



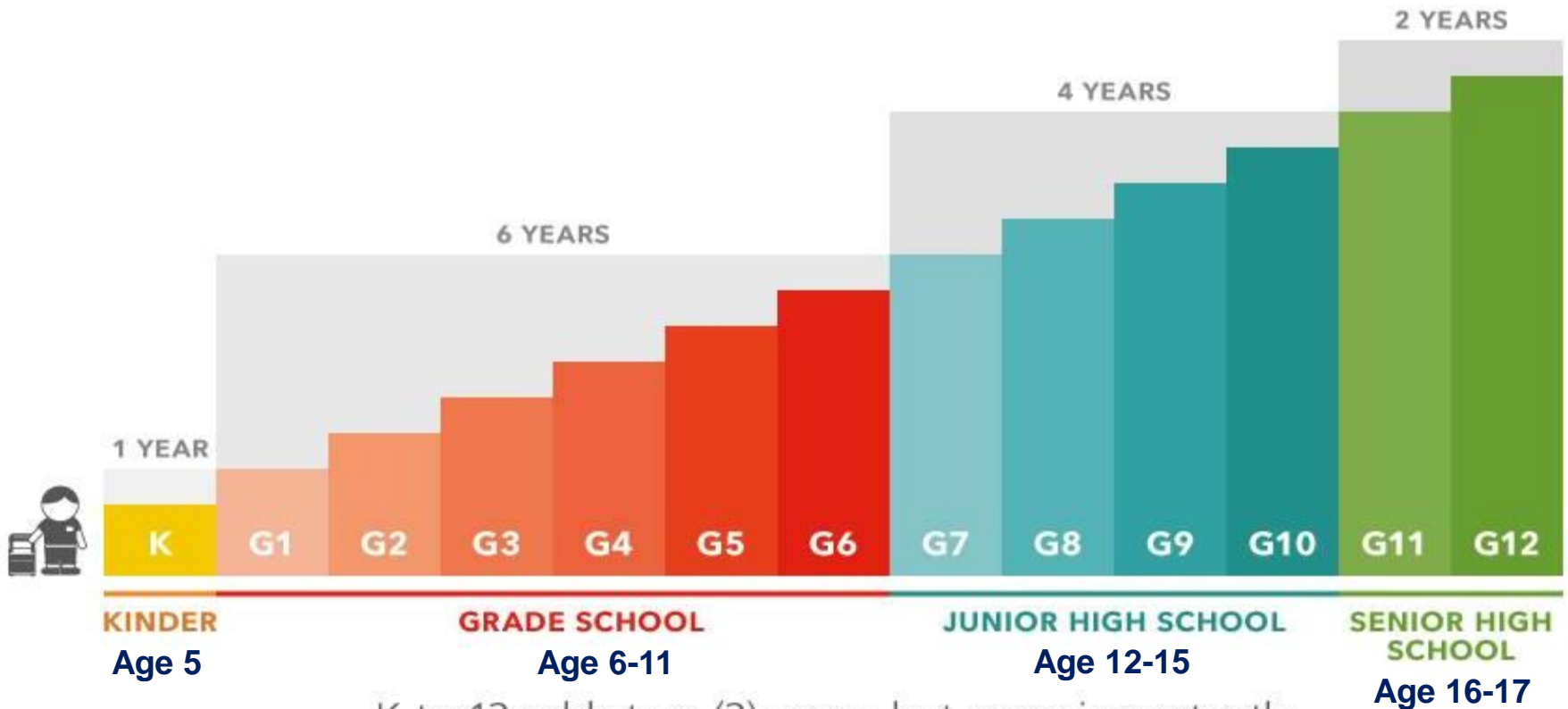
# Policies and Systems that promote Social Cohesion

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# 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



