Policies and Systems that promote Social Cohesion

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Department of Education
Philippines
Outline

1. Philippine Education System
2. Education Performance
3. Social Cohesion defined
4. PH Laws, policies and programs that promote social cohesion
5. The K to 12 Curriculum Framework
6. Advocacies and Campaigns
Philippine Education System

- **KINDER**: Age 5
- **GRADE SCHOOL**: Age 6-11
- **JUNIOR HIGH SCHOOL**: Age 12-15
- **SENIOR HIGH SCHOOL**: Age 16-17

K to 12 adds two (2) years, but more importantly enhances the quality of the entire G1-G12 curriculum. It is streamlined and decongested to allow for better mastery of competencies.
• Girls consistently outperform boys in all performance indicators
• Targets for elementary enrolment rate is likely to be achieved
• High proportion of secondary learners are completing the cycle than elementary learners
Social Cohesion defined

A cohesive society works towards the well-being of all its members, fights exclusion and marginalization, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward mobility.

Source: OECD
Components of Social Cohesion

- Social Inclusion
- Social Capital
- Social Mobility

Source: OECD
### Vision

- We dream of Filipinos who passionately love their country and whose **values and competencies** enable them to realize their full potential and **contribute meaningfully** to building the nation.

- As a **learner-centered** public institution, the Department of Education continuously improves itself to **better serve it stakeholders**.
Well defined roles and responsibilities

**Mission:** “To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education:

<table>
<thead>
<tr>
<th>Key Players</th>
<th>Role</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>Rights Holder</td>
<td>Learn in a child-friendly, gender-sensitive, safe, and motivating environment</td>
</tr>
<tr>
<td>Teachers</td>
<td>Duty Bearer</td>
<td>Facilitate learning and constantly nurture every learner</td>
</tr>
<tr>
<td>Administrators and staff</td>
<td>Duty Bearer</td>
<td>As stewards of the institution, ensure an enabling and supportive environment for effective learning to happen</td>
</tr>
<tr>
<td>Family, community, and other stakeholders</td>
<td>Duty Bearer</td>
<td>Are actively engaged and share responsibility for developing life-long learners</td>
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<tr>
<td>Core Values</td>
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<td></td>
</tr>
<tr>
<td>Makadiyos</td>
<td>[for God]</td>
<td></td>
</tr>
<tr>
<td>Makatao</td>
<td>[for People]</td>
<td></td>
</tr>
<tr>
<td>Makalikasan</td>
<td>[for Environment]</td>
<td></td>
</tr>
<tr>
<td>Makabansa</td>
<td>[for Country]</td>
<td></td>
</tr>
</tbody>
</table>
## PH Laws that promote Social Cohesion

### Improving Access to Education
- Free Public Secondary Education Act., 1988
- Government Assistance to Students and Teachers in Private Education (GASTPE) Act, 1989
- The Magna Carta for Disabled Persons, 1992
- The Indigenous Peoples’ Rights Act of 1997
- An Act Providing for the Magna Carta of Women, 2008

### Improving Quality of Education
- Kindergarten Education Act, 2012
- Early Years Act of 2013
- Enhanced Basic Education Act of 2013

### Improving Education Governance
- Education Act of 1982
- An Act Providing for an Organic Act for the ARMM, 1989
- Governance of Basic Education Act of 2001
Policies that promote Social Cohesion

Grassroots Participatory Budgeting (GPB)

To make the National Budget more Responsive

To encourage Local Governments to implement Reforms

To deepen democracy and empower Citizens
Policies that promote Social Cohesion

Civil Society Participation in the Budget Process

Benefits:

- Transparency
- Full Disclosure
- Accountability
- Responsive Budget
- Minimized Fraud
- Ownership of Outcomes by the community
Policies and practices that promote Social Cohesion

Public-Private Partnership (PPP) Strategy

Report Card

Information Systems
Education Policies that promote social cohesion

- No Collection Policy
- Non-requirement of Wearing School Uniforms
- Free Exercise of Religion
- Gender and Development (GAD)
**BULLYING** refers to willful aggressive behavior that is directed, towards a particular victim who may be outnumbered, younger, weak, with disability, less confident, or otherwise vulnerable.
<table>
<thead>
<tr>
<th>In Kinder to Grade 3, the child’s dominant language is used as the language of learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipino and English language proficiency is developed from Kinder to Grade 3 but very gradually.</td>
</tr>
<tr>
<td>Mother Tongue is used in instruction and learning materials of other learning areas.</td>
</tr>
<tr>
<td>The learners retain their ethnic identity, culture, heritage and values.</td>
</tr>
<tr>
<td>Children learn better and are more active in class and learn a second language even faster when they are first taught in a language they understand.</td>
</tr>
</tbody>
</table>
Mother-Tongue-Based Multilingual Education

Twelve (12) Mother Tongue languages were introduced in 2012. Seven (7) more languages were added in 2013.

