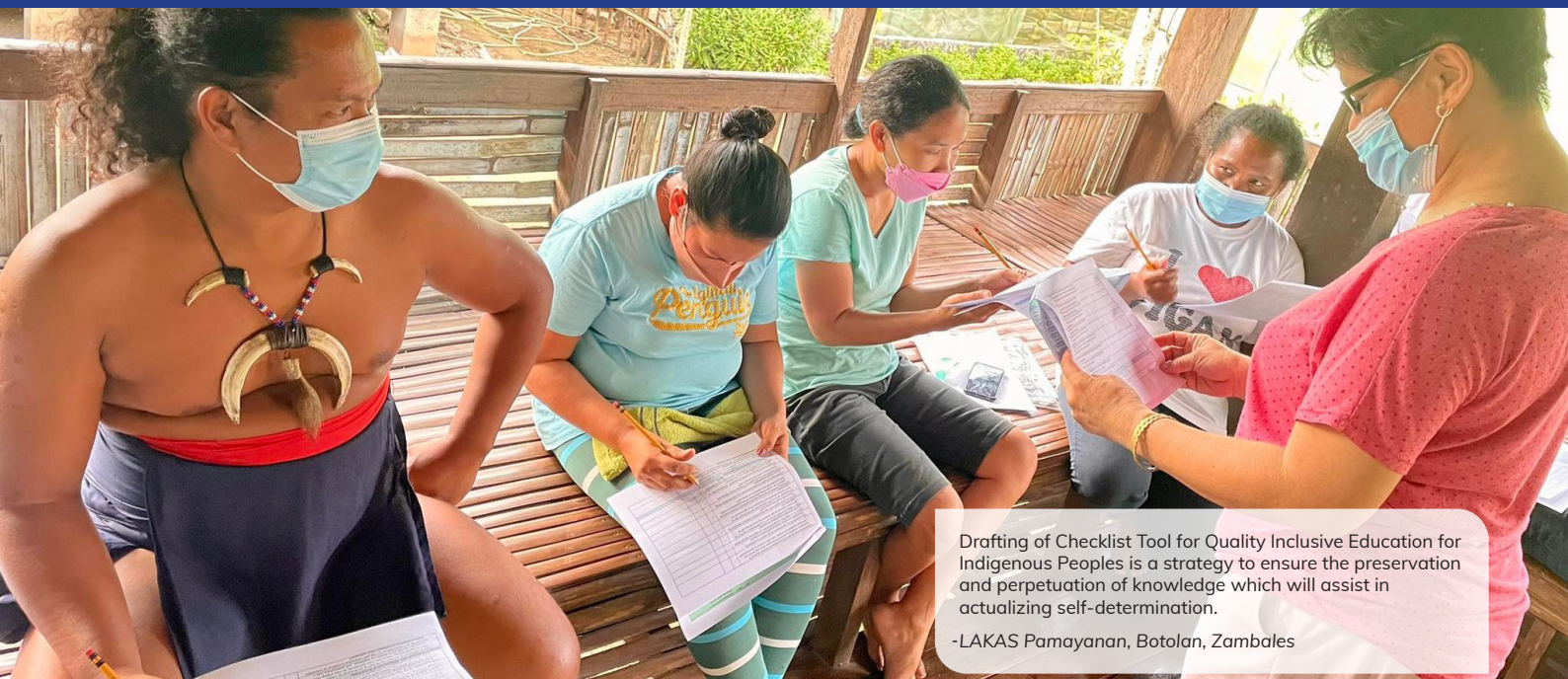


Civil Society Spotlight Report on SDG 4 for HLPF 2022



Drafting of Checklist Tool for Quality Inclusive Education for Indigenous Peoples is a strategy to ensure the preservation and perpetuation of knowledge which will assist in actualizing self-determination.

