



ABC+: Advancing Basic Education in the Philippines

POLITICAL ECONOMY OF BASIC EDUCATION PROVISIONING IN REGION 6 (WESTERN VISAYAS)

Rosalie Arcala-Hall, PhD
UP Visayas Foundation Inc.
October 19, 2020

Baseline Report



The Asia Foundation



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Final Narrative Report

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Abbreviations and Acronyms

BEIS	Basic Education Information System
COA	Commission on Audit
DBM	Department of Budget and Management
DepEd	Department of Education
DILG	Department of the Interior and Local Government
DPWH	Department of Public Works and Highways
FGD	Focus Group Discussions
GIDA	Geographically Isolated and Disadvantaged Areas
K-3	Kindergarten to Grade 3
LCE	Local Chief Executive
LGU	Local Government Unit
MOOE	Maintenance and Other Operating Expenses
MTB-MLE	Mother Tongue-Based Multi-Lingual Education
OFW	Overseas Filipino Worker
SEF	Special Education Fund
SIP	School improvement Planning
SY	School Year

EXECUTIVE SUMMARY

The Asia Foundation (TAF) is an implementing partner of RTI International (RTI) (with SIL LEAD, and Florida State University) in the United States Agency for International Development (USAID) supported ABC+ Advancing Basic Education in the Philippines project, implemented in Regions V, VI, and BARMM. Baseline research for ABC+ highlights the political economy of Regions V and VI, study of local funding options for Early Grade Learning (EGL), local education governance, private sector engagement, and engagement strategies for parents and communities in support of education.

This study analyzes the political economy of basic education provisioning in Western Visayas with focus on grades K-3. The region's socioeconomics, demographics, and educational performance are examined alongside various Department of Education (DepEd) policies and decentralization practices. Local government and other stakeholder resources spent to support basic education are also mapped and analyzed, along with what motivates and demotivates these stakeholders. Recommendations are also offered to guide implementation of the program in the region.

Objectives of Research:

- **Regional Level Analysis:** Overall political economic context of the region. This analysis is aimed at identifying entry points and informing how the project can create impact at the regional scale.
- **Education Sector Analysis of the Region:** Focused analysis of the political economy of basic education, specifically early grade literacy and numeracy. This analysis aims to inform specific

interventions or gaps to be addressed in the basic education sector.

- Stakeholder Mapping and Analysis: insightful and updatable stakeholder mapping and analysis of basic education. This analysis identifies key decision-makers and actors relevant to basic education and maps their political influence. This analysis informs how the project team can approach and engage these actors.

In producing this baseline report, data was qualitatively derived from focus group discussions with school principals, teachers and parents from four (4) schools in Iloilo City, Roxas City, Janiway (Iloilo province) and Pandan (Antique province).

The study also made use of data from eighteen (18) in-depth interviews of DepEd Region VI officials, school district supervisors, school principals, local government officials, and officers of local non-government organizations and private sector with a history of providing assistance to basic education. Regional data from National Economic Development Authority (NEDA) and Philippine Statistics Authority (PSA) on education, poverty, and employment; DepEd policies on hiring of teachers, the use of the Special Education Fund (SEF), infrastructure and Maintenance and Operating Expenditures (MOOE) budget, and mother-tongue use for K to 3 instruction; and local government unit SEF allocation and other education-related ordinances were also examined.

The region's declining fertility rate projects fewer school intake in the near future, but a considerable gap exists between school age population (5-9 yrs old) and those attending school. Poverty incidence remains high in some provinces, with the number of low-income households likely to increase given retrenchment of overseas foreign workers due to the COVID-19 pandemic. While school performance metrics have been steadily improving region-wide, there remains substantial disparities with some school divisions scoring below regional averages for cohort survival and completion rates, and higher than average dropout rates.

The implementation of decentralization measures in the education sector points to more evidence-based budget allocations for schools funded by the national government. School administrators are cognizant of and use standardized quantitative measures for school need and requirements roughly based on teacher- pupil ratios. Project engagements between schools and external donors are largely rule-based, as indicated in the requirement for accreditation, memorandum of agreement, and coordination protocols. Local Government Units (LGUs) are also aware of the guidelines on allowed expenditure categories for SEF. Because of the pandemic, the SEF and school MOOE have been redirected to support remote learning and basic learning continuity.

LGU officials, parents, community members, private businesses, alumni groups and private donors as stakeholders have varying resources, influences, motivations and turnoffs in supporting basic education. The School Education Fund carries little importance for poor municipalities, which have a diminished Real Property Tax (RPT) base. LGUs provide crucial linkages to donors with more resources, including Congressmen and Senators. Private sector donation tends to be more focused on instructional improvements. There are local businesses that provide sustained and regular support to basic education activities, i.e. Brigada Eskwela, while some private foundations are able to give larger amounts over repeat engagements with target schools. With the pandemic and shift to home-based learning, parents take on most of the responsibility for instruction and are challenged by the need to balance this with work/home chores, and basic needs. LGUs and teachers are motivated to improve access to education so that indigenous peoples have greater access to education, especially for those students whose domiciles are far from the school. Private donors use DepEd data to guide interventions towards schools-in-need, but they conduct independent validation of DepEd data.

There are tensions in the implementation of mother tongue based-multi lingual education (MTB-MLE) in K-3 education. Teachers and parents cite a disconnect between language used in learner/educator materials, largely written by non-locals, and the everyday language of their households and communities. They encounter more difficulty using mother-tongue instruction in Science and Math as compared to other subjects, and in bridging at Grade 4 when language for instruction switches from mother tongue to Filipino and English. They also cite the dearth of materials in Kinaray-a language as a specific challenge. Mother-tongue based education is appreciated more by stakeholders from rural and geographically isolated areas than city-based stakeholders.

This study recommends the following: (1) include information on external stakeholders classified according to type of institutional linkage and resource provided into the existing Enhanced (EBEIS), and make this publicly available to potential donors; (2) create a broader platform for school-community engagement starting with the crafting of the School Improvement Plan and multi-year activities, in addition to Brigada Eskwela; (3) persuade LGUs to commit to a formula-based allocation of SEF in support of instruction; (4) nuance MTB-MLE implementation through language mapping of kindergarten students as the basis for mother tongue assignment and a menu of mother tongue language options, where instructional materials are available; and (5) support collaborative writing of learning materials in Kinaray-a between teachers and content producers, with emphasis on everyday language.

BACKGROUND AND RATIONALE

The expansion of the education system from kindergarten to grade 12 ushered in fundamental changes in the way basic education is provided in public schools. The adoption of mother tongue as the basis for instruction for early grade learners (K–3), and the teaching of Filipino and English for grades 4 to 6, is seen as an important step toward improving literacy and numeracy. Proponents of the use of mother tongue as the medium of instruction argue that children learn better if the language used in school is the same as the one that children speak at home.

These changes occurred while efforts to decentralize basic education services were underway to give schools more administrative and fiscal control over resources. Under this new scheme, schools are assured of a fixed budget for maintenance and other operating expenses (MOOE) as this is based on the actual number of students. The allocation of school construction funds by the national Department of Education (DepEd) is similarly based on need and the pupil-teacher ratio formula. A division of labor was set out whereby DepEd is tasked with setting policy and program standards, while individual schools are responsible for providing direct services, with their municipal Local Government Unit (LGU) supporting the construction of school buildings, and the city LGU provides facilities¹ and support services², with funds from the Special Education Fund (SEF) and other Internal Revenue Allotment (IRA)-derived funds (Capuno 2010, 8).

¹ *Facilities include science laboratories, gymnasiums, etc.*

² *Support services include salaries for school janitors and/or school guards*

Depending on the size of their Special Education Fund (SEF), LGUs are able to influence personnel matters because the SEF can be used to pay for honoraria of teachers who are not funded by DepEd, as well as for all school-related expenditures such as athletics and other co-curricular activities that fall under the LGU's jurisdiction. Similar to other public services, regional DepEd units formulate and execute region-specific plans, manage human resources, and monitor/evaluate educational outcomes. In keeping with the principle of making decisions at the local level, school principals are accountable for implementing the curriculum and attaining performance targets. School principals also have some control over the MOOE funds that are advanced in cash so principals can allocate money for teachers' training, instructional materials, and various school programs (Maligalig et al. 2010, 23). Despite these gains in local control, corruption remains a major issue for DepEd (Reyes 2009).

In recent years, various gaps and challenges have been identified with the policies just described. While DepEd allocations for school building projects are now based on an established formula, the distribution across School Divisions is denounced as it does not reflect actual enrollment nor demographic change such as an increase in the number of school age children (Maligalig et al. 2010, 30). Local Government Units have tremendous leeway in spending their SEF and often prefer co-curricular activities and filling the shortage in teaching staff—decisions influenced by political patronage, rather than local need. Hiring of teaching personnel is primarily done at the Division level, which ignores the requirement for local control and tailoring personnel decisions to school needs (Maligalig et al. 2010, 33). Thus, access to funds remains a key hindrance, resulting in school districts with a predominance of lower-income households school achieving lower educational outcomes than is the case for districts with higher income households (Maligalig et al. 2010, 33; Maligalig and Albert 2008, 8; Okabe 2013, 4; Mesa, 2007).

A substantial number of school age children are not in school, either because they are working or have dropped out because despite free tuition, their low-income household cannot finance other school-related expenses. Previous studies also suggest that lack of interest in school is a key reason for not attending (Maligalig and Albert 2008; Okabe 2013, 4). Initial evaluations of the implementation of Mother Tongue Based-Multilingual Education (MTB-MLE) in a selection of schools also identified some challenges: (1) the regional office adopts the regional language as the mother tongue despite a linguistically-diverse setting; (2) the regional language is preferred as the mother tongue for instruction, rather than students' actual mother tongue; and (3) the centralized provisioning of textbooks and other materials reduces localization to suit students' mother tongue (Metila et al., 2015, 4). Monje et al.(2019)

also note the low percentage of schools that have implemented the MTB-MLE policy, and that many teachers have the incorrect notion that children have only one mother tongue. The legal push for mother tongue-based education is designed to improve the use of English in the higher grades, which many in the Philippines see as the key to becoming a successful citizen (Dawe 2014).

Across the regions in the Philippines, Western Visayas (Region 6) has been flagged as having the largest number of school age children who are not completing school (Maligalig et al. 2010, 39). According to Defiesta and Bercilla (2014, 99), school enrolment has been declining, and fewer students are finishing their education. Insufficient classrooms, books, and desks have been cited as reasons for this, and the decline also correlates with poor performance of the agricultural and fisheries sectors from 2011 to 2015—the sectors in which poor households make their income. Poverty rates in Antique and Iloilo Provinces are higher than the national average too, but mainly in rural areas (NEDA 2017, 168). Clearly, the combination of a large number of school age children and poverty is resulting in substantial educational inequities.

However, the Western Visayas Region has potential to improve due to national-level and non-government support for basic education. Because many communities were devastated by Typhoon Haiyan in 2013, the region has attracted private funders for school reconstruction and parallel interventions such as school feeding programs, and literacy and numeracy training. Over the years, the region's Schools Divisions have received a substantial amount of post-Haiyan school rehabilitation projects from DepEd and the Department of Public Works and Highways (DPWH). Also, thriving small and medium enterprises in key localities, and the significant upward mobility of overseas Filipino workers (OFWs) offer new opportunities for obtaining resources to support basic education.

02 FRAMEWORK

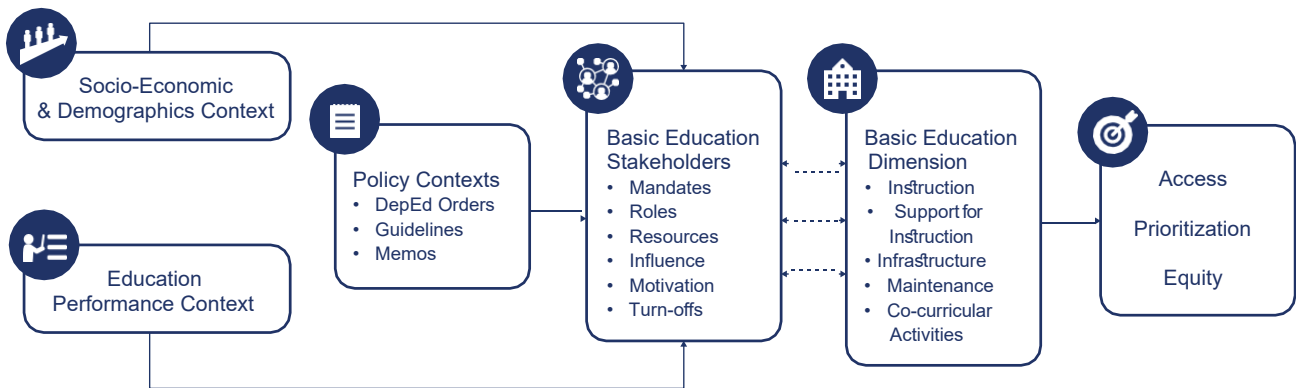


Figure 1. Basic Education Provisioning: Conceptual Framework

Figure 1 identifies the key variables and analytical frame for this study. Socio-economics, demographics, and educational performance variables are contexts as they shape the households and communities of students. DepEd orders, guidelines, and memos are the “policy contexts”; they provide the rules by which stakeholders engage with basic education providers (schools). Stakeholders have mandates, roles, resources, influences, motivations, and things that discourage them. These factors combine to create dynamics, which lead to basic education provisioning that is accessible, equitable, and subject to prioritization.

03 OBJECTIVE AND EXPECTED OUTPUT

Research Objectives

This study describes the political-economic and sectoral contexts of basic education provisioning in Western Visayas (Region 6), with a focus on early grade education (K–3). It probes how the problem areas that have been identified in the literature are manifested in Region 6. Based on national observations, these problem areas include education outcome inequities resulting from income and rural-urban inequalities; school age children not attending school due to poverty; gaps in education decentralization; the LGU's undue influence on SEF spending decisions; difficulty in implementing mother tongue-based education at the Kindergarten to grade 3 (K–3) level. The stakeholders; the resources they bring in to support basic education provisioning; the manner in which rules shape their allocative and prioritization decisions; their influence, motivations, and what discourages them are mapped out in this paper with the objective of identifying ways to improve early grade learning in the region.

