

Aiming for Seamless and Integrated Lifelong Learning Delivery in the Philippines

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UP PRESIDENT
EDGARDO J. ANGARA
FELLOWSHIP

The **UP President Edgardo J. Angara (UPPEJA) Fellowship** is a grant for pioneering policy research. It aims to promote high-level policy discussions and research on a wide range of topics that address national development goals and imperatives, such as science and technology, economic development, environment and climate change, good governance, and communications.

The Fellowship was established by the University of the Philippines Board of Regents on September 29, 2008 in honor of the late Senator Edgardo J. Angara, who served as UP President from 1981 to 1987 and concurrent UP Diliman Chancellor from 1982 to 1983.

Angara, also a former Senate President, is known for his contributions to Philippine education, serving as the Chairperson of the First Congressional Commission on Education in 1990, which was credited with a number of pioneering reforms in the education sector, including its “trifocalization” and the Free Higher Education Act.

In addition to his notable contributions as a legislator, Angara’s leadership also gave rise to the **UP Center for Integrative and Development Studies (CIDS)**, which he initiated during his presidency.

Officially established on June 13, 1985, and originally called the University Center for Strategic and Development Studies (UCSDS), CIDS serves as a think tank that leverages the multidisciplinary expertise of UP to address the nation's most pressing challenges. The core objectives of CIDS encompass the development, organization, and management of research on national significance, the promotion of research and study among various university units and individual scholars, the securing of funding from both public and private sources, and the publication and wide dissemination of research outputs and recommendations.

For 2024, the Higher Education Research and Policy Reform Program (HERPRP) served as the UP PEJA Fellowship Awards secretariat in partnership with the Second Congressional Commission on Education (EDCOM II).

From the Executive Director of UP CIDS

It has been a long time in the making, but I am pleased to see the UP PEJA Fellowship finally coming to fruition. After all the forums, meetings, presentations, and threads of communication between and among the PEJA Fellows, UP CIDS' Higher Education Research and Policy Reform Program (HERPRP), and the Second Congressional Committee on Education (EDCOM 2), we now have a series of papers that tackle the various facets of Philippine higher education. The series includes the study you're reading.

For much of its history, the UP PEJA Fellowship has been housed in and implemented through the Center for Integrative and Development Studies (CIDS), the University of the Philippines' policy research unit. Over the years, the Fellowship has funded and published the studies of policy scholars, many of them luminaries in their respective fields.

In 2023, after a few years' hiatus, not least because of the COVID-19 pandemic, the UP PEJA Fellowship resumed and began looking for a new set of Fellows. This time, however, UP CIDS, through its Higher Education Research program, embarked on a historic partnership with the Second Congressional Committee on Education (EDCOM 2).

Linking directly with the government in administering the UP PEJA Fellowship was a first for UP CIDS. And that this was a partnership with a national-level policy-making body made it even more special.

As I have always maintained, this type of linkage is exactly what UP CIDS, as a policy research unit, must do: embedding research within a framework of stakeholder engagement.

Guided by the policy objectives of EDCOM 2, the PEJA papers not only tackle the complex issues in education, but also show stakeholders – the state, civil society, and the teachers themselves – how we can tackle them. For all our efforts in improving education in the Philippines, what else can and should we do?

Many thanks to the PEJA fellows for their valuable contribution, and to the UP CIDS Higher Education Research Program for shepherding this important undertaking. With collaboration, great things do happen.

Rosalie A. Hall, PhD

Executive Director

UP Center for Integrative and Development Studies

From the Convenor of UP CIDS-HERPRP

We at the Higher Education Research and Policy Reform Program serve as a convening body that builds partnerships and networks that pursue a shared research agenda and build an evidence basis for policy. Our activities include fellowships for scholars who publish with us and consultancies for junior researchers who wish to begin a career in higher education studies. We maintain databases, conduct events, and publish various manuscripts on higher education.

For 2024, our full attention was devoted to the UP PEJA Fellowship Program, serving as a secretariat for the researchers who studied higher education as it intersected with government and finance, industry and agriculture, regulation and tuition and technical and vocational education, training and lifelong learning, the UP PEJA Program awards grants for pioneering work on a wide range of topics that address national development concerns. This was the very first time that the program focused on a singular topic. This demonstrates the commitment of the University of the Philippines to higher education.

With the support of the UP Foundation, we have assembled what we have been calling the *Avengers* of Philippine education. They are preeminent scholars whose findings and recommendations directly address key policy concerns. Their papers at once draw from empirical data as well as their professional expertise for which they have been identified as a UP PEJA fellow.

Fernando dIc. Paragas, PhD

Convenor

Higher Education Research and Policy Program

UP Center for Integrative and Development Studies

Letter from the Executive Director of EDCOM II

The **Second Congressional Commission on Education (EDCOM II)** is collaborating with scholars across various institutions to provide valuable insights for the development of evidence-based policies that address the unique challenges and opportunities in the Philippine education landscape.

Our commitment to excellence, integrity, and ethical conduct in advancing research and disseminating knowledge, which we share with our research partners, is defined by the following principles:

The Commission is dedicated to upholding the highest standards of academic rigor in the evaluation, review, and dissemination of research publications. Our pledge is to ensure the integrity and quality of the knowledge we contribute to the scholarly community.

The Commission is committed to fostering transparency and data integrity in all aspects of research. This includes transparent communication, disclosure of methodologies and data sources, and providing clear guidelines to authors, reviewers, and the broader academic community.

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The Commission places a strong emphasis on accessibility. We are committed to facilitating the translation of research findings into accessible formats in order to engage the broader public, taking into account ethical and legal considerations. Our goal is to promote public understanding and awareness of scientific advancements.

In adherence to these principles, the members of the Second Congressional Commission on Education (EDCOM II) pledge to be stewards of good scholarly research for a better, more inclusive educational system for the Filipino people.

Karol Mark R. Yee, PhD

EDCOM II Executive Director

Declaration of Funding

This research was conducted in collaboration with the Second Congressional Commission (EDCOM II).

The funding source played no role in the design of the study, data interpretation, or decision to publish the findings as the author(s) maintained complete autonomy in the research process, ensuring objectivity and impartiality in the presentation of results.

Declaration of Interest

None

Table of Contents

Executive Summary	1
--------------------------	----------

1 Aiming For Seamless and Integrated Lifelong Learning Delivery in the Philippines	3
<i>Dina Joana Ocampo</i>	
Context: 2023-2028 Philippine Development Plan (PDP) for Improving Education and Lifelong Learning	4

2 Emerging Jobs in the Philippines	7
The Impact of Global Trends	
<i>Adrian Cristobal, Jr.</i>	
A Post-Pandemic Recovery	7
Global Trends	8
Demographic Shift	8
Climate Change	9
Technology	10
Geopolitical	11
Shifts in Trade and Investments	12
National Goals	12
Job Trends	16

Philippines Outlook	23
Conclusion	25

3 **Going Beyond Lip Service Lifelong Learning Programs** 26

Dina Joana Ocampo

Problem Definition and Approach	26
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4 **Education and Lifelong Learning Programming and Infrastructure in Five (5) Countries** 28

Dina Joana Ocampo and Kaye Danielle Sandigan

ISCED Maps	29
Philippines	29
Vietnam	30
Thailand	31
Pakistan	32
Finland	33
Policy Considerations: Lifelong Learning Programming and Infrastructure	34

5 **Models of Educational Systems of Five (5) Countries** 37

Kaye Danielle Sandigan and Dina Joana Ocampo

Philippines	37
Department of Education (DepEd)	37
Commission on Higher Education (CHED)	38
Technical Education and Skills Development Authority (TESDA)	39
Vietnam	41
Ministry of Education and Training (MOET)	41
Province's People's Committee (PPC)	42
Ministry of Labour-Invalids and Social Affairs (MoLISA)	43
Thailand	44
Ministry of Education (MOE)	44
Ministry of Higher Education, Science, Research and Innovation (MHESI)	45
Pakistan	47
Ministry of Federal Education and Professional Training (MoFE&PT)	47
Finland	49
Ministry of Education and Culture (OKM)	49
Comparison of the Education Systems	50
Comparison Criteria: Type of Government	51
Comparison Criteria: System Configuration	51
Comparison Criteria: Policy Formulation and Implementation	52
Comparison Criteria: Levels of Governance	53
Comparison Criteria: Degree of Centralization	54
Comparison Criteria: Mechanisms of Quality Assurance	55
Policy Considerations: Organization of an Educational System	62

6 Towards a Seamless and Integrated Lifelong Learning System 64

Dina Joana Ocampo and Kaye Danielle Sandigan

Qualification Frameworks 65

Association of Southeast Asian Nations Qualifications Reference Framework (AQRF) 65

Philippine Qualifications Framework (PQF) 67

Policy Considerations: Improved Articulation and Implementation of the PQF 70

Policy Considerations: Pathways to Lifelong Learning 71

7 Institutionalizing a Lifelong Learning Framework in Communities 77

Dina Joana Ocampo

References 81

Appendix 110

List of Acronyms or Abbreviations

4IR	Fourth Industrial Revolution
AACCUP	Accrediting Agency of Chartered Colleges and Universities in the Philippines
ABAC	ASEAN Business Advisory Council
ABC	ASEAN Business Club
ADAS	Advanced Driver Assistance Systems
ADB	Asian Development Bank
AEAC	Area Education Assessment Centres
AEM	ASEAN Economic Ministers
AFWC	ASEAN Future Workforce Council
AI	Artificial Intelligence
ALS	Alternative Learning System
AMS	ASEAN Member States
AQRF	Association of Southeast Asian Nations Qualifications Reference Framework
ASEAN	Association of Southeast Asian Nations
ATI	Agricultural Training Institute
AVI	Regional State Administrative Agencies
BEAC	Balochistan Examination and Assessment Commission
BIBB	Federal Institute for Vocational Education and Training
BIC	Bureau of International Cooperation
BISE	Boards of Intermediate and Secondary Education
BMZ	Federal Ministry for Economic Cooperation and Development
B-NET	Buddhist National Educational Test
BOET	Bureau of Education and Training
BPO	Business Process Outsourcing
CHED	Commission on Higher Education
CREATE	Corporate Recovery and Tax Incentives for Enterprises
DA	Department of Agriculture
DBM	Department of Budget and Management
DECS	Department of Education, Culture and Sports
DepEd	Department of Education
DET	Department of Education and Training, Australia

DILG	Department of the Interior and Local Government
DOET	Department of Education and Training, Vietnam
DOH	Department of Health
DOLE	Department of Labor and Employment
DOST-TRC	Department of Science and Technology – Technology Resource Center
DRR	Disaster Risk Reduction
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry
DVET	Directorate of Vocational Education and Training
ECCD	Early Childhood Care and Development
EDCOM I	First Congressional Commission on Education
EDCOM II	Second Congressional Commission on Education
EDUFI	Finnish National Agency for Education
ELY	Economic Development, Transport and the Environment
EQA	External Quality Assessment
ESA	Educational Service Areas
ESAO	Education Service Area Offices
ESG	Environmental, Social and Governance
EV	Electric Vehicles
FINEEC	Finnish Education Evaluation Centre
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HCW	Health Care Workers
HEC	Higher Education Commission
HLS	Health and Life Science
IAD	Internal Affairs Division
IBCC	Inter Boards Committee of Chairmen
ICT	Islamabad Capital Territory
ILO	International Labour Organization
IMT	Industrial, Manufacturing and Transport
I-NET	Islamic National Educational Test
IoT	Internet of Things
IPCC	Intergovernmental Panel on Climate Change

IPEMC	Provincial Education Ministerial Conference
IQAS	International Qualifications Assessment Service
ISCED	International Standard Classification of Education
IT-BPM	Information Technology-Business Process Management
JHS	Junior High School
LAO	Local Administration Organization
LAS	Local Assessment System
LDC	Least-Developed Countries
LET	Licensure Examination for Teachers
LLDF	Lifelong Learning Development Framework
LLL	Lifelong Learning
MBN	Modern Basic Needs. Resilient Economy
MHESI	Ministry of Higher Education, Science, Research and Innovation
MIC	Ministry of Information and Communications
MOE	Ministry of Education, Thailand
MOET	Ministry of Education and Training, Vietnam
MoFE&PT	Ministry of Federal Education and Professional Training
MOI	Ministry of Interior
MoLISA	Ministry of Labour-Invalids and Social Affairs
MRA	ASEAN Mutual Recognition Arrangements
MRO	Maintenance, Repair and Overhaul
NC	National Certificate
NCC	National Curriculum Council
NEAS	National Education Assessment System
NEDA	National Economic and Development Authority
NIETS	National Institute of Educational Testing Service
NNC	National Nutrition Council
N-NET	Non-Formal National Educational Test
NOSS	National Occupational Skills Standards
NQF	National Quality Framework
OEC	Office of the Education Council
OECD	Organisation for Economic Co-operation and Development
OFW	Overseas Filipino Workers
OKM	Ministry of Education and Culture, Finland

ONESQA	Office for National Education Standards and Quality Assessment
O-NET	Ordinary National Educational Test
OPS	Office of the Permanent Secretary
PAASCU	Philippine Accrediting Association of Schools, Colleges and Universities
PASBE	Philippine Accreditation System for Basic Education
PCTS	Philippine Credit Transfer System
PDP	Philippine Development Plan
PDR	People's Democratic Republic
PEACE	Provincial Education Assessment Centres
PEAS	Punjab Education Assessment System
PES	Parents Effectiveness Service
PIDS	Philippine Institute for Developmental Studies
PISA	Programme for International Student Assessment
PPC	Province's People's Committee
PQA	Philippine Quality Award
PQF NCC	Philippine Qualifications Framework National Coordinating Council
PRC	Professional Regulation Commission
PSG	Policies, Standards and Guidelines
RCTQ	Research Center for Teacher Quality
RQF	Regional Qualifications Framework
SEAMEO	Southeast Asian Ministers of Education Organization
SHS	Senior High School
TCT	Teachers Council of Thailand
TEC	Teacher Education Council
TESDA	Technical Education and Skills Development Authority
TMT	Technology, Media and Telecommunications
TR	Training Regulations
TVET	Technical-Vocational Education and Training
UIS	UNESCO Institute for Statistics
ULAP	Union of Local Government Authorities in the Philippines
UNCTAD	United Nations Conference on Trade and Development
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNEVOC	UNESCO International Center for Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
V-NET	Vocational National Educational Test
VN-NARIC	Vietnam National Academic Recognition Information Centre
WBG	World Bank Group
WEF	World Economic Forum
WEN	World Education Network

