Q-BEDP

QUALITY BASIC EDUCATION DEVELOPMENT PLAN 2025-2035

bago ang lahat,
dekalidad na edukasyon para sa lahat.

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Quality Basic Education Development Plan 2025-2035

An Implementation Strategy for the 5-Point Education Reform Agenda

In 2022, the Department of Education (DepEd) launched the Basic Education Development Plan (BEDP), which outlined a medium-term strategy to reverse a downward trend in learning outcomes—particularly marked during the recent COVID-19 pandemic and its aftermath—by addressing systemic challenges within the basic education system. In 2024, under new leadership, DepEd launched its 5-Point Reform Agenda (5PT Agenda), which identified strategic focus areas for reforms to boost education quality in coherence with the Marcos administration's education goals outlined in the Philippine Development Plan (PDP) 2023-2028.[1] At the core of the 5PT Agenda is an effort to hold the basic education system and all its stakeholders committed to improved learning outcomes for Filipino children and youth. The 5PT Agenda complements the BEDP by focusing on a few key reform areas to help address the infirmities of the country's basic education system.

With an emphasis on quality education goals embedded in the 5PT Agenda, this document—henceforth referred to as the Quality Basic Education Development Plan 2025-2035 (Q-BEDP)—will steer and begin to operationalize the BEDP (now extended to 2035 to better match the country's demographic window of opportunity). The Q-BEDP guides the direction of reforms, milestones, and key indicators detailed herein. Sub-plans will then be developed by different administrative units within DepEd, including management strands, regional and schools division offices, and, where applicable and useful, the remaining administrative units at the local level.

As a reform philosophy, Q-BEDP is grounded in evidence of what works while embracing a more experimental and decentralized strategy that allows for agile iteration, particularly at the local level. Futures Thinking also requires education stakeholders to prepare for dramatic leaps in technology, notably artificial intelligence (AI) and the Fourth Industrial Revolution (4IR), as well as major climatic, demographic, and other shifts that should guide the preparation of the nation's youth and future workforce. At the same time, these changes shape the challenges and opportunities for ensuring quality basic education in the Philippines.[2] Hence, by design, the strategic plan outlined herein eschews over-detailing actions and targets, instead placing a premium on decentralized experimentation, evaluation, learning, and knowledge sharing.

[1] Philippine Development Plan 2023-2028. https://pdp.depdev.gov.ph/philippine-development-plan-2023-2028/

[2] Annex 1 provides a brief synthesis of how Futures Thinking is embedded in DepEd's reform plans.

In what follows, Part I briefly reviews the reform context and revisits the diagnoses of key challenges plaguing the Philippine basic education system. Part II then outlines the 5PT Agenda and how its key components respond to the most pressing challenges undermining the quality of basic education in the Philippines. This section also details key indicators that guide the reform's inputs, outputs, and outcomes, clarifying both the direction and expected magnitude of the accomplishments over the 10-year reform period outlined in this plan. However, this plan acknowledges that much of the reform agenda outlined in Part II has lingered for the past decades. Hence, while acknowledging that "what to reform" is not new, this plan envisions recalibrating the approach on "how to reform," principally by leveraging decentralization, digitalization, and public-private partnerships as explained in Part III. A brief concluding section outlines some of the next steps in DepEd's 10-year reform journey.



Part I

Diagnosing the Learning Crisis

Part I. Diagnosing the Learning Crisis

Various scholars, agencies, and development partners have put forward copious amounts of research and evidence on the learning crisis faced by the Philippine basic education system. COVID-19-induced school closures, among the longest globally, contributed to an 8% decline in learning years, equivalent to approximately USD 30.7 billion in lifetime earnings losses.[3] And yet, one cannot blame all the infirmities on the pandemic, given the systemic challenges that preceded it and continue to plague the basic education system.

Learning losses are exacerbated by weak linkages in the human capital chain, with challenges spanning the education lifecycle of Filipino children.[4] For example, only 20% of children were enrolled in pre-kindergarten programs in 2022, with wide disparities in regional participation rates that suggest inequitable access.[5] Among children who enter the basic education system, 1 in 4 suffer from stunting and face learning disadvantages. Moreover, 75% of children do not meet the recommended energy intake, with significant disparities among children from impoverished households.[6] These trends place the Philippines as the country with the fifth highest stunting prevalence in East Asia and the Pacific and among the top ten countries with the highest number of stunted children globally.[7] Weak links in the human capital chain influence how children thrive and reach their full potential in contributing to the country's socioeconomic development. This is a missed opportunity for the Philippines to make strategic investments in early childhood care and development (ECCD) initiatives that are generally more cost-effective than interventions targeting older cohorts.[8] Gaps in education systems perpetuate a vicious cycle of intergenerational poverty and inequality, hindering progress toward inclusive growth.

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[3] Asian Development Bank. 2021. *Learning and Earning Lossess from COVID-19 School Closures in Developing Asia*.

[4] Second Congressional Commission on Education, *Fixing the Foundations: A Matter of National Survival, EDCOM II*, 2025.

[5] Ulep, V et al. 2024. "Behind the Slow Start: An Assessment of Early Childhood Care and Development in the Philippines." *PIDS Discussion Paper Series* DP 2024-04.

[6] Second Congressional Commission on Education, *Fixing the Foundations: A Matter of National Survival, EDCOM II Year 2 Report, 2025*.

[7] World Bank. 2021. *Undernutrition in the Philippines: Scale, Scope, and Opportunities for Nutrition Policy and Programming*.

[8] Heckman, J. and Masterov, D. 2007. "The Productivity Argument for Investing in Young Children." *Review of Agricultural Economics*. 29(3):446-493.; Nakajima, N., Hasan, A., Jung, H., Brinkman, S., Pradhan, M. and Kinnel, A. 2016. "Investing in School Readiness: An Analysis of the Cost-Effectiveness of Early Childhood Education Pathways in Rural Indonesia." *Policy Research Working Paper* (7832)

Moreover, the Philippine basic education system remains overly centralized despite a growing mandate to deliver quality basic education to a larger cohort of learners. Over the last decade, enrollment grew by 13% from SY 2013-2014 to 2023-2024, equivalent to over three million learners, driven in part by the K-12 transition.[9] This means DepEd is now accountable to over 27 million learners, one million staff, and a large inventory of education infrastructure and assets managed centrally, leading to inefficiencies and unintended consequences. For example, according to one recent estimate, the accumulated classroom deficit grew to 165,000 over the last decade, and centralized procurement systems managed to build less than 10,000 classrooms on average in recent years.[10] With that speed, it will take decades before the classroom shortage is resolved. Additionally, many schools require repairs or upgrades to classrooms due to damage caused by extreme weather events or insufficient access to electricity, water, and other essential services. Choked basic education systems also mean that learners' mental wellbeing is compromised; for example, the incidence of bullying remains the highest in the Philippines, with only 11% of cases resolved between November 2022 and July 2024.[11] Teachers are also not spared from these inefficiencies—with over 40,000 *plantilla* positions remaining unfilled in 2023[12], teachers are often overwhelmed with non-academic tasks, hindering their focus on creating conducive learning environments for students.[13] Additionally, more than half of schools continue to operate without a principal, signaling potential challenges in basic education management.[14]

Weak links in the human capital chain and overwhelmed basic education systems have contributed to a severe learning crisis. 91% of ten-year-olds could not read and understand short, age-appropriate text—a condition likely exacerbated by the COVID-19 pandemic.[15] During the same period, the Philippines' performance in the 2018 Programme for International Student Assessment (PISA) similarly signaled poor learning outcomes, ranking last out of 78 participating countries.[16] Among participating students,

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[9] Staff calculations using DepEd enrollment data. Estimates exclude enrollment figures from the Alternative Learning System, which is unavailable for SY 2013-2014.

[10] Based on Budget Accountability Reports and datasets on classrooms constructed from Basic Education Facilities Fund and Regular School Building Program. The figure is based on 2020 to 2024 annual figures.

[11] Second Congressional Commission on Education, *MISEDUCATION: The Failed System of Philippine Education*, 2024

[12] Congressional Policy and Budget Research Department. 2024. *Inventory of Unfilled Plantilla Positions*.

[13] Second Congressional Commission on Education, *MISEDUCATION: The Failed System of Philippine Education*, 2024.; Congressional Policy and Budget Research Department. 2024. *Inventory of DepEd Unfilled Plantilla Positions*.

