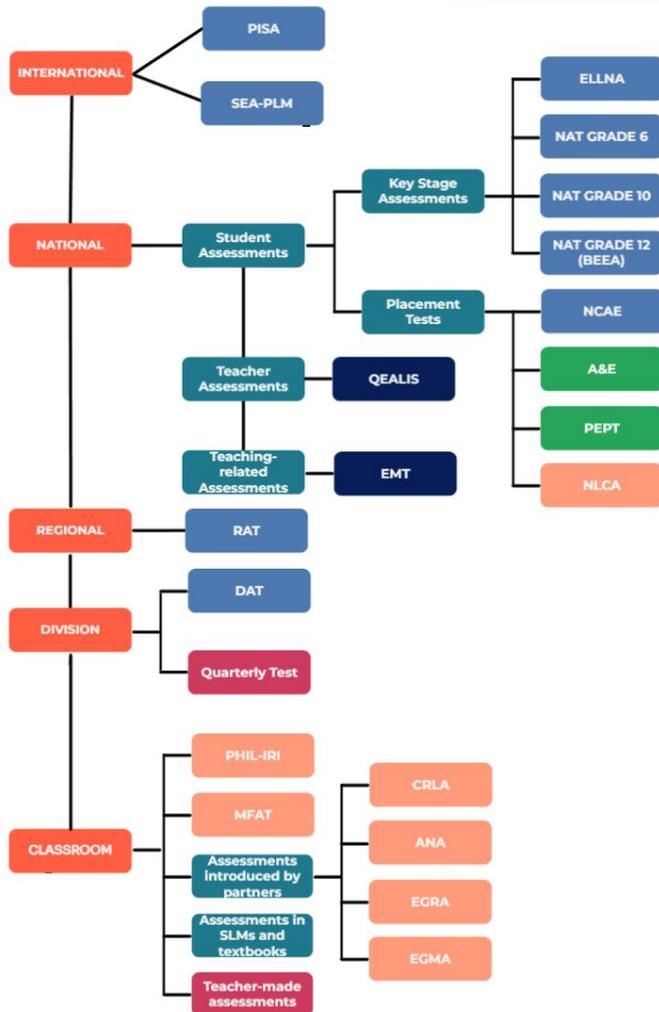
## Only 27 textbooks have been procured and delivered since 2012.

Subject	K	1	2	3	4	5	6	7	8	9	10
Araling Panlipunan	No textbooks	With textbooks	With textbooks	No textbooks	No textbooks	With textbooks	No textbooks				
English	No textbooks	With textbooks	With textbooks	No textbooks	With textbooks	No textbooks	No textbooks				
EPP/TLE	No textbooks	With textbooks	With textbooks	No textbooks	No textbooks	No textbooks	No textbooks				
EsP	No textbooks	No textbooks	No textbooks	No textbooks	With textbooks	With textbooks	With textbooks	No textbooks	With textbooks	With textbooks	No textbooks
Filipino	No textbooks	With textbooks	With textbooks	No textbooks	With textbooks	No textbooks	No textbooks				
Mathematics	No textbooks	No textbooks	No textbooks	No textbooks	With textbooks	With textbooks	With textbooks	No textbooks	With textbooks	No textbooks	No textbooks
Music & Arts	No textbooks	With textbooks	With textbooks	No textbooks	No textbooks	No textbooks	With textbooks				
PE & Health	No textbooks	With textbooks	With textbooks	No textbooks	No textbooks	No textbooks	No textbooks				
Science	No textbooks	With textbooks	With textbooks	No textbooks	No textbooks	No textbooks	No textbooks				