List of Figures

Figure 1	Strategy Framework to Improve Education and Lifelong Learning
Figure 2	Priority Industry Clusters for Development
Figure 3	Macrotrends Driving Business Transformation
Figure 4	Extended Impact of Macrotrends on Jobs, 2023-2027
Figure 5	Technology Adoption, 2023-2027
Figure 6	Expected Impact of Technology Adoption on Jobs, 2023-2027
Figure 7	New Jobs and Lost Jobs, 2023-2027
Figure 8	Largest Job Growth, Millions
Figure 9	Largest Job Decline, Millions
Figure 10	International Standard Classification of Education (ISCED)
Figure 11	Overview of ISCED 2011 Mappings for the Philippines, Vietnam, Thailand, Pakistan and Finland
Figure 12	Department of Education Organizational Reporting Structure
Figure 13	Commission on Higher Education Organizational Structure
Figure 14	Technical Education and Skills Development Authority Organizational Structure
Figure 15	Ministry of Education and Training Organizational Structure
Figure 16	Ministry of Labour-Invalids and Social Affairs Organizational Structure
Figure 17	Ministry of Education Organizational Structure
Figure 18	Ministry of Higher Education, Science, Research and Innovation Organizational Structure
Figure 19	Ministry of Federal Education and Professional Training Organogram

Figure 20	Ministry of Education and Culture Organizational Structure
Figure 21	Philippine Qualifications Framework (PQF)
Figure 22	Comparison between the National Qualifications Frameworks of the Philippines, Vietnam, Thailand, Pakistan and Finland
Figure 23	Pathways and Equivalencies in Basic Education
Figure 24	Learner's Lifelong Learning Path in the Philippines: Example A
Figure 25	Learner's Lifelong Learning Path in the Philippines: Example B

List of Tables

Table 1	ISCED 2011 Mapping: Philippines
Table 2	ISCED 2011 Mapping: Vietnam
Table 3	ISCED 2011 Mapping: Thailand
Table 4	ISCED 2011 Mapping: Pakistan
Table 5	ISCED 2011 Mapping: Finland
Table 6	Organizations/Departments of the Ministry of Federal Education and Professional Training
Table 7	Matrix of Programs: Lifelong Learning in the Philippines
Table 8	Mapping the Lifelong Learning Framework Levels with the PQF and Proposed Implementing Agencies

Aiming for Seamless and Integrated Lifelong Learning Delivery in the Philippines

Dina Joana Ocampo¹, Adrian Cristobal, Jr.², and Kaye Danielle Sandigan³

Executive Summary

All countries must promote social justice by ensuring citizens have equal access to lifelong learning. This paper first explores the steps the Philippines aims to take towards that ambition in its national plans. It examines the environment in which the country will make those plans a reality by checking global trends. The first section takes note of the effects of such global trends, especially on local job preparation. This is important because, as a driving force for development, education must prepare youth and adult citizens for the roles and jobs required for the country to move towards a better future.

The second part of this paper presents a comparative analysis of five countries' education programs as these map across a person's lifespan. Additionally, the Philippine education system and its provisions for lifelong learning are examined and compared to what other countries have in store for their own

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learners. For this comparison, the areas assessed are the International Standard Classification of Education (ISCED), the countries' own governance systems, and their National Qualifications Frameworks.

The final section of this policy paper takes a closer look at lifelong learning in the Philippines and then gives recommendations on how programs can be ensured across the lifespan and in local governments. Policy considerations are put forward for lifelong learning programming and infrastructure, organization of an educational system, pathways to lifelong learning, and institutionalizing a lifelong learning system in communities.

We observed that the Philippines is hyper-focused on formal education, thus there is a lack of information on programs for those with special needs, for re- and up-skilling, and for community-based informal education. In general, our educational programs need to broaden their reach to create spaces and interventions in support of lifelong and life-wide learning needs and purposes. To further enable the reporting of other types of education beyond formal education, after studying the PQF, we propose stronger equivalence mechanisms to recognize competencies earned through formal, non-formal, and informal types of education. Indeed, the pathways for learners across those three types, along with education for people in special circumstances, are not sufficiently paved in the Philippines. The avenues we propose to facilitate such pathways include a learner's or citizen's identification number, which can be used to monitor an individual's participation in all programs, once exhaustive program maps have been made of all education offered in the country for all ages, stages, and diverse learning needs.

As we compared the government structures that oversee education in several countries, we formulated suggestions for better Philippine education management, which include the development of community-level education governance systems. As a concluding policy suggestion, it is highly recommended that we shift from merely aspiring to lifelong learning, and making promises, to providing actual services that cater to all our citizens, regardless of age or circumstances.

Keywords: lifelong learning, global trends, learning pathways, seamless learning delivery, integrated learning delivery

Aiming For Seamless and Integrated Lifelong Learning Delivery in the Philippines

Dina Joana Ocampo

Restoring and promoting social justice should be at the core of any education reform initiative. The creation of conditions that promote equity is the primary action towards enacting social justice through education. All people should be able to access quality education programs. Another important component of educational justice is the inclusion of all learners such that there is a fair distribution of opportunities and privileges. Each learner should receive what they need in order to develop fully as an individual and as a valued member of a community (United Nations Educational, Scientific and Cultural Organization (UNESCO) International Institute for Educational Planning 2022). By addressing barriers to inequity, reforms could level the playing field to provide every student with the opportunities, resources, and support they need to thrive in and contribute to the creation of a more inclusive society.

There are two forms of social justice in education. The first concerns the level of equality within the education system itself. Elements beyond the classroom or school setting, such as socioeconomic status, gender, and ethnicity, can significantly influence the quality of education a person experiences. When this occurs, it results in a violation of educational equity. When underprivileged students do not receive quality education, their ability to earn, acquire, and create knowledge, values, skills, and competencies is hampered. These in turn affect their future access to economic opportunities, healthcare, and other social services (Soken-Huberty, 2023).

The second way to ensure social justice in education is by incorporating it into the content and manner of teaching and learning (Spitzman and Balconi 2019). A well-articulated

framework can guide teachers in challenging and eradicating all forms of discrimination. By emphasizing realism and critical thinking, lessons can employ pedagogies that foster discussion and problem-solving to expand students' worldviews. Schools and learning centers should identify and dissect community issues to encourage students to gain a deeper understanding of others.

Context: 2023-2028 Philippine Development Plan (PDP) for Improving Education and Lifelong Learning

Based on assessments of the educational system by various agencies such as the World Bank (2020), Department of Education (DepEd) (2021) in partnership with the Southeast Asian Ministers of Education Organization (SEAMEO) and the United Nations Children's Fund (UNICEF), and Bautista and Aranas (2023) of the Philippine Institute for Developmental Studies (PIDS) for the Second Congressional Commission on Education (EDCOM II), it is clear that much can be improved in the governance, delivery and monitoring of education throughout our country. The goal of ensuring transformative lifelong learning for all is intended to be reached by implementing the following strategy framework of the National Economic and Development Authority (NEDA) (2023) (Figure 1).

FIGURE 1. STRATEGY FRAMEWORK TO IMPROVE EDUCATION AND LIFELONG LEARNING



Note. From the Philippine Development Plan 2023-2028, by the National Economic and Development Authority (NEDA), 2023, p. 46.

This framework articulates how education will contribute to developing individuals and families through lifelong learning. Three (3) outcomes and their corresponding action areas for 2023-2028 are identified in the next sections.

- 1.** Quality, inclusive, adaptive, resilient, and future-ready basic education for all achieved.
 - a.** Enhance early childhood care and development curriculum
 - b.** Develop and implement catch-up programs to address learning losses
 - c.** Ensure access to quality learning resources
 - d.** Improve competencies of teachers
 - e.** Strengthen the school-based feeding program to address malnutrition
 - f.** Strengthen private-public complementarity in the provision of quality basic education
 - g.** Adopt modern learning spaces
- 2.** Globally competitive and inclusive technical-vocational education and training (TVET) and higher education, and improved research output attained for a broader knowledge economy.
 - a.** Design and implement future-ready TVET programs
 - b.** Implement structural reforms in local universities and colleges to strengthen linkages with TVET communities
 - c.** Increase involvement/participation of industry and private sector in TVET
 - d.** Improve enterprise-based training and bolster micro-credentials
 - e.** Pursue transnational knowledge co-creation linkages with higher education institutions
 - f.** Optimize the roles of universities as innovation hubs and incubation centers
 - g.** Establish regional university systems
 - h.** Provide more research-oriented scholarships and grants
 - i.** Effectively implement online and blended learning modalities
 - j.** Develop alternative assessment and certification methods
 - k.** Improve student support to ensure student success
- 3.** Governance for human capital development improved.

- a.** Harmonize the trifocalized system of education for lifelong learning
- b.** Strengthen school-based management
- c.** Develop and improve learning materials in line with international standards and trends
- d.** Rationalize the workload of teachers
- e.** Design a higher education career system
- f.** Partner with independent third-party institutions in assessing and monitoring the progress of students' proficiency across all levels

These outcomes are directly connected to the mandate of the three main education agencies of the Philippines, namely: the Department of Education (DepEd), the Technical Education and Skills Development Authority (TESDA), and the Commission on Higher Education (CHED). However, also emphasized was the need for collaboration among these three agencies as well as other government and non-governmental institutions.

Potentially, these goals and strategies above should effectively harness more human and fiscal resources that could root/institutionalize more lifelong learning programs beyond the boundaries of the main mandate of these three educational agencies. However, the need for an all-encompassing and inclusive framework of lifelong learning has yet to be articulated. In fact, it should be an explicitly articulated goal of the Philippine Development Plan. Additionally, the result areas identified do not capture its broader vision. These

should include not only the priority areas identified in the PDP but also areas of action that are inclusive of learners of all ages who have diverse learning needs and life conditions.

Emerging Jobs in the Philippines

The Impact of Global Trends

Adrian Cristobal, Jr.

A Post-Pandemic Recovery

Before the Covid-19 pandemic, the Philippines was on a growth trajectory. The economy was growing at an average of 6.4 percent annually for eight successive years from 2010, while poverty was reduced to 16.7 percent in 2018 from 23.5 percent in 2010. Approximately 550,000 new jobs were created each year (National Economic and Development Authority (NEDA 2023).

Agriculture accounted for 23.5 percent, Industry 18.7 percent, and Services 57.8 percent (Philippine Statistics Authority 2019). Outmigrants seeking jobs overseas increased, peaking at 2.15 million Filipinos in 2019, and joined about 12 million Filipino overseas workers. Remittances from Overseas Filipino workers (OFW) and the Information Technology-Business Process Management (IT-BPM) sector or the Business Process Outsourcing (BPO) sector “became a global brand for the Filipino workforce” (World Bank 2023).

However, the Covid-19 pandemic stymied this growth trajectory. The economy contracted by a record -16.9 percent, causing the severest recession of the economy since the Second World War. Compared to its neighboring countries, the impact of the pandemic on the Philippines was worse due to more stringent lockdown policies. Unemployment surged to 17.6 percent. The recurring and stringent lockdowns required financing the needs of families and businesses. The government incurred a record budget deficit of ₱1.67 trillion pesos, while the debt-to-Gross Domestic Product (GDP) ratio surged to 60.4 percent by the end of 2021 from 39.6 percent at the end of 2019 (NEDA 2023).

With vaccination and relaxed rules, employment gradually returned such that, by 2022, employment showed robust recovery with unemployment reduced to 5.2 percent – even lower than pre-pandemic 5.7 percent. The Philippines ended 2023 with the fastest-growing economy in Southeast Asia with a growth rate of 5.6 percent. It has demonstrated resilience and is expected to continue its pace this 2024, in spite of global economic pressures (Condon et al. 2024).

Although economic recovery is underway in the Philippines, the pandemic exposed vulnerabilities in the country's healthcare and education system, and the limited capabilities and resources of the government. The worldwide crisis also amplified certain global trends emerging even before the pandemic, as the world dealt with a public health crisis that quickly morphed into a socio-economic crisis, causing severe loss of jobs, and reversed gains in poverty reduction.

Several global trends are important to the Philippines as it continues beyond its recovery path. These trends have been integrated into the country's development goals articulated in the Philippine Development Plan 2023-2028.

Global Trends

Global megatrends are “widespread and long-term social, economic, environmental, political or technological change that is slow to form but has a major impact once in place” (General Multilingual Environmental Thesaurus, n.d.). Among these megatrends, the demographic shift, climate change, and rapid technological advances resonate the most with the Philippines. Although they may pose threats, such as aging populations or job displacements by new technologies, they also present great opportunities for job generation.

Demographic Shift

World demographics are changing. People are living longer, and fewer people are entering the labor market. From the current 7.7 billion, the world population is expected to reach 9.7 billion in 2050. More and more people will be living in urban areas, while children under age 5 will be outnumbered by people aged 65 or above (United Nations 2021). The U.N. estimates that older persons will outnumber adolescents and youth (ages 15 to 24) by 2050. The World Health Organization (2022) estimates that 1 in 6 people will be 60 years or older in 2030, which translates to about 1.4 billion people in 2030. Europe and East Asia are already facing the challenge of caring for their aging populations, which involves education, health care, and social protections as safety nets for this growing age group. Numerous industrialized nations are experiencing this aging phenomenon, and over the

next thirty years, several developing nations, such as the Philippines, will also join this trend. By the year 2050, a significant portion—two-thirds—of the global population aged 60 and older will reside in low- and middle-income countries. (NEDA 2023). An aging global population leads to a growing demand for healthcare workers (HCW). Filipino HCWs are known worldwide for excellent patient care and the country supplies thousands of them to the world, especially the U.S. and U.K. While doctors and nurses go abroad to work, the Philippine healthcare system lacks doctors and nurses. During the pandemic, the government was forced to impose a temporary ban on the deployment of health workers in April 2020, amid increased demand in countries with aging populations. It has since been relaxed, but a cap on deployment remains. The huge difference in wages, which most likely will increase further as demand rises, makes it more attractive for Filipino HCWs to leave the country; hence, further undermining access to quality health care in the country (NEDA 2023).

Conversely, certain areas globally have a substantial and expanding percentage of the population made up of individuals aged 15 to 24. Numerous nations in Asia, such as the Philippines, are experiencing this demographic change. Sometimes called the “demographic dividend,” this growth in their working-age populations offers a window of opportunity for rapid economic growth. Efforts to end hunger, ensure healthy lives, promote education and lifelong learning, improve social protection, and reduce inequality can lead to greater opportunities (United Nations 2021).

Climate Change

Climate change is a global issue that affects all countries, but the most vulnerable are small island developing countries. In its Climate Change report, the Intergovernmental Panel on Climate Change (IPCC) (2023) observed that human activities, mainly through the emission of greenhouse gasses, have “unequivocally caused global warming, with the global surface temperature reaching 1.1 degrees Celsius above 1850-1900 in 2011-2020.” Contributing to greenhouse gas emissions are the unsustainable use of energy, changes in land use, lifestyle and consumption patterns, and shifting production methods across regions, between and within countries, and among individuals (IPCC 2023).