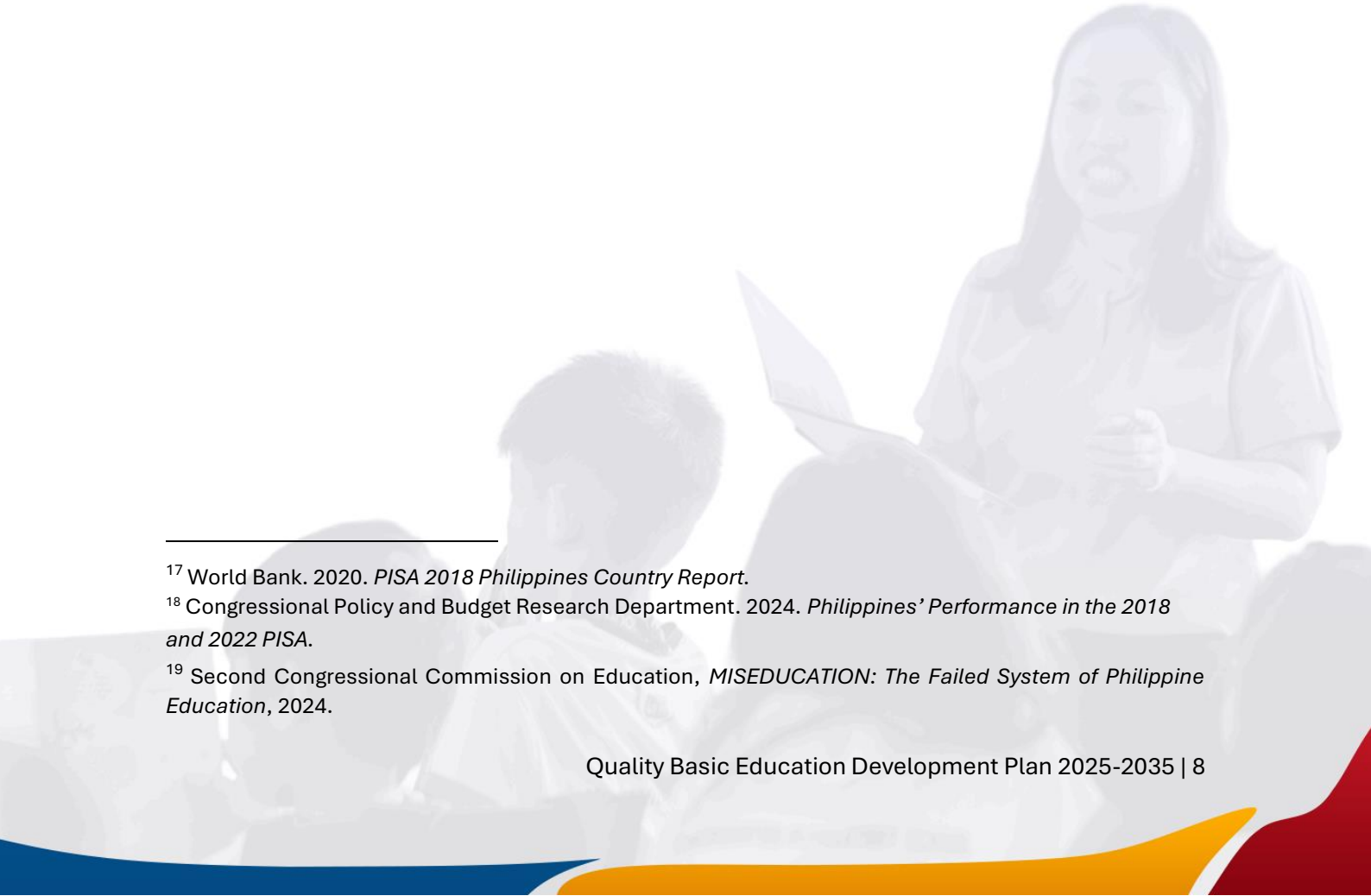
[14] Second Congressional Commission on Education, *Fixing the Foundations: A Matter of National Survival, EDCOM II Year 2 Report, 2025*.

[15] World Bank. 2022. *The State of Global Learning Poverty: 2022 Update*.

[16] Congressional Policy and Budget Research Department. 2024. *Philippines' Performance in the 2018 and 2022 PISA*.

72% were categorized as low achievers. These students often attend schools with a disproportionately high number of similarly low-performing peers, highlighting persistent inequalities in delivering basic education services.[17] While the country's 2022 PISA performance slightly improved, the country placed 77th out of 81 participating countries[18], emphasizing considerable and persistent education challenges. Education experts also noted that the absence of timely data and evidence on learners' performance hinders education managers' and stakeholders' ability to dynamically improve instructional practices.[19]

Overall, poor learning outcomes reflect a quality-deprived basic education system that remains overly centralized, data-poor, and lacks accountability mechanisms, leaving it resource-strapped, slow to innovate, and unable to transition from its focus on inputs and outputs instead of a greater emphasis on improved learning outcomes.



[17] World Bank. 2020. *PISA 2018 Philippines Country Report*.

[18] Congressional Policy and Budget Research Department. 2024. *Philippines' Performance in the 2018 and 2022 PISA*.

[19] Second Congressional Commission on Education, *MISEDUCATION: The Failed System of Philippine Education*, 2024.

Part II

The 5-Point Reform Agenda

Part II. The 5-Point Reform Agenda

DepEd re-emphasizes the President's education priorities with the ultimate goal of empowering and employing Filipinos. The 5PT Agenda envisions five key outcomes aligned with BEDP under a learner-centered basic education strategy. First, it emphasizes adequately supporting our teachers by providing them with the **right learning tools, training, and opportunities to become high-performing educators (Outcome 1)**, complemented by fostering a learning environment that **protects learners' physical and mental well-being (Outcome 2)**. The first two outcomes are underpinned and enabled by an **efficient and supportive governance structure (Outcome 3)** anchored on data-informed management, efficient education systems, and decentralized programs across central and local DepEd units—all ensuring that "trains arrive on time." Finally, the first three outcomes all contribute to strengthening an education system that produces **high-quality basic education (Outcome 4),** which, in turn, supports the penultimate objective of **empowered and employable Filipinos (Outcome 5)**.

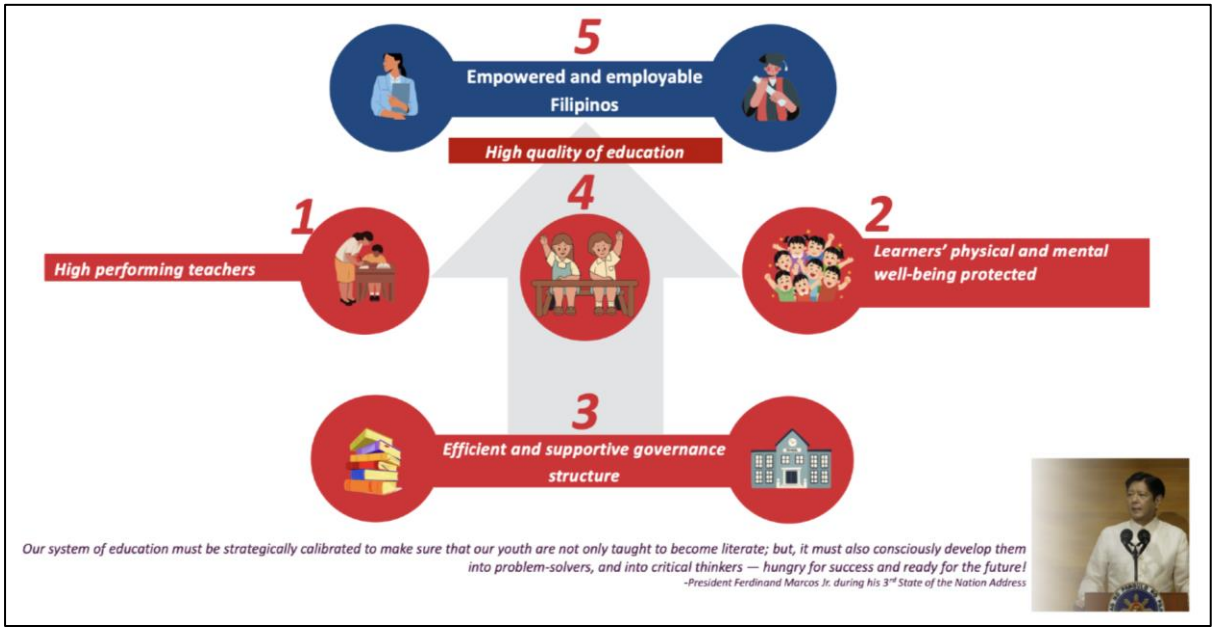
While Figure 1 outlines the 5PT Agenda, Annex 6 reflects the indicators and their corresponding baselines for the expected major outputs under each Outcome, with options to recalibrate targets as needed.[20] Each of these reforms, in turn, will be further elaborated by investment and operational plans (as noted in the introduction) detailing how different units in DepEd will contribute to the reform to accomplish these key outcomes.[21] Over the 10-year life of the plan, three "basecamps" are identified for 2028, 2031 and 2034, before concluding the plan by 2035. These major phases include:

1. **Base camp 1: "Catching up"** or filling up gaps and backlogs from system inefficiencies;
2. **Base camp 2: "Innovation"** or change through data-driven decision-making; and
3. **Base camp 3: "Overtaking"** where QBEDP positions the Philippines as a globally competitive nation in education and human capital.

These base camps will serve as a guide in monitoring each milestone achieved with every reform that is implemented by the Department.

[20] Annex 6 will be updated to reflect the targets set and aligned across governance levels of the Department and the Medium Term Expenditure Framework.
[21] See Annex 2 for a brief elaboration of the planning steps and key questions.

Figure 1. The 5-Point Reform Agenda



Outcome 1: High-Performing Teachers Delivering Quality Education

The revised K-12 Curriculum aims to enhance learning outcomes, but this goal can only be achieved with sufficient support from our teachers. Educators face several challenges in effective instruction, including inadequate access to training, being overwhelmed by administrative tasks, and limited resources to support teaching responsibilities. Taking care of our teachers is a key priority for the 5PT Agenda and will cover the following strategies:

- **Strengthen professional development opportunities and create merit-based career progression pathways to incentivize effective teacher performance.** Targeted training programs empower educators to improve their skills while recognizing high performance through clear advancement criteria, motivating them to excel in their teaching practices. This will boost teachers' morale, reduce the turnover rate or migration, and amplify a culture of continuous improvement in teaching practices and performance among schools.

- **Equip teachers with essential tools such as textbooks, devices, instructional materials, and reliable internet connectivity.** These resources leverage modern education technologies that enhance teaching techniques, increase learner engagement, and improve subject matter understanding, ultimately leading to better academic performance.

- **Increase school resources using a dynamic budget formula to support schools in addressing local operational challenges.** Adopting this approach facilitates a responsive School Operations Budget (SOB), facilitating better school-based management more relevant to local realities. Recalibrating the budget formula allows schools to cover classroom expenses, maintain facilities, and implement programs to improve their respective learning environments. A more strategic approach to allocating school funding can pave the way to modern learning methods and infrastructure that can facilitate safer and better-maintained learning environments for all.

- **Reduce teachers' administrative workloads by addressing unfilled positions, particularly among Administrative Officers (AO).** Ramping up the onboarding of support staff, such as AOs, will significantly reduce teachers' administrative tasks and duties, allowing them to dedicate more time toward lesson planning and individualized learner support. Better-designed classes facilitate more meaningful engagement with students, which in turn could drive better learning outcomes.

Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being

The second key outcome focuses on creating conducive learning environments that protect all students' physical and mental well-being. Learners face persistent challenges to their education, such as inadequate education facilities, lack of nourishment, bullying, and climate-vulnerable infrastructure, which all hinder the delivery of quality education. Ensuring the well-being and safety of all Filipino students remains a key focus of the 5PT Agenda, reflected in the following strategic approaches:

- **Promote better health and nutrition.** These efforts foster a supportive environment that enhances students' physical well-being and improves their educational trajectory.

- **Strengthen enforcement of the Anti-Bullying Law and Learner Rights and Protection Office (LRPO)** to cultivate safe and welcoming learning environments for all learners.

- **Enhance proactive support to ensure students can access mental health and academic resources** that foster a supportive environment that effectively addresses their emotional and educational needs.

- **Address physical and digital education infrastructure gaps** that provide more equitable access to quality learning, ensuring that all students can fully engage in their education regardless of their circumstances.

Outcome 3: Enhanced Governance Structures to Ensure Efficient and Supportive Education Systems

The third strategic outcome focuses on improving efficiency through evidence-based policymaking and decentralizing the delivery of basic education services. DepEd's operations are currently highly centralized and tend to minimize local government participation, limiting agility and innovation in addressing local educational needs. Therefore, decentralizing key processes—such as programming, budgeting, and procurement—will empower regional offices, school divisions, and schools to respond more effectively to their unique challenges. Once decentralized, efficient and streamlined processes ensure that schools address context-specific challenges, for example, providing adequate classroom facilities, access to electricity, running water, or reliable internet connectivity.

Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools

Improved teaching, learning environments, and education systems improve learning outcomes. Recent PISA and National Achievement Test (NAT) results show low Math, Science, and English proficiency.

To address this, the K-to-12 curriculum must incorporate enhanced strategies for updating curriculum content, teaching strategies, assessments that address learners' diverse needs and interests, and improving learner engagement using complementary social, cultural, and linguistic approaches where relevant and effective.

Strengthening learning recovery and remediation programs will also be essential in bridging gaps in foundational skills, especially for students disproportionately affected by the COVID-19 pandemic and extreme weather-related events. Leveraging digitalization to modernize student assessment systems, develop digitally-enabled schools, and improve learners' digital skills could also be instrumental in leap-frogging the quality of education in the coming years.

Specific targets have been established across grade levels and key foundational subjects to define **Outcome 4**. These targets encompass performance in **Reading and Mathematics** for the **National Achievement Test (NAT)**, and **Reading, Mathematics, and Science** for the **Program for International Student Assessment (PISA)**. These targets aim to reflect measurable gains in learner proficiency and international competitiveness.

Indicators	Baseline SY 2023-2024	2025	2026	2027	B1: 2028	B2: 2031	B3: 2034
Percentage of learners achieving at least "Proficient" in NAT - Reading increased							
Grade 3	66.5%	68.9%	71.7%	74.4%	77.2%	increasing	increasing
Grade 6	69.3%	47.6%	54.9%	62.2%	69.5%	increasing	increasing
Grade 10[a]	42.4%	55.2%	61.2%	67.2%	73.2%	increasing	increasing
Grade 12	15%	44%	49%	54%	59%	increasing	increasing
Percentage of learners achieving at least "Proficient" in NAT - Mathematics increased							
Grade 3	49.9%	48%	54%	60%	66%	increasing	increasing
Grade 6	55.8%	45.4%	52.4%	59.4%	66.4%	increasing	increasing
Grade 10[a]	17.4%	46.3%	54.1%	61.8%	69.6%	increasing	increasing
Grade 12	10.6%	28%	33%	38%	43%	increasing	increasing
Ranking in Program for International Student Assessment improved[b]							
Reading	79th	increasing	increasing	increasing	increasing	increasing	increasing
Math	76th	increasing	increasing	increasing	increasing	increasing	increasing
Science	80th	increasing	increasing	increasing	increasing	increasing	increasing

a The most recent available NAT scores for Grade 10 students are from SY 2022-2023.

Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship or Higher Education

The fifth reform area of the 5PT Agenda prepares basic education graduates for employment, entrepreneurship, or higher education. This highlights the importance of strengthening the human capital chain by developing learners' foundational skills in basic education, which enable advanced learning or their transition into productive work. This requires strong partnerships between education and industry stakeholders to ensure that graduates' skills align with labor market demands. A relevant curriculum that bridges school learning with industry needs better prepares learners for higher education or employment.

The percentage of passers in the National Certification (NC) assessments already demonstrates encouraging performance, reaching 89% in SY 2022–2023. This upward trend is expected to continue, reflecting ongoing improvements in the Strengthened Senior High School curriculum. Meanwhile, for the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Test, efforts are underway to significantly raise the passing rate from 30% in 2018, signaling a strong commitment to expanding access to quality education for out-of-school youth and adult learners.

Indicators	Baseline	2025	2026	2027	B1: 2028	B2: 2031	B3: 2034
% of passers in the NC assessments	89%[a]	increasing	increasing	increasing	increasing	increasing	increasing
% of passers in the ALS A&E Test	30%[b]	30%	33%	36%	39%	48%	57%

a Baseline data is based on the latest available information from SY 2022-2023.
b Latest available data is 2018.

Part III

Strategic Levers for Delivery of Basic Education Services and Improved Governance of the Basic Education System

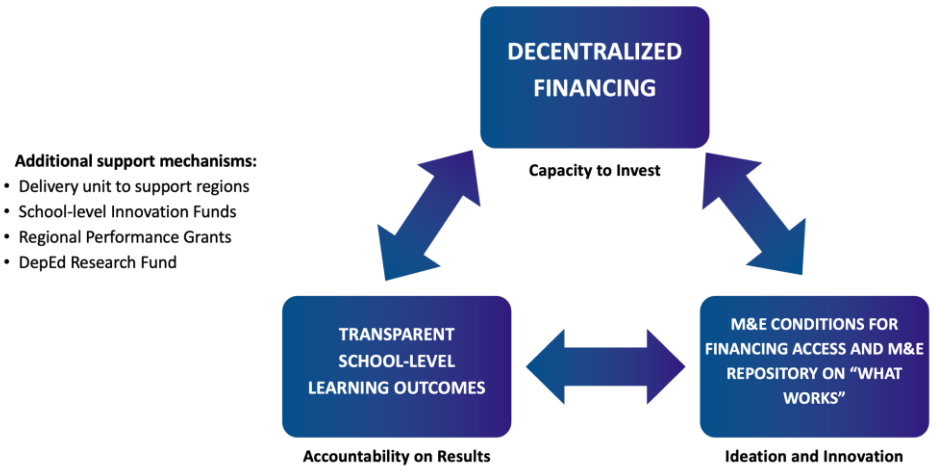
Part III. Strategic Levers for Delivery of Basic Education Services and Improved Governance of the Basic Education System

As noted earlier, a broad review of previous reform agendas in basic education reveals that the 5PT Agenda outlines education reform areas that are not new. Training teachers, building classrooms, buying textbooks, and modernizing curricula have been among DepEd's key activities for some time. Despite these efforts, the present learning crisis suggests a need for improved operationalization and execution to achieve reform goals. The 5PT Agenda builds on past reform areas but is underpinned by three strategic levers that introduce a more context-driven and evidence-based governance approach to ensure more effective and efficient implementation. As previously discussed, Q-BEDP will be cascaded across the organization, guiding more detailed investment and operational plans for different administrative units. Guided by the performance metrics outlined in the previous section, each plan must also answer key questions about the significance of each reform lever in each DepEd sub-unit: a) How can decentralization contribute to greater agility and innovation in that sub-unit? b) How can that sub-unit provide better services, drive productivity, and enhance data- and evidence-based activities through digitalization? c) Where and how can public-private partnerships add value to that sub-unit's activities and programs?

First Lever: Decentralization

Decentralization aims to bring basic education governance closer to schools. This approach empowers Regional Offices (ROs), Schools Division Offices (SDOs), and schools by delegating key processes and programs to enable them to take on a more significant role in improving local education outcomes and fostering greater accountability. The diverse education challenges regions face within the country require a rebalancing away from prescriptive solutions designed centrally toward fit-for-purpose approaches to basic education policy and reforms. Achieving this requires a greater role from local governments, the private sector, civil society, and our most important stakeholders—parents, children, and youth. This also entails a shift in mindsets by moving away from overly centralized and top-down approaches—a culture of "memocracy" (see Figure 2)—toward strategically empowering high-performing regions, divisions, and schools with more autonomy and targeted support. Local stakeholder involvement makes educational policies more sensitive to unique regional challenges, enabling faster and more accurate responses to challenges faced by schools. Effectively achieving this decentralization push involves: a) enhancing financial capacity to invest and innovate locally; b) strengthening local accountability to deliver improved learning outcomes; and c) improving the prospects for decentralized ideation and innovation in the system.

Figure 2. Pillars of Decentralized Basic Education: Overcoming the Culture of "Memocracy"



Source: Authors' elaboration based on discussions with basic education system stakeholders.

Grants that enable decentralization efforts will be preconditioned on performance under a "decentralization readiness index," which measures regional capacity to absorb additional responsibilities. These grant mechanisms are part of an overall financing strategy that incentivizes regions ready for decentralization while also assisting those relatively less prepared, such as last-mile and disaster-prone schools, at risk of being left behind.[22] Access to financing will be anchored on need and supplemented by additional funds that incentivize strong performance in delivering education infrastructure and services that facilitate better learning outcomes.

Second Lever: Public-Private Partnership (PPP)

The second lever, Public-Private Partnerships (PPPs), rebalance public and private sector roles to enhance innovation and access to resources and expertise. PPPs can support urgent government efforts that frontload investments in the country's human capital. This is crucial since, by 2040, the Philippines' dependency ratio will shift, indicating that a larger share of young and elderly will rely on the working-age population,

[22] Annex 3 outlines a possible financing architecture that balances need and decentralization readiness, while also incentivizing better governance to access more financing. The framework builds on lessons and best practices from DepEd projects that implemented decentralized financing schemes, further described in Annex 3.

emphasizing the criticality of bolstering the country's human capital before this transition occurs.[23]

Combining the government's extensive reach with the private sector's agility and innovation enables the delivery of more effective and efficient educational solutions. Moreover, leveraging private-sector capital facilitates risk sharing between public and private sector actors while reducing the immediate fiscal burden on the government in addressing wide education infrastructure and service gaps. DepEd is considering several PPP initiatives, such as expanding voucher programs, leasing private properties, improving school digitization, and constructing classrooms in schools with overcrowded populations and inadequate facilities.

