Initiatives in Transforming Philippine Education

UNICEF Philippines
25 August 2023



Key deprivations for children in the Philippines

1 out of 3 children under 5 y/o MALNOURISHED

9% of women 15-19 have begun childbearing

23.9% children (1 in 4) live in poverty

77% immunization rate in 2013

The state of the state of

Only 83% of poorest households have access to basic drinking water

2.8 million out-of-school children between 5-15 y/o

237% rise in newly-diagnosed HIV cases among adolescents & teenagers between 2010 and 2020

2 out of 3 children are victims of physical violence 1 out of 4 aged 13-17 experienced sexual violence and abuse 1 out of 2 under 5 y/o death is a NEWBORN

OUTCOMES OF TES - SUMMARY OF NATIONAL STATEMENTS OF COMMITMENT: ASIA-PACIFIC REGION

National Statements of Commitment submitted from countries in Asia-Pacific Main areas mentioned in the National Statements of Commitment:

➤ COVID-19 learning recovery

- Re-engage learners and ensure return to school with focus on those at risk of droppingout
- Prioritized measures to address learning loss
- Committed to support social-emotional wellbeing of learners and teachers
- > Addressing educational exclusions
 - Most countries acknowledged the learning gaps and prioritized the disadvantaged and marginalized learners
- > Transforming the teaching profession
 - Committed to supporting pre- and in-service training and professional development

Curricula renewal

- Committed to improving foundational literacy and numeracy skills
- Competency-based/project-based/critical thinking
- Digital learning and transformation
 - Committed to universal connectivity
 - Open and free digital resources and platforms
 - Strengthening digital skills amongst learners and teachers
- Financing education
 - Investing more equitably and efficiently in education

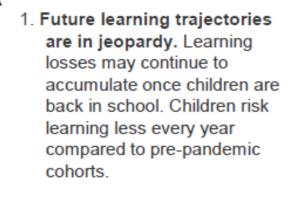


Figure 2: Literacy performance by round



Time

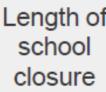




Learning losses may consist of forgone learning, i.e., learning that did not take place due to school closures, the forgetting of previously acquired learning, and could also include lost future learning.

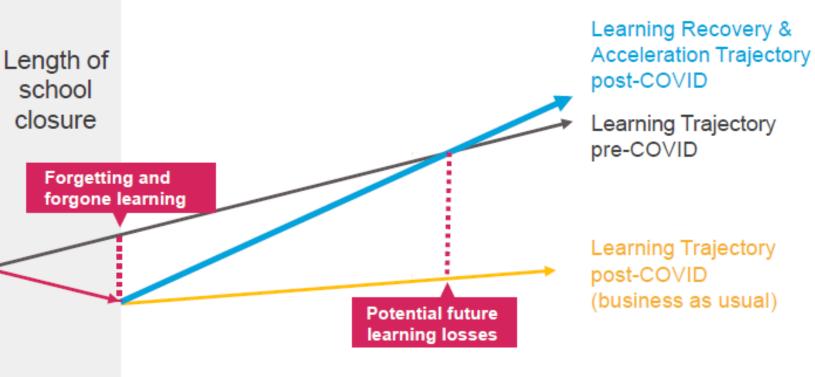
Learning Progression

A cohesive Learning Recovery Program can lead to an



Schools closing

accelerated learning recovery



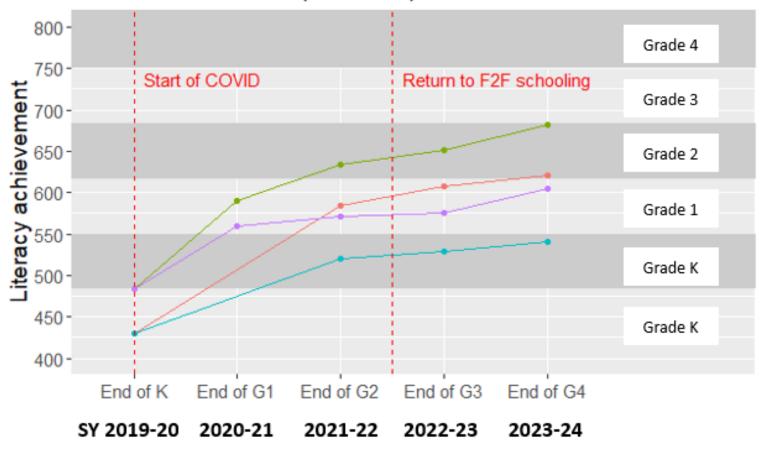
Source: UNICEF, UNESCO, World Bank. 2021. The State of the Global Education Crisis: A Path to Recovery.