The IPCC (2023) observed “widespread and rapid changes in the atmosphere, ocean, cryosphere, and biosphere across the globe, and that climate change is already leading to many weather and climate extremes worldwide. Approximately 3.3 to 3.6 billion people living mostly in Africa, Asia, Central and South America, least-developed countries (LDC), the Arctic, and small islands are extremely vulnerable to climate change” (IPCC 2023). The damage to ecosystems is substantial, and sometimes irreversible. The IPCC (2023) forecasts

that floods, heatwaves, droughts, and other extreme weather conditions that countries around the world are witnessing will become more regular and intense. Pollution of the atmosphere by greenhouse gasses, rising temperatures and the loss of sea ice, and flooding all continue unabated. Among the sectors exposed to climate change are agriculture, forestry, fishery, energy, tourism, and individual livelihoods. In urban areas, extreme heat has affected health, livelihood, water sanitation, energy systems, transportation, and infrastructure resulting in disruption of services, economic losses, and damage to wellbeing. Worse affected are economic and socially marginalized residents (IPCC 2023).

Under the Paris Agreement, 196 parties to the Climate Change Conference (COP 21) pledged to limit global temperature rises below 2 degrees centigrade and to keep them to 1.5 degrees centigrade. In the 2021 Glasgow climate pact, close to 200 countries made a commitment to turn the 2020s into a decade of climate action. To reduce emissions, industrialized countries pledged to contribute USD 100 billion annually for climate finance to developing countries (United Nations Climate Change 2021). Having met this goal, the parties agreed to collectively raise more funds for climate finance and set a new goal before 2025 from a base of USD 100 billion per year (Falduto et al. 2024).

In addition to climate financing, transitioning to an environmentally sustainable economy will entail new investments in green technologies, broader application of Environmental, Social, and Governance (ESG) standards, and climate change adaptation which, in turn, will create jobs. Experts estimate that this “green transition” could create 30 million jobs globally in low-emissions technology, clean energy, and efficiency by 2030. China alone is expected to add USD 1.9 trillion to the country’s economic worth and generate 88 million jobs transitioning to a “nature-positive economy” by 2030 (World Economic Forum 2023).

Technology

Emerging technologies, particularly digital, are another megatrend that affects almost everything humans do in their daily lives. For businesses, technological changes that impact production efficiency, infrastructure, urbanization, and profit will be a major driver of economic transformation. Increasing productivity within sectors and moving labor and resources from “lower to higher productivity sectors,” that is, “moving up the value chain” is what “most industrialized countries have undergone to create inclusive and quality jobs, thereby reducing poverty and inequality” (Haraguchi et al., n.d.).

The wave of technologies sweeping the world is nothing like we have ever seen before. Digital technology promotes financial inclusion, facilitates access to trade and services, and enhances connectivity. Advances in digital technology have the potential of “ending extreme poverty, reducing maternal and infant mortality rate, promoting sustainable

farming and decent work, and achieving universal literacy” (United Nations 2021). They are ubiquitous, presenting opportunities as well as threats.

Among these technological breakthroughs that impact substantially the way humans live, interact, and work include DNA sequencing, advanced robot technology, 3D printing, additive manufacturing, big data, artificial intelligence (AI), internet of things (IoT), mobile internet, cloud computing, block chain, energy storage, mobile payments, and nanotechnology (PricewaterhouseCoopers, n.d.). Collectively, these technologies gave rise to the Fourth Industrial Revolution (“4IR”) and the Digital Economy (Haraguchi et al., n.d.).

The pandemic drove a surge in digital transformation worldwide. Lockdowns and restrictions on mobility forced people to resort to digital tools to meet the problems and challenges brought by the pandemic. Digital and connectivity tools allowed people to continue communicating, working, studying, shopping, and to be entertained. Mobile applications were swiftly developed to trace and prevent the spread of the coronavirus. Artificial intelligence and big data analytics accelerated research to detect epidemiological patterns to develop vaccines (Durant 2022).

E-commerce grew rapidly across the globe. United Nations Conference on Trade and Development (UNCTAD) data shows that the share of online retail sales in total global retail sales rose to 19 percent in 2020 from 16 percent in 2019 (Durant 2022). For many small businesses, shifting to online transactions enabled them to survive when lockdowns hindered offline sales. Durant (2022) noted:

Digital tools and solutions also sustained global value chains, cross-border trade and transport workers and border agents. With the increase in online activities, global internet bandwidth rose by 35% in 2020, the greatest one-year increase since 2013.

Countries across the world are accelerating structural shifts to 4IR technologies by leveraging the opportunities of digitalization technologies to transform their economy with a sense of urgency. Thriving on digital skills, connectivity, and appropriate infrastructure, digital economic transformation has produced entrepreneurs, created jobs, and enhanced the structural transformation of economies across countries. With the right public policies, digital transformation can promote resource efficiency, sustainable manufacturing, inclusive growth, and a better quality of life in all countries (Haraguchi et al., n.d.).

Geopolitical

Exacerbating the challenges posed by the pandemic are geopolitical conflicts that disrupt the flow of goods. The war between Russia and Ukraine, both of which are important suppliers of food and commodities like wheat and flour, adds instability to international supply and prices. Russia is the third largest oil supplier, providing ten percent of global oil production (NEDA 2023). The resulting fluctuation of oil prices adversely affects the Philippines, which is dependent on oil imports.

Political and territorial issues in Asia, such as the conflict between China and Taiwan, tensions in the Korean peninsula, and disputes in the South China Sea among several countries, threaten the sea lanes through which 30 percent of global maritime trade passes (NEDA 2023). Approximately 40 percent of global liquefied natural gas shipments transit through the South China Sea, and beneath its waters, there are estimated reserves of 11 billion barrels and 190 trillion cubic feet of oil and natural gas, respectively. The Philippines, one of the claimants in the disputed area, is directly affected.

Shifts in Trade and Investments

The geopolitical rivalry between the U.S. and China is spilling over to trade and investment decisions, accelerating a shift of investments from China to other Asian countries that was happening before the pandemic. Escalating trade conflicts among major trading countries, increased automation, and rising costs of production in China were reshaping the trade and investment landscape. The U.S. imposed sweeping restrictions on technology exports to China in 2022. Among these products were computing chips, supercomputers, and advanced semiconductors (NEDA 2023). There is a race among Asian countries to attract foreign manufacturing firms to their shores through attractive incentives and the Philippines is in the running.

National Goals

The Philippines' development goals as articulated in the Philippine Development Plan 2023 to 2028 (PDP 2023-28) factors in these global megatrends and macro trends. The plan aims for a “deep economic and social transformation to reinvigorate job creation and accelerate poverty reduction by steering the economy back on a high growth path” (NEDA 2023). The growth envisioned “must be inclusive, building an environment that provides equal opportunities to all Filipinos, and equipping them with skills to participate fully in an innovative and globally competitive economy.”

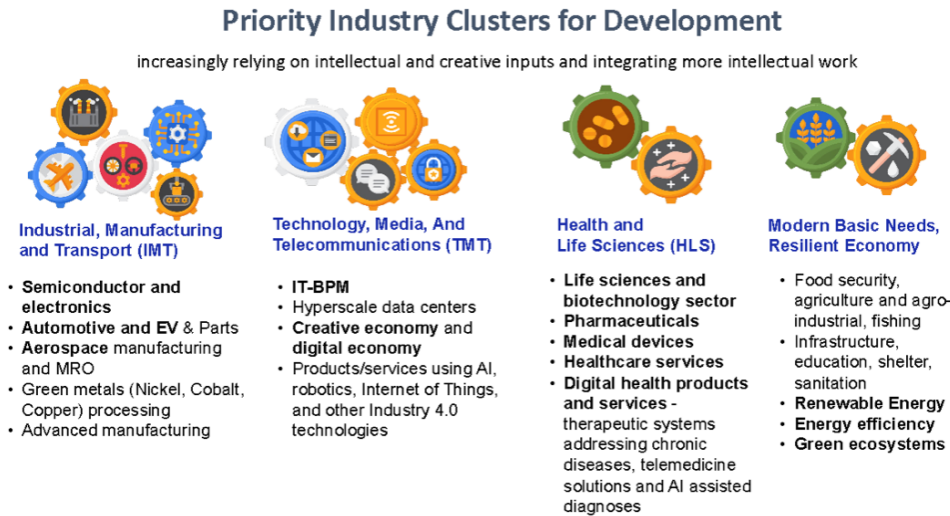
The Philippines has been leveraging its demographic “sweet spot” of young, educated, and English-speaking workforce to attract foreign investments and for investors already in the country to expand their operations. Considerable success has been achieved in the IT-BPM sector which grew from merely 5,000 seats in call centers in 2001 to an industry that employs 1.5 million people today, earning annual revenues of USD 29-30 billion (IT & Business Process Association Philippines 2022). This stage of the “demographic dividend” is estimated to continue for at least two more decades, which is considered a window for rapid economic growth.

With investments shifting to a green economy and climate change adaptation, the PDP calls for a green transition towards a low-carbon economy to attract green investments into the country. Under its strategy framework for climate action and disaster resilience, the plan aims to adopt “efforts on climate change adaptation and mitigation, and disaster risk reduction (DRR), to contribute to increased income and job opportunities, improved public health, and enhanced knowledge and skills, among others” (NEDA 2023). The plan also prioritizes mobilizing domestic resources for adaptation to climate change, and sustainable and green finance through the issuance of Green and Sustainability Funds. Moreover, the government intends to work with the private sector and the international community to scale up green investments and to implement policies that pursue low carbon development “while ensuring just transition and job creation” (NEDA 2023).

Along with climate change adaptation, the plan is to adopt technologies to transform production sectors to generate more and better-quality jobs and enable enterprises to compete in domestic and international markets by modernizing agriculture and agribusiness, revitalizing the industry, and reinvigorating services. The pandemic showed the critical role that digital technology played; embracing these technologies and adopting them are essential to transitioning to the fourth industrial revolution.

The plan adopts a cluster-based approach to industrialization to be led by the Department of Trade and Industry (DTI) as the lead agency for industry development and trade policy. These clusters are the leading export sectors and are reconfigured as follows: Industrial, Manufacturing and Transport (IMT), Technology, Media and Telecommunications (TMT), Health and Life Science (HLS), and Modern Basic Needs, Resilient Economy (MBN).

FIGURE 2. PRIORITY INDUSTRY CLUSTERS FOR DEVELOPMENT



Note. From *DTI Industrialization Strategies and Plan: Philippine Advantage and Emerging Opportunities in Manufacturing, Tech and Service Industries*, by R. Aldalba, 2024, p. 7.

According to the PDP (2023-2028), the IMT cluster is composed of sectors in the economy where opportunities are found in the upgrading of jobs and skills. The cluster lists the following sectors: aerospace, automotive, and semiconductors. Specifically,

aerospace and maintenance, repair and overhaul including flight control actuation systems, servo actuators, servo valves, galley inserts, structures and equipment, sea parts, lavatories, interior fit-out, panel assembly, electronics, airframes and sub-assemblies, and Maintenance, Repair and Overhaul (MRO) base and line maintenance, automotive including auto electronics, advanced driver assistance systems (ADAS) components, engineering services outsourcing, electric motor power trains like battery, public utility vehicles, electric vehicles (EV) and EV parts, green metals value-adding and processing, semiconductor manufacturing services including wafer fabrication, integrated circuit design, R&D, end electric manufacturing. (NEDA 2023)

Opportunities from the digitalization of services will come from the TMT cluster, which covers the following:

IT-BPM, hyperscale data centers, creative industries, trans-shipment facility operations for global logistics, regional telecommunication infrastructure services, and digital economy; and new products, activities, or solutions using digital technologies like artificial intelligence, robotics, augmented reality, virtual reality, mixed reality, 5G connectivity, and Internet-of-Things (IoT) in the following areas:

- smart technology: applications in buildings, homes, factories, agriculture, cities, interconnected products and services, voice assistants embedded in TV sets, cars, home appliances, smart home devices, and home robots;
- resilient technology: disaster preparedness/mitigation, cybersecurity, and renewable energy;
- vehicle technology: self-driving cars, multimodal transportation, and EV;
- audio, video, and education technology;
- E-gaming: console and personal computer gaming software, mobile gaming, immersive audio and advanced communication capabilities, cloud gaming platforms, and gaming accessories;
- Metaverse: applications for gaming, entertainment, education, and marketing, among others. (NEDA 2023)

The HLS cluster covers the following:

life sciences and biotechnology sector, vaccines, pharmaceuticals, medical devices, healthcare services, digital health products and services such as personal health wellness technology products, smart watches, lighter health wearables, more precise sensors, therapeutic systems addressing chronic diseases, telemedicine solutions, and AI-assisted diagnostics. The goal is to make the Philippines self-sufficient in pharmaceuticals, medical devices, healthcare services, digital health products and services such as personal health wellness technology products, therapeutic systems addressing chronic diseases, telemedicine solutions, and artificial intelligence (AI) assisted diagnostics. (NEDA 2023)

The MBN cluster refers to modern basic needs, such as food, shelter, infrastructure, and education, along with activities that foster economic resilience. The cluster covers the following activities and sectors:

food security, agro-industrial including coffee, cacao, coconut, fruits and nuts, tropical fibers, rubber and other high-value crops, fishing, blue economy, processed minerals, infrastructure, education, shelter, sanitation, textile, chemicals and plastics, and sectors that foster economic resilience such as energy efficiency, renewable energy, and goods that improve the quality of life while minimizing the use of resources and inputs. (NEDA 2023)

The PDP aims to harness the various policy tools available to the government to convince investors to set up their operations in the country (NEDA 2023). Laws like the Corporate Recovery and Tax Incentives for Enterprises (CREATE) law providing fiscal incentives to industries under the priority clusters and liberalizing the renewable energy sector to allow 100 percent foreign ownership are in place to entice investors. Policies to reduce or eliminate red tape in the bureaucracy are also being implemented to simplify and hasten processes for business.

Job Trends

Rapid technological advances, particularly digital technology, impact on these four clusters adopted in the PDP. The goal is to transition them to Industrialization 4.0 wherein innovation and technologies would enable industries to move up the value chain and create more or better jobs. While some of these new technologies will lead to the destruction of some jobs in some sectors, they can also complement and transform certain occupations, or create new jobs or roles entirely. Although the level of adaptation varies from country to country, there is a “consensus on the need to develop a workforce equipped with skills required by the new technologies and demands of a changing environment” (World Bank 2023).

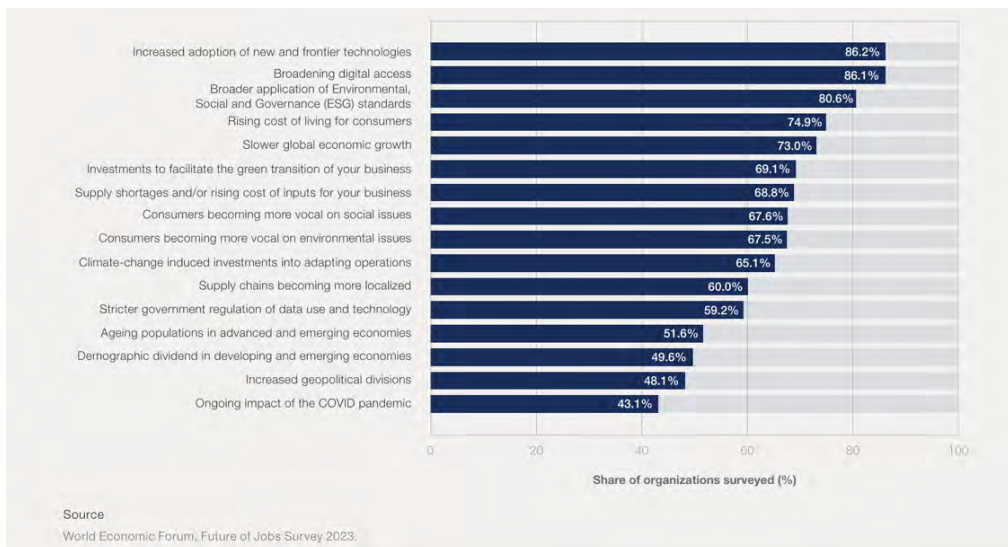
On which jobs will disappear or be transformed or be created, a reliable reference on global trends are surveys on the businesses themselves that need to transform their own organizations to increase efficiency, raise productivity, as well as raise capital. In several surveys and studies among business organizations, there are key findings that indicate trends in job creations and destructions or displacements across the globe.