The successful implementation of the PPP School Infrastructure Project (PSIP) in 2012 and 2013 built nearly 12,000 classrooms, benefitted 400,000 learners and generated 11,000 local jobs. PSIP offers a model and lessons to build on to strengthen the implementation of future PPPs. The next wave of PPPs for classroom construction will incorporate new features, such as providing learning gadgets for teachers and students, improving internet connectivity, and facilitating the solarization of schools to ensure classrooms are future-ready. In addition, the reform team is also exploring the PPPs modality for other basic education elements such as digitalization for modern schools and classrooms.

Third Lever: Digitalization

The final strategic lever, digitalization, channels investments in technology that improve access to innovative learning resources and provide education stakeholders with timely data to make evidence-based decisions on resource allocation and prioritizing programs and initiatives. Digitalization supports broad education reforms by strengthening these efforts' transparency, accountability, and effectiveness. Thoughtfully designed digital solutions can significantly enhance learning outcomes when integrated with traditional teaching practices. Digitalization empowers students and teachers by making real-time performance monitoring and data-driven decision-making possible, improving learning effectiveness, assessments, and resource planning. An education system equipped with digital capabilities reduces inefficiencies and allows local schools to adjust according to real-time needs and performance metrics. Hence, it is critical to emphasize that digitalization is not merely about connectivity and gadgets—digitalization paves the way for the nation's youth to the future by opening access to rapid advances in education technology and other teaching and learning tools. Perhaps equally important, a cohesive digitalization platform for the country's 900,000 teachers and millions of young

[23] See Annex 4 on the case for frontloading human capital investments.

learners—including meaningful and calibrated access for parents and other important education stakeholders in both national and local governments and the private sector—places the entire basic education system in a position for more effective decentralized governance.[24]

The three main pillars of digitalization investments include: a) infrastructure and equipment for connectivity; b) data dashboards and systems; and c) education technology. Holistic investments in these areas ensure that digitalization interventions are comprehensive and systemic rather than siloed and stand-alone. An ambitious pipeline of investments leveraging public, private, and multilateral resources is underway to deliver digitalization and solarization for all public schools. This envisions a pathway to bridging the digital divide by ensuring all students have access to innovative digital resources, emphasized in the President's 2024 State of the Nation Address and EDCOM 2's priority focus area on education technologies and resource sharing.

Towards Quality Basic Education in the Philippines

DepEd's 5PT Agenda is a decisive step forward in addressing persistent and systemic challenges in the Philippine basic education system. Q-BEDP takes that agenda forward by emphasizing key reform levers and outlining metrics and possible milestones in DepEd's forthcoming 10-year reform journey. The goal is to address current and future gaps to prepare for future socioeconomic and demographic shifts—for pragmatic Futures Thinking in DepEd to sense, translate (into plans), and immediately act (through reforms). This strategic plan aspires to recalibrate and modernize the country's basic education system with robust accountability, enhanced transparency, and frontloaded investments by emphasizing decentralization, PPPs, and digitalization. These will help ensure that reforms pursued in previous years will now be executed urgently and effectively. Achieving these bold reforms requires strong collaboration involving all education stakeholders, from national to central, public to private, and most notably, teachers, parents, and children. Literally the entire nation must work together to deliver better quality basic education for all and contribute to inclusive economic growth in the Philippines.

[24] See Annex 5 for a draft outline of what PPPs for digitalization could look like.

ANNEX 1

Futures Thinking for Education: A Framework for Anticipating and Navigating Educational Opportunities and Uncertainties

Annex 1. Futures Thinking for Education: A Framework for Anticipating and Navigating Educational Opportunities and Uncertainties

Amid a learning crisis, preparing for an uncertain future is essential. Futures Thinking helps us anticipate and navigate uncertainties, align strategies with long-term goals, and shape a responsive education system. It illuminates pathways to desirable outcomes, informs decision-making, and fosters strategic dialogue.[25]

Governments have been embedding Futures Thinking in various ways: producing foresight research,[26] enhancing their policy design process,[27] and providing training on Futures Thinking skills for students and adults.[28] By establishing an Education Futures Office (EFO), DepEd can fully realize a decentralized and experimental strategy towards the 5PT Agenda. The newly established EFO plays a pivotal role in addressing the learning crisis and navigating uncertain futures by (1) sensing emerging trends, (2) translating insights into actionable strategies, and (3) acting decisively to embed innovation and foresight across all levels of education governance.

Three Main Workstreams

Sensing: For DepEd to remain informed and responsive to emerging trends, the EFO will collaborate with research organizations,[29] field offices, and academia to perform foresight projects and scan the horizon for signals, stories, patterns, and trends affecting the future of education. The EFO will play the role of the research curator and co-investigator, forging partnerships to create a research agenda that explores critical questions that DepEd needs to achieve strategic priorities.

- **Future Scenarios:** What will Philippine education systems be like in the future?
- **Demographic Shifts:** How might we respond to threats and opportunities brought on by demographic shifts towards an older population?
- **AI and Technological Disruptions:** What skills and competencies will Filipinos need to thrive in a future influenced by AI and other disruptions?

[25] UNESCO. 2021. *Reimagining our futures together: a new social contract for education.*

[26] Singapore's Centre for Strategic Foresight, under the Prime Minister's Office and the UK Government Office for Science, conducts environmental scanning and foresight research.

[27] Policy Horizons Canada and New Zealand's Policy Project focus their efforts on equipping decision-makers with tools and methods to improve the overall policy design process

[28] The said offices offer tailored workshops for schools, civil servants, and leaders on Futures Thinking.

[29] DepEd Strategic Management has been convening the Evidence for Education coalition with members from civil service and research organizations such as UNICEF, SEAMEO-INNOTECH, PBEd, PIDS, WeSolve, IdInsight, Ateneo - RIFE, UP - NCPAG, among others.

- **Climate Change:** As climate change impacts become more pronounced, how might our education system—from alternative delivery modes to curriculum to infrastructure—mitigate these challenges?
- **Wellbeing in Learning:** How might learning ecosystems change, with the growing importance of health and wellbeing[30] among learners and educators?
- **Hybrid and Borderless Society:** How might we rethink time, geography, belonging, technology, and language of social interactions such as learning and working?

Translation: For DepEd and our various levels of governance to be futures-literate, the EFO will regularly publish bite-sized content that will translate foresight into actionable knowledge. Examples of these initiatives include trend reports and scenario guides;[31] capacity-building programs;[32] and dialogues and keynote speeches.

Action: For DepEd to gain confidence in implementing reforms that will sustain their impact, the EFO will provide close support to DepEd units by facilitating foresight, design, and futures thinking sessions. Through these tailor-fit engagements, the respective DepEd units could adequately apply the results of EFO's sensing and translation work into their strategic and operational plans, change management strategies, and policy recommendations. Sample scenarios of these support engagements are:

- Challenging assumptions about key issues at the start of the policy process;
- Testing current policy for relevance in the future through future trends and scenarios;
- Selecting a preferred policy direction by exploring scenarios, consequences; and
- Practicing future scenarios using episodic future thinking helps in planning for ideal scenarios and preparing for unexpected changes.

Education Futures Strategy

- **With the courage to leap:** Embracing an optimistic yet realistic view of the future of education, identifying both opportunities and challenges.
- **And the strength to land:** Future-proofing DepEd's planning and implementation by aligning visions with strategic priorities and ensuring actionable reforms.

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[30] PISA 2022 data reported that 43% of girls and 53% of boys experienced bullying incidents multiple times a month, significantly higher than the OECD averages of 20% for girls and 21% for boys.

[31] Inspired by the scenarios by OECD in their 2021 publication "*Back to the future of education*" where multiple futures described potential directions of education ecosystems around the world.

[32] An upcoming partnership with the Development Academy of the Philippines will train leaders and managers across the central and regional offices of DepEd on Futures Thinking and foresight.

- **With practicality:** Connecting education futures to current realities and integrating them into change management processes.
- **Through collaboration:** Engaging internal offices, regional and division units, and external partners in a participatory approach.
- **By sharing knowledge:** Promoting transparency and accessibility of foresight data and tools.



ANNEX 2

Aligning Strategic, Investment, and Operational Plans for Effective Education Reform Implementation

Annex 2. Aligning Strategic, Investment, and Operational Plans for Effective Education Reform Implementation

A. STRATEGIC, INVESTMENT, AND OPERATIONAL PLANS

1. The 5-Point Reform Agenda (5PT Agenda) is DepEd's Strategic Plan. It provides the overall direction, long-term targets, and major strategies to be pursued using the three (3) strategic levers: decentralization, digitalization, and public-private partnerships. The agenda also contains performance measures and targets at the agency level, which gauge DepEd's progress in achieving initiatives under each outcome area.

2. DepEd interventions come in the form of policies, programs, projects, inputs, and resources that will be deployed to achieve targets collaboratively set in the strategic plan. These form part of the **Investment Plan.** Applying the education planning and cost parameters adopted by the agency and considering the other factors and costs of implementing the policy and program support, investment requirements are estimated to achieve 5PT Agenda targets. Part of the Investment Plan is submitted to the Department of Economy, Planning, and Development under the Public Investment Program.[33] Since government planning requires the departments to plan ahead, DepEd employs the **three-year rolling plan** to ensure that the immediate and emerging priorities of the Department are captured in the national priorities and included in the final approved agency plans and budgets. DepEd will conduct sessions on the preparation of Forward Estimates to come up with the investment plan.