-LAKAS Pamayanan, Botolan, Zambales

I. COUNTRY CONTEXT

The Philippines remains one of the worst COVID-19-hit nations throughout Asia and one of the world's longest lockdowns. An estimated 26.14 million Filipinos are poor and the pandemic has pushed 4 million more Filipinos into Poverty in the first half of 2021.¹ The poverty incidence among individuals living in rural areas (24.5%) is higher than those living in urban areas (9.3%). The annual inflation rate in the Philippines climbed to 5.4% in May 2022. Given that poor households typically spend a large portion of their income on food and energy, the ongoing increase in food prices, compounded by increases in fuel prices worsens the poverty condition in the country. As of October 2021, the Philippines has an unemployment rate of 8.7%, or around 3.8 million Filipinos. The National Economic and Development Authority warned that the

¹ Keck, Madeleine (2022). The Pandemic Pushed 4 Million More Filipinos Into Poverty in First Half of 2021. Global Citizen. Retrieved from <https://www.globalcitizen.org/en/content/philippines-poverty-covid-19/The-Pandemic-Pushed-4-Million-More-Filipinos-Into-Poverty-in-First-Half-of-2021>. Retrieved from <https://www.globalcitizen.org/en/content/philippines-poverty-covid-19/>

surge of graduates from K–12 programmes could result in a transient increase in the unemployment rate in 2022.

The pilot testing of face-to-face classes in the country started in November 2021 for public and private schools subject to strict health protocols. Vaccinated teachers may participate in the face-to-face classes, while vaccinated learners are preferred.² Based on the Department of Education's Learner Information System (LIS), the official enrolment data, the formal basic education has reached 27,232,095 as of 15 November 2021. This enrolment is 1,005,073 or 3.83% higher than the 26,227,022 enrolments of the previous school year. By sector, public school enrolment increased by 1,187,632 or

² Ombay, Giselle (2022). 56.89% of all public schools nationwide resumed face-to-face classes – DepEd's Briones. (2022). GMA News. Retrieved from [https://www.gmanetwork.com/news/topstories/nation/830484/56-89-of-all-public-schools-nationwide-resumed-face-to-face-classes-depedbriones/story/#:~:text=The%20pilot%20testing%20of%20face,vaccinated%20learners%20are%20preferred%2C%20DepEd.56.89%20of%20all%20public%20schools%20nationwide%20resumed%20face-to-face%20classes%20-%20DepEd's%20Briones,\(2022\).Retrieved%20from%20https://www.gmanetwork.com/news/topstories/nation/830484/56-89-of-all-public-schools-nationwide-resumed-face-to-face-classes-depedbriones/story/#:~:text=The%20pilot%20testing%20of%20face,vaccinated%20learners%20are%20preferred%2C%20DepEd](https://www.gmanetwork.com/news/topstories/nation/830484/56-89-of-all-public-schools-nationwide-resumed-face-to-face-classes-depedbriones/story/#:~:text=The%20pilot%20testing%20of%20face,vaccinated%20learners%20are%20preferred%2C%20DepEd.56.89%20of%20all%20public%20schools%20nationwide%20resumed%20face-to-face%20classes%20-%20DepEd's%20Briones,(2022).Retrieved%20from%20https://www.gmanetwork.com/news/topstories/nation/830484/56-89-of-all-public-schools-nationwide-resumed-face-to-face-classes-depedbriones/story/#:~:text=The%20pilot%20testing%20of%20face,vaccinated%20learners%20are%20preferred%2C%20DepEd)

by 5.23% from the previous year's enrolment. However, there was a decrease in enrolment in private schools, State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs), and Philippine Schools Overseas (PSOs).³ Unfortunately, more than 2 million children and teenagers were left out of the school year despite the schools' extensive enrolment and registration drives and the four-month delay in the start date.