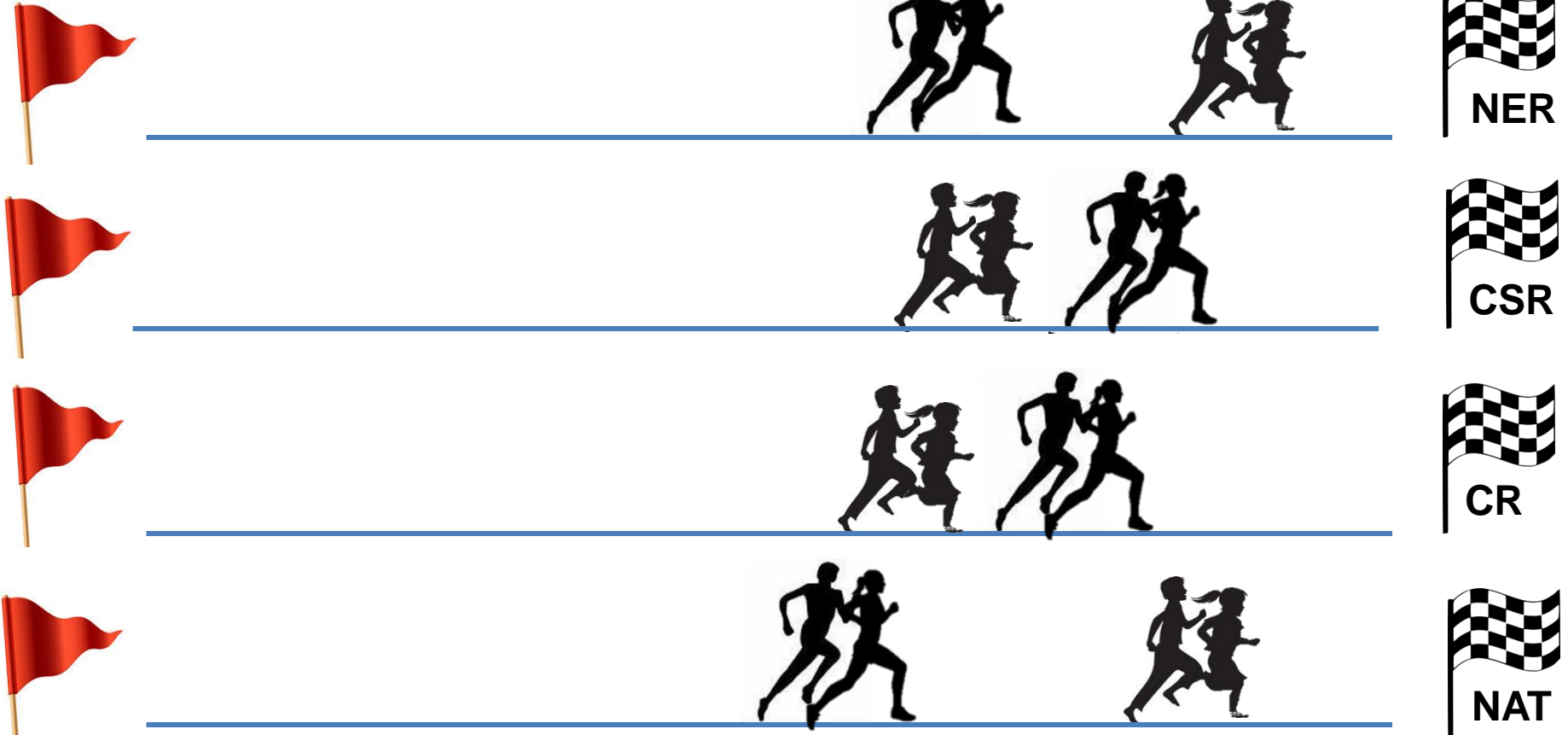
K to 12 adds two (2) years, but more importantly **enhances the quality of the entire G1-G12 curriculum.**

It is streamlined and decongested to allow for better mastery of competencies.