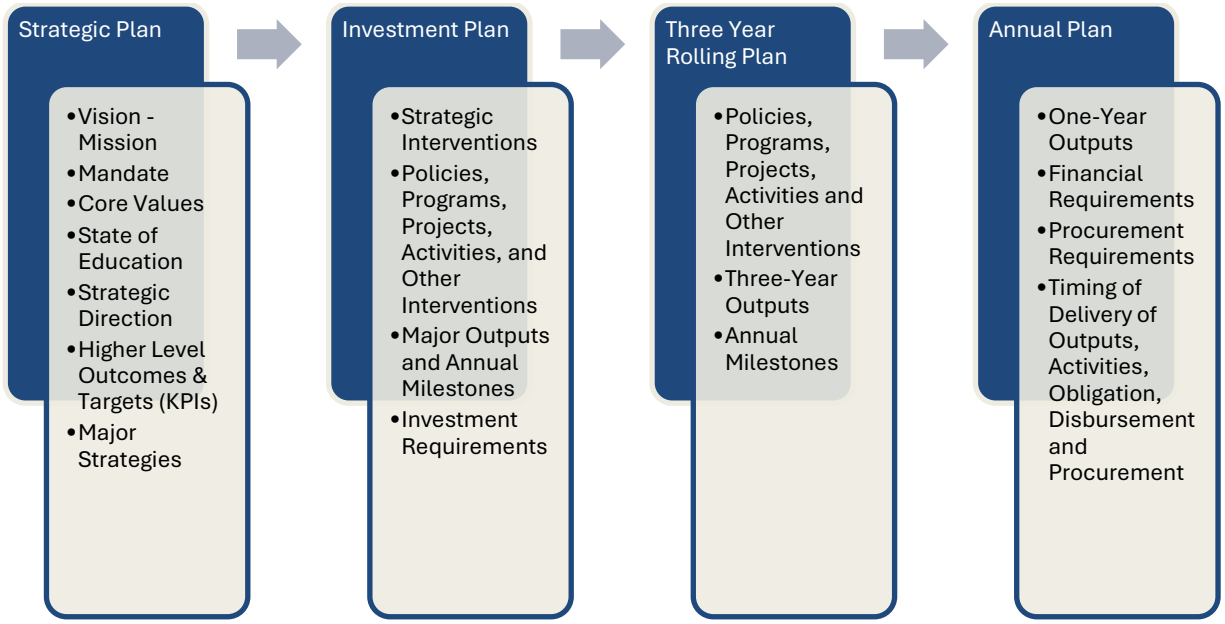
3. The strategic and investment plans will then be translated into the **Operational Plan**, which provides the annual detailed physical plan, monthly financial and procurement requirements, and other necessary implementation arrangements. Following the government's performance-informed budgeting, DepEd classifies its interventions according to the Program Expenditure Classification (PREXC) Framework, which has five (5) major categories: 1) Basic Education Inputs Program, 2) Education Policy Development Program, 3) Inclusive Education Program, 4) Support to Schools and Learners Program, and 5) Education Human Resource Development Program.

4. The alignment of plans leans on the **decentralization lever** of the 5PT Agenda, ensuring that qualified regions, Schools Division Offices, and schools will be incentivized to implement key processes and absorb additional responsibilities with an end view of context-based planning and greater accountability at the local stakeholders' level.

[33] PIP. The Public Investment Program (PIP) contains the rolling list of priority programs and projects (PAPs) to be implemented by the different government entities and instrumentalities within the medium term, which respond to the outcomes in the Philippine Development Plan (PDP) and its Results Matrices (RM).

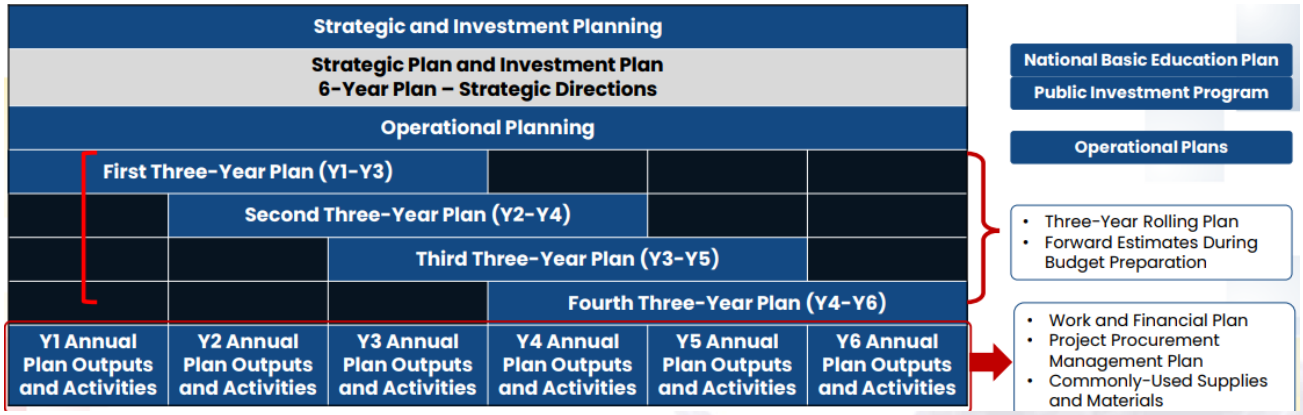
5. Figure A2.1 illustrates the strategic, investment, and operational plan elements.

Figure A2.1 Elements of Strategic Investment, and Operational Plans



6. Figure A2.2 shows the coverage of these three phases of planning

Figure A2. 2 Phases of Plan Formulation



B. PROCESS

1. The planning process facilitates collaboration between top management, leaders, and critical stakeholders at different governance levels to develop plans to deliver DepEd goals and outcomes.

2. It combines top-down and bottom-up planning approaches and integrates relevant information from DepEd's external and internal environments at different governance levels and geographical areas, contextualized based on governance level mandates and geographical scope.

3. **At the Strategic Plan level**, all offices may craft their strategic plans anchored on the 5PT Agenda and mindful of the respective office mandates. The steps include:
    i. **Establishing the Baseline.** The plan should be based on an assessment of the baseline situation, using existing data, historical performance, Monitoring and Evaluation (M&E) reports, research, and studies. They may also conduct additional data gathering and analysis to accurately measure performance and identify factors contributing to current performance.
    ii. **Identifying Key and Immediate Challenges.** After establishing the baseline through a comprehensive situational analysis, it is essential to identify key and immediate challenges. This step helps prioritize the organization's short-term and long-term goals, ensuring that resources and efforts are directed toward addressing the most pressing needs.
    iii. **Objective Setting.** Upon determination of the key and immediate challenges, objectives are established to articulate the desired outcomes for the learners aimed at addressing and overcoming the identified gaps. The organization's desired performance is outlined and measured through defined key performance indicators (KPIs).
    iv. **Targeting.** The offices shall use baseline analysis, trends, and projections for decision-making. They shall also use the 5PT Agenda's M&E Plan as a reference for the accountabilities in terms of the performance indicators.
    v. **Strategy Formulation.** Appropriate and feasible strategies shall be identified based on the established targets to ensure their achievement. These strategies may include existing, proven-effective programs and projects, newly developed initiatives, or a combination of both, provided they directly contribute to meeting the set targets. Offices are encouraged to reference the 5PT Agenda and the Q-BEDP 2025-2035 and adopt existing strategies as appropriate, provided they address the challenges and gaps identified during the situational analysis.
    vi. **Setting up the Risk Management, Communication, and M&E Plans.** The components are integral to the strategic plan:
        a. **Risk Management Plan**: This plan ensures that offices are aware of potential uncertainties, including their likelihood and impact, that could hinder the implementation of the outlined strategies.
        b. **Communication Plan**: Ensures stakeholders are informed about the strategic plan and fosters community-driven support for basic education.
        c. **Monitoring and Evaluation Plan**: A reference to ensure the strategic plan is implemented effectively and as intended.
    vii. Deliberations across governance levels are conducted to ensure alignment of strategies and targets. School plans shall be appraised by the SDO, the SDO plans by ROs, and the ROs by COs before finalizing and publishing the plans.

4. Each office computes the resource requirements at the Investment Plan level using the M&E plan, baseline data, and targets.
    i. If the office is identified as the Accountable Office in the M&E plan of the 5PT Reform Agenda, it shall compute the resource requirements needed to achieve the targets.
    ii. Anchored on the office-level strategic plan, the different offices will identify the policies, programs, projects, and activities they will develop and implement to achieve the targets. These should have corresponding indicators and output targets.
    iii. The offices will then determine the cost of significant investments needed to implement the identified policies, programs, projects, and activities.
    iv. The regional offices will submit the investment priorities consolidated for the region through the Regional Development Council (RDC). As the region's highest planning and policy-making body, the RDC will review, endorse, and facilitate the inclusion of the department's priorities in the regional and national plans and development activities. The RDCs serve as an avenue to integrate efforts at the cross-sectoral level, enhancing complementarity and synergy of support, considering each region's uniqueness.
    v. Parallel to this, the DepEd will conduct its Internal Review and Deliberation to review and integrate the regional proposals into the agency priorities, whether locally funded or foreign-assisted.
    vi. The Region will ensure that the investment proposals of the schools and school divisions are included in the overall regional proposal. The region and SDOs may conduct evaluation and deliberation activities to facilitate this.

5. The offices will prepare their respective **Annual Operational plans based on the strategic, investment, and mandate plans.**
    i. The operational plan consists of the Physical Plan, Monthly Obligation Program, and Monthly Disbursement Program, collectively called the Work and Financial Plan, the Project Procurement and Management Procurement Plan, and the Annual Procurement Plan for Commonly used Supplies.
    ii. The operational planning is aligned with the government's planning and budgeting phases: Budget Preparation, Budget Legislation, Budget Execution, and Budget Accountability.
    iii. Synchronized with the Department of Budget and Management (DBM) calendar, the offices undergo pre-planning or the following year's plans and budget at the budget preparation stage, usually starting in January, and the post-planning stage after the issuance of the National Expenditure Program (NEP).
    iv. The offices, anchored on the strategic and investment plan, shall craft the activities, annual target outputs, and cost requirements needed to deliver those targets.
    v. Should the target and other interventions need to be recalibrated, the offices

shall refer to their respective three-year rolling plans, which will have implications for the annual target outputs and activities.

vi. The Department has established operational planning processes and activities which may be conducted as needed: Complete Staff Work (Baselining, Projections), Executive Planning Session, General Kick Off, house Planning by Office, Forward Estimates or Major Programs, Technical and Management Deliberations, Adjustments—finalization, and Submission.

vii. For planning and M&E tools, the DepEd uses the Program Management Information System (PMIS)[34] to capture the operational plans of each office.