The shift to distance learning and the uncertainty of the pandemic led to a decline in total Basic Education enrolment. Alternative Learning System (ALS) enrolment is 60% less than the enrolment last year. All regions reported a drop in ALS enrolment. Certain regions of the country which are already lagging recorded the highest drop-out numbers, such as the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), where most provinces are among the poorest. While public school enrolment surpassed the last school year (SY) enrolment, private school enrolment fell by 22%. In November 2020, DepEd reported that 398,981 students had transferred from private schools to public schools. Given that public school total enrolment was only slightly less than the year before, this meant that private school students had taken up the seats of public-school enrollees that had dropped out of the system or did not enrol this school year.

The COVID-19 pandemic has exacerbated already-existing socioeconomic and gender disparities in Filipino society, which has a

³ Department of Education (2021). DepEd posts 4% increase in enrollment for basic education in SY 2021-2022. Department of Education. Retrieved from <https://www.deped.gov.ph/2021/11/18/deped-posts-4-increase-in-enrollment-for-basic-education-in-sy-2021-2022/>.

Sectors	SY 2019–2020 Actual LIS Enrollment	SY 2020–2021 LIS Enrollment	% of SY 2019–2020 Enrollment
Public	22,572,923	22,712,409	101%
Private	4,304,676	3,375,748	78%
SUCs LUCs	131,006	118,755	91%
Alternative Learning System	759,723	478,672	63%
Philippine Schools Overseas	21,786	20,100	92%
Grand Total	27,790,114	26,705,684	96%

Table 3: Gross Enrollment Rate and Net Enrollment Rate by Educational Level, SY 2017–2020

Level of Education	Gross Enrollment Rate (GER)			Net Enrollment Rate (NER)		
	SY 2017-2018	SY 2018-2019	SY 2019-2020	SY 2017-2018	SY 2018-2019	SY 2019-2020
Kindergarten	102%	107%	90%	84%	76%	63%
Grade 1 to 6	105%	102%	101%	94%	94%	94%
Junior High School	95%	100%	102%	76%	81%	83%
Senior High School	67%	74%	78%	46%	51%	48%

Source: LIS/BEIS SY 2017–2018, SY 2018–2019 and SY 2019–2020.³³

disproportionately negative effect on women. According to a survey⁴, nearly 71% of Filipino women have categorised education as one of the main aspects of their lives that the pandemic impacted most. Although the total female literacy rate in the Philippines has remained constant so far, hovering at 98.2% for 2019 and 2020, one should not forget that even before the crisis, nearly 63% of the young children who dropped out of school in the Philippines were girls.⁵

II. CHALLENGES AND OPPORTUNITIES FOR TRANSFORMATIVE EDUCATION

Coalition's gains for better education

Positive gains in policies have been made to alleviate education gaps during the pandemic. The passage of the Alternative Learning System (ALS) law motivated Civil Society Network for Education Reforms (E-Net Philippines) to actively put forward the following recommendations in the draft Implementing Rules and Regulations (IRR) of the ALS Law:

- (1) ensuring the ALS teachers' training and career development;
- (2) ensuring enrolment of ALS learners; and
- (3) ensuring equitable financing on ALS since at present its appropriation is less than 1% of the DepEd budget.

Members of E-Net have also been successful in their advocacy efforts by promoting local budget issues. For example, the disability sector and advocacy groups have been active participants in the creation of a law on inclusive education for learners with disabilities, or the Republic Act 11650, "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act." This landmark law mandates that Filipino children with disabilities have access to free, appropriate, quality inclusive education. In addressing teacher quality by radically upgrading teacher education and training towards education quality in the country, the government enacted Republic Act 11713 or the Excellence in Teacher Education Act. While the coalitions have made concrete gains, there are still challenges in implementation and collaboration. During government

4 Plan International (2020), *Through Her Lens: The Impact of COVID-19 on Filipino Girls and Young Women*. Reliefweb. Accessed at: <https://reliefweb.int/report/philippines/through-her-lens-impact-covid-19-filipino-girls-and-young-women>

5 Khullar, A. (2021) *COVID-19: Impact on Women in the Philippines*. Reliefweb. Accessed from <https://reliefweb.int/report/philippines/covid-19-impact-women-philippines>

forums, civil society organisations (CSOs) can only participate according to their niche in education work and advocacy and with a relatively smaller number of participants.