Research Questions

1. What are the key characteristics of Western Visayas' economic and political landscape that affect basic education provisioning? Which key features of the basic education structure affect decision-making with respect to the resources needed to support basic education provisioning?

2. Who are the stakeholders in providing basic education in Region 6? How, and what level of influence do these stakeholders exercise? What motivations do they have that can be tapped to support basic education, and what would discourage their support?

3. What specific resources do stakeholders provide for early grade learning, and especially for mother tongue-based multilingual education (MTB-MLE)? What motivates stakeholders and discourages their support with respect to improving K–3 literacy and numeracy?

Expected Outputs

The project's expected outputs are a narrative report and an infographic that presents the report's key findings.

04 METHODOLOGY

The study used a qualitative method for data gathering, treatment, and analysis. With assistance and permission from DepEd Region 6, the researchers identified the following four schools in the divisions of Iloilo City, Roxas City, Iloilo Province (Janiuay), and Antique (Pandan) as sites:

LOCALE	NAME OF SCHOOL	CLASSIFICATION
Iloilo City	Iloilo Central Elementary School	Urban, high performing school
Iloilo (Janiuay)	Barasalon Integrated School	GIDA ³ , indigenous population
Antique (Pandan)	Pandan Central School	Rural, mixed language area
Roxas City	Don Juan Celino Integrated School	Urban, poor to lower-class neighborhood

Table 1. Study sites

The sites, representative of school types/locations, were chosen in consultation with the DepEd Regional office. The goal was to obtain data through interviews with school administrators and local government representatives on the school boards, and through focus group discussions with teachers, parents, and private sector partners. These were tailored according to the

³ *geographically isolated and disadvantaged areas (GIDA)*

school’s performance metrics and socio-economic context. Through this purposive selection, information about the structural constraints to basic education provisioning, and implementation of mother tongue-based multilingual education (MTB-MLE) was expected to be revealed.

Primary data were collected through the following:

1. In-depth interviews with nine DepEd Region 6 school district and school principals on the dynamics of basic education provisioning and implementing MTB-MLE; and with four local government officials and their representatives on the processes and dynamics of decision-making in local school boards with respect to School Education Fund (SEF) allocation.
2. Interviews with five staff in local non-government organizations (NGOs) and private sector companies who have been active in providing assistance to the education sector.
3. Four focus group discussions (FDGs) with parents, teachers, the school administrator/principal, and private sector staff in the four schools about the dynamics and challenges of basic education provisioning and implementing the MTB-MLE.

METHOD	NUMBER OF PARTICIPANTS	PARTICIPANTS
Focus Group Discussion	30	Parents (K to 3):6 Parents(Grade 4 to 6):6 Teachers (K to 3):8 Teachers(Grade 4 to 6):5 School head: 3 Private sector staff:2
Key Informant Interviews	22	School administrators:13 LGU representatives:4 CSO/NGO staff:5

Table 2. Key informants and FGD participants

Details on the key informants and FGD participants are summarized in the table below: Other data came from region-wide disaggregated data: NEDA Region 6 and PSA Region 6 on the education, poverty, and employment; DepEd Memoranda and policies on provisions for the implementation of the K–2 basic education program, hiring of teachers, the use of the special education fund; and data from local

The specific data sources were:

- The Philippine Statistical Authority 2015 Population Census Report and the 2019 Region 6 (Western Visayas) Quickstat – region and provincial data on poverty, education, labor and employment, and businesses
- DepEd 2017 to 2020 Budget by Division (General Administration and Support for Maintenance and Operations)
- NEDA Region 6
 - Achievement rates for the region and schools' division school year (SY) 2014–2015
 - Cohort Survival Rates of Elementary Public and Private Schools, region, and schools division, SY 2013–2018
 - Completion Rates of Elementary Public and Private Schools – region and schools division for 2013–2018
 - Drop-out Rates of Elementary Public and Private Schools – region, and schools division for SY 2015–2018
- DepEd policies
 - SEF expenditure categories
 - hiring
 - projects
 - maintenance and other operating expenses (MOOE) utilization
 - Guidelines on the K–12 Basic Education Program
 - Local Government Units Resolutions and Ordinances
 - Approval for SEF allocation
 - Renaming of school
 - Purchase or donation of building lot and building
- Special Education Fund Data for Iloilo City, Janiuay (Iloilo), Pandan (Antique), and Roxas City (selected years).

05 FINDINGS AND ANALYSIS

Region 6 Socio-Economic and Demographic Contexts

Three demographic variables directly feed into school metrics: population growth, the fertility rate, and the proportion of the population, aged 5–9 years. Growth can be on account of migration or simply more births. Within Region 6, there is notable population growth in Aklan (1.35% in 2010 to 1.6 % in 2015) and Iloilo (1.02% in 2010 to 1.39% in 2015). This growth could be mainly due to migration as the fertility rate has been declining in the region over the same period (3.9% in 2000–2005 to 3.4% in 2010–2015).

A declining fertility trend is good news as it puts less pressure for school expansion, but migration may also introduce a level of instability in the school population as children have transfer from one place to another.

Zooming in, Iloilo (30%) and Negros Occidental (42%) have the largest population aged 5–9 years. This means more resources are needed for these two provinces for their early grade learner intake. However, an alarming gap exists between the school age population (5–9 years) and those attending school, which is 9.54% for the region. In other words, out of every 10 children aged 5 to 9, one is not in school. This problem is most pronounced in Negros Occidental (5.4%) and Antique (3.81%)—a gap that suggests a substantial unserved population.

The economic profile of Region 6 parallels the demographic trends above. The incidence of poverty across the region is declining, but it is still higher than the national average. Negros Occidental consistently had a high level of poverty for 2006–2015. Antique also had a high, but declining level of poverty. Aklan achieved the most significant reduction in poverty.

Poverty correlates with school attendance. If children belong to poor households, they will have fewer resources for schooling, and be under more pressure to contribute to family income rather than attend school. Negros Occidental illustrates this: a high incidence of poverty and a large number of children, aged 5–9 who are not in school.

The region's disaggregated occupation profile reveals livelihood streams that are either low-income or unstable. Most households in the region have members with the following occupations: skilled agricultural forestry and fishery workers, service and sales workers, and people in elementary occupations such as messengers, cleaning and laundry workers. The region posted a slightly reduced unemployment and underemployment rate from 2018 to 2019. In terms of businesses, the region has mostly small and medium-sized business in the Wholesale and Retail Trade; Repair of Motor Vehicles; Accommodation and Food Services; Manufacturing; and Financial and Insurance Services. It is likely that these businesses draw service and sales workers. There are a substantial number of overseas Filipino workers (OFWs) in the region (4.9% in 2017 to 9% in 2019), which should mean a greater income stream. However, because of the precariousness of overseas employment on account of the Covid-19 pandemic, this percentage could change drastically.

These figures have implications for basic education provisioning. The diversity of small and medium-sized business (rather than reliance on a single crop or commodity) could be a potential resource for basic education in many localities. However, the declining fertility rate means a lower school intake in the near future, which in the long-run may mean less pressure on school resources. That 1 out of 10 children, aged 5–9 is not in school needs ongoing tracking to see if this gap is growing and why. If the gap is not closed, this unserved population will likely be unemployed in future. The economic disparities across provinces have a bearing on school attendance. The high incidence of poverty and substantial gaps in school attendance for those aged 5–9 in Negros Occidental and Antique is a serious concern. With most households in low-income occupations, and OFW households projected to decrease, out-of-school children are likely to increase.

Region 6 Elementary Education Performance Context

This section examines disaggregated data on elementary school performance based on four measures: the achievement rate, cohort survival rate, completion rate, and drop-out rate.⁴ Data are presented in terms of school divisions posting the highest and lowest marks, compared to the regional average. For achievement rates for SY 2014–2015, Capiz province (84.64%) and Guimaras province (78.93%) were above the regional average (73.80%), while Iloilo City (55.50%) and Bacolod City (59.74%) were below the regional average. Because only one year’s data were available, little can be gleaned from this finding (see Figure 2).

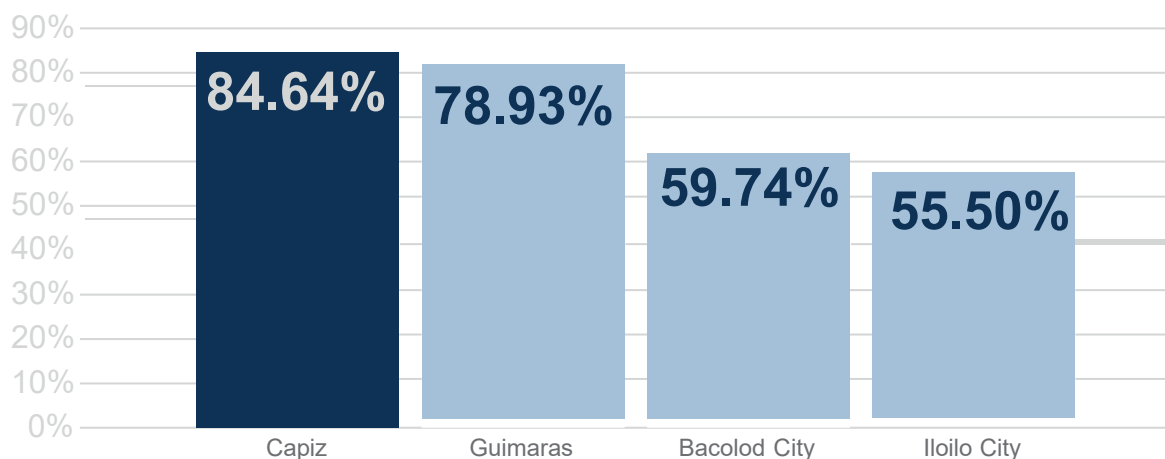
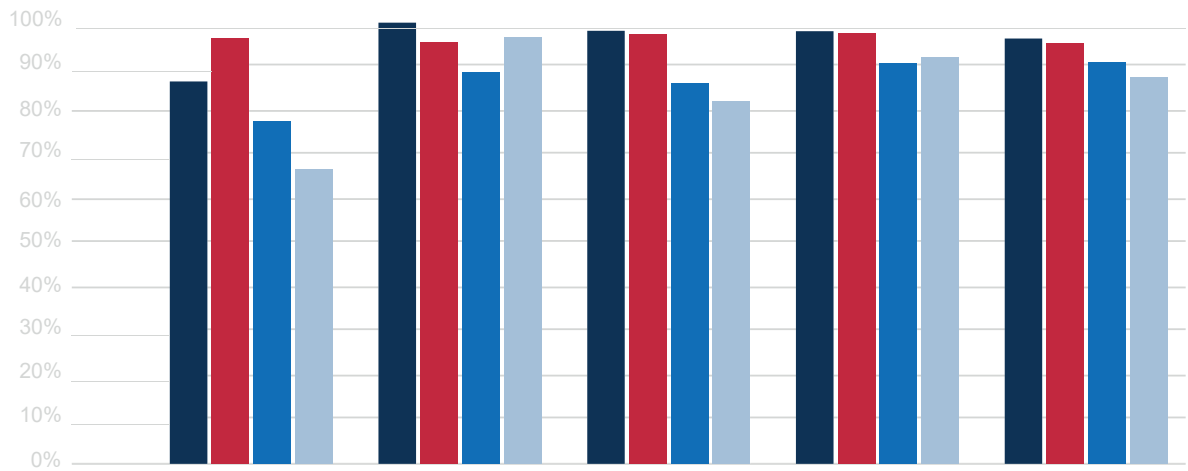


Figure 2. Top two provinces/cities with the highest and lowest achievement rate, Region 6, SY 2014–2015

As seen in Figure 3, the elementary cohort survival rate for the region increased from 87.1% in SY 2013–2014 to 98.02% in SY 2017–2018. Aklan and Guimaras Provinces schools divisions consistently scored high for the cohort survival rate, above or very close to the regional average. Escalante and San Carlos City schools divisions consistently scored lower than the regional average; they are among the lowest in terms of their cohort survival rate. While Escalante and San Carlos City have seen

⁴ DepEd uses these indicators for evaluating educational system performance at various levels. Achievement Rate refers to the degree of performance in different subject areas in various levels of education. Source: <http://deped.armm.gov.ph/p/statistics.html>. Cohort Survival Rate is the percentage of enrollees at the beginning grade or year in a given school year who reached the final grade or year of the elementary level. Completion Rate is the percentage of first grade/year entrants in a level of education who complete/finish the level in accordance with the required number of years of study. Drop-out rate is the percentage of pupils/students who leave school during the year for any reason as well as those who complete the previous grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year. Source: <https://psa.gov.ph/>

tremendous improvement in closing the gap (up from 77.68% in SY 2013–2014 to 91% in SY 2017–2018 for Escalante, and up from 66.82% in SY 2013–2014 to 87% in SY 2017–2018 for San Carlos), more work needs to be done to bring them close to the regional average.



	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-2018*
Aklan	86.69%	100%	98.16%	98.09%	96.42%
Guimaras	96.34%	95.44%	97.27%	97.54%	95.37%
Escalante City	77.68%	88.69%	86.32%	90.86%	91.01%
San Carlos City	66.82%	96.60%	82.19%	92.20%	87.69%

Figure 3. Top two provinces/cities with highest and lowest cohort survival rate, Region 6, SY 2013–2014 to SY 2017–2018

Figure 4 shows that the elementary completion rate for Region 6 increased from 85.68% in 2013–2014 to 94.12% in 2017–2018, or a 9% jump in five years. Aklan and Iloilo Provinces posted consistently high completion rates from 2013–2018.

