



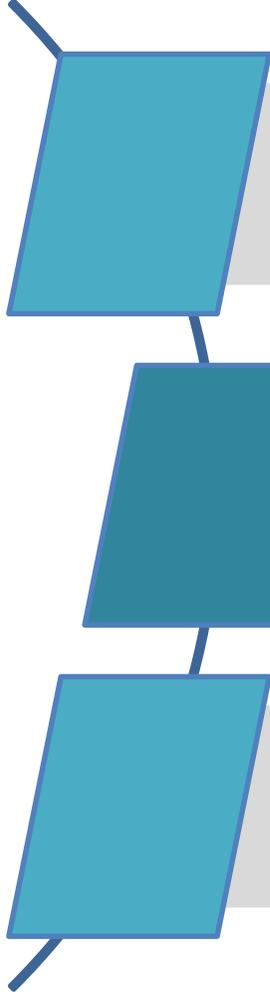
Good Quality Education Now for a better 2030 and towards AmBisyon 2040

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Outline



Preface

Goals for the Education Sector: taking off from the SDGs

AmBisyon 2040



Preface

- Education is the process of facilitating the acquisition of knowledge, skills, values, beliefs and habits
- Education sector usually refers to institutions responsible for formal education
- Formal education is one modality of learning
- Difference between formal education and other modes of learning is the presence of the structure of delivery
- Formal education is about **MOLDING** the future



Goals for the Education Sector

GUIDANCE FROM THE SDGs



IV. SDG 4 Targets and Indicators

REPUBLIC OF THE PHILIPPINES
NATIONAL ECONOMIC AND
DEVELOPMENT AUTHORITY

1 NO POVERTY

2 NO HUNGER

3 GOOD HEALTH

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 CLEAN ENERGY

8 GOOD JOBS AND ECONOMIC GROWTH

9 INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION

13 PROTECT THE PLANET

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE AND JUSTICE

17 PARTNERSHIPS FOR THE GOALS

THE GLOBAL GOALS

GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Indicator 4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary, achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Indicator 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

Indicator 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex



GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Indicator 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex



GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



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

Indicator 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill



GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



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

Indicator 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators on this list that can be disaggregated



GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Indicator 4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex



GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Indicator 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment



GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Target 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Indicator 4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic hand washing facilities (as per the WASH indicator definitions)



GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

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



GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



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

Indicator 4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country



AMBISYON **NATIN** 2040

The Life We Want

Matatag

- Living together with family
- Time with family and friends (work/life balance)

Maginhawa

- Freedom from hunger and poverty
- Guaranteed mobility
- Secure home ownership
- Travel and vacation opportunities

Panatag

- Resources adequate for day-to-day needs and unexpected expenses
- Security of place
- Passive income during retirement





Vision of Filipinos for Self

(EO No. 5, series of 2016)

“In 2040, we will all enjoy a stable and comfortable lifestyle, secure in the knowledge that we have enough for our daily needs and unexpected expenses, that we can plan and prepare for our own and our children’s future. Our family lives together in a place of our own, and we have the freedom to go where we desire, protected and enabled by a clean, efficient, and fair government.”

What is a “matatag, maginahwa at panatag na buhay”?