6. Monitoring and Evaluation

DepEd Order No. 29, s. 2022, or the Basic Education Monitoring and Evaluation Framework (BEMEF) Policy, mandates all operating units to develop M&E Plans for their respective education plans, programs, and policies. The M&E Plan is a document that guides the purpose and process of conducting monitoring and evaluation. Moreover, M&E plans contribute to broader knowledge work that rigorously evaluates "what works" among education reforms implemented by DepEd and its partners.

Additionally, the M&E plan shall contain the four (4) core M&E processes that are critical in conducting M&E: (1) establishment of scope and purpose of M&E,[35] (2) data collection and management, (3) data analysis, and (4) M&E results reporting, dissemination, and utilization. At the minimum, the M&E plan shall define the objectives (goal, outcome, outputs, activities, and inputs) and corresponding indicators consistent with the anchor agenda as outlined in the 5 Point Reform Agenda, procedures and timeline for data management, including collection, analysis, and dissemination, and responsible/accountable offices.

For strategic plans, the process owner per governance level shall lead the formulation of the M&E plan in collaboration with the planning office/unit and operating units. On the other hand, responsible offices shall formulate the M&E plans of the different types of plans per strand, office, and/or unit.

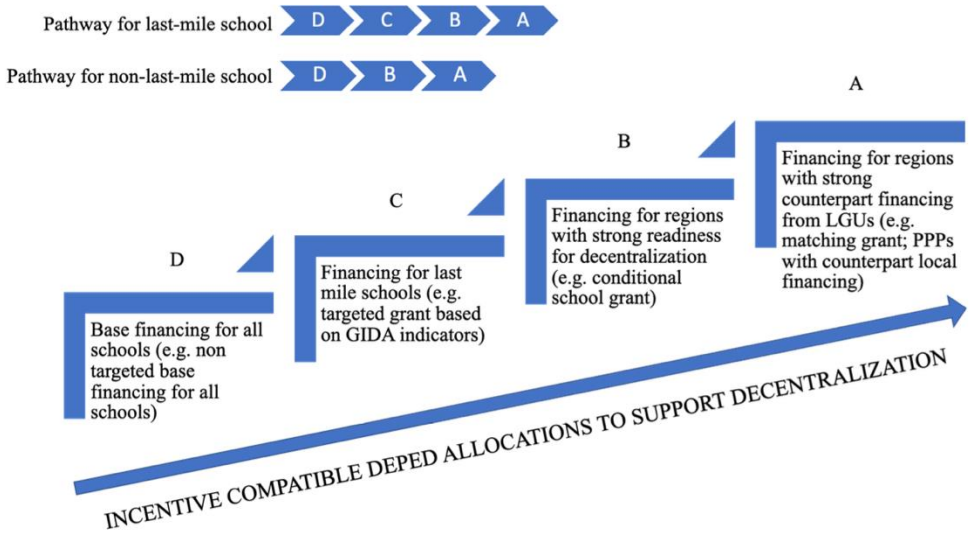
[34] DO 11, s. 2021 titled Guidelines on the Operationalization of the Program Management Information System.

[35] This should be consistent with objectives which were defined during planning phase for strategic, investment, and operational planning

ANNEX 3

A Financing Architecture Incentivizing Efficient and Equitable Decentralization

Annex 3. A Financing Architecture Incentivizing Efficient and Equitable Decentralization



Source: Authors' elaboration.

The proposed financing framework builds on past efforts by DepEd to decentralize the school building program through Secondary Education Development and Improvement Project (SEDIP), implemented from 1998 to 2008. SEDIP supported the procurement, construction, and rehabilitation of school facilities and learning assets (e.g., desks, chairs, learning labs) using financing from the Japan Bank for International Cooperation (JBIC). Moreover, the strategy for building classrooms followed a scheme in which LGUs shouldered 25% of the costs. Despite challenges in providing equity funds, LGUs were still able to offer other forms of support, aside from construction, such as logistical and coordination support.

From 2010 to 2012, DepEd also implemented LGU counterparting schemes to address the classroom shortage. Under this scheme, instead of the usual 25% to 75% cost-sharing arrangement between LGUs and DepEd, the LGU's share was increased to 50%. The scheme was implemented through a Memorandum of Agreement (MOA) between DepEd, Department of Budget and Management, League of Provinces of the Philippines, League of Cities of the Philippines, and League of Municipalities of the Philippines. Through this agreement, DepEd transferred its classroom building funds to LGUs who took on a larger role in classroom construction initiatives, subject to the conditions outlined in the MOA.

In 2019, the National Tax Allotment of LGUs increased to 40% of all national taxes on top of those collected by the Bureau of Internal Review. Consequently, in accordance with

Local Government Code of 1991, certain basic services and facilities are mandated to be devolved as LGUs are deemed to be in a better position to address the context-specific needs of their constituents. Specifically, Section 17(b)(2)(viii) and (4) of Local Government Code specifies that the provision of school buildings for public elementary and secondary schools is a function devolved to LGUs. As a result, Executive Order No. 138, s. 2021 was issued which is currently being studied for its full implementation. However, under Section 17(f), the National Government has the authority to augment classroom construction when LGUs are unable to provide classrooms or when the classrooms provided are insufficient to accommodate its members of the locality. This shows that LGUs have a strong basis to counterpart with the Department of Education in addressing the classroom shortage.



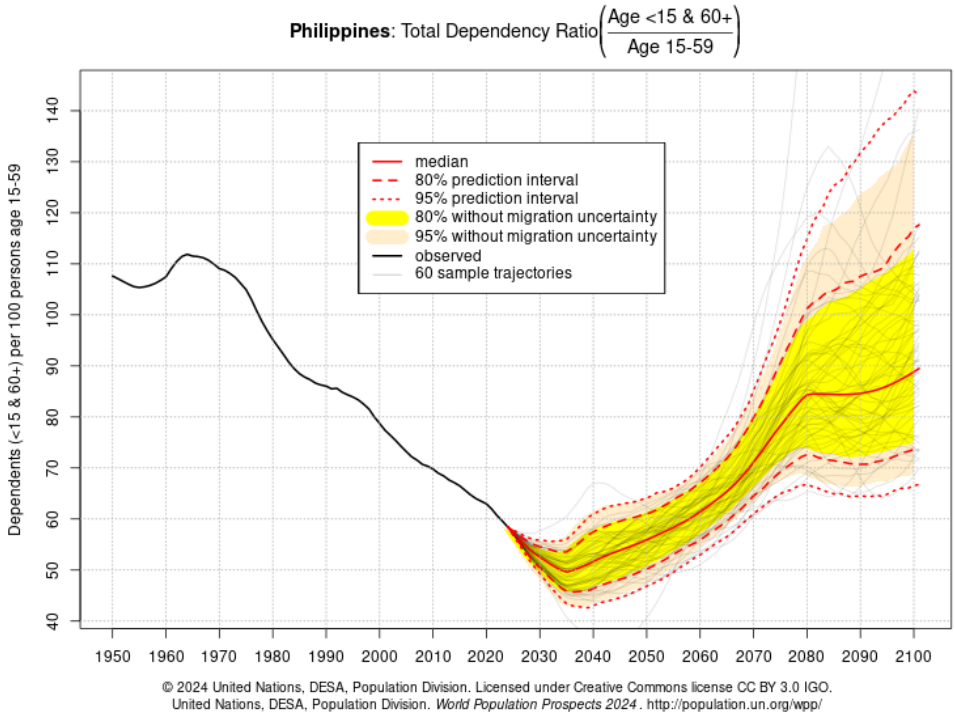
ANNEX 4

The Case for Urgently Frontloading Investments in Children and Youth

Annex 4. The Case for Urgently Frontloading Investments in Children and Youth

The 5-Point Reform Agenda (5PT Agenda) underscores the importance of frontloading investments in the basic education system before the Philippines' demographic window of opportunity closes. The country's demographic landscape is rapidly shrinking, and the dependency ratio (referring to the share of the youngest and oldest population relative to the working-age population) is set to rise significantly. This means more people will be dependent on the country's young workers by around 2040 to 2045 (Figure A4.1).

Figure A4.1. Narrowing Window to Tap the Philippines' Youth Potential



Effectively frontloading investments necessitates innovative mechanisms that mobilize a significant and sustained stream of resources through strategic partnerships with the private sector. One example is DepEd's Assets for Education Initiative (AEI), which offers a mutually beneficial path for both DepEd and private sector partners to secure funding for the future of education in the Philippines by leveraging underutilized and high-value institutional properties. AEI initiative seeks to maximize the commercial value of DepEd's assets to generate a stream of financing for critical education investments (not privatization), including classroom construction, digitalization, and learning materials. Additionally, reviving public-private partnerships in DepEd offers more flexible financing options that accelerate the delivery of essential education services through high-impact collaborations. These partnership models ensure that additional resources, as a solution to the government's limited fiscal space, are strategically allocated to address the education system's future demands urgently.

ANNEX 5

Advancing Digitalization in the Philippine Basic Education System

Annex 5. Advancing Digitalization in the Philippine Basic Education System

Digitalization in education refers to integrating digital technologies into teaching and learning processes. Its goal is to improve the quality of education in the Philippines and foster enhanced economic competitiveness, employment, and citizen empowerment.

Digitalization goes beyond just providing devices—it also includes developing digital content and platforms, strengthening teacher's digital competencies, improving school infrastructure, and enabling data-driven decision-making. As DepEd embarks on its journey toward digitalization, a whole-of-system approach is critical to sustain this reform. UNESCO recommended six pillars of digital transformation,[36] which DepEd can use to (1) assess its current position in the digital transformation of Philippine education (where we are) and (2) create a harmonized roadmap for various stakeholders to contribute to digitalization efforts (how we can get there).