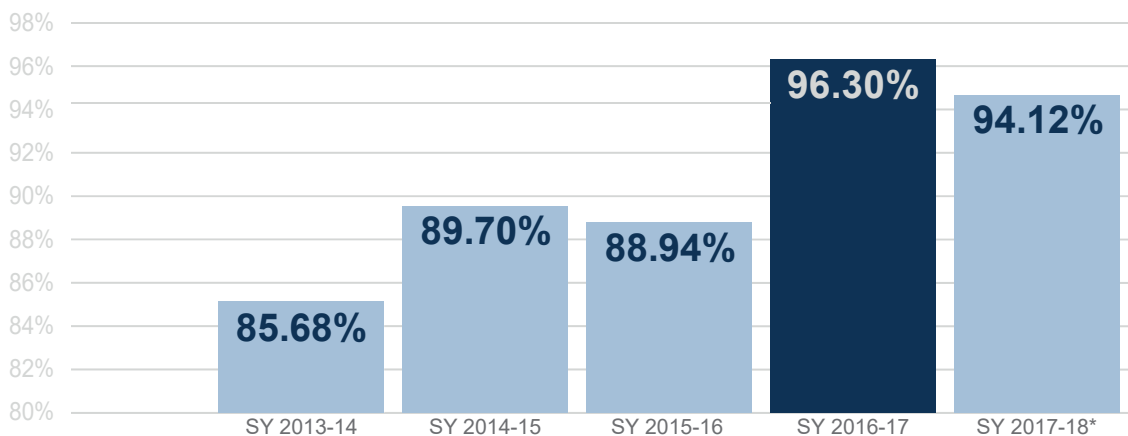
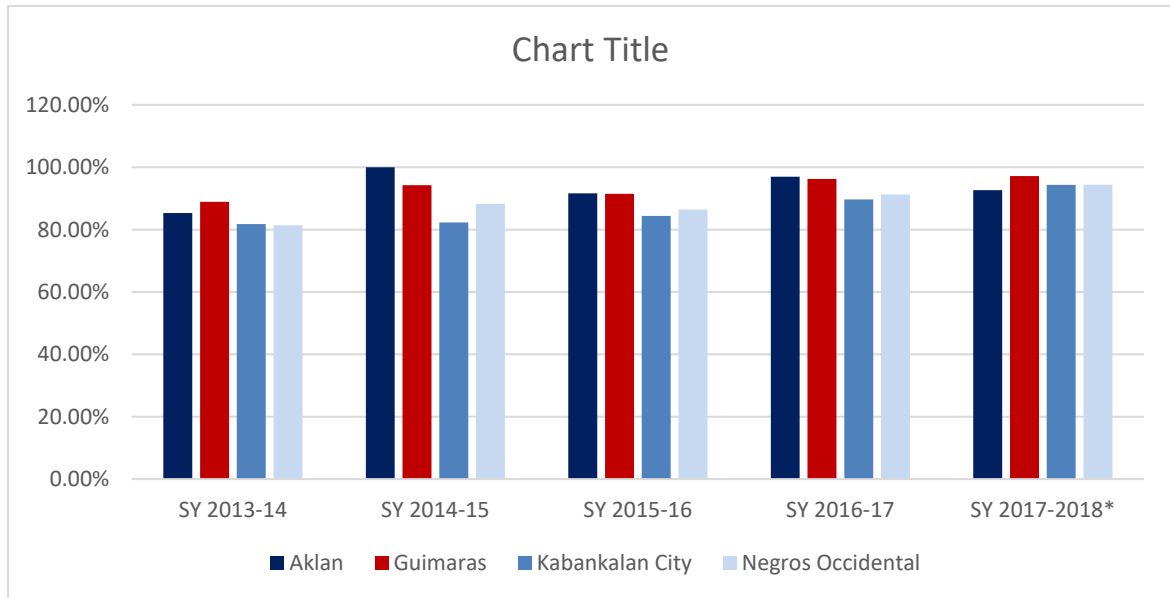


Figure 4. Completion rate, Region 6, SY 2013–2014 to SY 2017–2018

Kabankalan City and Negros Occidental Province had below regional average completion rates from 2013–2017, and finally going to above the regional average only in 2017–2018. For four years, these two schools divisions posted gaps that were five to 12 percentage points behind the regional average (**see Figure 5**)



	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-2018*
Aklan	85.29%	100%	91.60%	96.97%	92.66%
Guimaras	88.88%	94.25%	91.45%	96.22%	97.16%
Kabankalan City	81.76%	82.31%	84.39%	89.68%	94.33%
Negros Occidental	81.34%	88.22%	86.42%	91.26%	94.39%

Figure 5. Top 2 provinces/cities with highest and lowest completion rate, Region 6, SY 2013–2014 to SY 2017–2018

Elementary dropout rates for Region 6 were on a decreasing trend for 10 years. From a high of 6.56% in 2010, drop-out rates went down to 1.76% in 2015 (**see Figure 6**). Drop-out rates went down further from 0.63 in 2015–2016 to 0.50 in 2017–2018 (**see Figure 7**). These drop-out rates are at the lowest end of all regions. While commendable, Aklan and Guimaras Provinces consistently posted below regional average drop-out rates. Sagay City and San Carlos City had drop-out rates that were two or three times more than the regional average (**see Figure 8 -next page**).

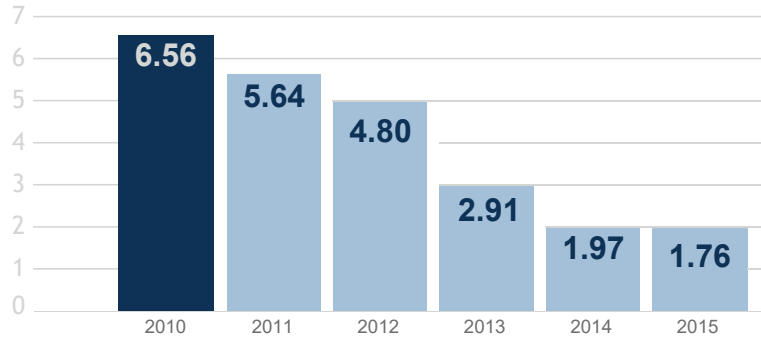


Figure 6. Elementary drop-out rates for both sexes, Region 6, 2010 to 2015

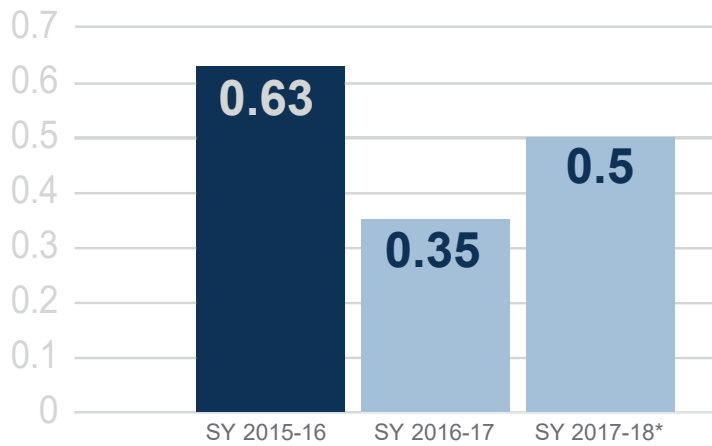
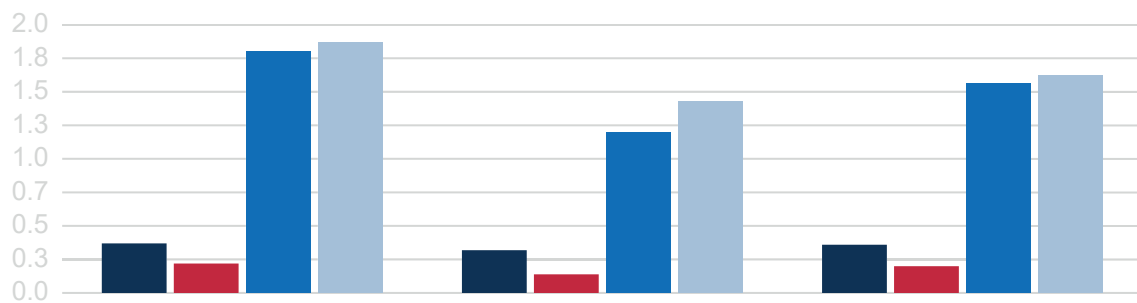


Figure 7. Elementary drop-out rates for both sexes, Region 6 SY2015-2016 to 2017-2018



	SY 2015-16	SY 2016-17	SY 2017-18*
■ Aklan	0.37	0.32	0.36
■ Guimaras	0.22	0.14	0.2
■ Sagay City	1.8	1.2	1.56
■ San Carlos City	1.87	1.43	1.62

Figure 8. Top 2 provinces/cities with highest and lowest drop-out rate, Region 6, SY 2015–2016 to SY 2017–2018

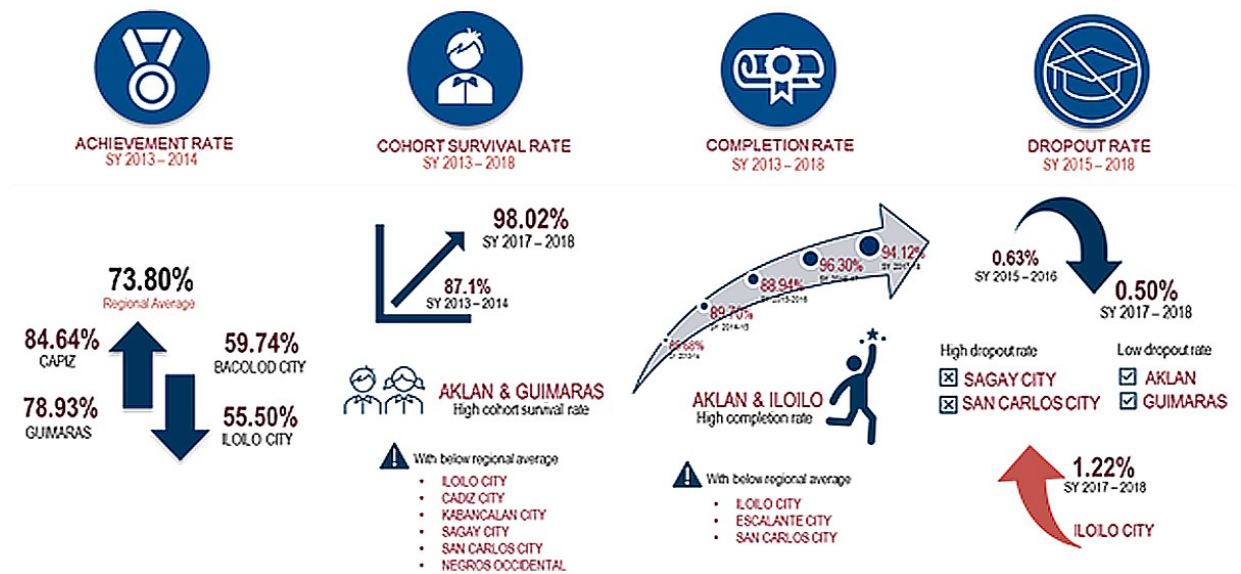


Figure 9. School performance metrics, Region 6, SY 2013–2014 to SY 2017–2018

Overall the region's school performance metrics have been steadily improving in recent years (see Figure 9). However, substantial disparities remain in school performance across schools divisions. Schools divisions in Negros Occidental are consistently outperformed by Aklan, Guimaras, and Panay Island cities. Their below-regional average cohort survival and completion rates, and higher-than-average drop rates closely follow socio-economic metrics. These are also areas with a high incidence of poverty.

In contrast, Guimaras and Aklan are performing well and also have sound economic fundamentals. Aklan, in particular, is pulling in more population, its poverty incidence has declined, and its income level is rising. Negros Occidental Province and its key cities are not doing as well, in terms of their economic performance. The adverse effects of economic instability on households and their school-age children are the likely reasons.

POLICY CONTEXT

Annex 2 (Table of DepEd Memoranda, Guidelines, and Orders) presents a summary of the various DepEd orders, circulars, and memoranda that dictate the way that various basic education stakeholders make decisions. Collectively, these rules shape how stakeholders interact with one another. Increasingly, the rules point to evidence-based budget allocation decisions, especially for “big ticket” items like the DepEd Basic Education Facilities Fund, and the Department of Public Works and Highways (DPWH) School Building Program. The Enhanced Basic Education Information System (EBEIS)⁵ and School Improvement Plan (SIP) are standard quantitative measures guiding education interventions by government agencies. Through these, DepEd is able to prioritize classroom construction interventions for ‘red and black’ schools (the most needy), and ensure more equitable budget allocation.

DepEd’s rules put a premium on oversight and monitoring bodies for these spending decisions. The creation of Physical Facilities Units, Engineering, and Assessment Teams, and parallel committees for the use and management of maintenance and other operating expense (MOOE) funds are meant to address possible leakage. Even the utilization of the School Education

⁵ *The Enhanced Basic Education Information System (EBEIS) is a database of education statistics, sector performance indicators and profile of public and private schools, learning centers and other education service providers. It is a web-based system designed to enhance information management at all levels of the education system (school, division, region and national levels) and to provide relevant and accurate information to policy makers and various external stakeholders of the education system. School principals do annual updates of this data. School Improvement Plan (SIP) is a roadmap of specific interventions that a school, with the help of the community and other stakeholders, will undertake within a 3-year period. The SIP is an input to school planning and is meant to provide an evidence-based, systematic approach with the point of view of the learner as the starting point. Source: <https://ebeis.deped.gov.ph/beis/login#>; DepEd Order No. 44, s 2015.*

Fund (SEF) that in previous years tended to be based on the whims and pet projects of the local chief executive (LCE), has been “rationalized” with a 2017 Joint Circular (Number 1) issued by DepEd, the Department of Budget and Management (DBM) and the Department of Interior and Local Government (DILG) on items for which the SEF can be used. This rules-based trend is also evident with respect to engagement with external partners with guidelines on accepting donations (and tax incentives) and the conduct of the Brigada Eskwela⁶.

