



Priority Areas and Issues



EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)

- 1 **Nutrition and feeding**
 - Challenges in governance, implementation, and resourcing of health & nutrition programs
 - Aligning incentives to address challenges / look into quality
- 2 **Supply-side factors**
 - Lack of child development centers to attain universal coverage of ECCD
 - Producing high quality child development workers/ teachers
 - Materials and resources for ECE
- 3 **Demand-side factors**
 - Understanding barriers that relate to parental perceptions and engagement in ECCD
- 4 **Governance and financing of ECCD**
 - Mechanism of finance
 - Addressing governance challenges



BASIC EDUCATION

- 5 **Learning resources**
 - Textbook development, production, and distribution
 - Using media to enhance learning
- 6 **Measurement of learning outcomes**
 - Adequacy of the assessment system to track learners' progress and inform system reforms
 - Reporting and utilization of assessment results for improving learning outcomes
- 7 **Curriculum and instruction**
 - Medium/language of instruction
 - Validation of the K to 10 (and eventually 11 -12) curriculum towards decongestion, encouraging flexibility and innovation, and reviewing the spiral curriculum
 - Learning Loss Recovery
- 8 **School infrastructure**
 - Inventory of facilities (public and private)
 - Strategies to address the gaps
- 9 **Alternative Learning System (ALS)**
 - Access and delivery
 - Curriculum content, quality, and assessment, towards preparing learners for employment
- 10 **Home and school environment**
 - Safe, secure, conducive and supportive learning environment
 - Improved mechanisms for partnerships and shared accountability between families, schools, and communities



HIGHER EDUCATION

- 11 **Access to quality higher education**
 - Develop CHED's regulatory framework to enhance its developmental and regulatory functions
 - Ensure closer coordination between industry and academe
 - Improving access to quality higher education
 - Improving the quality of higher education programs (quality in terms of enhancing learning outcomes and program relevance)
- Quality Assurance**
 - Map the current Philippine QA System in General and Higher Education, in Particular, delineate the functions government and voluntary QA bodies and study the creation of a separate QA agency
 - Contextualize the current Philippine QA System within the QA models/Systems of other countries
 - Institutionalization of Internal and External Quality Assurance/Quality Assurance of Academic Programs and Administrative Processes
 - Typology- and Outcomes-Based Quality Assurance and the Grant of Autonomous and Deregulated Status
 - Institutionalization of PQF in higher education
 - Governance of Philippine QA
- 12 **Efficiency of public and private higher education provision**
 - Lack of clear framework in the establishment and sustainability framework for existing Higher Educational Institutions (HEIs), especially LUCs
 - Substantial challenges faced by private HEIs
 - Building leadership capacity in SUCs and LUCs
- 13 **Graduate education, research and innovation**
 - Poor quality and uptake of graduate education in the country
 - Lack of capacity to produce quality research in universities
 - Lack of capacity for research translation into innovations and technologies
- 14 **Digital transformation and educational technologies (Cross cutting)**
 - Infrastructure for digital transformation, research clouds, and educational technologies
 - Access to educational technologies and sharing of resources
 - Establishment of smart campuses in SUCs
- 15 **Internationalization of higher education (Cross cutting)**
 - Constraints to Internationalization of students and faculty
 - Transnational education per RA 11448
 - Issues of Global Rankings



Priority Areas and Issues



TEACHER EDUCATION AND DEVELOPMENT

- 16 Alignment of CHED, PRC, DepEd (including TEC) on teacher education and development** ▪ Alignment of CHED, PRC, DepEd on teacher education and development
- 17 Pre-service education** ▪ Gaps in pre-service Training
▪ Quality of Teacher Education Institutions
▪ Encouraging more students to enter the teaching profession
▪ Licensure Exam for Teachers (LET)/licensing of teachers
- 18 In-service training and development** ▪ Teacher welfare
▪ Training and development of teachers and school heads



TECHNICAL VOCATIONAL EDUCATION & TRAINING (TVET) AND LIFELONG LEARNING

- 19 Needs-based system projecting the demands in workers' upskilling** ▪ Understanding current and future "middle-skill" needs of the country
▪ Understanding the future generation of the Filipino workforce
- 20 Industry involvement and investment in upskilling** ▪ Understanding the labor market outcomes of TVET graduates
▪ Encouraging companies to invest in upskilling of workers and offer enterprise-based training and apprenticeship programs
▪ Reconsidering rural industry development
- 21 Ensuring quality in the provision of TVET** ▪ Ensuring quality assurance in TVET
▪ Rationalizing TVET provision and support (by TESDA, LGUs, and private TVIs)
- 22 Framework for equivalency and recognition of non-formal and informal learning** ▪ Lifelong Learning framework



GOVERNANCE AND FINANCE

- 23 Ensuring seamless and integrated delivery of education** ▪ Coherent vision/roadmap/plan for the education sector
▪ Effective coordination among education agencies
- 24 Complementarity between public and private education** ▪ Lack of clarity on the government's primary roles
▪ Education delivery strategy informed by public and private absorptive capacity across all levels of education
▪ Expanding Government Assistance to Students and Teachers in Private Education (GASTPE)
- 25 Integrated system of performance management and accountability** ▪ Lack of integrated system of performance management and accountability
- 26 Efficiency and equity in financing, resource mobilization, and delivery of education** ▪ Efficiency in education finance and resource mobilization
▪ Increasing efficiency and effectiveness through digital transformation
▪ Equity in the delivery of education and the extent that the needs of vulnerable sectors are addressed
- 27 Decentralization, quality of education governance, and participatory governance** ▪ Highly centralized governance structure results in limited participation of local government and stakeholders in education governance, and lack of agility and innovation in the system



CROSS-CUTTING

- 28 Connectedness of learner pathways throughout the system**