# Basic Education Performance

2010 BASELINE

2016 TARGETS



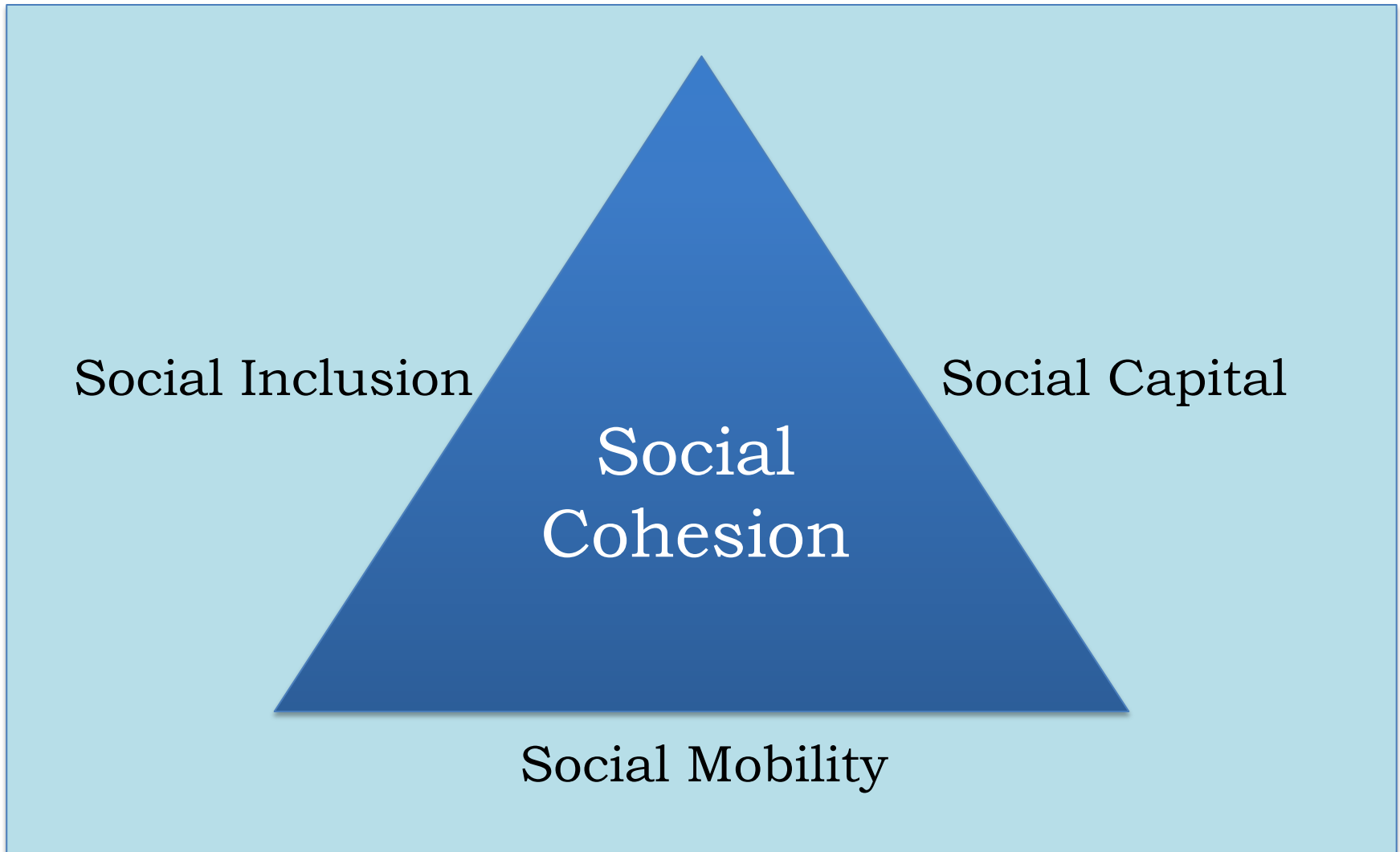
- Girls consistently outperform boys in all performance indicators
- Targets for elementary enrolment rate is likely to be achieved
- High proportion of secondary learners are completing the cycle than elementary learners

# 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



Source: OECD

# DepEd: a Cohesive Organization

## 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 its 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:

<b>Key Players</b>	<b>Role</b>	<b>Responsibilities</b>
<b>Students</b>	Rights Holder	Learn in a child-friendly, gender-sensitive, safe, and motivating environment
<b>Teachers</b>	Duty Bearer	Facilitate learning and constantly nurture every learner
<b>Administrators and staff</b>	Duty Bearer	As stewards of the institution, ensure an enabling and supportive environment for effective learning to happen
<b>Family, community, and other stakeholders</b>	Duty Bearer	Are actively engaged and share responsibility for developing life-long learners