 No textbooks

 With textbooks

Source: Department of Education, 2023

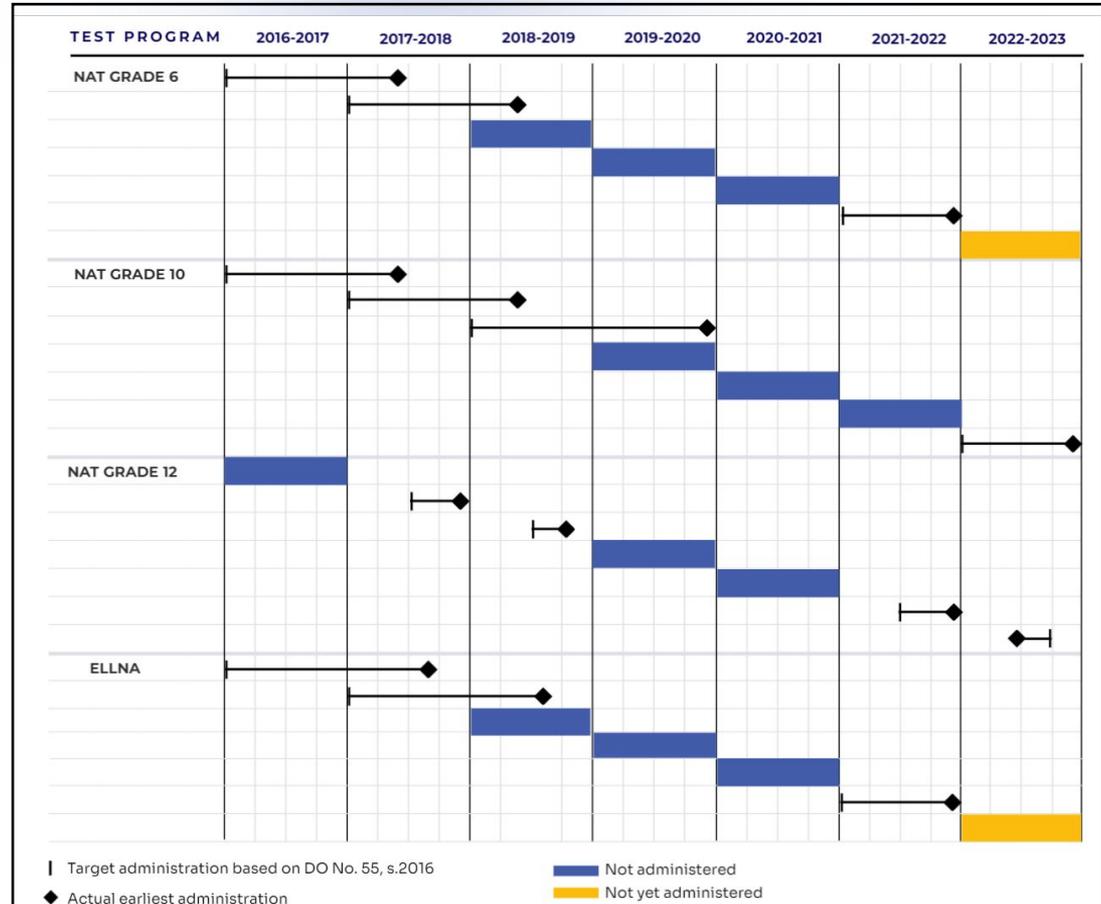


## Assessment activities should be rationalized.

- Currently, **system assessments** include:
  - **2** international large scale assessments
  - **4** national key stage exit assessments
- Teachers claim that the **administration of multiple large-scale interim assessments** on top of regular classroom assessments **can be time-consuming.**
- Assessments at the **region** and **division** levels **are not currently covered by DepEd assessment policies.** They are developed, implemented, and analyzed locally.