1. **Coordination and Leadership:** Digitalization requires strong governance structures that promote stakeholder collaboration. These structures avoid fragmented or misaligned efforts that waste resources. This pillar champions a shared understanding of digitalization goals, change management mechanisms, and evidence-based decision-making.
2. **Connectivity and Infrastructure:** Digitalization in education relies on a solid foundation of internet access, electricity, software, hardware, and physical spaces. However, as there are still gaps (12,532 schools lack internet and electricity; 9,535 schools lack computers[37]), efforts must be made to improve learners' and teachers' access to reliable infrastructure to bridge these gaps.
3. **Cost and Sustainability:** Digitalization is resource-intensive, so funding models are essential to support long-term investment. Unlocking public-private partnerships can enhance private sector resources and expertise, leading to more innovative solutions for providing digital infrastructure and services.
4. **Capacity and Culture:** Digitalization involves people, competencies, attitudes, literacies, and belief systems. Recent 2022 PISA results[38] show gaps in teacher and student digital skills: Only 21% of students reported being supported through daily virtual classes, and half (52%) reported that they felt confident or very confident about using a video communication program. Digital skills must be cultivated among all stakeholders: learners, teachers, administrators, families, and policymakers.

[36] UNESCO. 2024. *Six pillars for the digital transformation of education: a common framework.*

[37] Basic Education Information System data from SY 2023-2024

[38] OECD. 2023. *PISA 2022 Results (volume I and II) - Country Notes: Philippines.*

5. **Content and Solutions:** Digitalization must be anchored on the education system's learning goals. This pillar encompasses the learning resources, curriculum, pedagogical models, and assessments. Alignment between the curriculum standards and these components is critical.
6. **Data and Evidence:** Digitalization must maximize the services and systems that capture data to guide analysis, track progress, and inform policy decisions. In addition to usage, analytics, and system behaviors, evidence should determine whether digitalization achieves the learning outcomes.