The rules extend as well to teacher hiring. DepEd Order Number 7 (2015) specifies the rules of hiring teachers, the requirements, and the application process, as well as the work of an evaluation and selection committee at the schools division level. However, based on interviews and the focus groups, there is apprehension among schools that the process

limits their ability to put forward their preferred candidates, who usually are long-term substitute hires or those who “volunteer” for the school, but are on the LGU payroll. For the selection of new teachers, interviewees argued for localization, and giving weight to applicants who live near the schools where they will be assigned, or who have been working for the school in a temporary capacity.

Case Study 1. Localization Hiring of Teachers

The process in hiring teachers is based on the policy and guidelines from DepEd's central office. Qualifications such as having passed the board exam and the submission of an application letter to the school should be met by the applicant. The division office sorts the applications and comes up with an interview shortlist. In addition, the applicants are also required to do a teaching demonstration and undergo an English proficiency test given by the central office. The division creates a registry of applicants with a total score of at least 70 from the established criteria and ranks them accordingly. The supervisor selects from the registry of qualified applicants. However, it does not mean that the applicant who ranked first will be hired. The principal is also consulted by the district supervisor about whether the applicant matches the needs of the school.

According to one principal, localization is a better criterion for hiring teachers. For him, it is more important that the teacher comes from the same locality as the school or is already employed at the school on a job-order basis or as a substitute teacher. He does not agree with the strict ranking system followed by the school's division.

⁶ The Brigada Eskwela is the National Schools Maintenance Week—a nationwide initiative by the Department of Education (DepEd) that mobilizes thousands of parents, alumni, civic groups, local businesses, non-government organizations, teachers, students, and individuals who volunteer their time and skills to do repairs.

Stakeholders Support on Basic Education Provisioning

Support for basic education draws on a variety of actors. From the DepEd General Appropriations Act (GAA) budget, schools are given a formula-based Maintenance and Operating Expenses (MOOE) budget and funding for school buildings (classrooms, gymnasium, laboratory, workshops, and washing and sanitation facilities)⁷.

Based on the interviews and focus group results, schools use their MOOE for instructional materials, teachers' training, as well as for janitorial/security services, and for payment of utilities (water and electricity). While other national government agencies (Congress, the Department of Public Works and Highways) also provide funding for school buildings; however, unlike for DepEd General Appropriations Act buildings, these have no earmarked fund for maintenance and repair. Local government units mainly provide financial support through the SEF for instruction, infrastructure and maintenance, and co-curricular development, and especially for support for sports meets and incentives for exceptional students.

Project based-funds from external actors such as the private sector, foundations, NGOs, and alumni groups are more learner- and teacher-targeted, e.g. for teachers' training, the student feeding program, and computers. In some localities where land is a premium, the private sector donates plots of land, or gives permission for the

Case Study 2. Private sector motivation in partnering with schools for education

From the start, the foundation's focus has always been on improving the state of education at the local level. Touching the lives of the teachers and the parents is the foundation's goal. Over the years the foundation expanded its programs from providing material assistance to identified student beneficiaries (textbooks, uniform, school supplies) to include financial assistance, leadership training and feeding schemes for the partner school's student population, in general. In 2019, the Foundation partnered with Ronald McDonald charity for K to 3 teachers' training on reading, from the 14 partner schools. This is a strategy to help K to 3 students learn proper English, which is only taught as the fourth grade.

⁷ The school's MOOE formula is based on a fixed amount (PHP 50,000 for elementary schools) and variable costs based on number of classrooms (PHP3,750 for each), teachers (PHP5,000 per teacher), learners (PHP250 per learner) and graduating learners (PHP313 per learner). Source: <https://depedtambayan.net/computation-deped-schools-mooe/>

use of their property for educational programs. Given their meager financial resources, parents and community members mainly donate time for volunteer work during the Brigada Eskwela, social events, and intermittent student feeding programs.

Beyond the SEF, Local Government Units (LGU) provide non-material support such as access to Congressmen or Senators for infrastructure funding, entering into agreements with private parties for school lot donation/permission, recognition through ordinances (e.g. naming schools). This type of LGU support is crucial for schools to be able to tap higher level sources like a national government agency, and to connect with “deep pocket” donors. Barangay LGUs also provide support by shouldering a portion of the honorarium of extra teachers, and by participating in the annual Brigada Eskwela.

Based on the interviews and focus group results, local businesses take a lot of interest in supporting schools within their area through platforms like the Brigada Eskwela. Alumni groups also provide support. Foundations (usually attached to a prominent business with nationwide operations such as banks) provide more sustained support to partner schools and for bigger amounts.

The pandemic has greatly affected the allocation of resources for basic education and the relative importance of stakeholders. Following directives from the national government, the SEF and school MOOE have been re-channeled toward support for remote learning (photocopying of modules) and setting up of handwashing facilities. With the switch to home learning, parents assume greater responsibility as they have to provide dedicated time for teaching their children and assisting them with their weekly assignments.

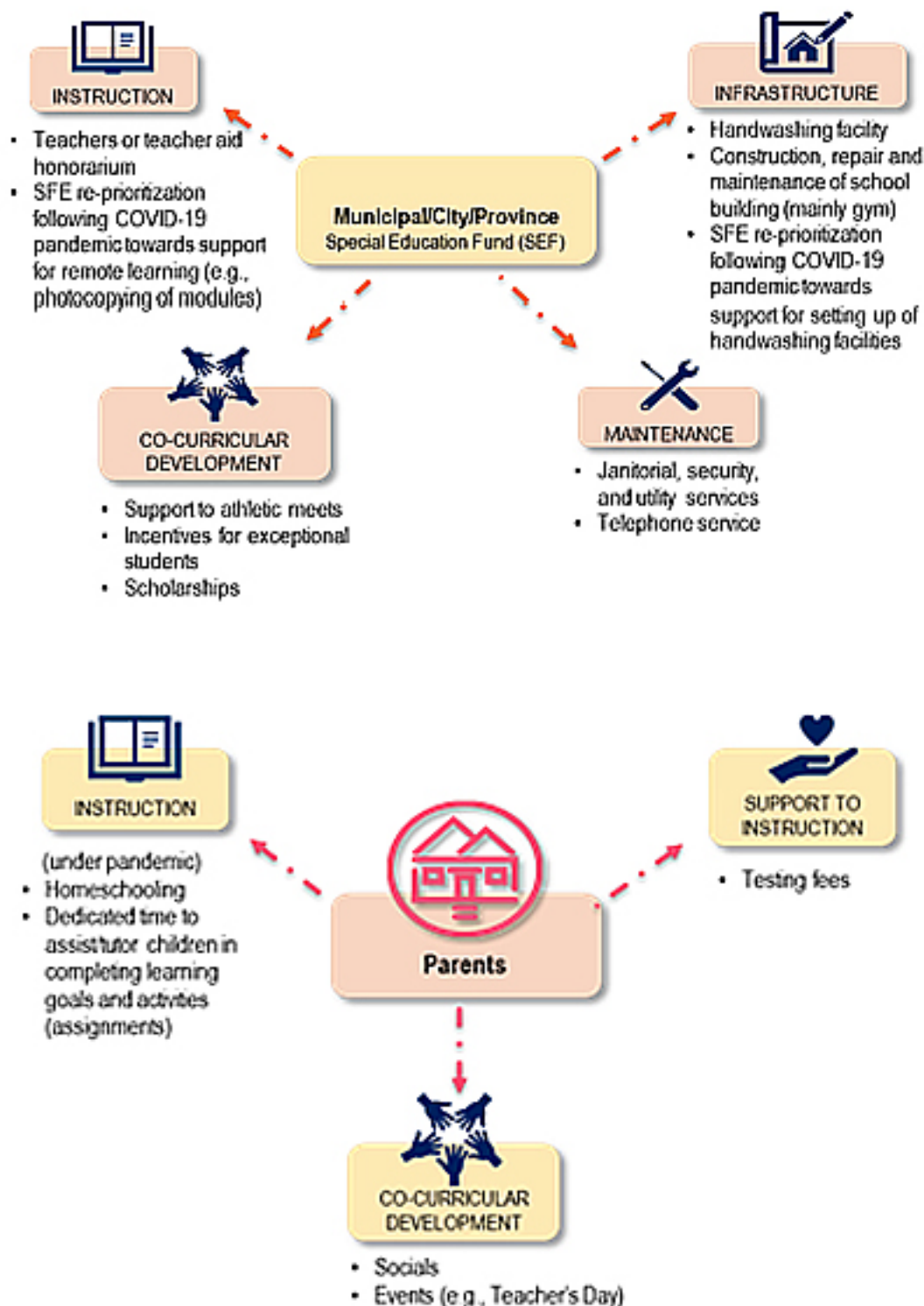


Figure 10.1. Stakeholders support on Basic Education Provisioning.

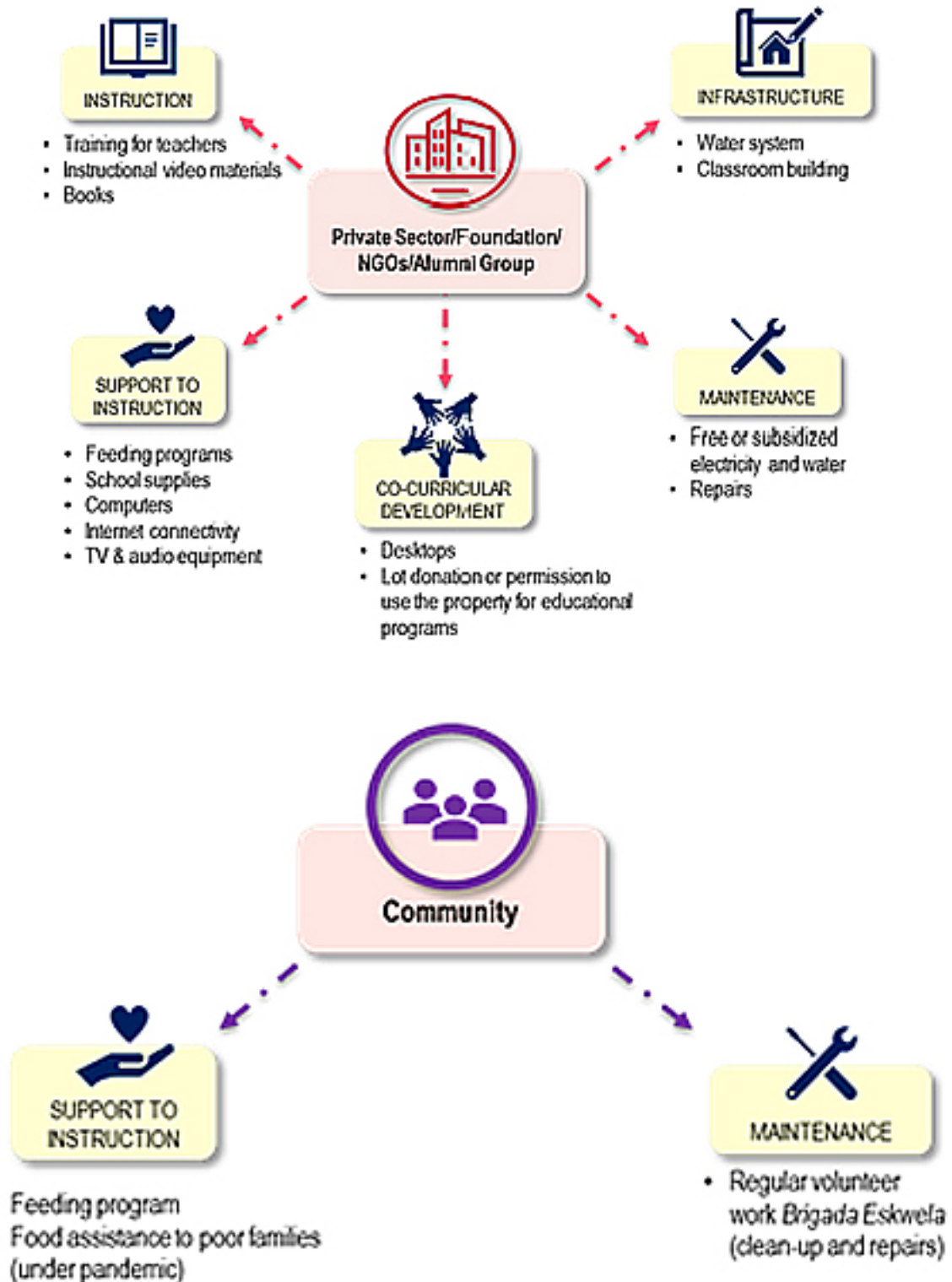


Figure 10.2. Stakeholders support on Basic Education Provisioning (continued)

Nature and Dynamics of LGU, Private Sector, Parents and Community Support to Basic Education

External actors' decisions on whether, how much, and what to prioritize in supporting basic education are influenced by a variety of factors. Big donors like the Iloilo Chapter of the Philippine Red Cross (PRC), and Rotary International (RI) Districts are cognizant of DepEd protocols, including of the coordination platforms at the DepEd Region- and Schools Division-level to initiate, discuss, plan, approve, and implement projects.

The Uygongco Foundation has national DepEd accreditation as a partner CSO, while the Iloilo PRC Chapter has appointed the Iloilo Schools Division Head as a one of its board members as a way to facilitate dealing with DepEd on education projects. They are aware of the Enhanced Basic Education Information System (EBEIS) data base and use it in identifying target school beneficiaries. Local donors that already have a school preference tend to have more institutionalized linkages through the Brigada Eskwela. Community and stakeholder participation in the planning process tend to be project-based, and only in repeating activities like the Brigada Eskwela.