Opportunities for a more sustainable public education system

E-Net Philippines signed a memorandum of agreement with the Department of Education (DepEd) on the Commitment to Open Government Partnership- 5th National Action Plan, 2019-2022 - Last Mile School Commitment Plan on Education to the marginalised, excluded, and vulnerable learners. The agreement recognised the role of CSOs as co-commitment holders of the implementation of the "Basic Education Inputs Programme" under the commitment to "Enhance transparency, accountability, and participation in educational service delivery." Gender equality includes all sexual orientations and gender identity and expression. E-Net Philippines therefore gathers opportunities to engage with the passage of the SOGIE (Sexual Orientation and Gender Identity Expression) Equality bill or Anti-Discrimination bill. It also believes educational institutions should be a safe place and the first place that promotes equality.

DEPED 2021 GAA VS 2022 GAA

PROGRAMS	PROGRAMS WITH HIGHER ALLOCATIONS		AMOUNT	INCREASE
	2021 GAA	2022 GAA		
DepEd Computerization Program	6.00 B	11.76 B	5.76 B	96.14%
New School Personnel Positions (Creation of Teaching)	15.32 B	20.06 B	4.74 B	30.91%
General Management and Supervision (MOOE)	7.61 B	7.64 B	27.90 M	0.37%
Government Assistance and Subsidies	26.83 B	28.37 B	1.54 B	5.73%
Operation of Schools (MOOE only)	28.16 B	30.03 B	1.87 B	6.64%
Human Resource Development	1.89 B	1.90 B	12.25 M	0.65%
Last Mile Schools Programs	1.50 B	1.51 B	10 M	0.67%
Madrasah Education	346.83 M	356.83 M	10 M	2.88%
Learning Tools and Equipment	2.72 B	2.72 B	4.87 M	0.18%

DEPARTMENT OF EDUCATION

Education Financing and Governance

The Education Sector received a total budget of P788.5 billion (USD 14 billion) for 2022.⁶ While the share of basic education is 80.32% or P633.3 billion (USD 11.24 billion)⁷, the budget allocation for higher education and technical vocation fell by 36.82% (USD 592.9 million)⁸

6 The currency converter used for the PHP figures in this document was XE Philippine Peso to US Dollar conversion, Retrieved Jul 14, 2022, 10:20 UTC, from <https://www.xe.com/currencyconverter/convert/?Amount=788500000000&From=PHP&To=USD>

7 GENERAL APPROPRIATIONS ACT FY 2022 <https://www.dbm.gov.ph/wp-content/uploads/GAA/GAA2022/Volumel/DEPED/DEPED.pdf>

8 GENERAL APPROPRIATIONS ACT FY 2022 <https://www.dbm.gov.ph/wp-content/uploads/GAA/GAA2022/Volumel/OEO/E.pdf>

and 4.36% (USD 254 million)⁹ respectively. The Commission on Higher Education (CHED) suspended the scholarship for the academic year 2022-2023, citing "budget inadequacy." It is supposedly intended for the underprivileged and the homeless, persons with disabilities (PWDs), solo parents and their dependents, senior citizens, and Indigenous Peoples.

Equity enhancing programmes remain grossly unfunded despite the recovery efforts of the government. In 2020, the Last Mile School programme was budgeted with P6.5 billion (USD 115 million) for the initial rollout of the programme. However, P5 billion (USD 88.67 million) was discontinued and realigned to the government's COVID-19 response.¹⁰ The allocation for the LMS Programme, supposedly sought to build schools and classrooms in geographically isolated and disadvantaged areas (GIDA) which is 25.87% of all barangays in the Philippines.