# DepEd: a Cohesive Organization

## Core Values

- Makadiyos *[for God]*
- Makatao *[for People]*
- Makalikasan *[for Environment]*
- Makabansa *[for Country]*

# 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**



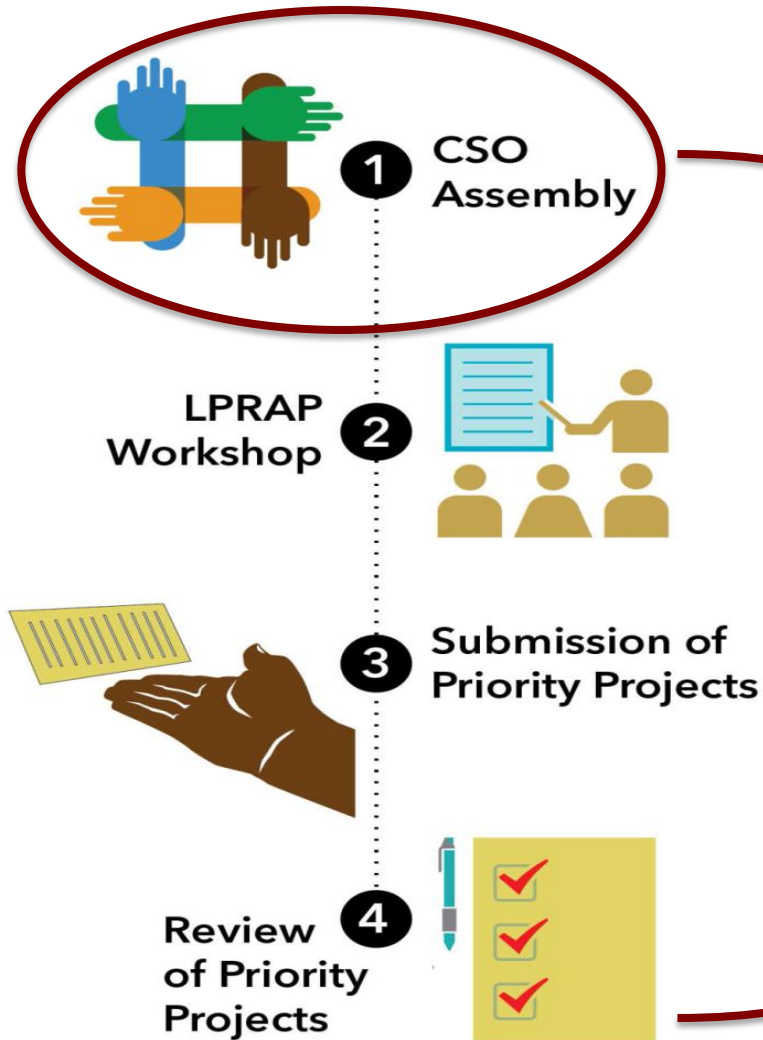
**To encourage Local Governments to implement Reforms**



**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

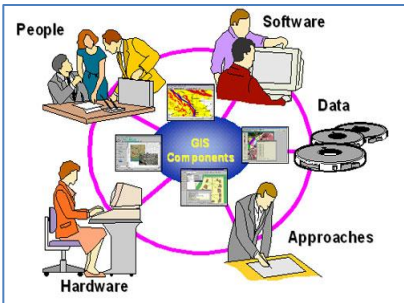
# Policies and practices that promote Social Cohesion



## Public-Private Partnership (PPP) Strategy



## Report Card



## Information Systems

# Education Policies that promote social cohesion



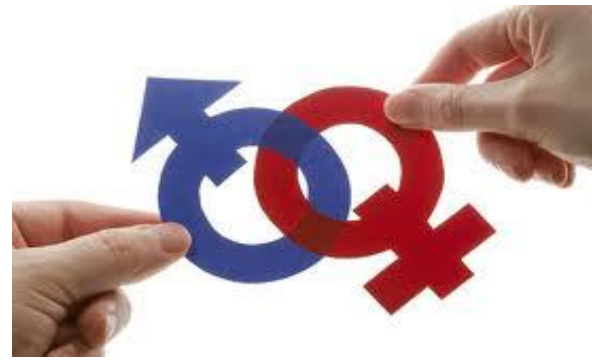
No Collection Policy



Non-requirement of Wearing School Uniforms



Free Exercise of Religion



Gender and Development (GAD)