In a recent report published by the World Economic Forum (WEF) called The Future of Jobs Report 2023, the survey includes inquiries about macrorends and technological

advancements, their influence on employment and skill sets, as well as the strategies businesses intend to implement regarding their workforce between 2023 and 2027.⁴

Among the significant findings is that technology adoption is a “key driver” of business transformation in the next five years. Over 80 percent of the surveyed organizations see a trend of increasing adoption of new and frontier technology and broadening digital access that will most likely drive business transformation. Next to this trend, corporations consider the broader application of ESG standards for industries as another driver prompted by the need and demand for climate change mitigation action. Macroeconomic factors like the rising cost of living remain a driver of business transformation, following EGS standards, while the sixth driver is investment to support the green transition. For many businesses surveyed, changing consumer expectations in relation to social and environmental issues, and supply shortages, are also transformation drivers. At the lower end of the list are the ongoing impact of the COVID-19 pandemic, geopolitical divisions, and the demographic dividend (Figure 3).

FIGURE 3. MACROTRENDS DRIVING BUSINESS TRANSFORMATION



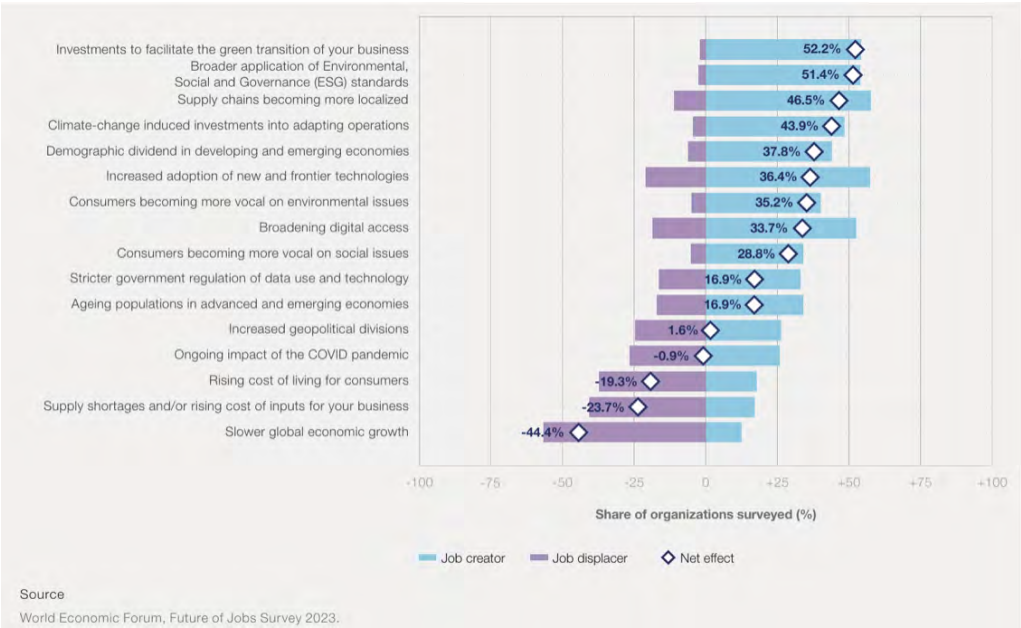
Note. “Trends ranked by share of organizations surveyed that identified this trend as likely or increasingly likely to drive transformation in their organization.” From *Future of Jobs Report 2023*:

4 The survey brought together the perspective of 803 companies – collectively employing more than 11.3 million workers – across 27 industry clusters and 45 economies from all world regions. The fourth edition of the Survey has the widest coverage thus far by topic, geography and sector.

Insight Report May 2023, by World Economic Forum, 2023, p. 21. Copyright 2020 by the World Economic Forum.

Technology adoption, be it automation or new and emerging technologies, may create as well as destroy jobs. The largest job creation and destruction effects, according to the Future of Jobs survey, come from “environmental, technological, and economic trends” (WEF 2023). Apparently, the strongest job creators are investments for the green transition of businesses and broader ESG standards applications. This is followed by the localization of supply chains through “onshoring” or “reshoring” strategies of some countries. Climate change adaptation, the demographic dividend, and technology advancement rank high as net job creators in emerging countries like the Philippines. Half the companies surveyed also identified increased adoption of new and frontier technology and digital access as net job creators (Figure 4).

FIGURE 4. EXTENDED IMPACT OF MACROTRENDS ON JOBS, 2023-2027

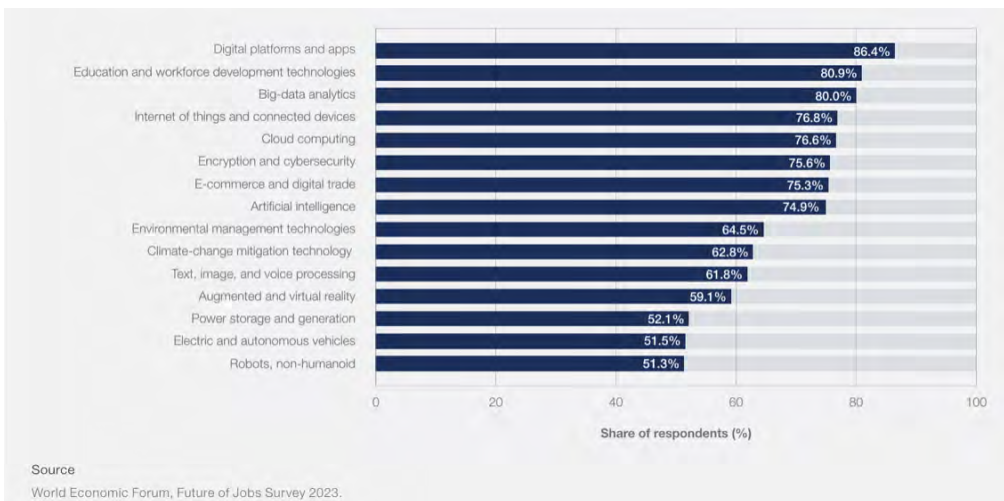


Note. “Share of organizations surveyed that expect each trend to create or displace jobs, ordered by job creation net effect. The shares of organizations which expect the impact of these macro trends to

be neutral are not plotted.” From *Future of Jobs Report 2023: Insight Report May 2023*, by World Economic Forum, 2023, p. 21. Copyright 2020 by the World Economic Forum.

Businesses adopting new technologies in their organizations within the next five years are highly likely to adopt big data, cloud computing, and artificial intelligence (AI). The WEF (2023) report shows that “more than 75 percent of those surveyed will adopt digital platforms and apps and e-commerce and digital trade,” followed by education and workforce technologies. Lower in rank are robots, power storage technology, and distributed ledger technology.

FIGURE 5. TECHNOLOGY ADOPTION, 2023-2027

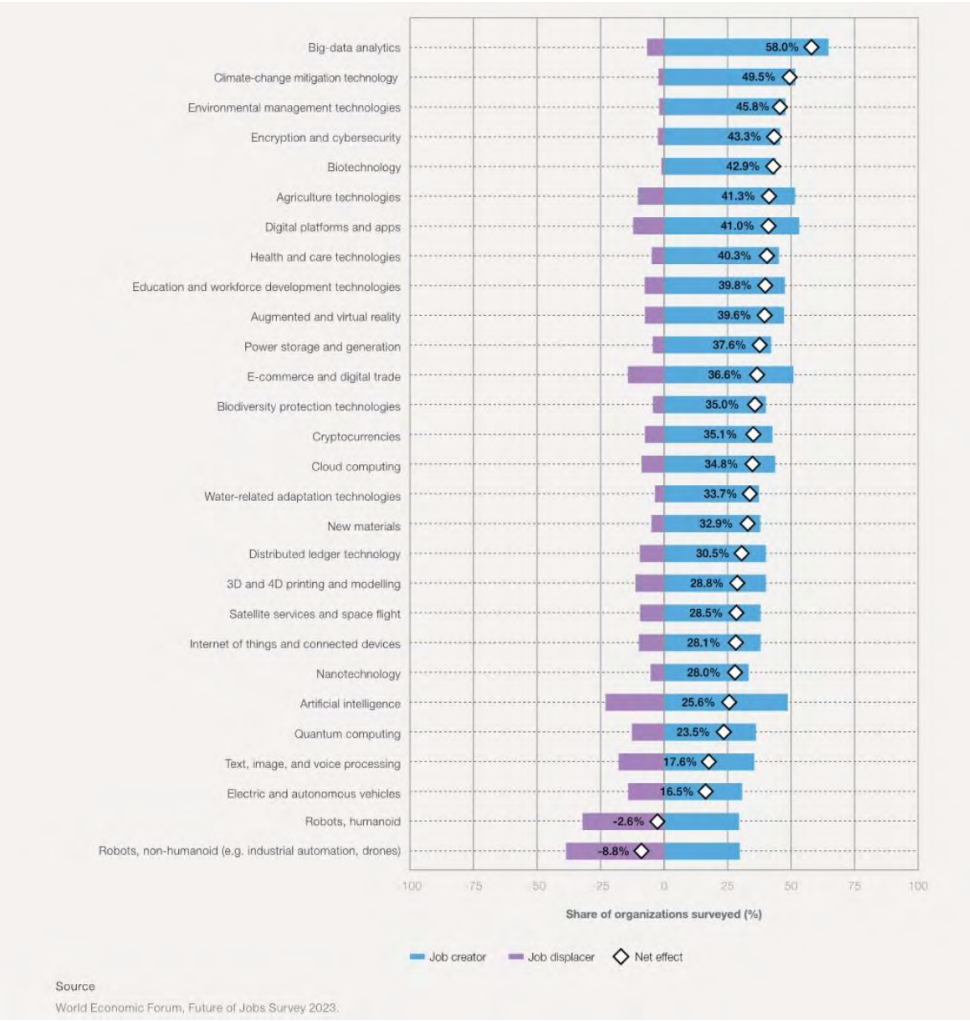


Note. “Technologies ranked by the share of organizations surveyed who are likely or highly likely to adopt this technology over the next five years.” From *Future of Jobs Report 2023: Insight Report May 2023*, by World Economic Forum, 2023, p. 24. Copyright 2020 by the World Economic Forum.

On the impact of technologies on jobs, the companies surveyed see a net positive over the next five years. The biggest drivers of growth they identified are big data analytics,

climate change, environmental management technologies, encryption, and cybersecurity. This is followed by biotechnology, agricultural technologies, digital platforms and apps, education and workforce development technologies, and augmented and virtual reality constituting the top 10 technologies that have a net positive impact on jobs. The survey found that the shift from the human-machine frontier is moving at a slower pace than expected; thus, humanoid robots and non-humanoid robots will have a net negative impact. The companies surveyed see about 42 percent of tasks within their organizations will be done by machines by 2027, from the current 34 percent, with the proportion of reasoning and decision-making capabilities and information and data processing varying across industries (Figure 6).

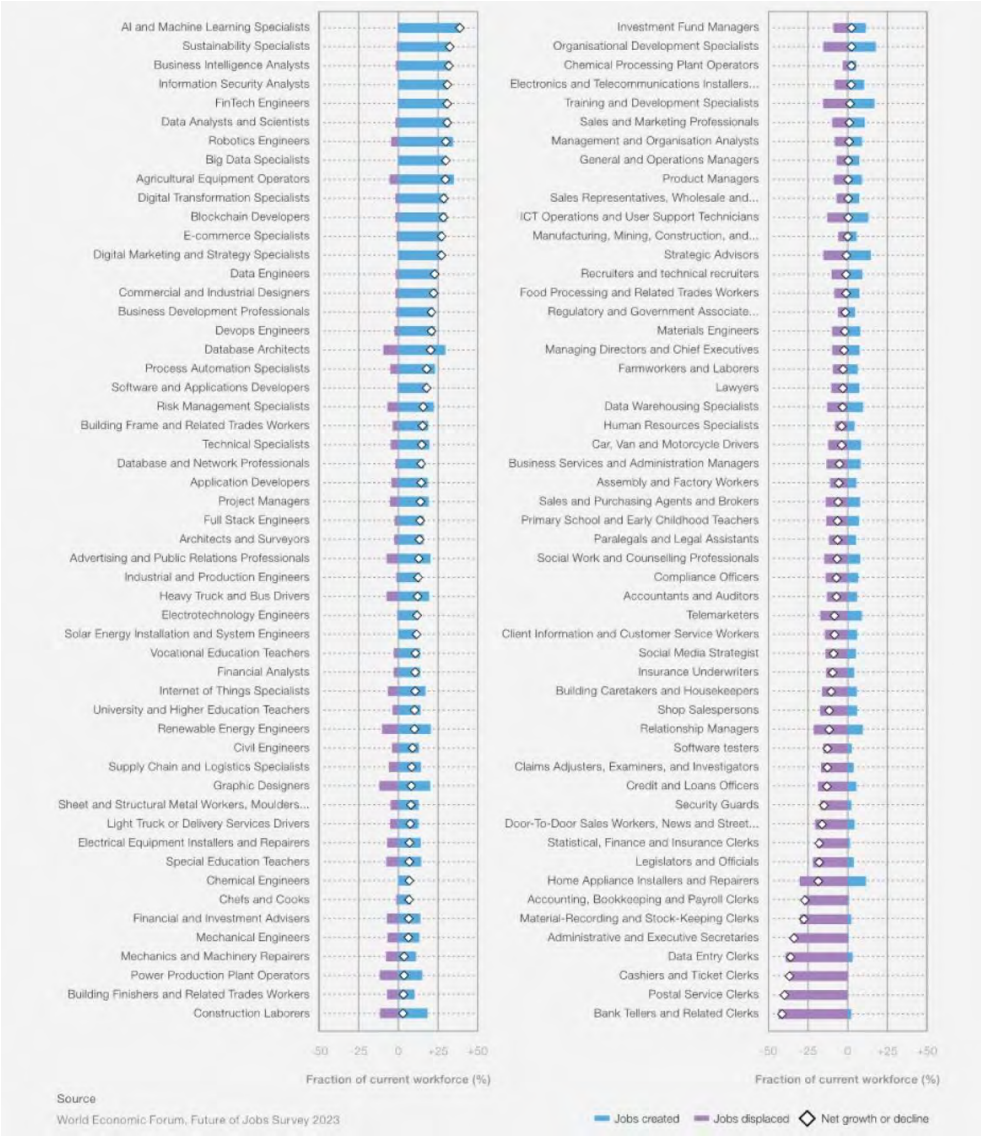
FIGURE 6. EXPECTED IMPACT OF TECHNOLOGY ADOPTION ON JOBS, 2023–2027



Note. “Share of organizations surveyed that expect each technology to create or displace jobs, ordered by the job creation net effect. The shares of organizations which expect the impact of adopting these technologies to be neutral are not plotted.” From *Future of Jobs Report 2023: Insight Report May 2023*, by World Economic Forum, 2023, p. 25. Copyright 2020 by the World Economic Forum.