Annex 3 presents a sample of Local Sangguniang Bayan/Panglungsod Resolutions from Iloilo City, Roxas City, Janiuay, and Pandan. The resolutions are mainly about approval of change of name of a school; approval of the local school board's priority projects and school-based plan; adding a revising line item or supplementary SEF budget; or approval of a Memorandum of Agreement (MOA) with DepEd on the lease/donation of lots for educational purposes. This suggests that Local Government Units' involvement in basic education provisioning goes beyond the SEF. \

The figure on the next page (**see figure 11**) presents the decision-making flow for the SEF, as gleaned from the interview and discussion group results. The process starts with consultation between school representatives on the school board and the school principals within the district or area regarding latter's needs and requests. These are then collated and brought to the local school board as input for the SEF budget proposal.

The local school board forwards the draft proposed SEF budget to the local chief executive (Mayor) who then tables it for Sangguniang Bayan/Panglungsod approval through an ordinance. Since the DepEd-DBM-DILG Joint Memorandum Circular 1 in 2017, local chief executives have been more careful in deciding what to spend the SEF on, i.e. the Commission on Audit's "allowed" expenditure categories. However, given the huge SEF disparities between cities with higher real property income

However, given the huge SEF disparities between cities with higher real property income versus rural municipalities, spending decisions and allocations across schools, and the type of support still do not strictly follow an equitable formula. There is no indication, for instance, that SEF allocations for schools is based on the size of the student population or consideration of schools' service gaps (i.e. the paucity of teachers). Nor is there an indication that requests put forth are necessarily based on the School Improvement Plan (SIP).

Based on responses from the LGUs included in the study, there is clear prioritization toward the establishment of new schools (e.g. schools for indigenous communities) or upgrading schools from elementary to integrated, or from a satellite to an independent school.

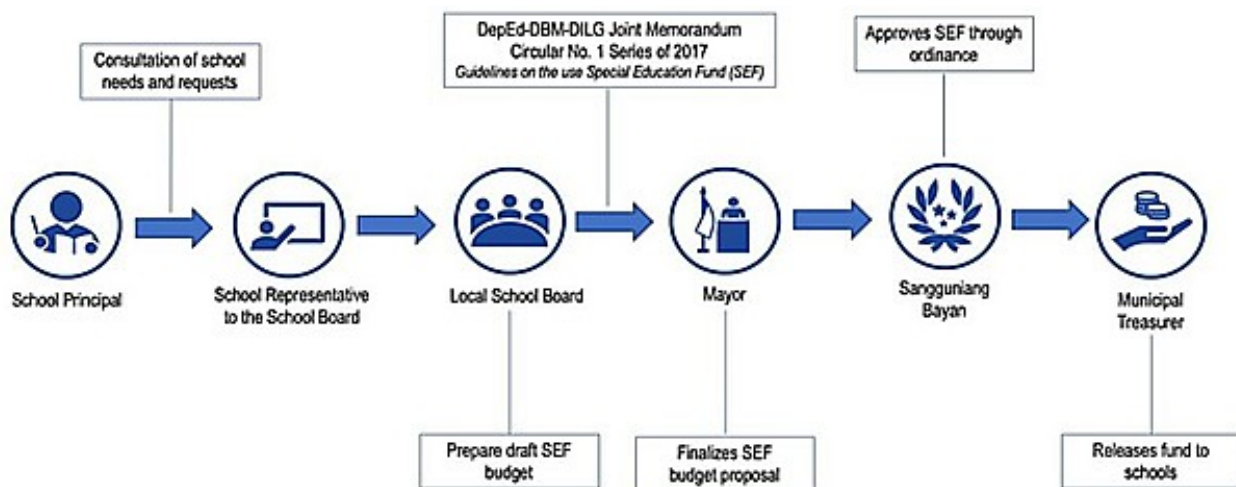


Figure 11. Decision-making flow for the Special Education Fund (SEF)

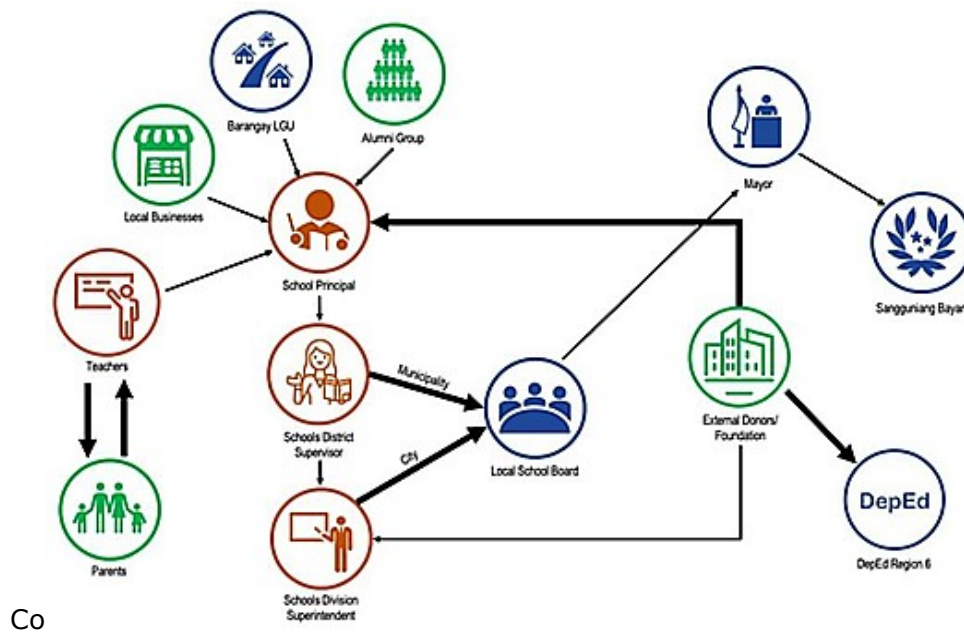


Figure 12. School-level stakeholder map

Figure 12 illustrates more dynamic interactions among stakeholders in supporting basic education at the local level. Parents interact the most with teachers, who in turn are the school principal’s “foot soldiers” when it comes to gathering data and implementing projects. Teachers form the project committee (catch-all for all external engagements, including the Brigada Eskwela), while the principal is the point-of-contact “spokesperson” and lynchpin for local businesses, the barangay LGU, and the alumni group. The school principal’s portfolio is multifold as s/he also has to (1) deal with the school administrator (the district supervisor) who proposes the school’s needs and requests to the local school board; and, (2) liaise and work with external donors to fund projects. In turn, external donors link up with the school principal and the DepEd regional bureaucracy to comply with the legal requirements for donations. In figure 11, no overt connections exist between the LGU and private donors, or between the private donors and the local school board.

Mapping Stakeholder's Influence, Motivation and Turn-offs

Stakeholders have varying influence, incentives, and disincentives when supporting basic education. Figures 13.1 and 13.2 summarize these stakeholder concerns. Local Government Unit influence in basic education provisioning is substantial given that the SEF, which for newly-established schools in low socio-economic-class municipalities is a critical lifeline, is particularly important in hiring needed teachers

important in hiring needed teachers and aids, as well as providing support for student athletics and other competitions. Don Celino School in Roxas City and Balasan Elementary School in Janiuay rely on the SEF to pay for teacher aids and for a travel subsidy for students going to co-curricular competitions. LGU influence is increased by its ability to leverage externally-sourced funds for the schools. Mayors with good connections with the Congressman and Senators are able to lobby on behalf of

behalf of schools and spend social capital to initiate and follow up requests. Mayors who come from political dynasties can direct this externally-sourced government assistance to preferred public schools, i.e. those that bear their family surname. This was the case in Roxas City, whose previous mayor funded the oversized gym/evacuation center at the school that is named after his grandfather. This penchant for branding is not confined to mayors; even some private donors request the renaming of schools after their founder as a prerequisite for pouring in money. Asymmetric power relations between funders/ donors and recipient schools

often mean that the latter have less say on the nature of an intervention. In Janiuay, one school ended up with a gym that it really did not need as much as classrooms, which forced the principal to ask the school board to retrofit the gym as classrooms.

LGUs are keen on improving their minority populations' access to education—i.e. indigenous clusters of villages that are kilometers away from the nearest school. Large disparities in SEF amounts across cities and municipalities (a result of their variable real estate taxes) result in inequitable SEF allocation across schools.

Schools in poor municipalities necessarily get less than those in cities. With the pandemic, some equity has been attained as the SEF is reallocated to support remote learning, based on the number of students, which is an equitable formula.

Case Study 3. SEF Allocation and Prioritization

According to the LGU representative to the school board, the SEF is divided between schools belonging to belonging to the two school districts, which in turn decides on the items for the SEF. The district supervisor also makes an input on how the budget will be allocated to the schools. The prioritization of items for the SEF is based on the [DepEd DBM DILG Joint Memorandum Circular 1] guidelines. The municipality or the barangay passes a resolution which is then passed on to the district supervisor and the regional office. This was the process followed when a special education teacher was requested by the municipality and the barangay. The teacher's salary was split between the barangay and the municipal LGU funds. Aside from this, the SEF also covers school needs such as gadgets, supplies and the repair of school equipment.

Private donors' engagement with schools varies. Major donors register with DepEd as civil society organization partners, while smaller donors prefer one-time projects or they repeat scaled-up engagement as "suki" (repeating donors). Local businesses, e.g. a nearby industrial chicken farm or a local lending company, provide more reliable support, particularly for Brigada Eskwela and minor school repairs such as fencing. There are big donors focused on corporate social responsibility (CSR), those who do projects aligned with their grant themes, or those interested in branding. External donors are generally aware of the Enhanced Basic Education Information System (EBEIS) and School Improvement Plan (SIP) but doubt the veracity of DepEd's region data. Invariably, donors undertake school visits and connect with the principal for validation. As they are aware of the multiple funding sources available to schools, private donors are wary of principals' potential illicit budget-inflating practices for equipment purchases and feeding programs. There have been cases of principals submitting more than one funding proposal for the same project, or receipts being submitted to both DepEd and a private donor. Donors are also concerned about teachers not having the requisite skills for preparing the proposals required by funders.