The Special Education Fund (SEF) of the Local Government Units (LGU) has been supplementing the needs of learners and teachers during the pandemic. However, the amount spent on SEF per pupil varies significantly among LGUs in various socioeconomic brackets and geographical areas. Larger tax bases are typically found in urban regions with high property values. The funding for the Basic Education Facilities Programme declined by 46.5%.¹¹ The budget allocation for programmes aimed to reach and support marginalised learners, such as Flexible Learning Options, which covers the Alternative Learning System (ALS), Alternative Delivery Mode, and Education in Emergencies, declined by 8.4%.¹² The Indigenous Peoples Education Programme allocation was reduced by 9.29%.

While the Madrasah Education programme got a minimal increase of 2.88%¹³, the needs of BARMM Learners are not included in the budget. There is no more funding allocation for BARMM except for the School Building Programme under RA. No. 11054 or the "Organic Law for the Bangsamoro Autonomous Region in Muslim Mindanao.

Strengthening Adult Learning and Education

The design and implementation of lifelong learning, which includes education from early childhood to adulthood and all forms from formal, non-formal, and informal, are not clearly governed by any operational strategy

9 GENERAL APPROPRIATIONS ACT FY 2022 <https://tesda.gov.ph/Uploads/File/transparency/update2022/Approved%20budget%20GAA-Corresponding%20targets/FY2022-GAA.pdf>

10 Stinus-Cabugon, M. (2022). What happened to the Last Mile Schools program?. The Manila Times. <https://www.manilatimes.net/2022/02/07/opinion/columns/what-happened-to-the-last-mile-schools-program/1832058>

11 Data culled from the presentation of Usec Annalyn M. Sevilla, Undersecretary for Finance, Department of Education, in the Budget Learning Session and Writeshop of E-Net Philippines held on February 18, 2022

12 Ibid

13 Ibid

or programme of the government. There was a significant decline in ALS Learners starting in 2020 because of the following:

- 1) with 60% of ALS learners employed, the economic downturn due to COVID-19 lockdowns resulted in lower enrolment in ALS as learners and potential learners prioritised finding income and livelihood over pursuing education and training;
- 2) for ALS learners who are parents, they prioritised supporting their younger children in remote learning; and
- 3) with the majority of the ALS learners looking forward to being certified through the programme, the uncertainty that they will get their diplomas/completion certificates amid COVID-19 resulted in lower enrolment. The gender trend in formal schools is also reversed in ALS: two-thirds of ALS learners are male, providing hope that while more males do not complete high school compared to females, they try and make it up by enrolling in ALS if possible.¹⁴

Inclusive and Accessible Education

Although the government requires free education and is a signatory to international agreements and declarations supporting inclusive education, there are still obstacles to learning and the participation of learners at risk of marginalisation or exclusion from full and educational quality involvement. Still excluded are children and teens from low-income rural and urban communities, those who are malnourished, learners with disabilities, from indigenous Maybe groups, and those who have experienced natural disasters and armed conflict.

The DepEd programme for children with disabilities (CWD) represents 1.34% of the total enrolment. However, according to the World Health Organisation (WHO), about 15% of the world's population live with some form of disability, of whom 2–4% experience significant difficulties in functioning. When compared to the country's compliance with UN Convention on the Rights of Persons with Disabilities (CRPD) commitments, the initial report finds that (a) there is still a lack of measures to provide for inclusive and mainstreamed education for persons with disabilities, (b) there is a low number of children with disabilities enrolled in elementary schools, and (c) the education of children, young persons, and adults with disabilities in regular educational facilities is hindered by the barriers to accessibility and the lack of a universal design for learning and reasonable accommodations in all academic and social aspects of student life.¹⁵ The Alternative Learning System (ALS) Act aims to design specialised programs for learners with disabilities, taking into consideration their different levels of learning needs and other functional difficulties in the development of instructional materials and learning resources in accessible formats.