# Child Protection Policy

**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.



THREATS



STALKING



TAKING OF  
PROPERTY



PUBLIC  
HUMILIATION



DAMAGE OF  
PROPERTY



PHYSICAL  
VIOLENCE



DEMANDING  
SEXUAL OR  
MONETARY  
FAVORS



RESTRAINING THE  
LIBERTY OR  
FREEDOM OF A  
PUPIL OR  
STUDENT

# Mother Tongue-Based Multilingual Education (MTB-MLE)

In Kinder to Grade 3, the child's dominant language is used as the language of learning.

Filipino and English language proficiency is developed from Kinder to Grade 3 but very gradually.

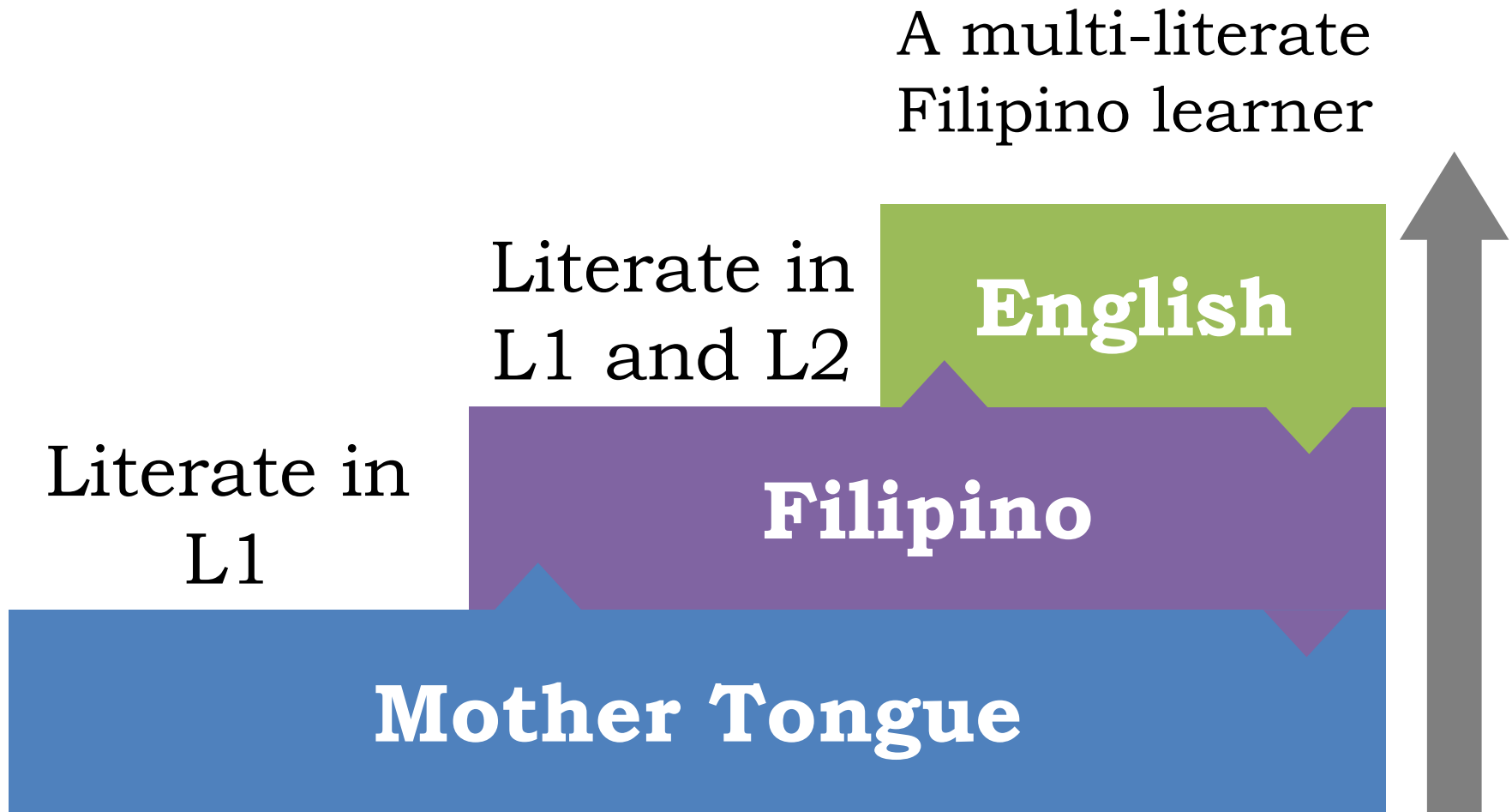
Mother Tongue is used in instruction and learning materials of other learning areas.