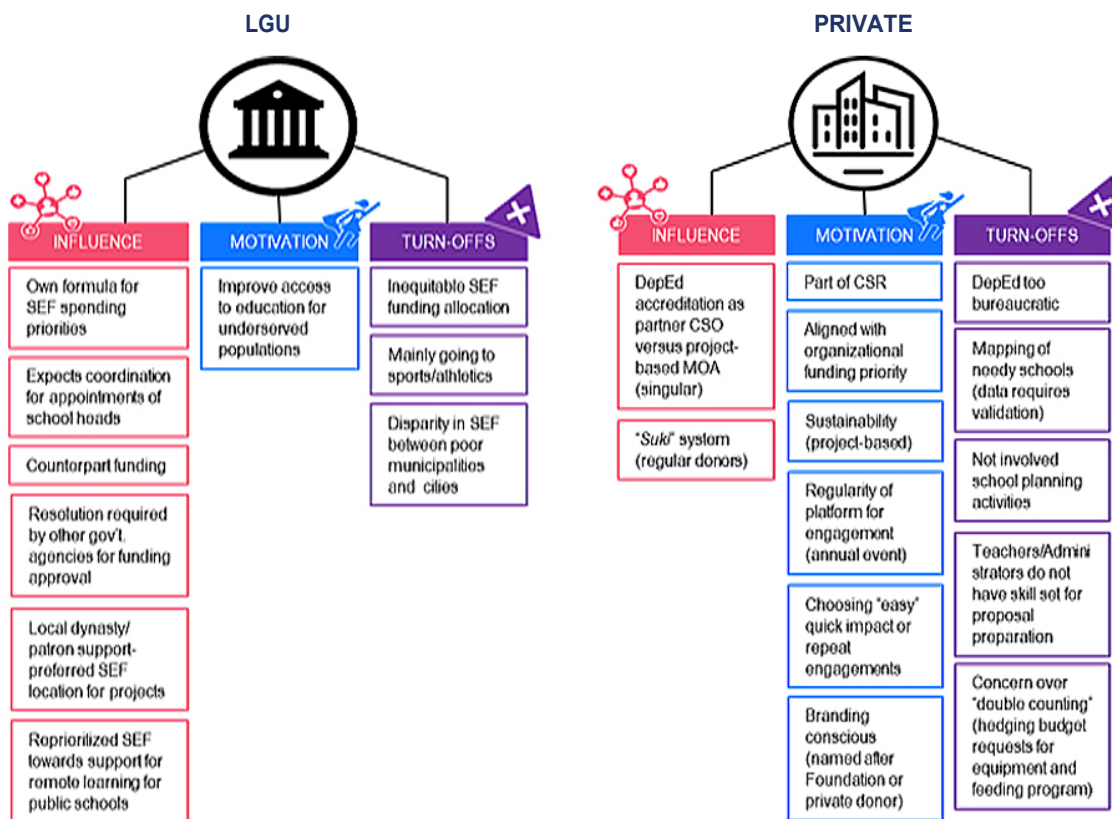


Figure 13.1 Stakeholder's influence, motivation, and turn-offs

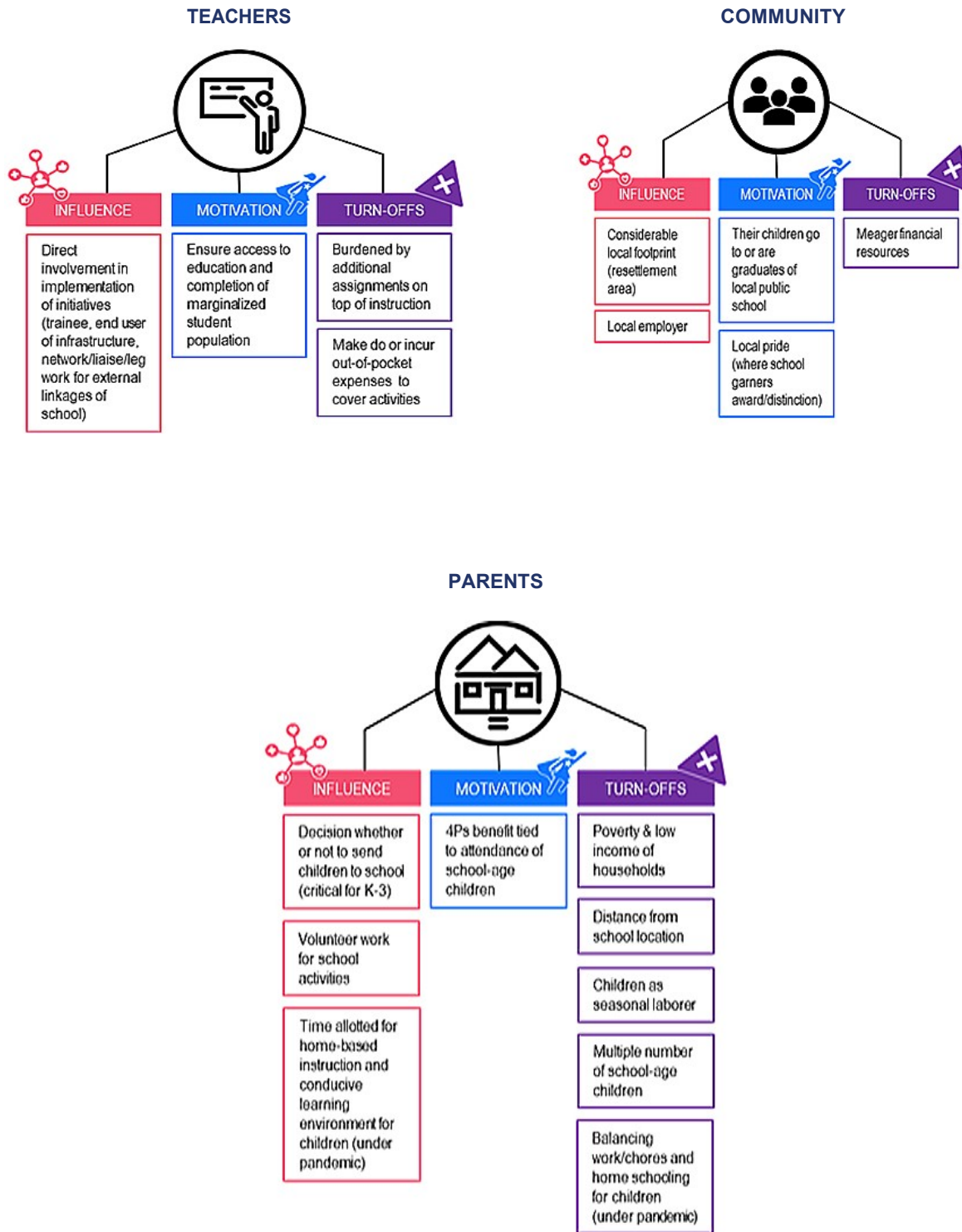


Figure 13.2 Stakeholder's influence, motivation, and turn-offs (cont.)

Parents are key stakeholders as they decide whether or not to send children to school. This decision is related to their household income, the distance between their domicile and the school, and the seasonal need for children to help in farm work. With the pandemic, the role of parents is magnified. Under the home learning scheme, parents must balance work/chores and assist their children in their learning goals.

Case Study 4. Parents' angst about homebased learning

The internet is a must for distance learning. But distance learning from home also takes up the parents' time. Parents need to work as well as teach their children at home. There is a need for parents to look for a way to allocate their time between doing housework and teaching their kids. This is particularly burdensome for those with multiple school-age children. One of the parents said during the interview "Akon, duha, grade 8 kag manug grade 2 plus may duha pa ako ka gagmay. Dapat wala ka na yasa madigamo ka kay matudlo ka gid." (I have two kids, grade 8 and an incoming grade 2 and I also have two younger ones. You can't do household chores because you need to teach.) One of the parents also exclaimed that "mas manami siya nga ara sa eskwelahan kay tawhaytana." ([as a parent]... It is better that the kids are in school because you are more free). It is also difficult for the parents to teach because some of them have no formal education.

Teachers form the backbone of basic education provisioning. They do the most legwork in implementing initiatives. Teachers are keen on ensuring access and the completion of marginalized students, especially those coming from poor and geographically distant households. Prior to, and now under the pandemic, teachers make home visits to ensure that no child is left behind. K–3 teachers are particularly worried about the plight of their students who, given their young age, are in need of more guidance and discipline.

They are worried that without the set routine and rules of class-based instruction, students could have a hard time meeting their learning goals. Teachers, however, are burdened by additional assignments (having to undertake projects) apart from their teaching. Some teachers are assigned by the principal to the School-Community Planning Team that is tasked to produce the School Improvement Plan (SIP) and the Annual Investment Plan (AIP), as well as assess progress in meeting these plans.

This portfolio includes liaising and carrying out engagements too with the community, including the annual Brigada Eskwela.

The community's economy and inhabitants engender the interest of the Local Government Unit and local businesses as the students in the school are their children, and/or they are school alumni.

Also, the school is an integral component of the local economy and a focal point for collective pride. These are reasons why barangay LGUs and local businesses see value in helping the local school in whatever way they can.

Case Study 5. Teachers' account on student absenteeism and how they deal with it

Most of the parents of the students are farmers engaged in charcoal making (pag-uuling) or are employed in the nearby industrial poultry farm. During harvest season, some students are usually absent for at least two weeks to assist their parents. After the harvest season, the students come back to school. The teachers more or less know their arrangement and the timing. They help these students by giving them missed lessons as extra assignments. The teachers do home visits to check on these students and some are also given remedial classes to catch up with the lessons. Some of the teachers said that their students live very far from the school, often taking hours to reach on foot.

Early Grade Learning

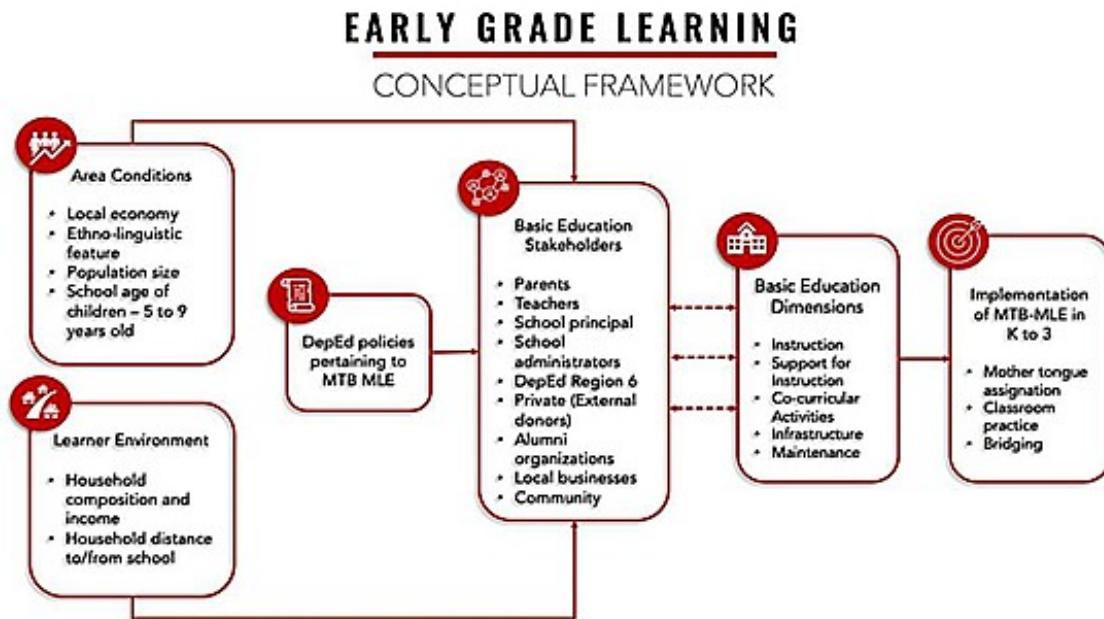


Figure 14. Early Grade Learning: Conceptual framework

Early grade learning (K–3) is affected by the socio-economic and demographic conditions of the communities where learners are located and their home environment. The size of the population aged 5-9 directly impacts the size of the school population. Whether the local economy is dominated by farming, livestock raising, small businesses, retail trade, or industries also has a bearing on the availability of support targeted for this population. Numeracy and literacy are important building blocks for children’s later participation in the economy. Given the ethnolinguistic diversity of the Philippines, it is probable that communities along side or close to provincial borders or regional centers have multi-linguistic populations. Dialects or variations within the language can also be expected along these borders; cities and regional centers draw migrant populations speaking a variety of languages. Features of the learner’s environment such as household composition (whether there is one or a number of school-age children); income (whether parents have steady jobs or have occupations that enable them to sufficiently provide for their children); and the household’s distance from school (resulting in the amount of time that children spend traveling to school) are key. In remote areas of the Philippines, where schools serve remote village clusters, children often walk for hours to get to school. Given this, very young children often need their parents or other adults to bring them to and from school.

The policy context for early childhood education K–3 is Republic Act 10533 (2013) Sec.10 (10.2). Standard and Principles which says:

"The curriculum shall adhere to the principles and framework of mother tongue-based multilingual education (MTB-MLE) which starts from where the learners are and from what they already know proceeding from the known to the unknown; instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available. For this purpose, MTB-MLE refers to formal or non-formal education in which the learner’s mother tongue and additional languages are used in the classroom."

Accordingly, DepEd Order No 21 (2019) Policy Guidelines on the K to 12 Basic Education Program lists Grades 1 to 3 as a springboard for formal schooling and focuses on literacy and numeracy. Mother tongue is to be used as medium of instruction in all learning areas, including science and mathematics. The assignment of the mother tongue is at the level of the Schools Division; all learner and instructional materials are written in the assigned mother tongue.

While the intent of the policy is to enable early grade learners to better achieve their educational outcomes (that are presumed to be facilitated by the use of their mother

While the intent of the policy is to enable early grade learners to better achieve their educational outcomes (that are presumed to be facilitated by the use of their mother tongue), there are inherent tensions in the way this is carried out on the ground.

While Hiligaynon and Kinaray-a are the dominant languages spoken in Region 6, their assignment as the mother tongue is erroneously premised on their use as the lingua franca. There are multiple dialects/ variations within the two in language contact areas such as in the highlands and near borders. In the focus group in January 2020, in Pandan and Roxas, participants reported difficulty in understanding the Hiligaynon textbooks because many of the words used are unfamiliar to them. They noted that the Kinaray-a spoken in the Pandan highlands is different from the central Iloilo Kinaray-a, and the southern Iloilo versions. In Roxas, focus group participants reported that their Hiligaynon is mixed with Kinaray-a and even Tagalog words. Thus, the choice of mother tongue that is based on the assumed lingua franca (Hiligaynon and Kinaray-a) for the region ignores language variations (dialects), and areas with ethno-linguistically diverse student populations.

These contexts shape the way stakeholders pay attention (or not) to early childhood education. Mother tongue-based education is appreciated more by stakeholders from rural and geographically isolated and disadvantaged areas than is the case with city-based stakeholders. For rural stakeholders, the use of a mother tongue affirms students' sense of local identity and enables better integration of curricular and non-curricular activities. When the language inside the classroom is also what children use at play, and in their conversations with their family and neighbors, learning resonates more. In contrast, city-based stakeholders downplay the importance of mother tongue-based instruction. They express concern about how literacy in a mother tongue affects a child's later competency in English. Rural teachers also think the emphasis on use of a mother tongue has a marginalizing effect; the nationwide literacy and numeracy tests are in English and Filipino, and most school competitions are in English, not in a mother tongue, and this makes students less competitive. Foundations and large private donors prefer supporting teacher training in reading and numeracy in English and Filipino, not in a mother tongue. This is because they think that English and Filipino help prepare children better to participate in the local economy and civic life.

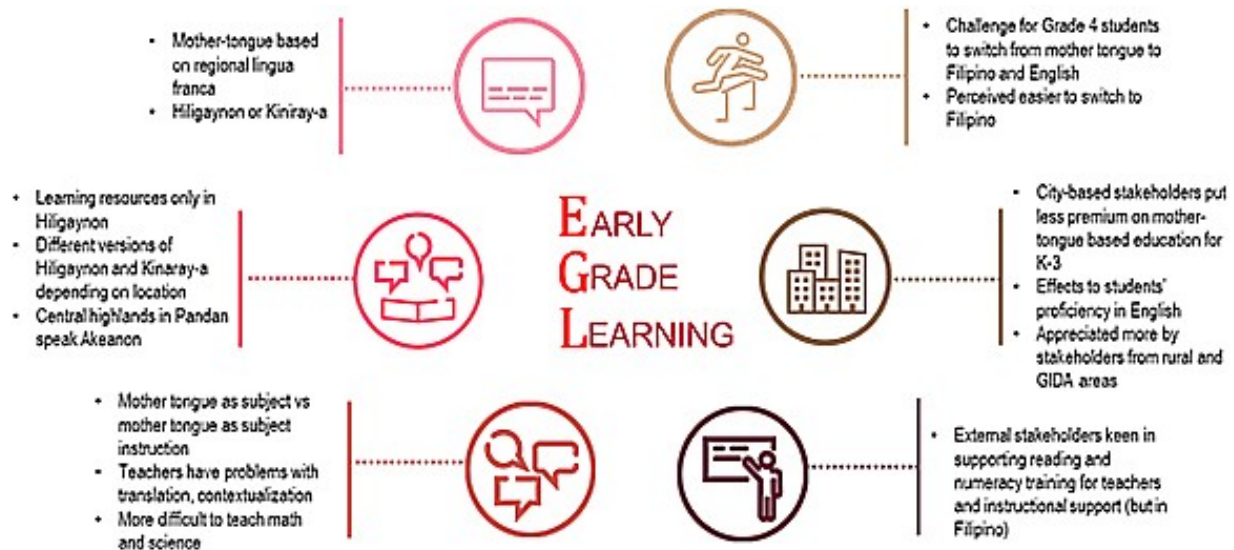


Figure 15. Concerns about using a mother tongue in Early Grade Learning in Region 6

The implications of these findings for the MTB-MLE policy are multifold. There is a need for learning materials to closely align with the ethno-linguistic profile of the student population and the everyday language of the community. Rather than assigning a lingua franca that may not suit the populations in border and ethnolinguistically diverse areas, inputs from K–3 teachers should be sought and considered. The emphasis should be on everyday language used in the locality, whatever that is, not on language standardization. To reduce disputes from lower levels over language imposition, there should be less reliance on linguists and mother-tongue language experts in the production of learners' materials as these people are not immersed in the everyday language of the community. Teachers and parents both complain that the language of Hiligaynon textbooks is archaic, and tends to focus on what are considered “pure” words, rather than put value on more widely used and understood words, even if they are in English.