BARMM has the lowest levels of performance indicators related to access. The population of Indigenous Peoples (IP) in the Philippines

is estimated to be between 12–17% of the national population. With the population of IPs continuing to be estimated at all governance levels (national to barangay), education data on IP learners relying on a total population with which to compare like Net Enrolment Rate (NER) remain to be estimated at best. This makes the setting of programme targets on IP learners a challenge for the IP Education Programme.¹⁶

Child Protection

Every day, 95 children in the Philippines die from malnutrition.¹⁷ Grade 1 students drop out because their families cannot pay for daily transport, food, uniforms, or supplies. The implementation of the First 1000 Days (F1KD) Law is still lacking. The law supposedly requires that pregnant women and young children under 2 years old receive a comprehensive package of services that includes nutrition, health, early learning, and social assistance.

Among the Programme for International Student Assessment or PISA-participating countries, the information reported by learners reveals that the Philippines has the highest incidence of bullying, with 65% of learners reporting that they were bullied at least a few times a month, compared to 23% on average across OECD countries.¹⁸ In 2020, these forms of bullying might have carried over to the online space, as schools were closed and classes were held through a blended learning modality.¹⁹ In 2 children is a victim of violence on the internet, according to a government study.²⁰ The worst form of this violence is online sexual abuse and exploitation.²¹

Teachers' Rights and Welfare

Teachers have faced extra difficulties because of the pandemic as they were saddled with additional teaching/non-teaching load and expenses. Teachers put in double the effort to upgrade their knowledge and get the digital resources and alternatives they need for blended learning. Teachers that offer online courses must also make financial investments to access technology, including the devices, Internet connectivity, and a dependable power source. And while this situation has already harmed many members of the teaching workforce, the lack of assistance for their protection and safeguarding of their economic and health significantly deteriorates their condition. During this time of recovery, significant and sustained support for teachers will be required even more.

¹⁶ Basic Education Plan 2030, Department of Education

¹⁷ UNICEF. Child survival. Accessed at: <https://www.unicef.org/philippines/child-survival#:~:text=Every%20day%2C%2095%20children%20in,permanent%2C%20irreversible%20and%20even%20fatal.>

¹⁸ PISA 2018 <https://www.oecd-ilibrary.org/sites/cd52fb72-en/index.html?itemId=/content/component/cd52fb72-en>

¹⁹ Basic Education Plan 2030, Department of Education

²⁰ 2015 National Baseline Survey on Violence Against Children <https://www.unicef.org/philippines/media/496/file/National%20Baseline%20Study%20on%20Violence%20Against%20Children%20in%20the%20Philippines:%20Recommendations.pdf>

²¹ SaferKidsPH. What is Online Sexual Abuse and Exploitation of Children?. Retrieved from <https://www.saferkidsph.org/learn-about-osac>

III. SUSTAINABLE DEVELOPMENT GOAL 4'S ROLE IN THE SDGS FOR REVIEW

The Sustainable Development Goals (SDGs), especially SDG 4, have a vital role in achieving an inclusive and gender-sensitive society with sustainable marine and ecosystem and strengthening global partnerships. The underlying principle of the SDGs is to leave no one behind; therefore, progress or delay on one goal affects other goals. The Department of Education (DepEd) launched the "Basic Education Development Plan 2030" (BEDP 2030), which will serve as a roadmap for improving the delivery and quality of primary education in the Philippines over the decade. The BEDP 2030 covers the traditional education of learners aged 5 to 18 and the non-formal learning of youth and adults. The plan will be implemented from 2020 to 2030, fully aligned with the Sulong Edukalidad Framework, the Philippine Development Plan and Ambisyon 2040, and the commitments in the Sustainable Development Goals (SDG) 2030.