# National assessments are not administered on time.

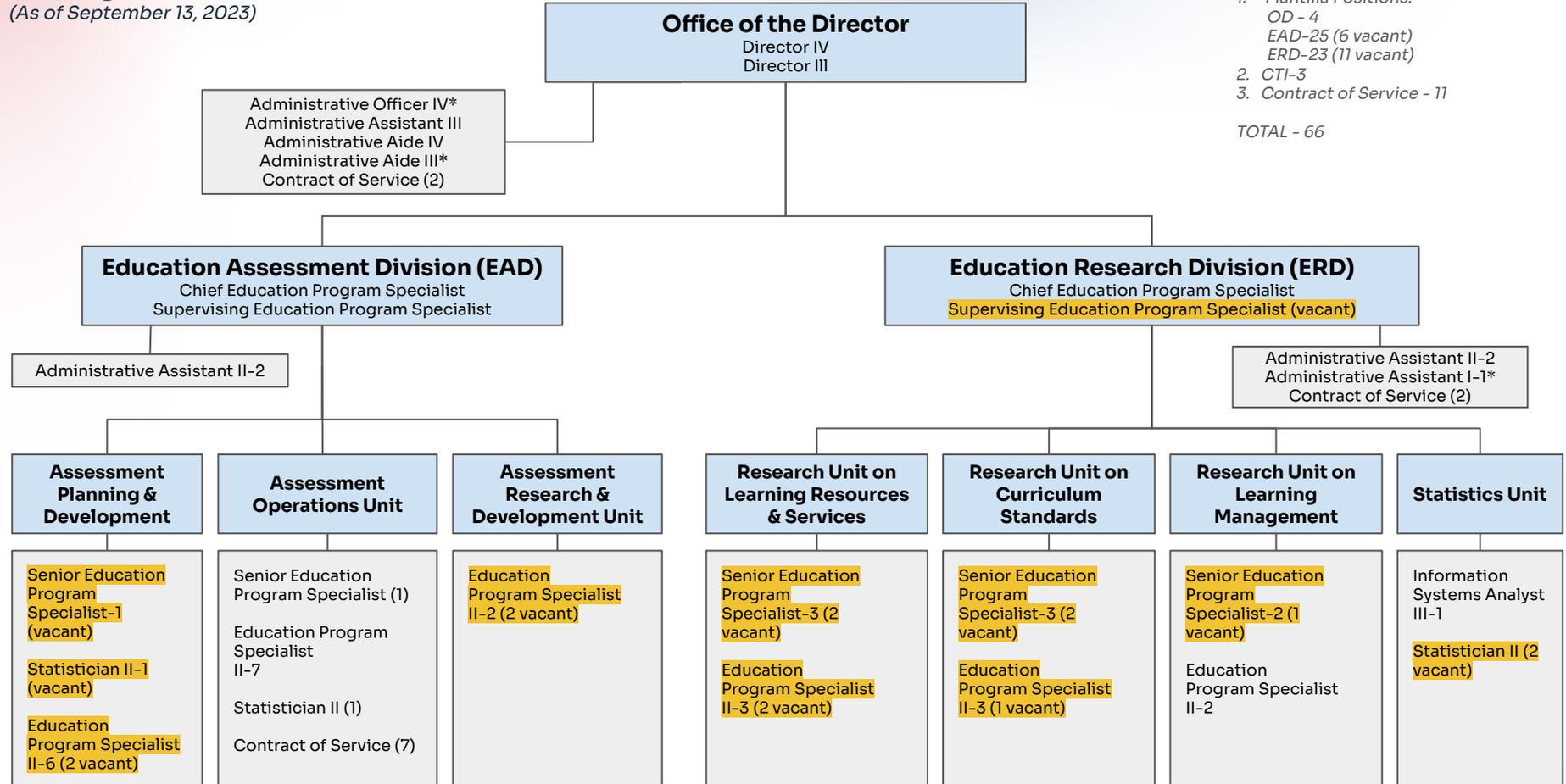
To illustrate, of the **27** key stage assessments that should have been administered from SY 2016-2017 to SY 2022-2023, **13** were administered late, and **11** were not administered at all.



# Bureau of Education Assessment

## Staffing Pattern

(As of September 13, 2023)



1. Plantilla Positions:  
OD - 4  
EAD-25 (6 vacant)  
ERD-23 (11 vacant)
  2. CTI-3
  3. Contract of Service - 11
- TOTAL - 66

\*CTI

YEAR	GRAND TOTAL
2005/06	2
2006/07	1
2007/08	2
2008/09	4
2009/10	4
2010/11	14
2011/12	8
2012/13	18
2013/14	19
2014/15	4
2015/16	1
2016/17	2
2017/18	3
2018/19	18
2019/20	-
2020/21	14
2021/22	3
2022/23	-
<b>Total</b>	<b>117</b>

**In the past 16 years, our entire higher education system only had 6 graduates (annual average) specializing in educational measurement.**

These graduates come from only 4 institutions, all of which are in NCR:

- University of the Philippines-Diliman
- De La Salle University-Taft
- Miriam College
- Philippine Normal University (Main)

[1] Figures based on the submission of CHED-recognized Higher Education Institutions as consolidated by CHED-OPRKM Knowledge Management Division as of 13 November 2023.

[2] Enrollment data cover only the first semester of inclusive academic years.