5,000
Own one car



P 120,000

Gross Monthly Income



25,000
Income Tax

40,000
Have enough money
for day-to-day needs



10,000

All children are
college-educated



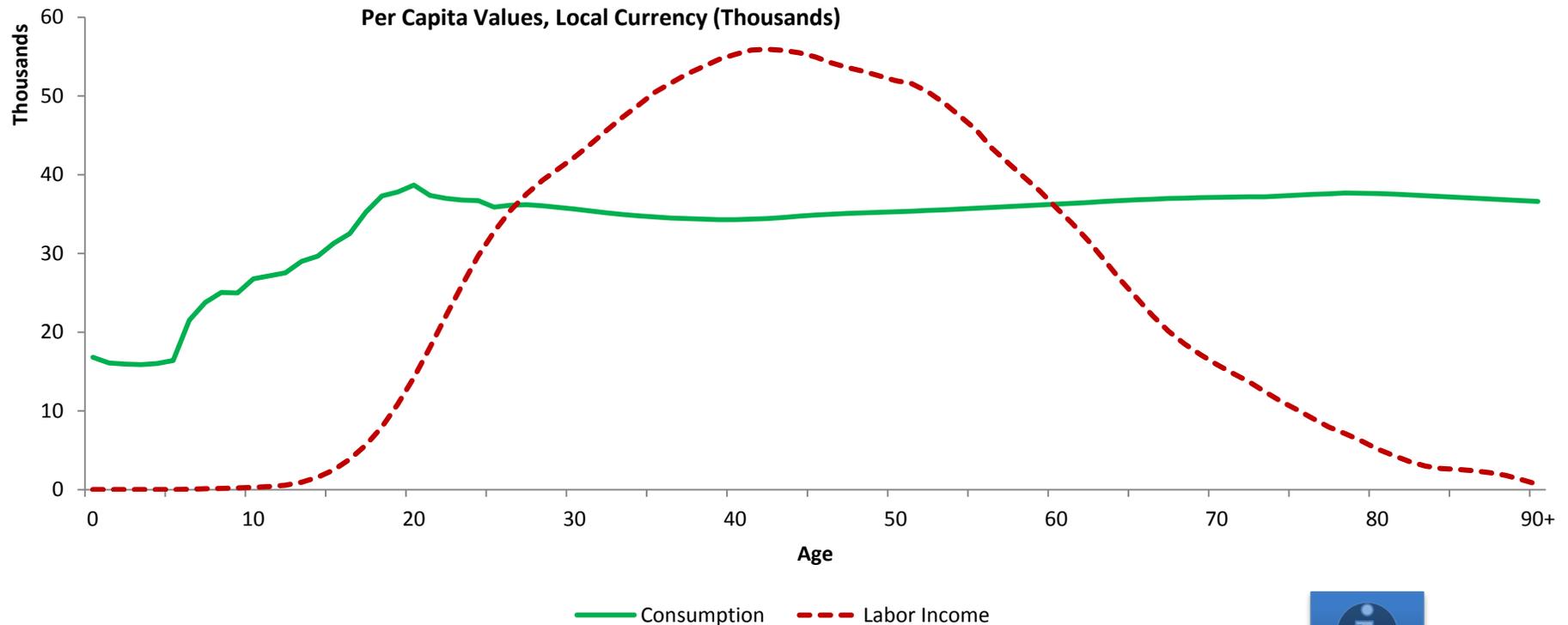
4,000
Relax with family
and friends

30,000
Own a medium-sized
home



6,000
Able to take occasional
trips around the country

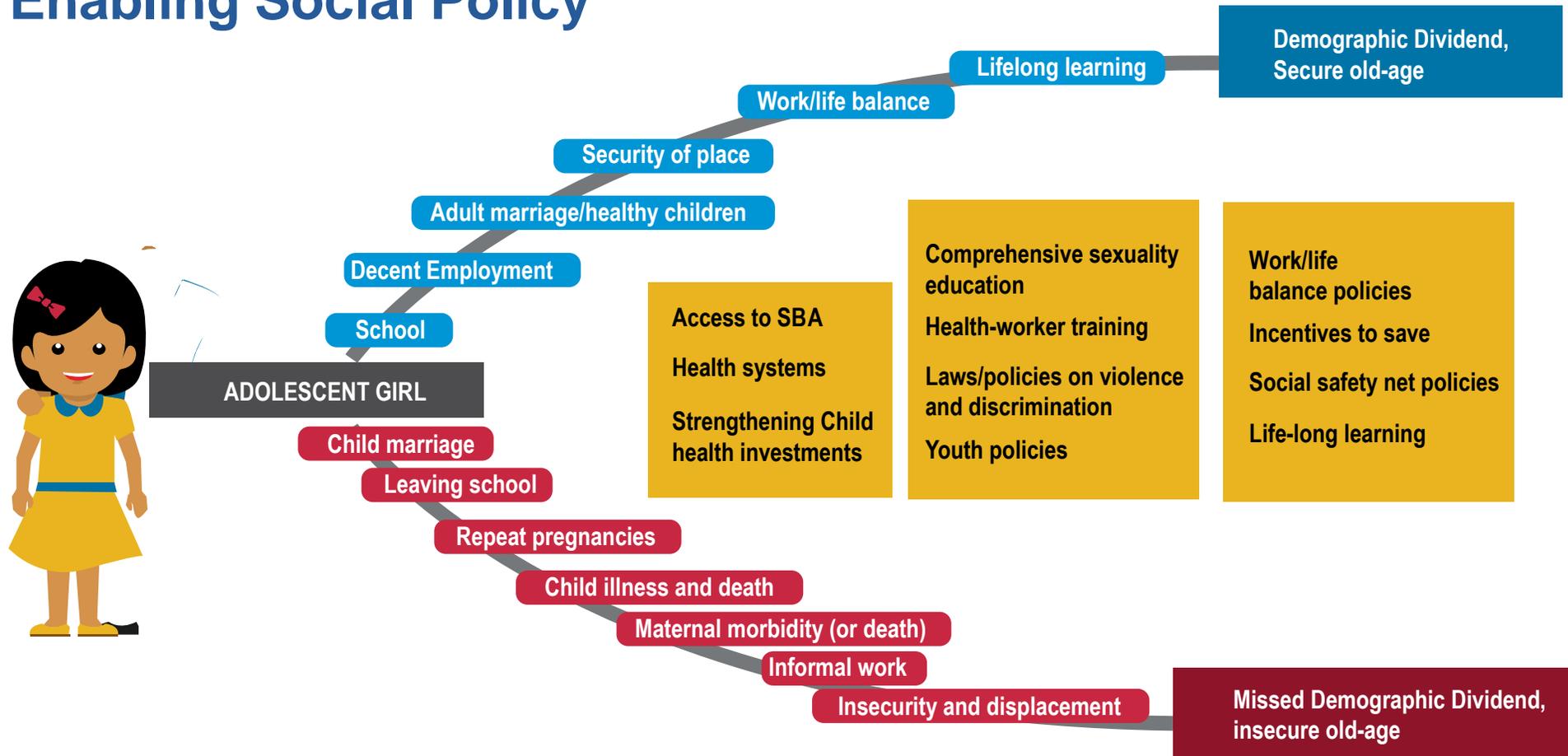
Consumption and Labor Income vs Age, Philippines



<http://www.ntaccounts.org/web/nta/show/Country%20Summaries>. Accessed 7May 2016



Enabling Social Policy





Desirable Graduate Attributes

1. Discipline knowledge and skills
2. Critical analysis
3. Problem solving
4. Ethical decision-making
5. Communication
6. Social interaction
7. Global perspective
8. Life-long learning
9. Citizenship

21st-Century Skills

Foundational Literacies
How students apply core skills to everyday tasks

-  1. Literacy
-  2. Numeracy
-  3. Scientific literacy
-  4. ICT literacy
-  5. Financial literacy
-  6. Cultural and civic literacy

Competencies
How students approach complex challenges

-  7. Critical thinking/ problem-solving
-  8. Creativity
-  9. Communication
-  10. Collaboration

Character Qualities
How students approach their changing environment

-  11. Curiosity
-  12. Initiative
-  13. Persistence/ grit
-  14. Adaptability
-  15. Leadership
-  16. Social and cultural awareness

<http://www.consultancy.uk/news/1734/wef-bcg-students-lack-skills-needed-in-21st-century>

Comprehensive and Enabling Economic and Social Policy

P 70,000

Gross Monthly Income



5,000

All children are college-educated



16,000

~~25,000~~

Income Tax

1,000

~~4,000~~

Relax with family and friends

3,000

~~6,000~~

Able to take occasional trips around the country



~~3,000~~

~~5,000~~

Own one car



~~30,000~~

~~40,000~~

Have enough money for day-to-day needs



~~12,000~~

~~30,000~~

Own a medium-sized home



Priority Sectors



Housing and Urban Development

- Construction
- Housing design
- Urban planning
- Utilities (EGW)