Gender-based violence is a major barrier to women's access to education, and the number of GBV cases has been aggravated by the pandemic. According to GABRIELA, violence against women and children (VAWC) and sexual, physical, and psychological violence rose by 63% during the pandemic.²² To advance Gender Equality (SDG 5), the Philippines adopted the Gender Equality and Women's Empowerment (GEWE) 2019-2025 which identifies strategic and catalytic actions to achieve significant reduction, if not the elimination, of gender inequality in all spheres of life, such that women and men equally participate in, contribute to and enjoy the benefits of inclusive growth, a high-trust and resilient society, and a globally competitive economy. A significant strategy under this plan is to accelerate the access of women from the marginalised sector to education and training. Another intervention of the government for vulnerable and disadvantaged women is the operation of residential and non-residential care facilities with educational services provided on a temporary basis.

Extreme weather phenomena like tropical cyclones and floods become more intense due to climate change (SDG 15). It also plays a significant role in slow-onset threats like drought and sea-level rise. (SDG 14). DepEd maintains its commitment to reducing the greenhouse gas emissions produced by its schools, providing schools with the tools they need to adapt to local climate change, and empowering students and staff to take climate action. The Department established the Disaster Risk Reduction and Management Service or DRRMS. The DRRMS is tasked to empower the DepEd personnel, offices,

²² Baron, Gabriela (2021). COVID-19 pandemic worsens violence against women, girls – GABRIELA. Manila Bulletin <https://mb.com.ph/2021/11/19/covid-19-pandemic-worsens-violence-against-women-girls-gabriela/#:~:text=The%20search%20queries%20in%20the,%20pandemic%2C%20according%20to%20GABRIELA.>

¹⁴ Basic Education Plan 2030, Department of Education

¹⁵ Ibid

schools, and learners in ensuring safety and learning continuity; institutionalising Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation and Mitigation (CCAM), and Education in Emergencies (EiE); and strengthen the resilience of basic education in the context of natural and human-induced hazards.

Strengthening the means of implementation for sustainable development will require stronger partnerships (SDG 17). E-Net Philippines is part of the Open Government Partnership (OGP), a multilateral initiative that aims to secure concrete commitments from national and sub-national governments to promote open government, empower citizens, fight corruption, and harness new technologies to strengthen governance. Only through cooperation can we achieve the Global Goals. International investments and support are required to promote creative technical growth, fair trade, and market access, particularly for developing nations. We must be encouraging, sympathetic, creative, passionate, and most importantly, cooperative if we want to create a better world.

IV. KEY MESSAGES AND RECOMMENDATIONS

The year 2030 is fast approaching but the pandemic slowed down the implementation of SDG strategies. There is a need for the government to fully commit to aligning investments, policies, and programmes with the global agenda. Young people and CSOs should be given meaningful spaces to influence policy development, narrow the gaps, and transform an education system that is gender-sensitive, accessible, inclusive, equitable, and of good quality. To accelerate the progress of SDGs, the following recommendations are put forward:

1. Urging the government to comply with the Education 2030 Framework for Action recommendation on education spending. To quote, "Governments must allocate 4–6% of their gross domestic product and/or 15–20% of total public expenditure to education, ensuring efficient spending and prioritising the most marginalised groups."
 - a. Increase the budget for scholarships and financial assistance in higher education institutions should be increased to make these more inclusive to poor and

working students.