The point of the MTB-MLE is not to homogenize the mother tongue through standardization, but to celebrate linguistic plurality in the aid of learning. The implementation of mother tongue-based K–3 education also feeds the feelings of continued marginalization within rural area schools, and teachers feel that the emphasis on a mother tongue runs counter to the continued use of English and Filipino in standardized achievement tests and most school academic competitions.

With the shift to home-based learning due to the pandemic, mother tongue-based early learning may be reinforced, but potential gains may be eroded by the quality

of the home environment (number of children, children's ages, occupation of the parents, home space, Internet connectivity, and so on). Parents use the mother tongue, and are not aligned with DepEd's pedagogical requirements. In the focus group, parents mentioned their personal difficulties assisting their children in doing homework because many words used in the textbooks are also unfamiliar to them. As the burden of instruction shifts from teachers to parents, learning is challenging for both children and their parents, and because of the unique characteristics of early grade learners, they comprise a more vulnerable group than older students. According to the teacher-participants in the focus groups, adult guidance and routines are key for children this age, but parents lack skills.

07 CONCLUSIONS

For Region 6, the decline in population growth and the fertility rate promises less pressure on resources for basic education. However, its substantial proportion of 5–9 year-olds who are not in school (1 out of 10) is a cause for worry, as this population does not have access to early grade education. The region's economy, which is mainly based on low-income occupations in agriculture, fisheries, retail and services, and on small and medium size businesses, means that households have meager resources to support their children in school. While a substantial proportion comprise overseas Filipino workers' households, the economic volatility brought about by the Covid-19 pandemic may further erode this region's income base. Within-region disparities in population growth and poverty incidence, closely follow unevenness in education performance metrics across schools divisions. While there have been steady improvements in the region's overall record (achievement rate, cohort survival rate, completion rate, and drop-out rate) in the last five years, localities with better economic fundamentals (e.g. Aklan and Guimaras) are outperforming others with poor economic achievement (e.g. Negros Occidental's poverty incidence).

The policy context for basic education points to a trend of more evidence-based budget allocations for basic education, at least for major items like school buildings funded by DepEd and the Department of Public Works and Highways . The use of standardized quantitative measures for school needs and requirements, e.g. the Enhanced Basic Education Information System (EBEIS) and School Improvement Plan (SIP), as well

as the teacher-pupil ratio for maintenance and other operating expenses (MOOE) allocation bode well toward instituting equity in budget allocations. Rules-based engagements between schools and external donors, e.g. the requirements for civil society organization (CSO) accreditation, a Memorandum of Agreement (MOA), and coordination protocols also signal more serious efforts toward institutionalization. The Joint Memorandum Circular by the Department of Education (DepEd), the Department of Budget and Management, and the Department of Interior and Local Government to guide how the Special Education Fund (SEF) will be spent, is a parallel attempt to standardize spending decisions across the Local Government Units, and make these less susceptible to capture by local chief executives such as mayors who are engaged in political patronage. With the pandemic, the SEF and the school MOOE have been allocated to support remote learning. There has seen little success, however, in ensuring more equitable distribution of external, non-government resources to basic education.

As stakeholders, the Local Government Unit (LGU), parents, community members, private businesses, alumni groups, and private donors have varying resources, influences, motivations, and discouraging factors in supporting basic education. LGU support for basic education through the SEF has little impact, particularly in poor municipalities that have a meager real property tax base to begin with. But for schools in poor municipalities, LGUs provide crucial links to outside donors with “deep pockets”, including national government agents such as Congressmen and Senators. Private sector donations, by contrast, tend to be more teacher and learner focused. There is a difference between local businesses that provide sustained and regular support to basic education activities, e.g. the Brigada Eskwela versus foundations and national-based donors that are able to give bigger amounts, and have repeat engagement with select schools. The role of parents is significantly magnified, given the shift to home learning because the primary responsibility for instruction now falls on them. However, new challenges are arising as parents have to balance work/home chores with time spent on their children’s schoolwork. LGUs and teachers are motivated to improve access to education for marginalized populations, e.g. indigenous peoples, and students whose homes are distant from the school. Private donors use DepEd data to guide rational interventions and effective targeting (schools-in-need) but they also do their own, independent validation.

The implementation of mother tongue use in K–3 has generated tensions. Teachers and parents from border areas and also those in cities with large migrant populations point to the mismatch between the assigned mother tongue in schools and the actual, everyday language spoken in the community. The lack of Kinaray-a language textbooks adds to the translation and contextualization burden for many K–3 teachers.

NEXT STEPS AND MOVING FORWARD

In light of this study's findings, these are the recommendations:

- Include information on external stakeholders at the school district level that are classified according to their type of institutional linkage (accredited CSO partner, regular Brigada Eskwela donor, “big ticket” donor, alumni group, and so on) in an Expanded Basic Education Information System (EBEIS).
- The School-Community Planning Team should create platforms for external stakeholders to participate in school planning activities that lead to the creation of the School Improvement Plan.
- Share the EBEIS data with external stakeholders in order to direct their interventions toward schools-in-need.
- To overcome issues of trust, external stakeholders should be invited to planning activities more regularly.
- Create an “External Projects” committee at all educational levels as the point-of-contact for outside partners, which should be beyond the Brigada Eskwela
- Provide schools with training on proposal preparation, monitoring and evaluation, and particularly for big-ticket items like school building construction.
- Persuade LGUs to commit to a formula-based allocation of the SEF that takes equity into account. By providing EBEIS data and the School Improvement Plan for all schools within their jurisdiction, the LGUs should work toward more evidence-based SEF allocation.

- Make Mother Tongue Based-Multilingual Education (MTB-MLE) implementation more nuanced by requiring schools to do language mapping of entry-level students (kindergarten) as a prerequisite for determining which mother tongue to use.
- DepEd should not choose one mother tongue (by using the regional lingua franca as default); rather provide schools with a menu of mother-tongue language options, where instructional materials are available.
- Support content producers' collaboration in writing learning materials with teachers, as these are the end users, and emphasize everyday language to remove burden of translation from teachers.
- Strengthen the bridging program at Grade 4 to enable a smooth shift to Filipino and English as the languages of instruction. Due to previously discussed bias that city-based stakeholders have against the use of a mother tongue in numeracy and literacy, support for a bridging program would be a concrete measure to ensure that students' achievement is not adversely affected in the transition from K–3 to Grades 4–6.

Longitudinal studies should also be conducted that look at multi-year economic and demographic trends in order to project the region's future resource needs for basic education. Further study of the possible link between these variables and education outcomes should also be conducted. Is poverty linked to the educational achievement rate? Do poverty and income have an effect on the size of the gap between school-age children and those children not at school? Further studies along these lines could be the starting point for practical solutions to the problems of providing for basic education.

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ANNEXES

ANNEX I - PARTICIPANTS (KEY INFORMANT INTERVIEWS)

Name	Designation	Date of Interview	Venue
<i>Ms. Pia Uygongco</i>	<i>Executive Director, Uygongco Foundation, In</i>	<i>July 1, 2020; 9:00 AM</i>	<i>Phone</i>
<i>Mr. Ronnie Gabalda</i>	<i>Past District Governor, Rotary District 3850</i>	<i>July 4, 2020; 9:00 AM</i>	<i>Zoom</i>
<i>SB Franze Martin Gabarra</i>	<i>Councilor, Janiuay, Iloilo</i>	<i>July 8, 2020; 3:30 PM</i>	<i>Phone</i>
<i>Ms. Merle Facultad</i>	<i>Principal, Barasalon Integrated School</i>	<i>July 14, 2020 (Tuesday), 9:00 AM</i>	<i>Phone</i>
<i>Mr. Nerio Eseo</i>	<i>PSDS, Iloilo</i>	<i>July 14, 2020 (Tuesday), 2:00 PM</i>	<i>Zoom</i>
<i>Ms. Felisa Beriong Ms. Roselyn Abuela Mr. Gaudencio Riego Mr. Noelito Gipal</i>	<i>SDS, Antique</i>	<i>July 15, 2020 (Wednesday), 9:00 AM</i>	<i>Zoom</i>
<i>Mr. Noel Tan</i>	<i>Principal, Don Juan Celino Integrated School, Roxas City</i>	<i>July 15, 2020 (Wednesday), 10AM</i>	<i>Phone</i>
<i>Dr. Luz Delos Reyes</i>	<i>SDS Iloilo City</i>	<i>July 16, 2020 (Thursday), 12:00 – 1:00 PM (Via Zoom)</i>	<i>Zoom</i>
<i>Dr. Dymphna Leizel Jocson</i>	<i>Principal, Iloilo Central Elementary School</i>	<i>July 17, 2020 (Friday), 9:00 AM</i>	<i>Phone</i>
<i>Hon. Plaridel Sanchez IV</i>	<i>Councilor, Pandan, Antique</i>	<i>July 17, 2020 (Thursday), 11:00 AM</i>	<i>Phone</i>
<i>Hon. Love Baronda</i>	<i>Councilor, Iloilo City</i>	<i>July 17, 2020 (Friday), 1:00 PM</i>	<i>Zoom</i>
<i>Hon. Love Baronda</i>	<i>July 17, 2020</i>	<i>September 16, 2020</i>	<i>Zoom</i>
<i>SDS Roel Bermejo</i>	<i>(Friday), 1:00 PM</i>	<i>September 16, 2020</i>	<i>Zoom</i>
<i>Paul Gilbert Valderrama Luben Villarino Joji Marmojelo</i>	<i>PRC Chapter Head Staff Staff</i>	<i>September 18, 2020</i>	<i>Zoom</i>
<i>Mr. Bryan Mari Argos</i>	<i>Municipal Tourism Officer/ LSB Secretary</i>	<i>October 1, 2020; 9:00 AM (Via Phone)</i>	<i>Zoom</i>

ANNEX I- PARTICIPANTS (FOCUS GROUP DISCUSSION)

Name	Designation	Date of Interview	Venue
<i>Grace Gamaje</i>	<i>Parent</i>	<i>August 3, 2020</i>	<i>Zoom</i>
<i>. Rutchelle Suprecensia</i>	<i>Parent</i>	<i>August 3, 2020</i>	<i>Zoom</i>
<i>Mary Breth Gallinero</i>	<i>Teacher</i>	<i>August 3, 2020</i>	<i>Zoom</i>
<i>Judy Fabular</i>	<i>Teacher</i>	<i>August 3, 2020</i>	<i>Zoom</i>
<i>Elaine Pasaporte</i>	<i>Teacher</i>	<i>August 3, 2020</i>	<i>Zoom</i>
<i>. Karen Pulmones</i>	<i>Teacher</i>	<i>August 3, 2020</i>	<i>Zoom</i>
<i>Dymphna Liezel Jocson</i>	<i>Principal</i>	<i>August 3, 2020</i>	<i>Zoom</i>
<i>Primrose Vallejo</i>	<i>Parent</i>	<i>August 19, 2020</i>	<i>Damires Hills, Janiuay, Iloilo</i>
<i>Jovy Armada</i>	<i>Parent</i>	<i>August 19, 2020</i>	<i>Damires Hills, Janiuay, Iloilo</i>
<i>. Amaly Loceno</i>	<i>Parent</i>	<i>August 19, 2020</i>	<i>Damires Hills, Janiuay, Iloilo</i>
<i>James Aldaba</i>	<i>IP Leader</i>	<i>August 19, 2020</i>	<i>Damires Hills, Janiuay, Iloilo</i>
<i>Michelle Geonanga</i>	<i>Teacher</i>	<i>August 19, 2020</i>	<i>Damires Hills,</i>
<i>Janiuay, Iloilo</i>	<i>District Supervisor Pandan</i>	<i>July 30, 2020</i>	<i>Zoom and Phone</i>
<i>Reysa Galaria</i>	<i>Teacher</i>	<i>August 19, 2020</i>	<i>Damires Hills, Janiuay, Iloilo</i>
<i>. Anabelle Jobo</i>	<i>Teacher</i>	<i>August 19, 2020</i>	<i>Damires Hills, Janiuay, Iloilo</i>
<i>36. Merle Facultad</i>	<i>Principal</i>	<i>August 19, 2020</i>	<i>Damires Hills, Janiuay, Iloilo</i>
<i>Nonard Survisor</i>	<i>CSO</i>	<i>August 19, 2020-</i>	<i>Damires Hills, Janiuay, Iloilo</i>
<i>. Ma. Teresa Unlayao</i>	<i>Parent</i>	<i>September 2, 2020</i>	<i>Pandan Central School</i>
<i>. Toni Karla Anteza</i>	<i>Parent</i>	<i>September 2, 2020</i>	<i>Pandan Central School</i>
<i>Lezlie Sanchez</i>	<i>Parent</i>	<i>September 2, 2020</i>	<i>Pandan Central School</i>

ANNEX I- PARTICIPANTS (FOCUS GROUP DISCUSSION)