[3] Data collection for AY 2022-20223 graduates data still ongoing

# Teachers face challenges that impede them from performing well and improving on their main task - teaching.

## 1 Administrative and Ancillary

### Tasks

**Administrative Officers** work only covers **personnel administration, property custodianship, and general administrative support, a portion of the 50 administrative/ ancillary tasks of teachers.**

## 2 Career Progression

- **Too difficult qualification standards** for promotion, with high emphasis on post-graduate MA units
- **“Teacher III Trap”** resulting to shift to school administration track

## 3 Professional Development

Time allotted for professional development gets consumed for teaching-related and non-teaching tasks with **in-house trainings (LACs, INSET, etc.) having different interpretations on-ground.**

	Province	Municipality	# of Public Schools	Ratio	Shift	Count of ESC Private Schools
1	Sulu	Pandami	23	1 : 519		No data
<b>2</b>	<b>Lanao Del Norte</b>	<b>Sapad</b>	<b>15</b>	<b>1 : 438</b>		<b>1</b>
3	Laguna	Los Baños	23	1 : 398	Double Shift	8
<b>4</b>	<b>Laguna</b>	<b>Kalayaan</b>	<b>10</b>	<b>1 : 189</b>		<b>1</b>
5	Tawi-Tawi	Simunul	28	1 : 180		No data
6	Lanao Del Sur	Madamba	15	1 : 149		No data
<b>7</b>	<b>Lanao Del Norte</b>	<b>Kauswagan</b>	<b>14</b>	<b>1 : 141</b>		<b>1</b>
8	Samar	Silvino Lobos	21	1 : 140		No data
9	Basilan	Tipo-Tipo	15	1 : 127		No data
10	Rizal	Cainta	25	1 : 126	Double Shift	14
11	Cebu	Cordoba	14	1 : 125		4
<b>12</b>	<b>Samar</b>	<b>General Macarthur</b>	<b>26</b>	<b>1 : 125</b>		<b>1</b>
<b>13</b>	<b>Samar</b>	<b>Catbalogan City</b>	<b>58</b>	<b>1 : 124</b>		<b>2</b>
<b>14</b>	<b>Batangas</b>	<b>Talisay</b>	<b>13</b>	<b>1 : 121</b>	<b>Double Shift</b>	<b>3</b>
<b>15</b>	<b>Lanao Del Sur</b>	<b>Tamparan</b>	<b>15</b>	<b>1 : 119</b>		<b>1</b>

**Data from DepEd show localities with high congestion but very low to no presence of ESC schools**

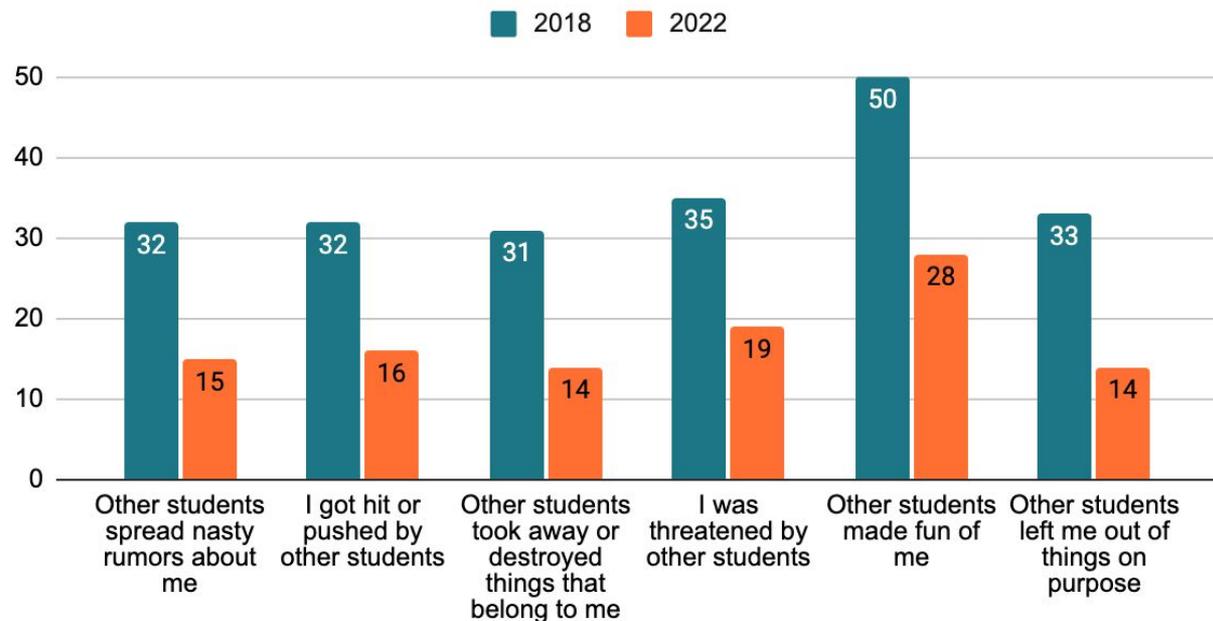
**149 municipalities with very congested Junior High Schools**