The fastest growing roles, in relation to their size today, are mostly technology-related, spurred by technology, digitalization, and sustainability. These are the following: “AI and machine learning specialists, sustainability specialists, business intelligence analysts and information security analysts, renewable energy engineers, and solar energy installations and system engineers, as economies shift to renewable energy.” (WEF 2023) On the other hand, roles declining the fastest are “clerical and secretarial, bank tellers and related clerks, postal service clerks, and data entry clerks”. These are jobs that can be performed through automation and digital technology. Many bank transactions, for instance, can already be conducted online, lessening the need for bank tellers. Figure 7 shows the fastest-growing jobs as well as the fastest-declining jobs.

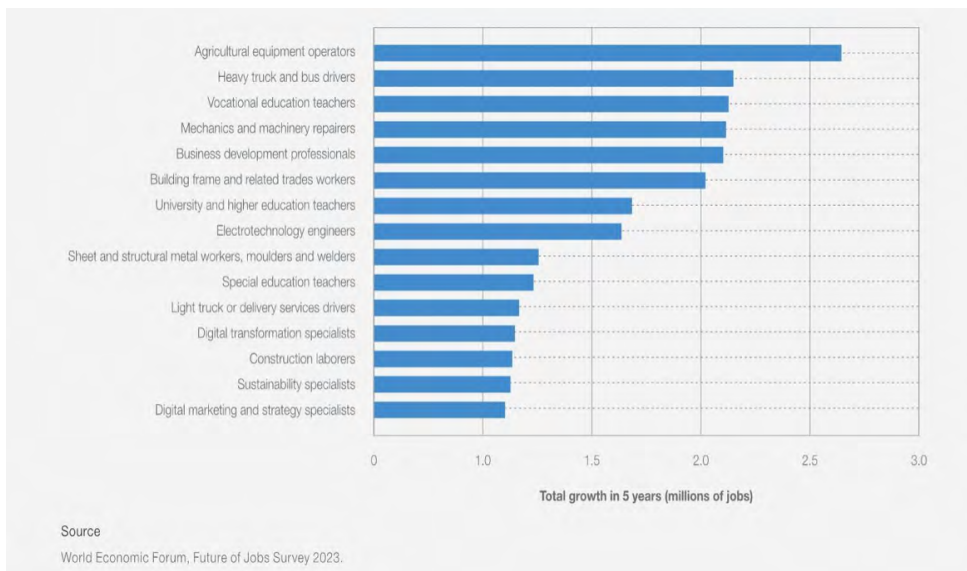
FIGURE 7. NEW JOBS AND LOST JOBS, 2023-2027



Note. “Projected job creation (blue) and displacement (purple) between 2023 and 2027, as a fraction of current employment, for the global employee data set studied in this report. The projected net growth or decline for each occupation in the next five years (diamonds) calculated by subtracting the 2 fractions. The projected structural labor-market churn for each occupation in the next five years is the sum of the 2 fractions and is indicated by the full width of the bars. Averaged across occupations, structural labor-market churn represents 23 percent of current employment.” From *Future of Jobs Report 2023: Insight Report May 2023*, by World Economic Forum, 2023, p. 30. Copyright 2020 by the World Economic Forum.

But there are jobs that cannot be replaced by new technologies. Job growth in education is expected at about 10 percent a year, or three million jobs annually, for Vocational and Education teachers and University Higher Education. Jobs in Agriculture, and agricultural equipment operators, are foreseen to rise by about 30 percent annually, or three million jobs a year. Digital commerce trade is expected to have a job increase of four million a year, composed of e-commerce specialists, digital transfer specialists, and digital marketing and strategy specialists (Figure 8).

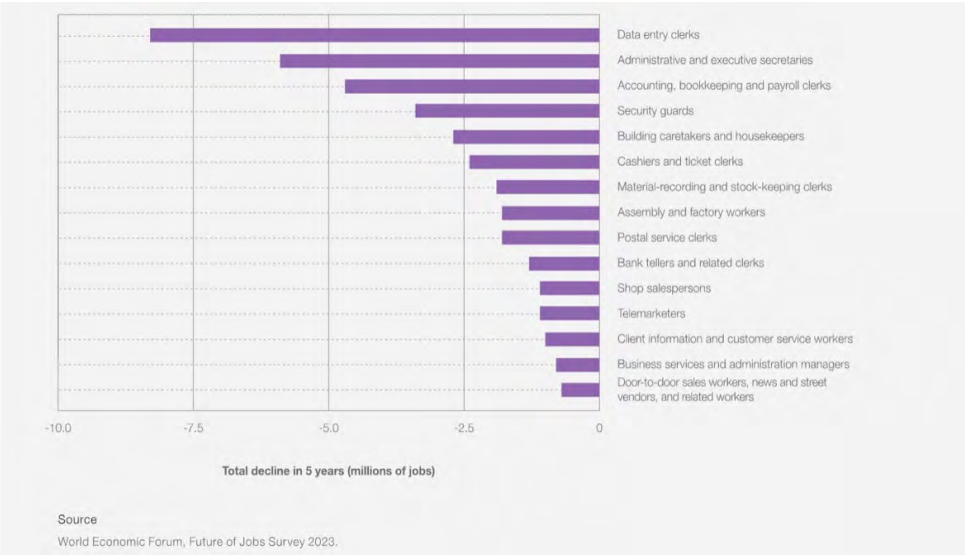
FIGURE 8. LARGEST JOB GROWTH, MILLIONS



Note. “Share of organizations surveyed that expect each technology to create or displace jobs, ordered by the job creation net effect. The shares of organizations which expect the impact of adopting these technologies to be neutral are not plotted.” From *Future of Jobs Report 2023: Insight Report May 2023*, by World Economic Forum, 2023, p. 25. Copyright 2020 by the World Economic Forum.

The largest job losses, on the other hand, are anticipated in administrative roles, traditional security, factory and commerce roles, cashiers and clerks, and administrative and executive assistants. This will be driven by digitalization and automation (Figure 9).

FIGURE 9. LARGEST JOB DECLINE, MILLIONS



Note. “Top roles ordered by the largest net jobs reduction, calculated based on ILO Occupation Employment statistics and growth reported by organizations surveyed.” From *Future of Jobs Report 2023: Insight Report May 2023*, by World Economic Forum, 2023, p. 31. Copyright 2020 by the World Economic Forum.

Philippines Outlook

Studies on the future of jobs in the Philippines reveal a similar trend of the potential jobs being displaced or transformed by technology and the jobs on the rise.⁵ In a survey of the fastest growing jobs in the Philippines by LinkedIn, the need for business growth is creating job opportunities. Among these jobs are Business Development Representatives, Customer Service Specialists, and Delivery Specialists; all involving physical or human interaction. Also in high demand are jobs that use data for translation to insights like Insights Analyst and Media Analyst. The “rapid and continuous shift towards digitalization” is leading job growth for tech specialists like Cloud, Data, and DevOps Engineers. Clinical Research Associate is the fastest growing job role while “Virtual Medical Assistants are among the country’s most in-demand professionals” (Esquire Philippines 2023).

5 For a computerized model of jobs that are classified according to their vulnerability to displacement or transformation, see: International Labour Organization. (2020). *The Future of Work in the Philippines: Assessing the impact of technological changes on occupations and sectors*. In International Labour Organization (ISBN: 97892202336120). https://webapps.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_762207.pdf

In another online jobs platform, the top 15 most in-demand jobs in 2024 are the following: customer service representative/solutions agent, financial advisor, data entry specialist, real estate agent, school teacher, airline pilot, web developer, bank manager, chemical engineer, data analyst, professor, specialist medical practitioner, delivery driver, application programmer, and marketing director (Berard, 2024).

It is noteworthy that in the latest 2024 Work Trend Index, a study conducted by Microsoft Philippines (NASDAQ:MSFT) in collaboration with LinkedIn, “Filipinos have emerged as a global leader in adopting generative AI among knowledge workers”⁶ (Bolivar, 2024). Microsoft noted that:

an impressive 86 percent of knowledge workers in the Philippines integrate AI into their work routines, surpassing both the global average of 75 percent and the regional average of 83 percent. Filipinos are not only leading Asia but also setting the pace globally in using AI to enhance productivity, efficiency, and creativity.

However, Philippine companies have been slower than individuals to integrate AI into their organizations. Banks and telecommunication firms are ahead in AI integration, but other sectors like retail, manufacturing, airlines, transportation, and logistics are following suit (Bolivar 2024).

6 Microsoft and LinkedIn conducted extensive research, surveying 31,000 people across 31 countries and analyzing vast amounts of productivity data from Microsoft 365.

From the WEF's Future of Jobs survey's findings on specific countries, the "top five trends most likely to drive industry transformation and their expected impact on job creation" in the Philippines are the following based on the companies surveyed: broadening digital access (71 percent); increased adoption of new and frontier technologies (52 percent); broader application of ESG standards (36 percent); consumers more vocal on environmental issues (21 percent), and increased geopolitical divisions (11 percent) (WEF, 2023).

The companies surveyed were also asked about "the technologies most likely to push industry transformation and their expected impact on job creation." Among the eight (8) technologies identified, the survey found, according to share of organizations surveyed, the following ranking: (1) Big data analytics; (2) Digital platform and apps; (3) E-commerce and digital trade; (4) Cloud computing; (5) Encryption and cybersecurity; (6) AI (e.g. machine learning, neural works); (7) Education and workforce development technologies, and (8) Internet of things and connected devices (WEF 2024).

Conclusion

Filipinos and the Philippine economy have shown remarkable resiliency in the aftermath of the Covid-19 pandemic. Although there are still many challenges to face, economic recovery is fully underway. Among the hard lessons of the pandemic is the need to maintain macroeconomic stability and financial capacity; not only to respond to crises that will most likely occur again in a globalized world, but to accelerate growth, develop economically, and eradicate poverty.

In this regard, the goals of the PDP 2023-28 are attuned with global and mega trends that gained more prominence during the pandemic, namely: climate change, the demographic shifts in world population, and the rapid transition to new technologies, particularly digital technology. These three global trends, along with others, are shaping the kind of jobs and skills that are already emerging now. The cluster approach to industrialization – integrating climate adaptation/mitigation technologies, digital technologies, renewable energy, and other new and frontier technologies – can be helpful in organizing principles for policymaking, trade and investment promotion, inter-government agency and national-local government coordination, and collaboration with the private sector, academe, and civil society.

The rapid spread of digital technology before the onslaught of the COVID-19 virus, and its surge during the pandemic, is a clear sign of the inevitable digitalization of many important industries and sectors of the Philippine economy. Although it is difficult, if not impossible, to predict the tipping point of this ubiquitous technology, it is critical that Filipinos be prepared for the jobs and skills it will generate.

Going Beyond Lip Service

Lifelong Learning Programs

Dina Joana Ocampo

To respond effectively to the needs of the diverse population of Filipinos and the emerging trends in local and global economies is to offer programs that are responsive to the individual differences among learners and to socio-economic realities which they face. Lifelong learning, as expressed in the Education 2030 agenda of the United Nations, is built on the principle that learning and living must be intertwined for education to be relevant. A life-span viewpoint as well as life-wide contexts must inform the learning programs and activities developed for a nation's citizenry. The design, structure, and organization of lifelong learning programs must consider five essential elements, namely, age, levels of education, learning modalities, learning spaces, and purposes for learning.

Lifelong learning is a philosophy that recognizes learning as a continuum rather than activities that are done while in a particular period in life or within a finite school system. Lifelong learning takes place everywhere and at all stages of life. Especially in this century; leveraging formal, non-formal, and informal modalities and processes of education can be done through technology. Indeed, all modes of education and all types of systematic educational activities could quite easily open up multiple benefits for all persons (Atchoarena 2022).

Problem Definition and Approach

To reform education, it is imperative to review the learning programs and pathways that are in place for Filipinos. Defining the programs and pathways for lifelong learning is necessary before any reforms in the governance mechanisms for education are designed or improved. Taking stock of these programs must be done in the context of 1) the national strategic directions for economic progress and social security, specifically in terms of preparing for jobs, 2) the range of education provision for Filipino learners, and 3) the qualifications framework of the Philippines.

The alignment of various endpoints must be taken into consideration in the design or re-design of programs and governance systems of education. It is necessary to develop a deep understanding of who and what education is for. It is also important to appreciate the essential components of the national educational system and the factors that shaped it.

This paper proposes policy considerations about education and lifelong learning by:

1. drawing inspiration from several countries, (two lower-middle income countries similar to the Philippines, a country with similar challenges in education and one of the top performing education systems in the world) in order to explore lifelong learning programs and education governance models;
2. reviewing existing policy on lifelong learning and identifying possible amendments; and
3. proposing governance systems for lifelong learning programs.

This policy paper was developed through an extensive analysis of current education issuances in the Philippines, and a comparative study of lifelong learning in five countries (including the Philippines).

Education and Lifelong Learning Programming and Infrastructure in Five (5) Countries

Dina Joana Ocampo and Kaye Danielle Sandigan

Reflecting on how the Philippines' lifelong learning infrastructure compares with a few countries, the International Standard Classification of Education (ISCED) metric was used. This allows for international comparability among United Nations Educational, Scientific and Cultural Organization (UNESCO) Member States.

UNESCO created the ISCED for the purpose of organizing education programs by levels and fields (UNESCO Institute for Statistics 2012). There are nine levels in total, numbered zero to eight, namely, in ascending order: Early Childhood Educational Development and Pre-Primary Education, Primary Education, Lower Secondary Education, Upper Secondary Education, Post-Secondary Non-Tertiary Education, Short-Cycle Tertiary Education, Bachelor's or Equivalent Level, Master's or Equivalent Level, and Doctor or Equivalent Level. The UNESCO Institute for Statistics (UIS) then gathered data from Member States through a survey, according to the ISCED levels, including information such as program entry requirements, entry age, duration, and diplomas obtained (UIS 2017). With the UIS working alongside national statisticians, ISCED mappings for each country involved were completed from the obtained information. These mappings are a guide on how to present national education data for international purposes. Beyond that, the mappings also play a role in the operations of various statistical organizations as they conduct comparative gathering of information, such as household and population data collection.