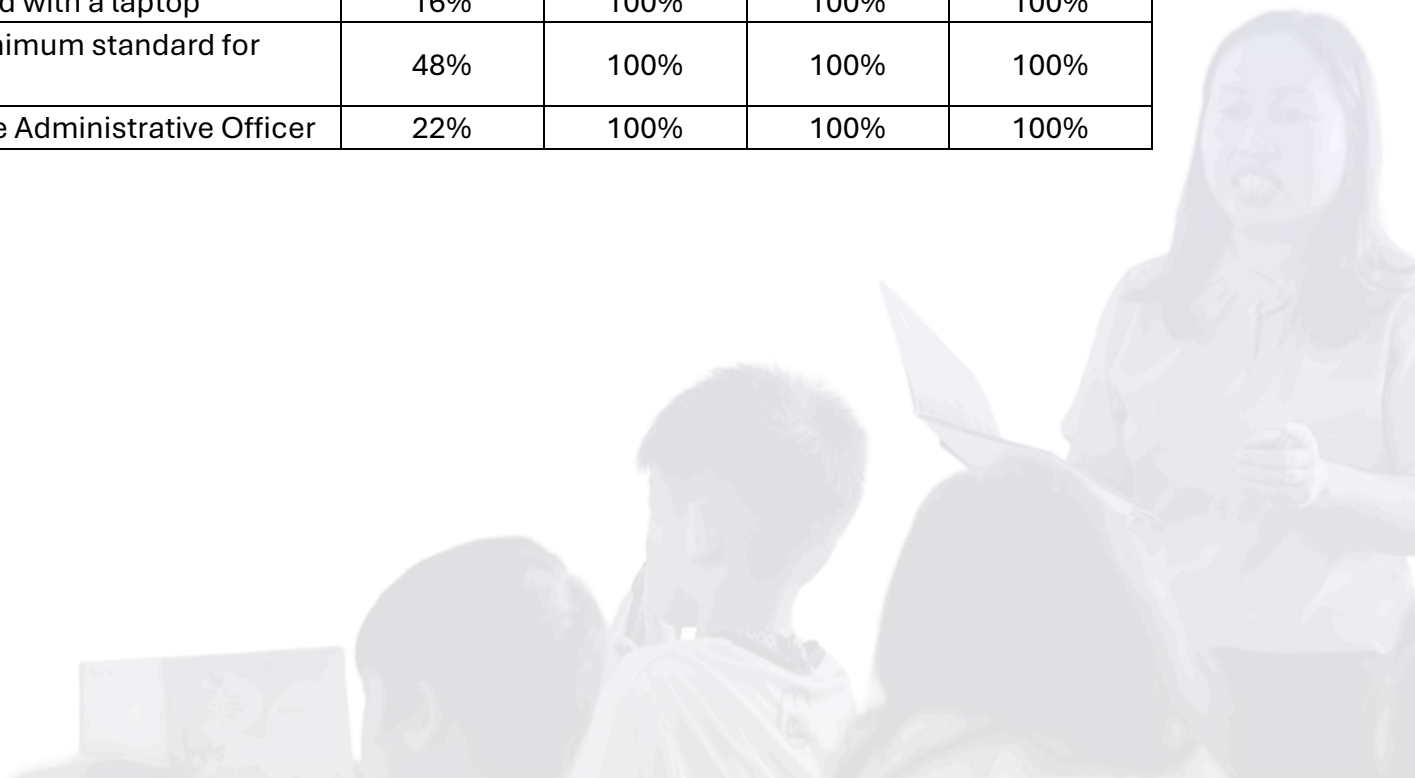


ANNEX 6

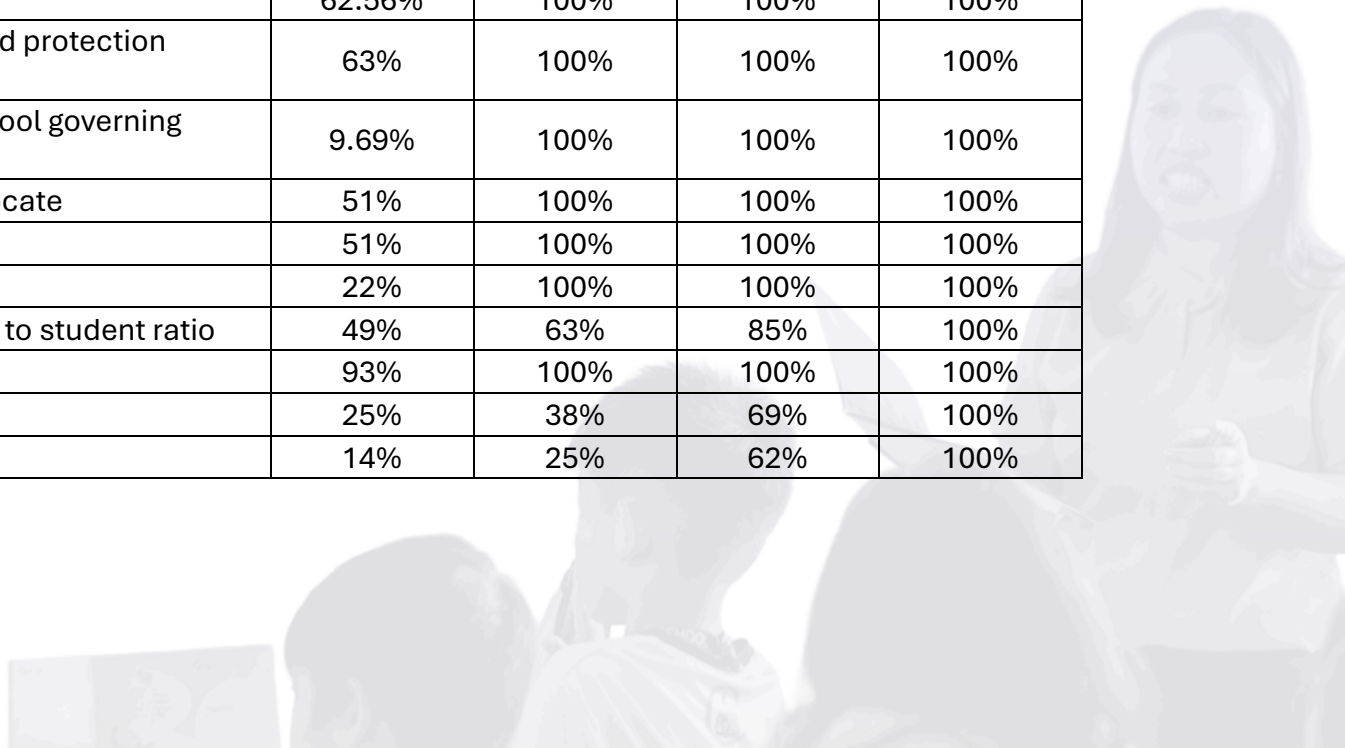
Q-BEDP Indicators

Annex 6. QBEDP Indicators

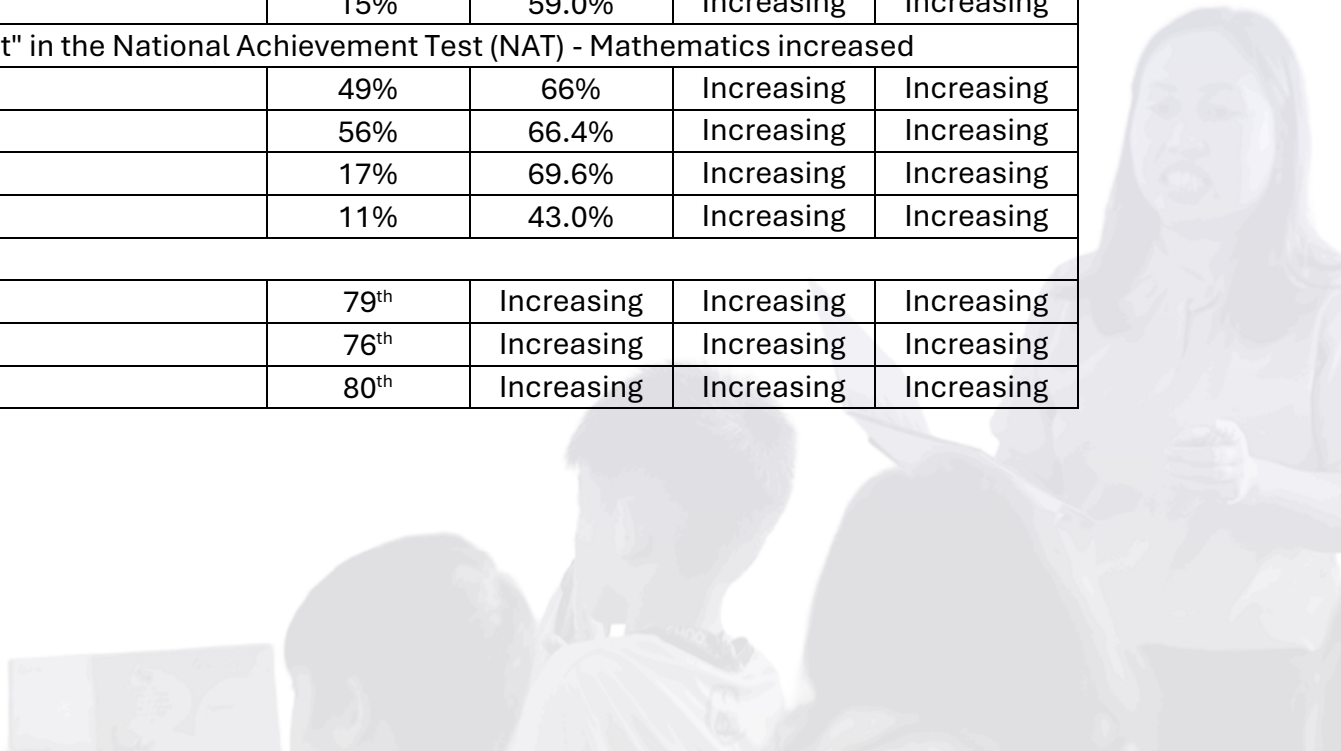
Indicator	Baseline 2023-2024	Basecamp 1	Basecamp 2	Basecamp 3
Outcome 1: High Performing Teachers				
Percentage of public school teachers who completed training on content and pedagogy	27%	Increasing	Increasing	Increasing
Number of public school teachers who completed:				
a. Certificate Programs	ND	Increasing	Increasing	Increasing
b. Scholarship Programs	ND	Increasing	Increasing	Increasing
Percentage of learners with complete set of textbooks				
a. Elementary	76%	100%	100%	100%
b. Junior High School	81%	100%	100%	100%
c. Senior High School	80%	100%	100%	100%
Percentage of public school teachers provided with a laptop	16%	100%	100%	100%
Percentage of public schools meeting the minimum standard for teacher to student ratio	48%	100%	100%	100%
Percentage of public schools with at least one Administrative Officer	22%	100%	100%	100%



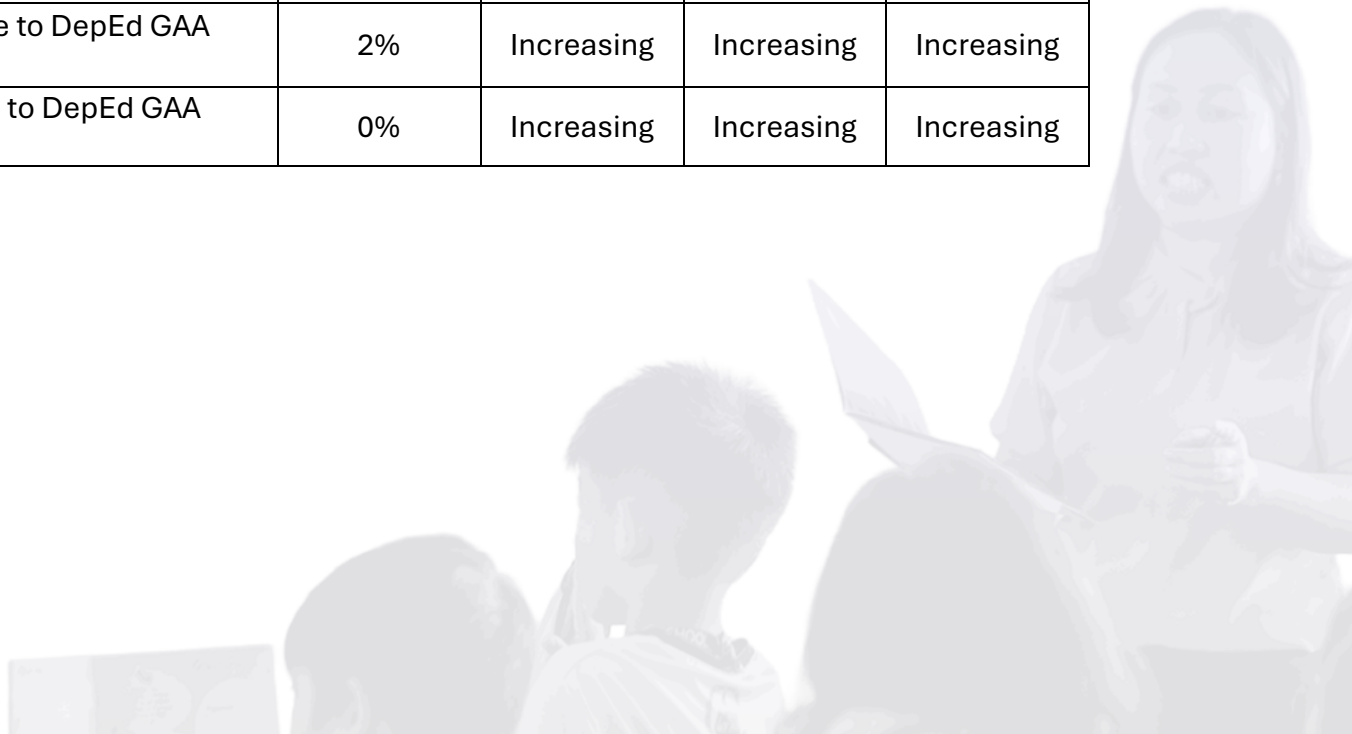
Indicator	Baseline 2023-2024	Basecamp 1	Basecamp 2	Basecamp 3
Outcome 2: Learners' Physical and Mental Well-Being Protected				
Percentage of school-age children in school - Net Enrollment Rate				
a. Kinder	78%	96%	97%	98%
b. Elementary	86%	89%	92%	97%
c. Junior High School	78%	81%	83%	84%
d. Senior High School	67%	69%	71%	71%
Percentage of learners who completed Grade 6 / Grade 10 / Grade 12 - Completion Rate				
a. Elementary	92%	96%	98%	100%
b. Junior High School	82%	88%	94%	100%
c. Senior High School	73%	84%	92%	100%
Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program	100%	100%	100%	100%
Percentage of resolved bullying incidents	62.56%	100%	100%	100%
Percentage of public schools with a functional child protection committee	63%	100%	100%	100%
Percentage of public schools with a functional school governing council	9.69%	100%	100%	100%
Percentage of public schools with a guidance advocate	51%	100%	100%	100%
Percentage of schools with a guidance office	51%	100%	100%	100%
Percentage of schools with a health clinic	22%	100%	100%	100%
Percentage of public schools with ideal classroom to student ratio	49%	63%	85%	100%
Percentage of public schools with electricity	93%	100%	100%	100%
Percentage of public schools with libraries	25%	38%	69%	100%
Percentage of public schools with faculty rooms	14%	25%	62%	100%



Indicator	Baseline 2023-2024	Basecamp 1	Basecamp 2	Basecamp 3
Outcome 3: Efficient and Supportive Governance Structure				
Percentage of Schools Division Offices conferred with level 3 PRIME-HRM accreditation	0%	Increasing	Increasing	Increasing
Number of regions provided with innovation funds	0	5	11	17
Number of public schools provided with school grants (innovation funds for schools)	0	3500	Increasing	Increasing
Percentage of public schools provided with research funds	3%	Increasing	Increasing	Increasing
Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools				
Percentage of learners achieving at least “Proficient" in the National Achievement Test (NAT) - English increased				
a. Grade 3	67%	77.2%	Increasing	Increasing
b. Grade 6	69%	69.5%	Increasing	Increasing
c. Grade 10	42%	73.2%	Increasing	Increasing
d. Grade 12	15%	59.0%	Increasing	Increasing
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) - Mathematics increased				
a. Grade 3	49%	66%	Increasing	Increasing
b. Grade 6	56%	66.4%	Increasing	Increasing
c. Grade 10	17%	69.6%	Increasing	Increasing
d. Grade 12	11%	43.0%	Increasing	Increasing
Ranking in PISA improved				
a. Reading	79th	Increasing	Increasing	Increasing
b. Mathematics	76th	Increasing	Increasing	Increasing
c. Science	80th	Increasing	Increasing	Increasing



Indicator	Baseline 2023-2024	Basecamp 1	Basecamp 2	Basecamp 3
Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship or Higher Education				
Percentage of passers in the National Certification (NC) assessments	89%	Increasing	Increasing	Increasing
Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test	30% (FY 2018)	Increasing	Increasing	Increasing
Strategic Levers				
Percentage of Schools that are Implementing Units	5.88%	TBD	100%	100%
Percentage share of SEF in the overall school budget	6%	Increasing	Increasing	Increasing
Number of classrooms built through PPP	13,391 (PSIP 1 & 2)	35,391	71,391	107,391
Percentage of schools with solar panels (off-grid schools without electricity)				
a. Elementary	86%	100%	100%	100%
b. Junior High School	80%	100%	100%	100%
c. Senior High School	72%	100%	100%	100%
Percentage share of ODA investment value relative to DepEd GAA Budget	2%	Increasing	Increasing	Increasing
Percentage share of PPP investment value relative to DepEd GAA Budget	0%	Increasing	Increasing	Increasing




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