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
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
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”?

- **Gross Monthly Income**: ₱120,000
- **Income Tax**: ₱25,000
- **All children are college-educated**: ₱10,000
- **Relax with family and friends**: ₱4,000
- **Able to take occasional trips around the country**: ₱6,000
- **Own one car**: ₱5,000
- **Have enough money for day-to-day needs**: ₱40,000
- **Own a medium-sized home**: ₱30,000
- **Own a college degree**: ₱30,000
- **Net Monthly Income**: ₱40,000
- **Annual Income**: ₱480,000
- **Gross Annual Income**: ₱1,440,000
Consumption and Labor Income vs Age, Philippines

Per Capita Values, Local Currency (Thousands)

Consumption
Labor Income

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

Hill (2013), Global Business Today
Comprehensive and Enabling Economic and Social Policy

P 70,000 Gross Monthly Income

- 3,000 Own one car
- 5,000 All children are college-educated
- 16,000 Income Tax
- 25,000
- 1,000 Relax with family and friends
- 4,000
- 3,000 Able to take occasional trips around the country
- 6,000
- 12,000 Own a medium-sized home
- 30,000 Have enough money for day-to-day needs

30,000

Republic of the Philippines
National Economic and Development Authority
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

Tourism-related services

Health services

Countryside development

Financial services
- Consumer financing
- Enterprise financing
- Insurance
  - Savings mobilization

Agricultural development
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 proficiencies
  – Based on AmBisyon: for every Filipino to enjoy a “matatag, maginhawa at panatag na buhay”
HAT CAN YOU DO TO SUPPORT THIS VISION AND TURN IT INTO A REALITY FOR FILIPINOS?