Source: **Classroom: Learner data** EMIS-PS Data from DepEd received on June, 2023; **Shifting data** from LMS Data from DepEd received on October 2023; **Education Service Contracting (ESC) data** was received from PEAC on October 2023

**While bullying incidence decreased from 2018 to 2022, it has remained an issue in the learning experience.**

In addition to this, **decrease of 11 to 44 points in Math** is observed for learners who experience bullying at least a few times a week.

Percentage of learners who reported bullying incidences at least a few times a month





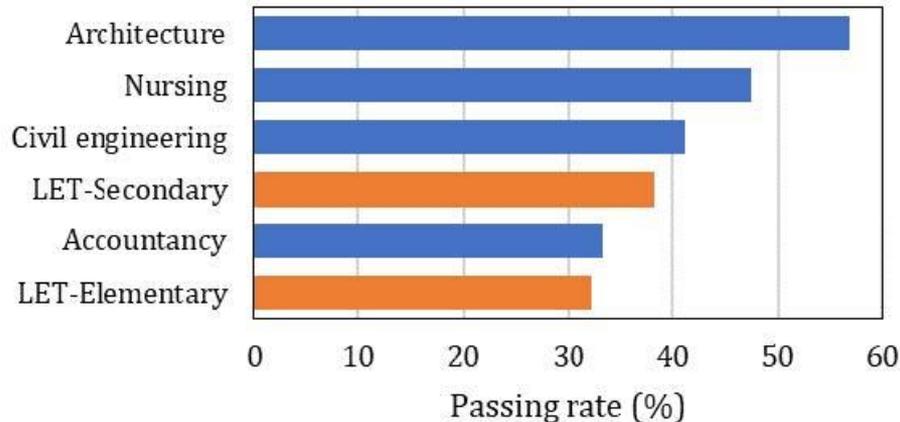
# Need to ramp up National Learning Recovery efforts

- Because participation is **voluntary**, some learners who were supposed to be in intervention camps did not participate. Families with the least resources also opt to not send their children to learning camps.
- **Final grades do not clearly communicate learning needs and gaps.** In NCR, TOFAS results indicate that 70% of learners should receive remediation, but only 30% sign up for the camps.
- **Need to ramp up national learning recovery effort to address learning challenges of students**

## TEACHER EDUCATION

Among the lowest passing rates compared to other board examinations; higher for first-time takers relative to repeaters; highest passing in NCR, lowest in Mindanao; private sectarian best performer (*PBEd, 2023*)

### Overall passing rates in selected disciplines: 2010–2022/1



Overall Passing Rate in Licensure Examination for Teachers (LET), 2009-2019

Year	Elementary	Secondary
2009	21%	29%
2010	18%	26%
2011	21%	30%
2012	48%	37%
2013	31%	40%
2014	34%	33%
2015	31%	42%
2016	30%	34%
2017	26%	46%
2018	20%	48%
2019	31%	40%
<b>Average</b>	<b>28%</b>	<b>37%</b>

## Difference of average monthly basic wage of primary school (PS) and secondary school (SS) teachers by sector, 2018 (PhP)