ISCED Maps

For the purposes of this policy paper, a few country maps were used to compare with the Philippines’ own map and layout of education programs for its citizens. Thailand, Vietnam, Pakistan, and Finland were used as comparison countries. The first three were selected for their similar financial expenditures or budgets for education. On the other hand, Finland was selected due to its consistently high performance on global education indicators in the hope that the comparison with the Philippine map will yield relevant observations. To make the comparisons clearer, the tables are color-coded using the legend in Figure 10.

FIGURE 10. INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED)

ISCED Level	Color	Program Level	Abbr.
0		Pre-Primary	ECE
1		Primary	P
2		Lower Secondary	LS
3		Upper Secondary	US
4		Post-Secondary Non-Tertiary	PSNT
5		Short-Cycle Tertiary	SCT
6		Bachelor's or Equivalent	B
7		Master's or Equivalent	M
8		Doctoral or Equivalent	D

Note. Colors and abbreviations have been assigned for ease of visibility and to aid in distinguishing between program levels for the upcoming Tables 1 to 5. Adapted from *International Standard Classification of Education: ISCED 2011*, by the UNESCO Institute for Statistics (UIS), 2012, p. 64 and 66. Copyright 2012 by UNESCO-UIS.

Each country map presents information about the programs available for various levels/ ages. The first column is the code or identifier for the program. The second is the name of the program. The third lists the minimum qualifications to enter this level. The fourth column states the credentials earned at the end of this level. Meanwhile, the fifth and sixth columns indicate the intended entry age of a learner to and the duration of the program, respectively.

Philippines

The Philippines’ ISCED map (Table 1) provides a range of education programs for Filipino citizens from 5 to 24 years old, which is the hypothetical age when a person could begin

doctoral education (or its equivalent). Kindergarten up to junior high school are reported as general programs that are available through the formal system. Senior high school and post-secondary programs (i.e., associate degree programs) provide options for general as well as vocational programs. For baccalaureate, master's, and doctoral programs, these are most likely obtained through formal education modalities. However, equivalents to these (i.e., advanced technical skills training) are also available according to the ISCED map for the Philippines.

The map does not capture the programs that are available to learners before or after this age range such as daycare programs (Department of Social Welfare and Development (DSWD) Field Office III - Central Luzon n.d.). This shows that the reporting on education has been largely about the formal education programs offered by or through permissions given by the Department of Education (DepEd), Technical Skills Development Authority (TESDA), and the Commission on Higher Education (CHED). Educational opportunities such as daycare center provisions by the local governments or adult training programs are not reflected as part of lifelong learning provisions for Filipinos.

TABLE 1. ISCED 2011 MAPPING: PHILIPPINES

ID	Name of the education programme	Minimum entrance requirements	Main diplomas, qualifications or certificates awarded	Theoretical entrance age	Theoretical duration (in years)	ISCED 2011 level	ISCED 2011 Type
N/A	Pre-ISCED Period			Birth to Age 3		N/A	N/A
N/A	Pre-ISCED Period			Age 3 to Age 5		N/A	N/A
1	Kindergarten	Age 5	Kindergarten certificate	5	1	ECE	0 Pre-primary
2	Elementary (grades 1-6)	Report card/Pre-primary leaving certificate	Elementary school leaving certificate	6	6	P	1 -
3	Junior High School (grade 7-10)	Elementary school leaving certificate	Junior HS leaving certificate	12	4	LS	2 General
4	Senior High School (grades 11-12)	Junior HS leaving certificate	Senior HS leaving certificate	16	2	US	3 General
5	Senior High School (grades 11-12)	Junior HS leaving certificate	Senior HS leaving certificate	16	2	US	3 Vocational
6	Post-secondary technical vocational programmes	Senior HS leaving certificate	Certificate of competency	18	<3	PSNT	4 Vocational
7	Pre-baccalaureate	Senior HS leaving certificate	Pre-baccalaureate Certificate/ Diploma	18	2-3	SCT	5 General
8	Baccalaureate	Senior HS leaving certificate	Bachelor's degree	18	4	B	6 Unspecified
9	Baccalaureate	Senior HS leaving certificate	Bachelor's degree	18	5	B	6 Unspecified
10	Post baccalaureate	Bachelor's degree	Post Baccalaureate Certificate/ Diploma	22	0.5 - 1	B	6 Unspecified
11	Baccalaureate	Senior HS leaving certificate	Bachelor's degree	18	6	M	7 Unspecified
12	Baccalaureate	Bachelor's degree	Bachelor's degree (medicine, law)	22	4	M	7 Unspecified
13	Master's degree	Bachelor's degree	Master's degree	22	2	M	7 Unspecified
14	Doctorate	Master's degree	Doctorate degree	24	2-3	D	8 Unspecified
N/A	Post-Formal Education			Age 27 and Beyond		N/A	N/A

Note. Follows the legend provided in Figure 10. Adapted from *Data Mapping - ISCED Revisions 2011*, by the UNESCO Institute for Statistics (UIS), n.d. Copyright 2017 by the UIS.

Vietnam

he ISCED map for Vietnam reports education programs that are available for learners aged 3 months old and onwards. At 3 years old, children move to pre-primary education. At age

6, they proceed to primary school. Both elementary and secondary school programs are offered through general and vocational streams. Two streams lead to advanced educational qualifications. One is a more academic track through collegiate and higher education programs. The other path is through non-tertiary or vocational programs. For Vietnam, doctoral programs are generally for those 24 years old and older.

Embedded in its ISCED map are the vocational pathways that may be availed of by citizens in Vietnam. This shows that both options have been institutionalized in its educational system as equivalent or alternative educational programs. It also shows that early childhood programs are given a premium as these are included in the ISCED mapping.

TABLE 2. ISCED 2011 MAPPING: VIETNAM

ID	Name of the education programme	Minimum entrance requirements	Main diplomas, qualifications or certificates awarded	Theoretical entrance age	Theoretical duration (in years)	ISCED 2011 level	ISCED 2011 Type
N/A		Pre-ISCED Period		Birth to 3 Months		N/A	N/A
1	Crèche	n/a	n/a	3 months	3	ECE	0 ECED
2	Pre-primary education	n/a	n/a	3	3	ECE	0 Pre-primary
3	Primary school	6 years old	Primary education completion certificate	6	5	P	1 -
4	Lower secondary	Primary education completion certificate	Lower secondary education completion certificate	11	4	LS	2 General
5	Upper secondary	Lower secondary education completion certificate & successful passing of admission exam	Upper secondary education graduation diploma	15	3	US	3 General
6	Elementary vocational	Lower secondary education completion certificate	Elementary vocational education completion certificate	15	1	US	3 Vocational
7	Intermediate vocational	Lower secondary education completion certificate	Intermediate vocational training completion diploma	15	3	US	3 Vocational
8	Professional technical secondary education	Lower secondary education completion certificate	Professional technical secondary education diploma	15	3-4	US	3 Vocational
9	Professional vocational secondary education	Upper secondary education graduation diploma	Professional vocational secondary education diploma	18	1-2	PSNT	4 Vocational
10	Higher education, Collegiate programmes	Upper secondary education graduation diploma OR Professional secondary education diploma + Entrant examination	College degree	18	3	SCT	5 General
11	Collegiate vocational	Upper secondary education graduation diploma OR Intermediate vocational training completion diploma	Collegiate vocational training completion diploma	18	2-3	SCT	5 Vocational
12	Higher education, Bachelor of: economics, pedagogy, humanities, business, mathematics, physics, chemistry, fine arts	Upper secondary education graduation diploma OR Professional secondary education diploma + Entrant examination	Bachelor's degree	18	4	B	6 Unspecified
13	Higher education, Bachelor of: construction, law, transport, mining	Upper secondary education graduation diploma OR Professional secondary education diploma + Entrant examination	Bachelor's degree	18	5	B	6 Unspecified
14	Higher education, Bachelor of: engineering, architecture, medicine, dentistry	Upper secondary education graduation diploma OR Professional secondary education diploma + Entrant examination	Bachelor's degree	18	6	M	7 Unspecified
15	Higher education, Master's	Bachelor degree + Entrant examination	Master's degree	22	2	M	7 Unspecified
16	Doctorate	Master's	Doctoral degree	24	3-4	D	8 Unspecified
N/A		Post-Formal Education		Age 28 and Beyond		N/A	N/A

Note. Follows the legend provided in Figure 10. Adapted from *Data Mapping - ISCED Revisions 2011*, by the UNESCO Institute for Statistics (UIS), n.d. Copyright 2017 by the UIS.

Thailand

The reported education programs for Thai citizens begin in early childhood education. There are learning and pre-primary programs for children 1.5 years old. Primary Education follows for children starting at 6 years old. Primary basic education for adults is also specified for those who are 15 years old and over. Earning certificates in the lower programs allows access to more advanced education programs. Children or adults who wish to proceed to lower secondary, upper secondary or post-secondary programs must

earn completion certificates for the immediately preceding level to be able to progress to the next.

Beyond basic education (primary and secondary), many options are available to Thai citizens. Available are diploma, bachelor's, and their equivalent programs which may be obtained through academic, professional, or vocational tracks. These educational options are quite diverse depending on the discipline selected by the learners. Master's and doctoral programs are available to those who have obtained the necessary entry qualifications. Like the other countries, doctoral students are estimated to be about 24 years old when they commence.

TABLE 3. ISCED 2011 MAPPING: THAILAND

ID	Name of the education programme	Minimum entrance requirements	Main diplomas, qualifications or certificates awarded	Theoretical entrance age	Theoretical duration (in years)	ISCED 2011 level	ISCED 2011 Type
N/A	Pre-ISCED Period			Birth to Age 1.5		N/A	N/A
1	Learning and childcare			1.5	1.5	ECE	0
2	Pre-primary			3-4	2-3	ECE	0
3	Primary education	6 years old	Grade 6 certificate	6	6	P	1
4	Primary Basic Education for Adults		Adult Basic Education Certificate for Primary	15+	Not specified	P	1
5	Lower Secondary education (Grades 7-9)	Grade 6 certificate	Grade 9 certificate	12	3	LS	2
6	Lower Secondary Basic Education for Adults	Grade 6 certificate/Adult Basic Education Certificate for Primary	Adult Basic Education Certificate for Lower Secondary	15+	Not specified	LS	2
7	Upper Secondary education (Grades 10-12)	Grade 9 certificate	Grade 12 certificate	15	3	US	3
8	Upper Secondary Basic Education for Adults	Grade 9 certificate/Adult Basic Education Certificate for Lower Secondary	Adult Basic Education Certificate for Upper Secondary	15+	Not specified	US	3
9	Upper Secondary, Vocational Education and Training	Grade 9 certificate	Vocational certificate	15	3	US	3
10	Education provided by other agencies in Upper Secondary	Grade 9 certificate	Upper Secondary Certificate for Specific Groups	14-18	3	US	3
11	Diploma in other types of education	Grade 12 certificate	Associate Degree	18	2	SCT	5
12	Diploma in Technical education	Grade 12 certificate	Technical Certificate	18	2	SCT	5
13	Diploma in Vocational education	Vocational certificate	Higher Vocational certificate	18	2	SCT	5
14	Bachelor's or equivalent Level, Vocational Education and Training	Higher Vocational certificate	Bachelor's Degree	20	2	B	6
15	Bachelor's or equivalent Level, General Education and Training	Associate Degree	Bachelor's Degree	20	2	B	6
16	Bachelor's Degree - academic	Grade 12 certificate or Vocational certificate	Bachelor's Degree	18	4	B	6
17	Bachelor's Degree - professional	Grade 12 certificate or Vocational certificate	Bachelor's Degree	18	4	B	6
18	Bachelor's Degree - teachers, architecture, engineer	Grade 12 certificate or Vocational certificate	Bachelor's License Degree	18	5	B	6
19	Education provided by other agencies in Bachelor's Degree	Grade 12 certificate/Higher Vocational certificate	Bachelor's Degree - for Specific Groups	not specified	4-6	B	6
20	Graduate Diploma	Bachelor's Degree	Graduate Diploma	22	1	B	6
21	Bachelor's Degree - medical	Grade 12 certificate	Bachelor's License Degree	18	6	M	7
22	Master's Degree	Bachelor's Degree	Master's Degree	22	2	M	7
23	Education provided by other agencies in Master's Degree	Bachelor Degree	Master's Degree - for Specific Groups	not specified	2	M	7
24	Higher Graduate Diploma	Master's Degree	Higher Graduate Diploma	24	1	M	7
25	Doctorate Degree	Master's Degree	Doctorate Degree	24	3	D	8
N/A	Post-Formal Education			Age 27 and Beyond		N/A	N/A

Note. Follows the legend provided in Figure 10. Adapted from *Data Mapping - ISCED Revisions 2011*, by the UNESCO Institute for Statistics (UIS), n.d. Copyright 2017 by the UIS.

Pakistan

Early childhood education in Pakistan starts with a two-year program for 3-year-old children. This is followed by a five-year primary education curriculum which, upon completion, allows the child to proceed to middle education for grades six to eight. After middle school is secondary education. This is followed by higher secondary education, which offers various options such as general education or more specific tracks that

lead to primary school teaching or paramedical work. The same design in educational options is seen at the Bachelor's level where various strands (i.e. education, engineering, medicine) may be selected. Graduate education starts at the Masters level for those who have completed collegiate-level degrees. Doctoral students generally start at age 25 after completion of their graduate diploma.