Schools opening



Quantitative model - Literacy

Literacy achievement trajectory
Simulated Moderate COVID effect
Areas of conflict (BARMM) vs Areas of non-conflict



BARMM - No COVID effect

Other - No COVID effect

BARMM - COVID - Moderate effect

Other - COVID - Moderate effect

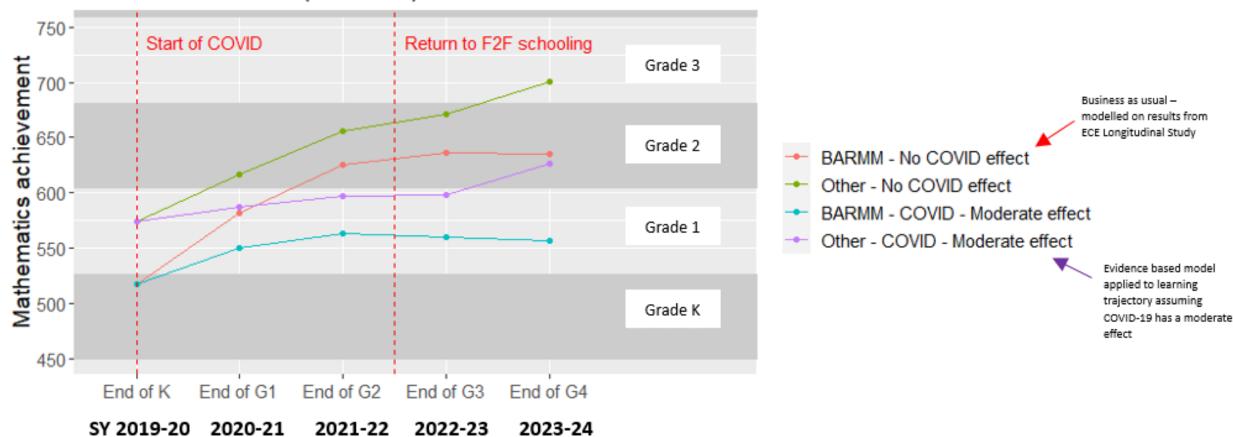
Evidence based model applied to learning trajectory assuming COVID-19 has a moderate effect

Business as usual —



Quantitative model - Mathematics

Mathematics achievement trajectory
Simulated Moderate COVID effect
Areas of conflict (BARMM) vs Areas of non-conflict





Business as usual – modelled on results from ECE Longitudinal Study

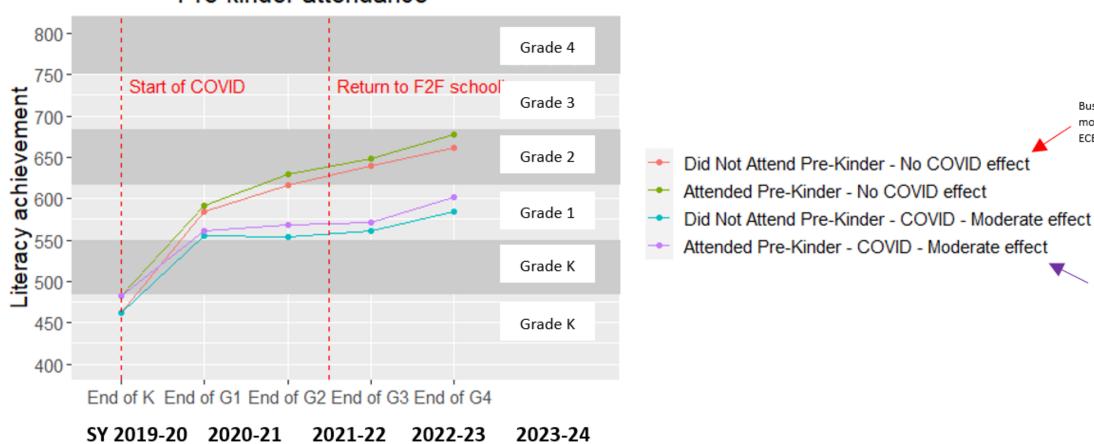
> Evidence based model applied to learning trajectory assuming

COVID-19 has a moderate

effect

Quantitative – pre-Kinder attendance

Literacy achievement trajectory
Simulated Moderate COVID effect
Pre-kinder attendance



REACH every child and keep them in school.

ASSESS
learning
levels
regularly.

PRIORITIZE teaching the fundamentals. INCREASE
the efficiency
of instruction,
including through
catch-up learning.

DEVELOP psychosocial health and wellbeing.

Reopen schools safely and keep them open

Promote returning to the classroom through back-to-school campaigns

Provide cash transfers to poor families

Use early warning systems to identify atrisk students Assess learning losses at national/ sub-national level

Provide teachers with tools for classroom level measurement

Adjust curriculum across and within subjects

Prioritize numeracy, literacy, socioemotional skills

Focus instruction on closing the gaps between desired and actual student learning in specific subjects Use approaches that align instruction with learning needs: targeted instruction; structured pedagogy; tutoring; self-guided learning

Support teachers continuously: build practical pedagogical and digital skills

Expand instructional time

Enhance learning with technology Build teachers' capacity to support their students' wellbeing and identify students in need of specialized services

Support teacher wellbeing and resilience

Invest in students' safety, nutrition, and access to water, sanitation, and hygiene facilities



Transforming Education

Reach

- Advocacy for Preschool and School Reopening
- Pre-school and school enrolment campaigns
- Early detection of DDDs

Assess

- Kindergarten to Grade 4 Longitudinal Study
- Learning loss prediction model
- Rapid
 assessments
 when schools
 reopened
- International Large-Scale Assessment: Southeast Asia – Primary Learning Metrics (SEA-PLM)

Prioritize

- Support on curriculum refinement
- 8-week learning recovery program in Region 8

Increase

- Lesson exemplars for new Kto10 curriculum
- Multigrade program
- School in a Bag and Learning Passport
- Digital stories and apps for STEM, with functionalities for CWD
- System support for ALS

Develop

- MHPSS assessment of PH
- Extensive work on health, nutrition, WASH, and child protection
- Disaster response