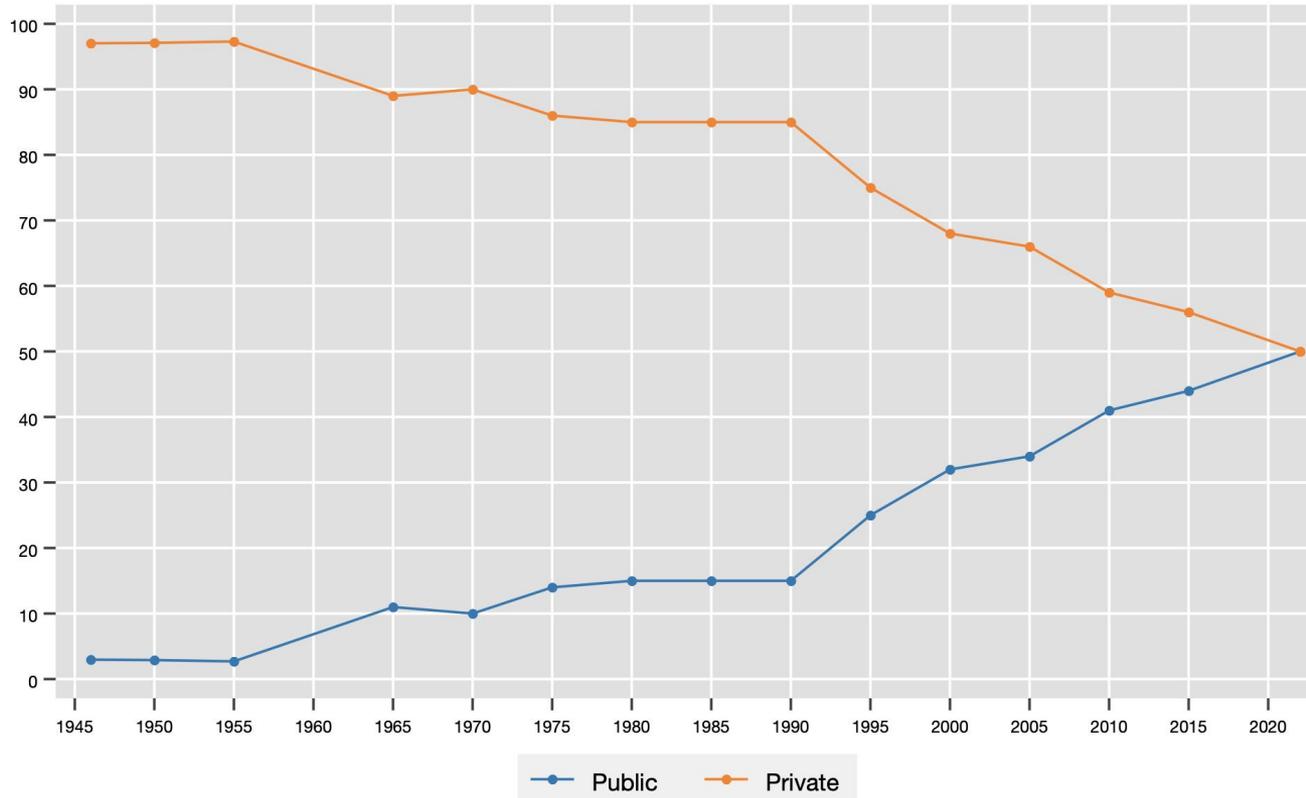
**Comparison of salaries of public and private elementary and secondary school teachers, 2018**

**The average difference is 66%**

Can go as high as 226% (Region X) and as low as 15% (NCR)

Region	Public	Private	Public-Private Difference (%)
Philippines	21,030	12,666	66%
NCR	19,481	16,951	15%
CAR	19,859	12,561	58%
Region I (Ilocos Region)	23,431	8,849	165%
Region II (Cagayan Valley)	23,356	10,052	132%
Region III (Central Luzon)	21,271	12,152	75%
Region IVA (CALABARZON)	22,002	12,305	79%
Region IVB (MIMAROPA)	20,769	10,465	98%
Region V (Bicol)	21,246	8,492	150%
Region VI (Western Visayas)	18,409	9,742	89%
Region VII (Central Visayas)	19,855	14,268	39%
Region VIII (Eastern Visayas)	21,763	9,200	137%
Region IX (Zamboanga Peninsula)	22,157	15,157	46%
Region X (Northern Mindanao)	22,905	7,035	226%
Region XI (Davao Region)	21,200	10,485	102%
Region XII (SOCKSARGEN)	22,207	8,462	162%
Region XIII (CARAGA)	21,741	10,892	100%
BARMM	14,721	7,100	107%

# Private enrolment share in higher education is at its lowest historically at 50% as of 2022



# Moving Forward



# **What are the reasons for the poor performance of learners in even our better resourced private schools?**

What supports do schools need to further improve quality?

**Could we find win-win solutions  
that would enable us to resolve  
challenges in supply of ECCD and  
congestion in basic education?**

# Thank you.



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