TABLE 4. ISCED 2011 MAPPING: PAKISTAN

ID	Name of the education programme	Minimum entrance requirements	Main diplomas, qualifications or certificates awarded at end of programme	Theoretical minimum age	Theoretical duration (in years)	ISCED 2011 level	ISCED 2011 Type
N/A	Pre-ISCED Period			Birth to Age 3		N/A	N/A
1	Pre-primary education/Katchi	na	na	3	2	ECE	0 Pre-primary
2	Primary Education (Grades I - V)	5 years old	Completion of primary education	5	5	P	1 -
3	Middle level education (Grades VI-VIII)	Completion of primary education	Completion of Middle level education (Grade VIII)	10	3	LS	2 General
4	Secondary education (Grades IX to X)	Completion of Middle level education (Grade VIII)	Secondary school certificate (SSC) or matriculation	13	2	US	3 General
5	Higher Secondary (Grades XI- XII)	Secondary school certificate (SSC) or matriculation	Higher secondary school certificate (HSSC) or Intermediate certificate	15	2	US	3 General
6	Primary teaching certificate (PTC)	Secondary school certificate (SSC) or matriculation	Primary teaching certificate (PTC)	15	1	US	3 Vocational
7	Paramedical	Secondary school certificate (SSC) or matriculation	Paramedical diploma	15	1-2	US	3 Vocational
8	Nursing	Higher secondary school certificate (HSSC) or Intermediate certificate	Registered Nurse (RN)	17	5	US	3 Vocational
9	Technical Education (Polytechnical)	Secondary school certificate (SSC) or matriculation	Technical Certificate and Diploma	15	3	US	3 Vocational
10	Certificate in Training (CT)	Higher secondary school certificate (HSSC) or Intermediate certificate	Certificate in Training (CT)	17	1	PSNT	4 Vocational
11	Bachelor's degree in Arts or Bachelor of Science	Higher secondary school certificate (HSSC) or Intermediate certificate	Bachelor's degree (Pass): B.A. / B.Sc.	17	2	B	6 Unspecified
12	Bachelor's degree in Arts or Bachelor of Science (Honours)	Higher secondary school certificate (HSSC) or Intermediate certificate	Bachelor's degree (Honours)	17	4	B	6 Unspecified
13	Bachelor of Engineering	Higher secondary school certificate (HSSC) or Intermediate certificate	Bachelor of Engineering	17	4	B	6 Unspecified
14	Medical degree	Higher secondary school certificate (HSSC) or Intermediate certificate	Bachelor of Medicine and Bachelor of Surgery (MBBS)	17	5	B	6 Unspecified
15	Post Graduate Diploma (PGD)	Bachelor's degree (Honours)	Post Graduate Diploma (PGD)	21	1	B	6 Unspecified
16	Bachelor of Education	Bachelor's degree (Honours)	Bachelor of Education (B.A. (Education))	21	1	B	6 Unspecified
17	Master's degree	Bachelor's degree (Honours)	Master's degree (MA, M.Sc.)	21	2	M	7 Unspecified
18	Master of Education	Bachelor of Education (B.A. (Education))	Master's degree (M.Ed.)	22	2	M	7 Unspecified
19	Master of Philosophy	Bachelor's degree (Honours)	Master of Philosophy (M.Phil.)	23	2	M	7 Unspecified
20	Doctorate of Philosophy	Master's degree (MA, M.Sc.)	Doctorate	23	4	D	8 Unspecified
21	Doctorate of Philosophy	Master of Philosophy (M.Phil.)	Doctorate	25	3	D	8 Unspecified
N/A	Post-Formal Education			Age 28 and Beyond		N/A	N/A

Note. Follows the legend provided in Figure 10. Adapted from *Data Mapping - ISCED Revisions 2011*, by the UNESCO Institute for Statistics (UIS), n.d. Copyright 2017 by the UIS.

Finland

Finnish children have numerous early childhood care and education programs from as early as 9 months old. Home, community, or school/center-based programs for 3 to 5-year-olds prepare children for primary education, which in turn prepares children for comprehensive school grades one to six. Adults from 16 to 65 years old who have not completed this level have equivalent programs as well. There are also programs for individuals with special learning needs. Comprehensive school grades seven to nine have programs for children, adults, and individuals with special learning needs as well. These provide them with the entry qualification for upper secondary schools that have academic and vocational programs. Bachelor's and Master's have different tracks for those in applied sciences, regular, and specialist programs such as medical professions. Doctoral or Licentiate programs are available for those who have completed lower-level qualifications.

The ISCED map of Finland more explicitly shows available programs for populations diverse in age and learning needs. There are also more programs for adults outside of the usual academic track. Adult basic education is part of the program planning for the citizens of Finland. There are also programs that go beyond the content of basic education.

TABLE 5. ISCED 2011 MAPPING: FINLAND

Programme number	Name of the programme in English	Minimum entry requirements	Name of the qualification in English	Theoretical starting age	Theoretical duration of the programme	ISCED 2011 level	ISCED 2011 Type
N/A		Pre-ISCED Period		Birth to 9 Months		N/A	N/A
Prog.01.1	Centre-based ECEC activities, including SPED programmes			9 mo - 2 yrs	1-3	ECE	0
Prog.01.2	Family day care, including special education programmes			9 mo - 2 yrs	1-3	ECE	0
Prog.02.1	Centre-based ECEC activities, including SPED programmes			3-5	1-3	ECE	0
Prog.02.2	Family day care, including special education programmes			3-5	1-3	ECE	0
Prog.02.3	Pre-primary education for 6-year-old children in ECEC centres and comprehensive schools, including SPED programmes			6	1	ECE	0
Prog.1.1	Comprehensive school grades 1-6, including SPED programmes			7	6	P	1
Prog.1.2	Comprehensive school programmes for adults (leading to the leaving certificate from comprehensive school)			16-65	6	P	1
Prog.2.1	Comprehensive school grades 7-9 (10), incl. SPED programmes	100	Leaving certificate, completed syllabus of the comprehensive school	13	3	LS	2 General
Prog.2.2	Comprehensive school programmes for adults (leading to the leaving certificate from comprehensive school)	100	Leaving certificate, completed syllabus of the comprehensive school	16-65	3	LS	2 General
Prog.3.1	Vocational upper secondary programmes leading to vocational upper secondary qualifications (initial vocational qualifications)	244	Vocational upper secondary qualification (initial vocational qualification)	16	3	US	3 Vocational
Prog.3.2	Vocational programmes leading to further vocational qualifications	244	Further vocational qualification	18-65	2-3	US	3 Vocational
Prog.3.3	General upper secondary programmes	244	Matriculation examination	16	3	US	3 General
Prog.3.4	General upper secondary programmes for adults (leading to the matriculation examination)	244	Matriculation examination	18-65	3	US	3 General
Prog.4.1	Vocational programmes leading to specialist vocational qualifications	354	Specialist vocational qualification	19-65	1-3	PSNT	4 Vocational
Prog.6.1	Lower university programmes (Bachelor's degree programmes)	344, 354, 454	Lower university degree (Bachelor's degree)	19	3-3.5	B	6 Unspecified
Prog.6.2	University of applied sciences Bachelor's degree programmes (daytime programmes)	344, 354, 454	University of applied sciences Bachelor's degree	19	3-4	B	6 Unspecified
Prog.6.3	University of applied sciences Bachelor's degree programmes (multiform programmes)	344, 354, 454	University of applied sciences Bachelor's degree	19-65	3-4	B	6 Unspecified
Prog.7.1	Higher university programmes (Master's degree programmes)	344, 354, 454	Higher university degree (Master's degree) in the fields of medicine and dentistry	19	5.5-6	M	7 Unspecified
Prog.7.2	Higher university programmes (Master's degree programmes)	665	Higher university degree (Master's degree)	22	2-3	M	7 Unspecified
Prog.7.3	University of applied sciences Master's degree programmes	665	University of applied sciences Master's degree	25-65	1-1.5	M	7 Unspecified
Prog.7.4	Specialists in (medicine, dentistry), veterinary medicine	766, 767	Specialist's degree in (medicine, dentistry) and veterinary medicine	30-35	4	M	7 Unspecified
Prog.8.1	Doctorate programmes: Doctor/Licentiate	766, 767, 768	Doctor's degree/Licentiate's degree	24-30	4	D	8 Unspecified
N/A		Post-Formal Education		Age 34 and Beyond		N/A	N/A

Note. Follows the legend provided in Figure 10. Adapted from *Data Mapping - ISCED Revisions 2011*, by the UNESCO Institute for Statistics (UIS), n.d. Copyright 2017 by the UIS.

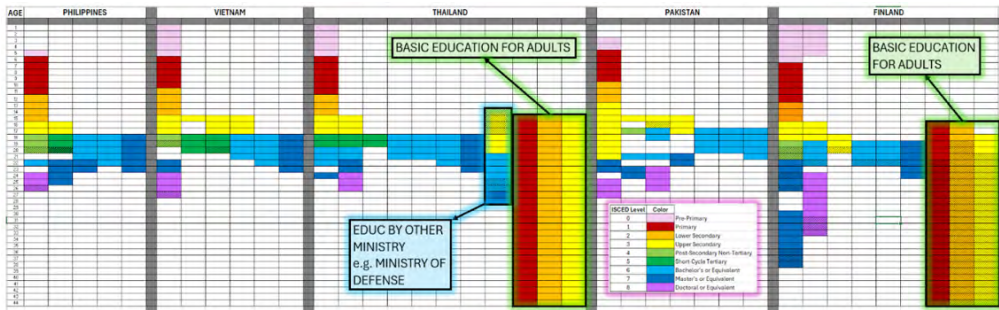
Policy Considerations: Lifelong Learning Programming and Infrastructure

Figure 11 is a consolidated map showing the range of programs in the five countries discussed above according to the age of learners. All countries have programs for each of the key levels of education – early childhood, primary, secondary, and post-secondary education. Graduate qualifications are also available in all the countries studied. To varying extents, formal and nonformal programs are available for children, over-age children, adults, and individuals with special needs. However, some countries are more explicit in their reporting than others.

For instance, it can easily be observed that there is wider coverage of learners in the program report of Finland on the ISCED which provides educational opportunities to their citizens beyond 65 years old. In terms of adult basic education, Thailand and Finland also

have more explicitly reported programs which shows their emphasis on assisting citizens in completing basic education and in acquiring additional skills, perhaps as a response to individual differences or socio-economic trends in terms of jobs or employment.

FIGURE 11. OVERVIEW OF ISCED 2011 MAPPINGS FOR THE PHILIPPINES, VIETNAM, THAILAND, PAKISTAN AND FINLAND



Note. Follows the legend provided in Figure 10. Adapted from *Data Mapping - ISCED Revisions 2011*, by the UNESCO Institute for Statistics (UIS), n.d. Copyright 2017 by the UIS.

As for the Philippines, it appears that we only reported on “the school age range” in the life span of a learner. It appears that the reporting for the ISCED only shows programs provided or regulated by DepEd, TESDA, or CHED.

Whilst we have early education programs, these are not reflected in the ISCED, perhaps because these are administered by other agencies such as the Department of the Interior and Local Government (DILG) or the Department of Social Welfare and Development (DSWD). Nonetheless, these programs do not start for most Filipinos until 3 or 4 years old, whereas in the other countries included in this report, children as young as 3 months old may participate in early childhood education programs already.

Another effect of reporting programs administered by DepEd, TESDA, and CHED to the ISCED, the Philippine map does not capture programs available to learners after the mid-20s age bracket, whether they are learners who have been delayed in education, with special needs, or in need of re-skilling. It is apparent in how Philippine education is reported that there is an overemphasis on formal education. As a result, the PhD appears to be the ultimate program offered in our educational system. This resulted in a lack of information on informal education programs that could be available in communities.

Overall, it can be said that our education programs are not designed with lifelong and life-wide intentionality. Adult education programs seem to be “catch-up” in nature, such as the Alternative Learning System (ALS) or technical vocational education and training (TVET) in ALS. Adult continuing learning or education programs do not seem to exist on a national scale to address other purposes such as upskilling of persons still in the workforce,

continuous learning, and stimulation of learners of all ages, health, or other exacerbating conditions.

Models of Educational Systems of Five (5) Countries

Kaye Danielle Sandigan and Dina Joana Ocampo

This section of the paper discusses and compares the organization of the educational systems of the same five countries discussed previously. The purpose of this section is to show what governs the programs that were mapped on the ISCED reports and how these are consolidated and overseen.

Philippines

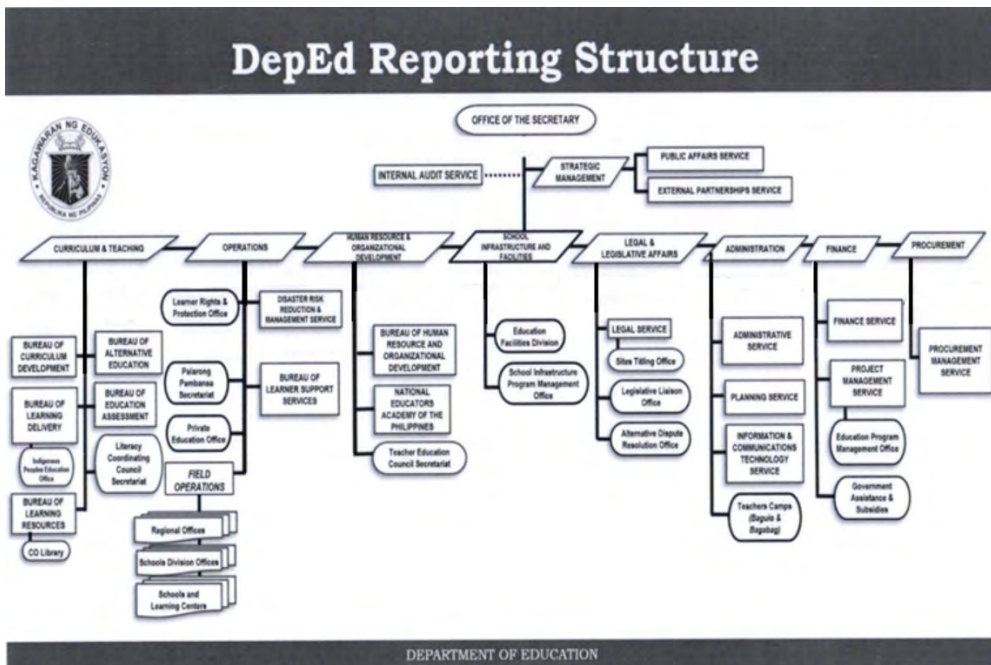
The Philippines has three major education agencies which created a trifocalized education system. Each agency has its own scope of responsibility and corresponding budget. The First Congressional Commission on Education (EDCOM I) in the Philippines pushed Congress to pass Republic Acts 7722 and 7796, leading to the creation of the Commission on Higher Education (CHED) in 1994, and the Technical Education and Skills Development Authority (TESDA) in 1995, respectively (Department of Education, n.d.). The existing branch of government responsible for education at that time, then still known as the Department of Education, Culture and Sports (DECS) until its name change in August 2001 to the Department of Education (DepEd), would henceforth oversee elementary, secondary and nonformal education, including culture and sports. On the other hand, CHED would supervise higher education, while TESDA would be responsible for post-secondary, middle-level human resources training and development.

Department of Education (DepEd)

Headed by a Secretary, DepEd creates and then implements policies, plans, programs, and projects for formal and non-formal basic education, involving elementary and secondary

education institutions, including alternative learning systems, in the pursuit of the provision of a cohesive basic education system that contributes to national development (DepEd, n.d.).