The learners retain their ethnic identity, culture, heritage and values.

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.



# Mother Tongue-Based Multilingual Education (MTB-MLE) Bridging Framework



# Mother-Tongue-Based Multilingual Education

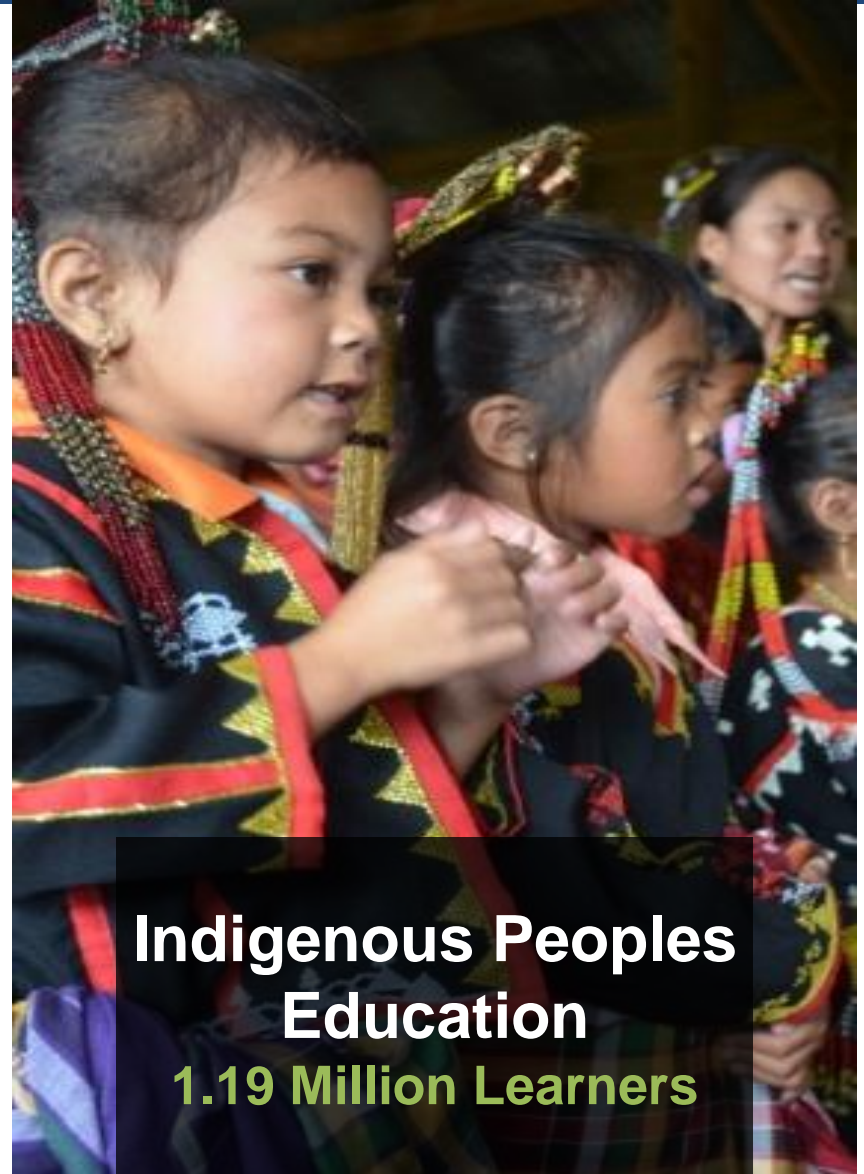
Twelve (12) Mother Tongue languages were introduced in 2012.  
Seven (7) more languages were added in 2013.