**MOTHER TONGUE LANGUAGES:**

1. **HILIGAYNON**
   - Maayong aga!

2. **HILIGAYNON**
   - Mapiya kapipita!

3. **MERANAO**
   - Kapiyan ka pa nu Diyos sichamavuka aya!

4. **IBANAG**
   - Nakasta nga umma!

5. **BAHASA SUG**
   - Assalamualaikum!

6. **BIKOL**
   - Marhay na aga!

7. **ILOKO**
   - Naimbag a bigat!

8. **PANGASINAN**
   - Masantos ya agew!

9. **AKIANON**
   - Mayad ayad nga agahon!

10. **KAPAMPANGAN**
    - Mayap a abak!

11. **TAGALOG**
    - Magandang umaga!

12. **ZAMBAL**
    - Maganday bayomboka!

13. **CHAVACANO**
    - Buenas dias!

14. **CHAVACANO**
    - Mapia mapita!

15. **WARAY**
    - Maupay nga aga!

16. **KINARAY-A**
    - Maayad ayad nga aga kaninyo tanan!

17. **YAKAN**
    - Assalamualaikum!
Access to Secondary Education

Muslim Education
1.16 Million Learners

Indigenous Peoples Education
1.19 Million Learners
Access to Secondary Education

**Special Education Program**
349 High Schools

**Open High School**
980 schools

**Alternative Delivery Modes**
75,233 learners

**“Abot-Alam” Program**
1.2 Million OSYs mapped
The K to 12 Basic Education Curriculum Framework
## The K to 12 Philippine Basic Education Curriculum Framework

### CONTEXT

#### PHILOSOPHICAL & LEGAL BASES
- RA 10533 Enhanced Basic Education Act of 2013
- Kindergarten Act
- The 1987 Phil. Constitution
- BP 232, Education Act of 1982
- RA 9155, Governance of Basic Education Act of 2001
- The vision, mission statements of DepEd
- SOUTELE, 1976
- The EDCOM Report of 1991
- Basic Education Sector Reform Agenda (BESRA)
- The four pillars of education (UNESCO)

#### NATURE OF THE LEARNER
- Has a body and spirit, intellect, free will, emotions, multiple intelligence, learning styles
- Constructor of knowledge and active maker of meaning, not a passive recipient of information

#### NEEDS OF THE LEARNER
- Life skills
- Self-actualization
- Preparation for the world of the work, entrepreneurship, higher education

#### NEEDS OF NATIONAL & GLOBAL COMMUNITY
- Poverty reduction and human development
- Strengthening the moral fiber of the Filipino people
- Development of a strong sense of nationalism
- Development of productive citizens who contribute to the building of a progressive, just, and humane society
- Ensuring environmental sustainability
- Global partnership for development
# K to 12 Curriculum Structure

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Kinder to Grade 6</th>
<th>Junior High School</th>
<th>Grades 7 to 8</th>
<th>Grades 9 to 10</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>(Exploratory TLE)</td>
<td>(Specialized TLE)</td>
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</table>

## Tracks

### Core Subjects

<table>
<thead>
<tr>
<th>Senior High School</th>
<th>Academic Track</th>
<th>Technical Vocational Livelihood Track</th>
<th>Sports Track</th>
<th>Arts &amp; Design Track</th>
</tr>
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<tr>
<td></td>
<td>General Academic Strand</td>
<td>Home Economics</td>
<td>Agri-Fishery</td>
<td>Industrial Arts</td>
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<tr>
<td></td>
<td>STEM</td>
<td>ict</td>
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<td>ICT</td>
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<tr>
<td></td>
<td>ABM</td>
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<td></td>
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<tr>
<td></td>
<td>HUMSS</td>
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</tbody>
</table>
## Features of the K to 12 Curriculum

<table>
<thead>
<tr>
<th>Learner-centered, inclusive, and research-based</th>
<th>Standards- and competence-based, seamless, decongested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture-responsive and culture-sensitive, integrative and contextualized, relevant and responsive</td>
<td>Flexible, ICT-based, and global</td>
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</table>
Philippine Qualifications Framework

PQF PROGRESSION CHART

<table>
<thead>
<tr>
<th>LVL</th>
<th>BASIC EDUCATION</th>
<th>TECHNICAL EDUCATION &amp; SKILLS DEVELOPMENT</th>
<th>HIGHER EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>DOCTORAL &amp; POST DOCTORAL</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>POST BACCALAUREATE</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>BACCALAUREATE</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>DIPLOMA</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>NC IV</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>NC III</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>END OF G12</td>
<td>NC II</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>END OF G10</td>
<td>NC I</td>
<td></td>
</tr>
</tbody>
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DEPARTMENT OF EDUCATION
“The curriculum shall be contextualized and global;”

“The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the [curriculum] based on their respective educational and social contexts.”

–Sec. 10.2 (d) and (h) RA 10533 Implementing Rules and Regulations
Advocacies and Campaigns
Thank you