- b. Increase universities' Budget for Extension Services/Programmes to reach the marginalised.
 - c. Career Fairs should be allocated with more budget to be able to disseminate labour market information to college students to better assess possible career paths and preferences.
 - d. Allocate appropriate funding to the school-based Feeding Programme. The feeding programme should be an essential element of the Covid-19 educational response. Schools can adopt innovative approaches to providing meals and still practice appropriate COVID preventive measures.
2. The Implementing Rules and Regulations of the ALS Law must be finalised and further expanded to ensure equitable access for all learners.
 - a. Focus on the marginalised and including those who reside in the unreached, underserved, conflict-affected communities, and communities in emergency situations and ensure they are able to access systematic, flexible, and appropriate alternative basic education programmes outside of the formal school system.
 - b. Invest in adopting flexible learning strategies, such as those instituted during this COVID-19 pandemic, that is built on principles of equity, inclusion, access, and quality.
 3. Inclusive education programmes for Persons with Disabilities, Indigenous Peoples, Muslim learners, and other marginalised sectors must be made accessible and the establishment of Learning Resource Centres (LRCs) for Learners with Disabilities (LWDs) should be piloted. LRC is an approach to delivering blended learning to pupils, teachers, school personnel, parents, and caregivers. Also, the establishment of IP Learning Centers in the IP communities where access to government schools is limited.
 - a. The Implementing Rules and Regulation of the Inclusive Education for Learners with Disability Law and Bangsamoro Education Code must also be formulated. Inquiry on the status of the implementation of Republic Act No. 10929 or the Free Internet Access in Public Places Act to identify and address implementation gaps, issues, and challenges across all school levels.
 - b. The use of information and communication technology (ICT) in education must consider the cultural diversity of the

students, ethnic identity, values, languages, and history of the local communities.

- c. Put in place necessary restrictions and security protocols to avoid potential hazards to children's health and safety, vulnerability to child abuse (cyber-bullying), and protection of the young children's environment.
4. Schools need to strive toward providing a safe and inclusive environment. Empowering women and promoting gender equality and ending all forms of gender discrimination against all learners are crucial to accelerating sustainable development. The Anti-Discrimination bill must be passed and implemented.
 - a. Review and assess the curriculum for gender-responsive education and develop gender-sensitive learning materials, and conduct continuing gender education for all education stakeholders.
 - b. Integrate social class, culture, ethnicity, age, and sexual orientation issues and implement a gender-receptive School Improvement Plan (SIP) and school policies.
 - c. Strengthen child protection mechanisms in schools and communities and promote Positive Parenting and Positive Discipline in Everyday Teaching.
 - d. Learners can be empowered through Student Governments. Young people must continue to have genuine voices and representation in the government processes. Capacity buildings, close consultation, and active involvement of the youth are also required.
 5. Teachers' Rights and Welfare. Rights, welfare, and professional development of the teaching sector (Public and Private) must be paid attention to through the full and correct implementation of the Magna Carta for Public School Teachers, formulation of IRR – Excellence in Teachers Education Act, and increased budget for the health and safety of teachers.
 - a. Provide teachers and non-teaching personnel engaged in hazardous delivery of education services amid COVID-19 with Hardship Pay and Hazards Pay.
 6. Strengthen Data Collection and Monitoring.
 - a. Enhance data gathering and analysis from school-district-provincial-regional-national procedures and information between national government entities and agencies.
 - b. Transparency should be ensured in all budget-related data to provide a safe, equitable, inclusive, and gender-sensitive education. •



The Asia South Pacific Association for Basic and Adult Education (ASPBAE) is a regional association of more than 200 organisations and individuals working towards promoting quality education for all and transformative and liberating, lifelong adult education and learning.

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The Civil Society Network for Education Reforms (E-Net Philippines) is a national coalition of civil society organisations engaged in policy advocacy and the promotion of partnerships for education reforms. Since its inception in 2000, at the same time that the Education for All (EFA) movement has revitalised globally, it has been committed to expanding and strengthening civil society participation in reforming the Philippine education system and in developing alternative learning systems with special concern for the marginalised, excluded and vulnerable sectors (MEVS). The coalition collaborates and engages with national and local government units, the academe, corporate foundations, local communities, as well as local and international organisations to create positive and meaningful changes in education policy and practice. It is a member of the Global Campaign for Education (GCE). E-Net Philippines is a member organisation of the Asia South Pacific Association for Basic and Adult Education (ASPBAE).