# 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

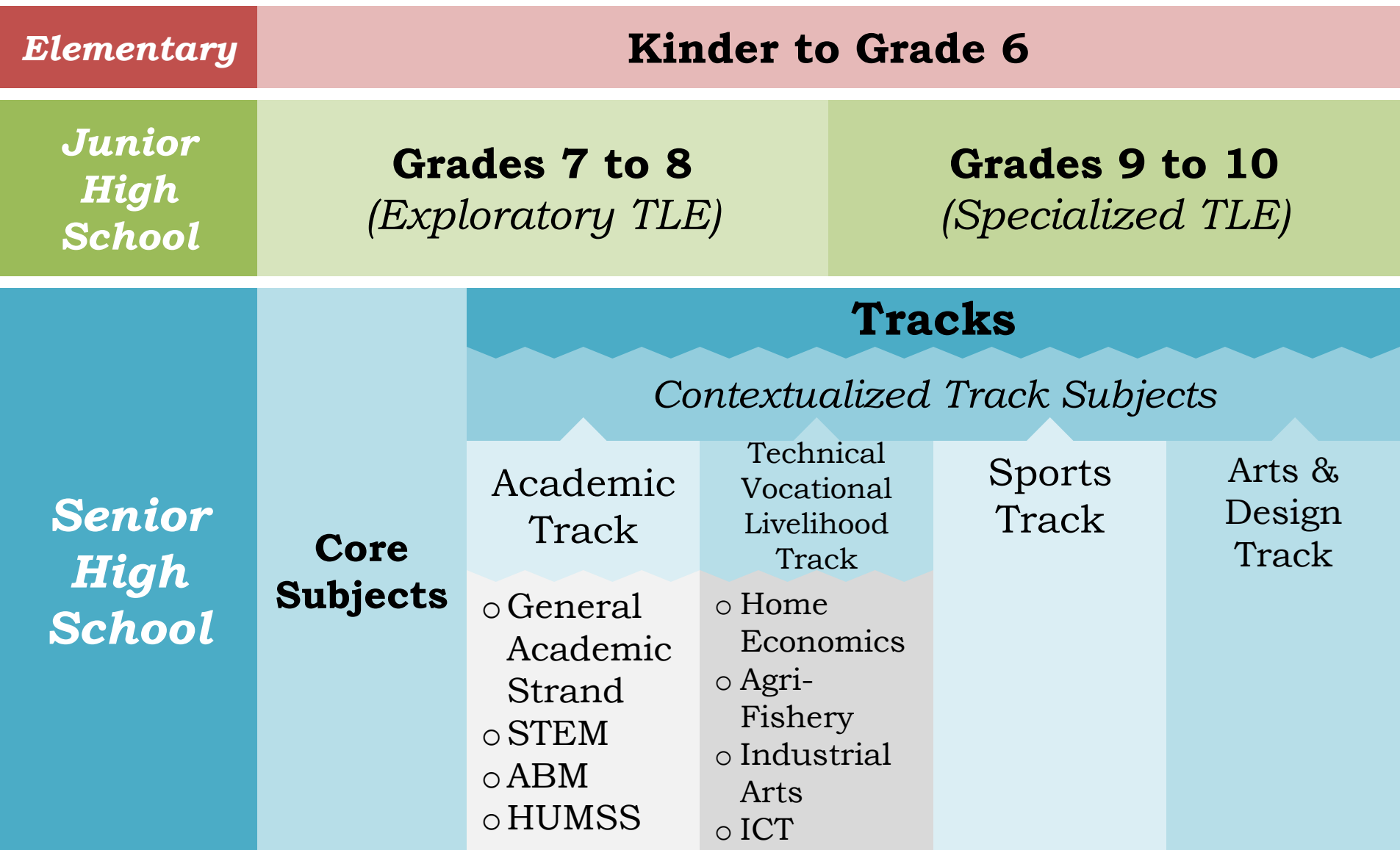
### **NEEDS OF THE LEARNER**

- 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



# Features of the K to 12 Curriculum

**learner-centered,  
inclusive, and research-  
based**

**standards- and  
competence-based,  
seamless, decongested**

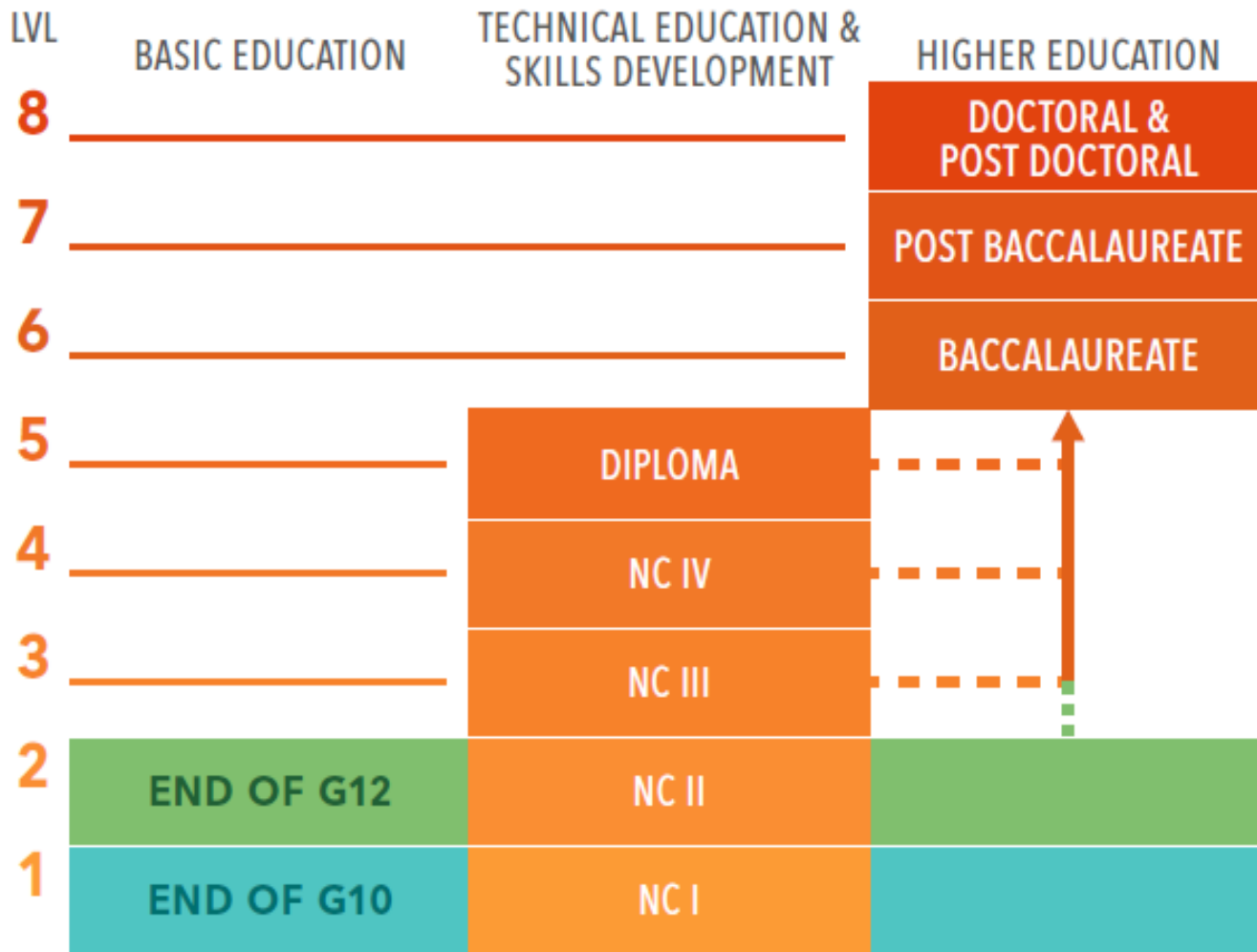
**culture-responsive and  
culture-sensitive,  
integrative and  
contextualized, relevant  
and responsive**

**flexible, ICT-based,  
and global**



# Philippine Qualifications Framework

## PQF PROGRESSION CHART



# Contextualization and Localization

*“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



Mark your calendars!  
**JANUARY 25, 2014 IS  
EARLY REGISTRATION DAY**

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Register early for SY 2014-2015

#GOeducation 



Thank you