Name	Designation	Date of Interview	Venue
<i>Cecil Cangayda</i>	<i>Teacher</i>	<i>September 2, 2020</i>	<i>Pandan Central School</i>
<i>Mavel Benedicto</i>	<i>Teacher</i>	<i>September 2, 2020</i>	<i>Pandan Central School</i>
<i>. Michele Rioja</i>	<i>Teacher</i>	<i>September 2, 2020</i>	<i>Pandan Central School</i>
<i>Prescila Aloro</i>	<i>CSO</i>	<i>September 2, 2020</i>	<i>Pandan Central School</i>
<i>Ma. Christina Barroa</i>	<i>Parent</i>	<i>September 11, 2020</i>	<i>Don Juan Celino Integrated School</i>
<i>Anale Catubuan</i>	<i>Parent</i>	<i>September 11, 2020</i>	<i>Don Juan Celino Integrated School</i>
<i>Sheryl Venerable</i>	<i>Parent</i>	<i>September 11, 2020</i>	<i>Don Juan Celino Integrated School</i>
<i>Arnel Caalam</i>	<i>Teacher</i>	<i>September 11, 2020</i>	<i>Don Juan Celino Integrated School</i>
<i>Veronica Andrade</i>	<i>Teacher</i>	<i>September 11, 2020</i>	<i>Don Juan Celino Integrated School</i>
<i>Flordeliza Capapas</i>	<i>Teacher</i>	<i>September 11, 2020</i>	<i>Don Juan Celino Integrated School</i>
<i>Noel Tan</i>	<i>Principal</i>	<i>September 11, 2020</i>	<i>Don Juan Celino Integrated School</i>

ANNEX II- DEPED MEMOS AND GUIDELINES

Policy/Memo Number	Date	Title	Typology	Summary
<i>DepEd Order No. 17, s. 2004</i>	<i>March 12, 2004</i>	<i>Creation of the Physical Facilities and Schools Engineering Division (PFSED)</i>	<i>Creation an Engineering Division</i>	<i>Approval of the DBM the merging of the Physical Facilities Division, Office of the Planning Service (PFD-OPS) with the Task Force Engineering, Assessment and Monitoring (TFEAM) has become the Physical Facilities and Schools Engineering Division (PFSED). It also provides the functions of the division and the staffing pattern.</i>
<i>DepEd Order No. 77, s. 2003</i>	<i>September 17, 2003</i>	<i>Guidelines for the Coordination and Monitoring of DPWH-Constructed School buildings</i>	<i>Guidelines for Monitoring of School buildings</i>	<i>It covers the monitoring of school building/classrooms constructed by DPWH funded under the annual General Appropriations Act (GAA). The guidelines also aim to enhance the efficiency and effectiveness of the delivery of school facilities provided under the School Building Program (SBP)</i>
<i>DepEd Order No. 10, s. 2008</i>	<i>February 5, 2008</i>	<i>Submission of the Priority Lists of Recipient Schools to be Funded under the CY 2008 DepEd School Building Program for Areas Experiencing Acute Classroom Shortage (Red and Black Schools)</i>	<i>Identification of beneficiaries for the DepEd School Building Program</i>	<i>Guidelines for the preparation of the priority lists for school buildings to be funded under the CY 2008 DepEd School building program. The CY 2008 School Building Program is equitably distributed to all legislative districts on the basis of classroom shortage as computed by SY 2007-2008 Basic Education Information System (BEIS) and on the assumption of 1:45 double shift Session.</i>
<i>DepEd Order No. 28, s. 2008</i>	<i>April 23, 2008</i>	<i>Amendments to DepEd Order no. &7, s. 2003 "Guidelines for Coordination and Monitoring of DPWH-Constructed School Buildings</i>	<i>Guidelines for Monitoring of School buildings</i>	<i>The Amended guidelines cover all construction of school facilities implemented by DPWH under the Regular School Building Program (RSBP)</i>
<i>Joint Circular No. 2013-1</i>	<i>February 18, 2013</i>	<i>Guidelines on the Implementation of the Special Provision No. 4 on the Provision of Basic Educational Facilities under the FY 2013 Budget of the Department of Public Works and Highways</i>	<i>Use of the FY 2013 Basic Educational Facilities</i>	<i>Prescription of guidelines relative to the implementation of the Special Provision No. 4 of the 2013 Budget on the amount under P/A/PB. I. j. of Department of Public Works and Highways (DPWH) for the Basic Educational Facilities of the Department of Education (DepEd).</i>

ANNEX II- DEPED MEMOS AND GUIDELINES

Policy/Memo Number	Date	Title	Typology	Summary
<i>DepEd Order No. 7, s. 2015</i>	<i>March 27, 2015</i>	<i>Hiring Guidelines for Teacher I Positions Effective School Year (SY) 2015 – 2016</i>	<i>Hiring of Teachers</i>	<i>The aim of the guidelines is to integrate and further institutionalize the primary objective of the K to 12 Basic Education program, which is to enhance the overall quality of basic education in the country by hiring highly-competent teachers, and to uphold the Department's mandate under the Magna Carta for Public School Teachers (RA 4670) to promote and improve public school teachers' employment and career opportunities as well as to attract more people with proper qualification to the teaching profession. The guidelines includes basic rules of hiring, application process and requirements, composition of the evaluation and selection committee, evaluation and selection procedure and criteria.</i>
<i>DepEd Order No. 9, s. 2016</i>	<i>February 18, 2016</i>	<i>Reinforcement of DepEd Order Nos. 7 and No. 22,</i>	<i>Hiring of Teachers</i>	<i>Reinforcement of DepEd Order No. 7 and 22, s. 2015.</i>
<i>DepEd Order no. 44, s. 2015</i>	<i>September 29, 2015</i>	<i>Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)</i>	<i>Guidelines for Monitoring of School buildings</i>	<i>The Amended guidelines cover all construction of school facilities implemented by DPWH under the Regular School Building Program (RSBP)</i>
<i>DepEd Order no. 44, s. 2015</i>	<i>September 29, 2015</i>	<i>Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)</i>	<i>School Improvement Planning</i>	<i>It includes the policy objectives, minimum data/information required, and procedure for the preparation, implementation, reporting, monitoring of both SIP and SRC and the roles and responsibilities of the different DepEd Offices with regard to these.</i>
<i>DepEd Order No. 24, s. 2016</i>	<i>April 25, 2016</i>	<i>Guidelines on Accepting Donation and on Processing of Applications for the Availment of Tax Incentives by Private Donor-Partners Supporting the K to 12 Program</i>	<i>Private Donations</i>	<i>Provision of details on the availment of Tax incentives by private sector partners and on valuation of their support.</i>

ANNEX II- DEPED MEMOS AND GUIDELINES

Policy/Memo Number	Date	Title	Typology	Summary
<i>Joint Circular No.1, s. 2017</i>		<i>Revised Guidelines on the use of the Special Education Fund</i>	<i>Use of SEF</i>	<i>Update the policies and guidelines contained in previous JCs of DepEd, DBM and DILG and ensure a more strategic and efficient utilization of resources for the priority programs and projects which would complement, as well as reinforce, the budgeting priorities at the different levels of decision-making.</i>
<i>DepEd Order No. 35, s. 2017</i>	<i>July 17, 2017</i>	<i>Revised Guidelines on the Implementation of the Basic Educational Facilities Fund</i>	<i>Basic Educational Facilities Fund</i>	<i>Provision of guidelines on the implementation of the different projects under the BEFF Program. The BEFF shall be utilized for the provision of classroom and workshop buildings, replacement of old dilapidated buildings, provision of furniture, repair and rehabilitation of classrooms, including heritage buildings, as well as water and sanitation facilities, and electrification.</i>
<i>DepEd Order No. 61, s. 2017</i>	<i>December 1, 2017</i>	<i>Amendments to certain provisions of DepEd Order No. 35, s. 2017</i>	<i>Basic Educational Facilities Fund</i>	<i>Enclosure No. 3 and 4 are amended</i>
<i>DepEd Order No. 8, s. 2019</i>	<i>May 2, 2019</i>	<i>Revised Implementing Guidelines on the Direct Release, Use, Monitoring and Reporting of Maintenance and Other Operating Expenses Allocation for Schools, including other Funds Managed by Schools</i>	<i>MOOE</i>	<i>Provides the mechanisms, procedures and standards for the release, utilization, liquidation, monitoring and reporting of School MOOE of all public elementary and secondary schools nationwide, including other funds managed by the schools. This also defines the roles and responsibilities of each level of governance in managing school MOOE and other school funds.</i>
<i>DepEd Order No. 21, s. 2019</i>	<i>August 22, 2019</i>	<i>Policy Guidelines on the K to 12 Basic Education Program</i>	<i>K to 12 Basic Education Program</i>	<i>Intended to guide the central, regional and schools division offices, and schools in effectively organizing and managing the implementation of the K to 12 Basic Education program. It aims to provide concrete basis for developing programs, policies and issuances relative to the implementation of the K to 12 Basic Education Program at each governance level of the Department.</i>

ANNEX II- DEPED MEMOS AND GUIDELINES

Policy/Memo Number	Date	Title	Typology	Summary
<i>DepEd Memorandum No. 36, s. 2019</i>	<i>March 26, 2019</i>	<i>2019 Brigada Eskwela Implementing Guidelines</i>	<i>Guidelines for 2019 Brigada Eskwela</i>	<i>Guidelines for the Implementation of Brigada Eskwela 2019 and its schedule of activities.</i>
<i>DepEd Memorandum No. 32, s. 2020</i>	<i>March 6, 2020</i>	<i>2020 Brigada Eskwela Program Implementing Guidelines</i>	<i>Guidelines for 2020 Brigada Eskwela</i>	<i>Guidelines for the Implementation of Brigada Eskwela 2020 and its schedule of activities.</i>

ANNEX III- LGU AND LSB RESOLUTIONS AND ORDINANCES

Resolution and Ordinance Number	Typology
<i>SB Ordinance No. 6, S. 1993 (Janiuay, Iloilo)</i>	<i>Changing of Name</i>
<i>SB Resolution No. 224, s. 1993 (Janiuay, Iloilo)</i>	<i>Approval for the changing of name</i>
<i>SB Ordinance No. 8, s. 1993 (Janiuay, Iloilo)</i>	<i>Changing of Name</i>
<i>SB Resolution No. 375, s. 1994 (Janiuay, Iloilo)</i>	<i>Approval for the changing of name</i>
<i>SB Ordinance No. 7, s. 1994 (Janiuay, Iloilo)</i>	<i>Approval for the changing of name</i>
<i>SB Ordinance No. 30, s. 1996 (Janiuay, Iloilo)</i>	<i>Changing of Name</i>
<i>LSB Resolution No. 2018-2 (Janiuay, Iloilo)</i>	<i>Approval of the Supplemental Budget</i>
<i>LSB Resolution No. 2018-3 (Janiuay, Iloilo)</i>	<i>Approval of the Supplemental Budget</i>
<i>SB Resolution no. 2018-314 (Janiuay, Iloilo)</i>	<i>Requiring Schools to come up with Climate Change Adaptation Plan</i>
<i>SB Resolution No. 2018-354 (Janiuay, Iloilo)</i>	<i>Authorization for the Transfer of funds</i>
<i>SB Resolution No. 2018-359 (Janiuay, Iloilo)</i>	<i>Request for additional equipment</i>
<i>SB Resolution No. 2018-369 (Janiuay, Iloilo)</i>	<i>Request for additional Physician</i>
<i>LSB Resolution No. 2019-1 (Janiuay, Iloilo)</i>	<i>Approving of Budget for Priority Projects</i>
<i>SB Resolution No. 2019-608 (Janiuay, Iloilo)</i>	<i>Changing of Name</i>
<i>SB Resolution No. 2019-608 (Janiuay, Iloilo)</i>	<i>Changing of Name</i>
<i>LSB Resolution No. 1, s. 2014 (Roxas City)</i>	<i>Approval for the presentation of the Annual School Board Plan</i>
<i>Joint Resolution No. 2, s. 2015 (Roxas City)</i>	<i>Request for the Extension of Project to Other schools</i>
<i>LSB Resolution No. 85, s. 2015 (Roxas City)</i>	<i>Authorization for the LCE to enter MOA with DepEd</i>
<i>LSB Resolution No. 1, s. 2016 (Roxas City)</i>	<i>Request for Financial Assistance</i>
<i>LSB Executive Order No. 24, s. 2016 (Roxas City)</i>	<i>Reorganization of the LSB</i>
<i>LSB Resolution No. 2, s. 2017 (Roxas City)</i>	<i>Creation of additional Line Item</i>
<i>LSB Resolution No. 1, s. 2018 (Roxas City)</i>	<i>Approval of Budget for Priority Projects</i>
<i>LSB Resolution No. 3, s. 2018 (Roxas City)</i>	<i>Revision of Line Items</i>

ANNEX III- LGU AND LSB RESOLUTIONS AND ORDINANCES

Resolution and Ordinance Number	Typology
<i>LSB Resolution No. 127, s. 2018 (Roxas City)</i>	<i>Authorization for the LCE to enter MOA with DepEd</i>
<i>LSB Resolution No. 2, s. 2019 (Roxas City)</i>	<i>Authorization to Disburse Special Education Funds</i>
<i>LSB Resolution No. 11, s. 2019 (Roxas City)</i>	<i>Authorization for the LCE to enter MOA with DepEd</i>
<i>LSB Resolution No. 14, s. 2020 (Roxas City)</i>	<i>Authorization for the LCE to enter MOA with DepEd</i>
<i>LSB Resolution No __, s. 2020 (Roxas City)</i>	<i>Realignment of Funds</i>
<i>SB Resolution No. 21-2016 (Pandan, Antique)</i>	<i>Expressing Appreciation for the Donation</i>
<i>SB Resolution No. 29-2016 (Pandan, Antique)</i>	<i>Authorization for the LCE to enter MOA with DOST</i>
<i>SB Resolution No. 39-2016 (Pandan, Antique)</i>	<i>Authorization for the LCE to enter MOA with DOST</i>
<i>SB Resolution No. 14-2017 (Pandan, Antique)</i>	<i>Authorization for the LCE to Donate Equipment</i>
<i>SB Resolution No. 1-2019 (Pandan, Antique)</i>	<i>Approval of Budget for Priority Projects</i>
<i>SP Resolution No. 2011-153 (Iloilo City)</i>	<i>Creation of Committee</i>
<i>SP Resolution No. 2011-188 (Iloilo City)</i>	<i>Confirmation of MOA between UI Phinma and City Government of Iloilo</i>