Manufacturing

- Food processing
- Housing related
- Construction related
- Transport mfg
- Other manufacturing



Connectivity

- Roads and bridges
- Port
- Airport
- Transport service
- Communication

Priority Sectors



Education Services

- Formal education
- Re-tooling services



Health services



Tourism-related services



Countryside development



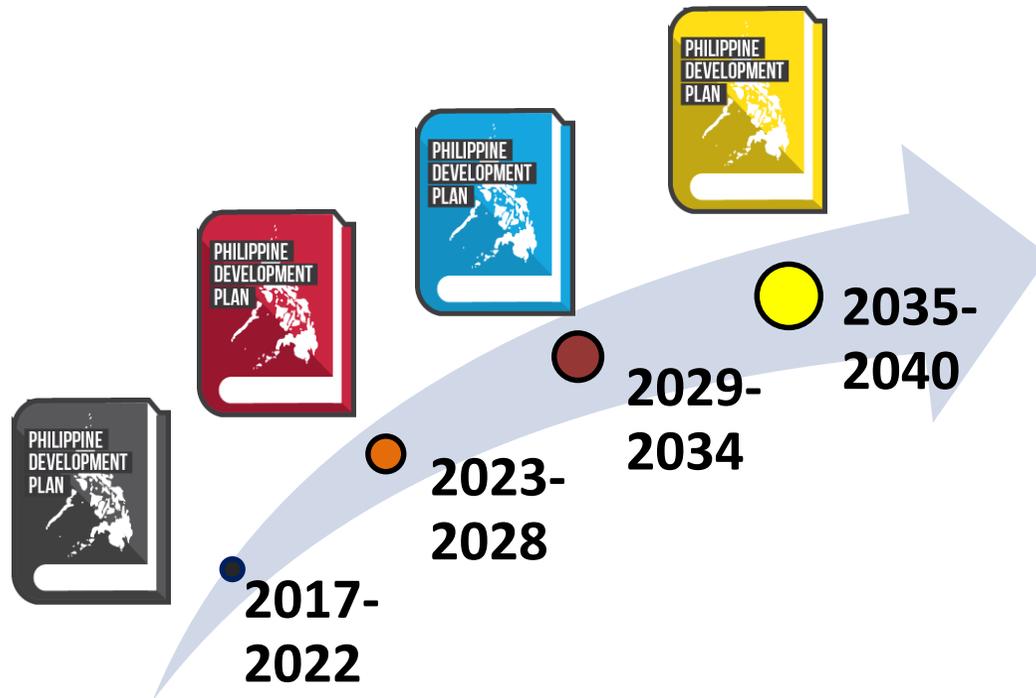
Financial services

- Consumer financing
- Enterprise financing
- Insurance
- Savings mobilization



Agricultural development

From vision to action



By 2040, Philippines will be:

1. A prosperous, predominantly middle-class society where no one is poor;
2. A healthy and resilient society;
3. A smart and innovative society, and
4. A high trust society.



Memorandum Circular No. 12, s. 2016:

Directing the Formulation of the Philippine Development Plan and the Public Investment Program for the Period 2017-2022

“ AMBISYON NATION 2040, the 2030 Agenda for Sustainable Development and the President’s 0+10 Point Socio-Economic Agenda need to be translated into specific and coherent strategies, policies and programs, at the national and local levels, in order to ensure the achievement of the goals stated therein”



In closing....

- Goal for the education sector is to **MOLD THE FUTURE**
- What is the future:
 - Based on SDGs: leave no one behind especially concerning learning profiiciencies
 - Based on AmBisyon: for every Filipino to enjoy a “matatag, maginhawa at panatag na buhay”

AmBisyon Mo,

Misyon ko!



**WHAT CAN YOU DO TO
SUPPORT THIS VISION AND
TURN IT INTO A REALITY
FOR FILIPINOS?**