FIGURE 12. DEPARTMENT OF EDUCATION ORGANIZATIONAL REPORTING STRUCTURE



Note. Adapted from *Central Office Organizational Structure | Department of Education*, by the Department of Education, n.d. <https://www.deped.gov.ph/about-deped/central-office/>

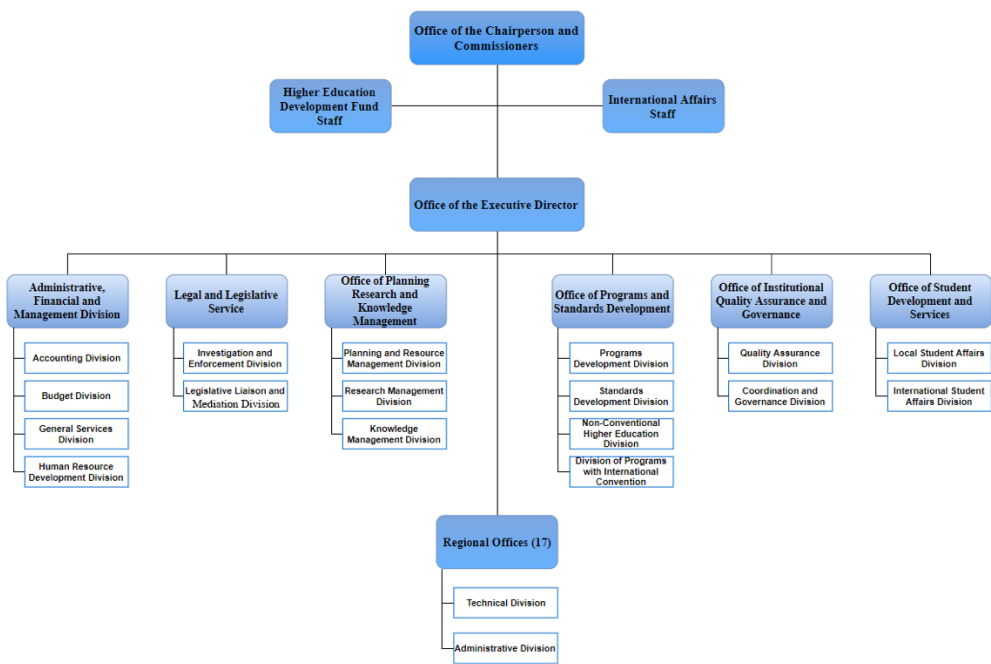
At the national level, DepEd's duties are performed by its Central Office (DepEd, n.d.). But to carry out its supervisory functions at the sub-national level, there are Field Offices that are composed of Regional Offices headed by Regional Directors, Provincial and City Schools Divisions headed by Schools Division Superintendents, School Districts headed by District Supervisors, and lastly, Schools headed by Principals. The details about the responsibilities and roles of these levels are stipulated in Republic Act 9155 (Governance of Basic Education Act of 2001).

Commission on Higher Education (CHED)

When Republic Act 7722 was passed, CHED was created on May 18, 1994 (CHED 2024). It is an agency attached to the Office of the President, headed by a chairperson and four commissioners, and is a collegial body in charge of promoting quality higher education

at par with international standards, advancing learning and research, and enriching historical and cultural heritages.

FIGURE 13. COMMISSION ON HIGHER EDUCATION ORGANIZATIONAL STRUCTURE



Note. From *Organizational Structure | Commission on Higher Education*, by the Commission on Higher Education, 2023. <https://ched.gov.ph/official-organization-structure/>

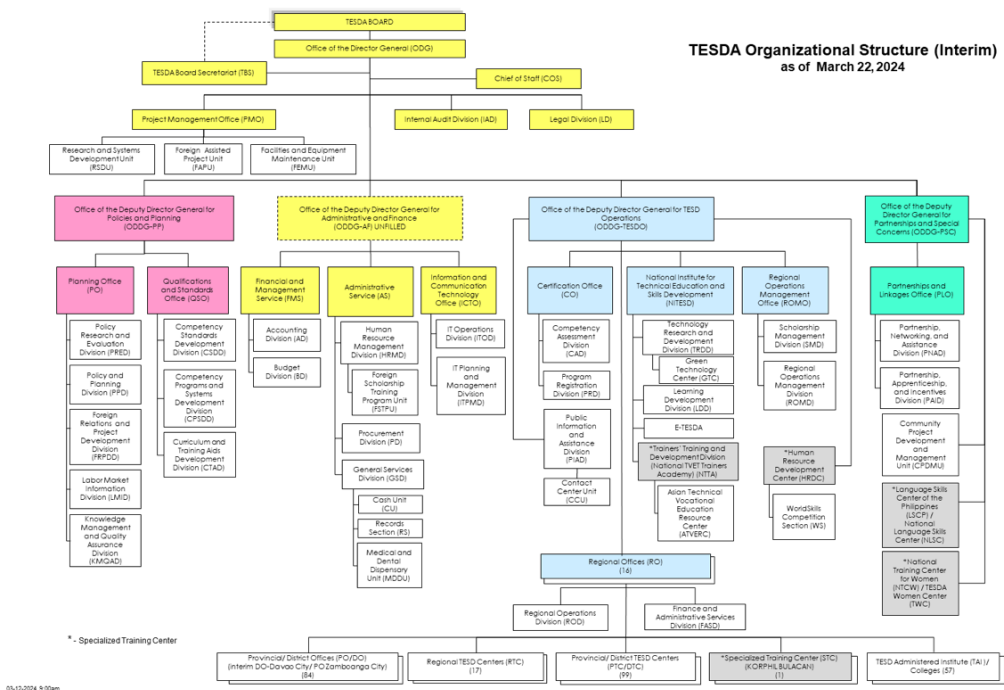
The duties of CHED include planning for the development of higher education, monitoring and evaluating the creation and performance of programs and tertiary institutions, and setting and enforcing minimum standards for them, including curricula, recommended by legally mandated Technical Panels of experts in the field (CHED 2024). CHED likewise manages the Higher Education Development Fund; and recommends the budgets of public tertiary institutions to the Department of Budget and Management (DBM), as well as scholarships and grants on higher education and research to executive and legislative branches. According to the needs of agro-industrialization, CHED can also direct research of institutions of higher learning.

Technical Education and Skills Development Authority (TESDA)

On August 25, 1994, Republic Act 7796 ordered the establishment of TESDA through the merging of the Bureau of Technical and Vocational Education of DECS, the National

Manpower and Youth Council of the Department of Labor and Employment (DOLE), and the Apprenticeship Program of the Bureau of Local Employment of the DOLE, in an effort “to reduce overlapping in skills development activities provided by various public and private sector agencies” (TESDA, n.d.). TESDA aims to guide the country's technical-vocational education and training (TVET) system through a revamped industry-based training program that includes apprenticeship, dual training system, and other similar methods. Its duties include the supervision of learners and learning providers through formulating and monitoring plans, policies, and programs for skills and human resources development, creating skills standards and tests, and setting rules for funding of both private and public TVET institutions.

FIGURE 14. TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY ORGANIZATIONAL STRUCTURE



Note. From *TESDA Organizational Structure*, by the Technical Education and Skills Development Authority, n.d. <https://www.tesda.gov.ph/About/TESDA/12> Copyright 2024 by TESDA.

TESDA governance is split between a Board and a Secretariat. The Board is responsible for the formulation of policies and approval of programs of TESDA and is composed of a majority of representatives from the private sector, and a minority from the public sector,

but is led by the Secretary of Labor and Employment and co-chaired by the Secretary of Education and the Secretary of Trade and Industry (Philippine Qualifications Framework National Coordinating Council (PQF NCC), n.d.). On the other hand, the Secretariat, headed by a Director General who exercises supervision over TESDA's technical and administrative functions, is in charge of the implementation of policies on a national level, and monitors execution of said policies at the regional level through regional directors (UNESCO International Center for Technical and Vocational Education and Training (UNEVOC) 2023).

Other agencies are responsible for various education programs for specific populations. The Early Childhood Care and Development (ECCD) Council was organized to establish overall standards for the services that benefit early years children (EDCOM II 2024). The members of the CCD Council are DepEd (chair), the Department of Health (DOH), the National Nutrition Council (NNC), the Department of Social Welfare and Development (DSWD), and the Union of Local Government Authorities in the Philippines (ULAP). Each of these agencies implements education programs that are consistent with their mandate. For example, the DSWD oversees the ECCD programs which are implemented in local government units' day care centers (DSWD Field Office III - Central Luzon, n.d.). Another example is the DSWD's Parents Effectiveness Service (PES) program, which has since been mandated by law in 2022 through Republic Act 11908. For farmers and agricultural workers, the Department of Agriculture (DA) has its own set of training and educational interventions for farm workers provided by its Agricultural Training Institute (ATI) (Ofwgio 2024). These are not all accredited by or included in TESDA programs.

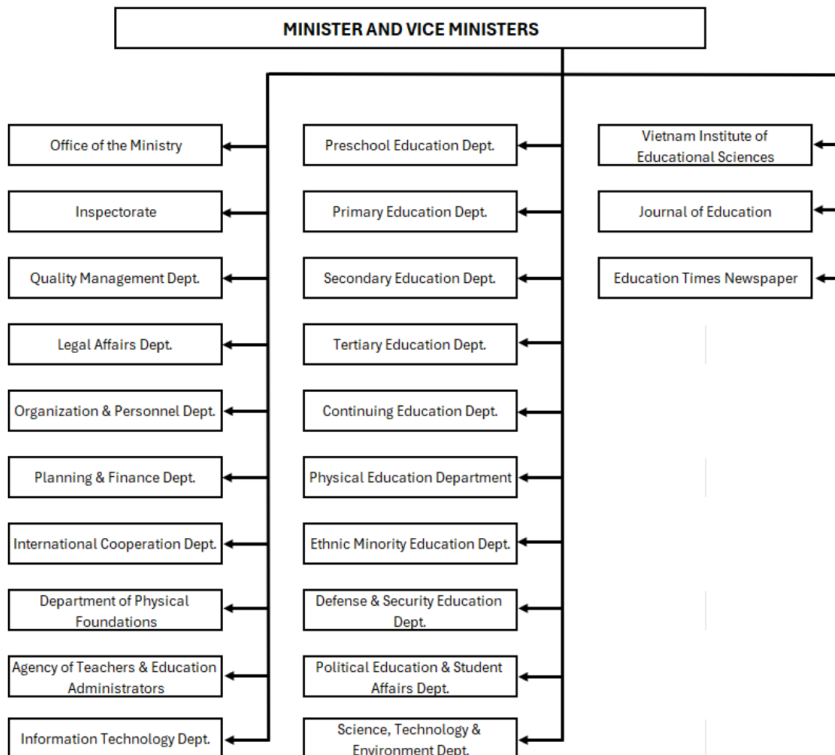
Vietnam

Ministry of Education and Training (MOET)

Vietnam Education Law 43 stipulates that MOET shall take responsibility for state management of all areas of education except vocational education, which falls under the supervision of the Ministry of Labour-Invalids and Social Affairs (MoLISA). MOET is tasked with the duty of monitoring standards for education, managing accreditation of training programs and educational institutions, and promulgation of professional standards of teachers and education managers (My 2023). MOET has centralized control over policies and curriculum, but decisions regarding school buildings, teachers and staff, and budget allocation are made by local governments (Department of Education and Training (DET) - Australian Government 2018). At the provincial level, upper secondary schools and professional schools are supervised by Departments of Education and Training (DOET). Meanwhile, at the district level, lower secondary schools and primary schools are overseen by Bureaus of Education and Training (BOET). Status of operations at sub-national levels is

monitored through reporting procedures, wherein provinces, districts, and schools report progress on a quarterly, bi-annual, annual, and five-year basis (London 2023).

FIGURE 15. MINISTRY OF EDUCATION AND TRAINING ORGANIZATIONAL STRUCTURE



Note. Decree 86 took effect on November 1, 2022, and led to the restructuring of the MOET. It is now composed of 20 units performing the function of state management, alongside three (3) public non-business, administrative units, namely: Vietnam National Institute of Educational Sciences, the Education Times Newspaper, and Journal of Education (Anh, 2022).

Province's People's Committee (PPC)

At the local level, it is the Province's People's Committee (PPC) that aligns national standards with local needs (London 2023). As stipulated by Education Law 43, "People's Committees at all levels shall perform the state management of education according to the Government's decentralization" and ensure the following:

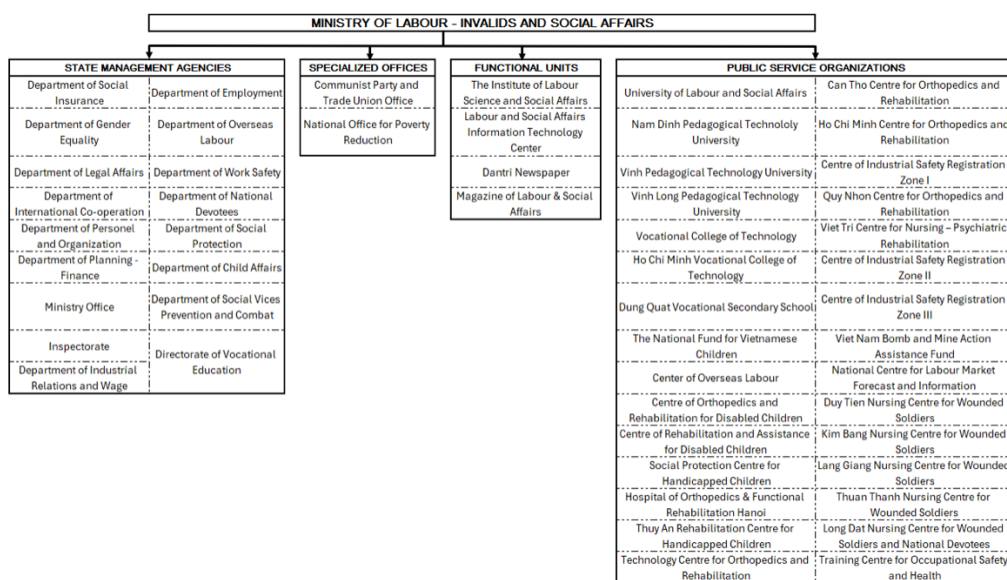
- a. observance of law on education by local educational institutions;

- b. conditions for teachers, finances, buildings, libraries and teaching equipment of public schools under their management;
- c. expansion of the scale, and improvement of the quality and effectiveness of education in the locality; and
- d. autonomy and accountability for the performance of educational tasks and quality of educational institutions under their management.

Ministry of Labour–Invalids and Social Affairs (MoLISA)

“MoLISA performs state management functions in the areas of labour, wage and salary, employment, vocational education, social insurances, occupational safety and hygiene, people with special contribution to the country, social protection, children related issues, gender equality, and social vices control and prevention.” (JustJobs Network 2024). It covers a nationwide scope and includes “state management over the public services applied to areas of the Ministry’s responsibilities” (MoLISA 2022). Since January 1, 2017, the branch of MoLISA specifically in charge of TVET has been the Directorate of Vocational Education and Training (DVET), which had at that time been combined with the TVET unit once governed by the Ministry of Education and Training (Rusell and Xuan 2020).

**FIGURE 16. MINISTRY OF LABOUR–INVALIDS AND SOCIAL AFFAIRS
ORGANIZATIONAL STRUCTURE**



Note. Adapted from *Ministry of Labour-Invalids and Social Affairs Organizational Structure*, by the Ministry of Labour-Invalids and Social Affairs, n.d. <https://english.molisa.gov.vn/organizational>

The duties of MoLISA involving vocational education include regulation and accreditation of institutions offering TVET; assessment of high-quality training programs; management of graduation and occupational certificates granted in vocational education and the equivalents thereof overseas; specification of the minimum body of knowledge, national vocational skills levels, and regular training of every vocational education level and appropriate certification for each; announcement of standards on facilities and equipment of vocational education institutions; implementation of training for teachers and administration staff; decisions on establishment, separation, merger, and dissolution of vocational institutions and the recognition of principals of private colleges; and collaborations with relevant ministries and sectors in the implementation of legal regulations on vocational education (MoLISA, 2022).

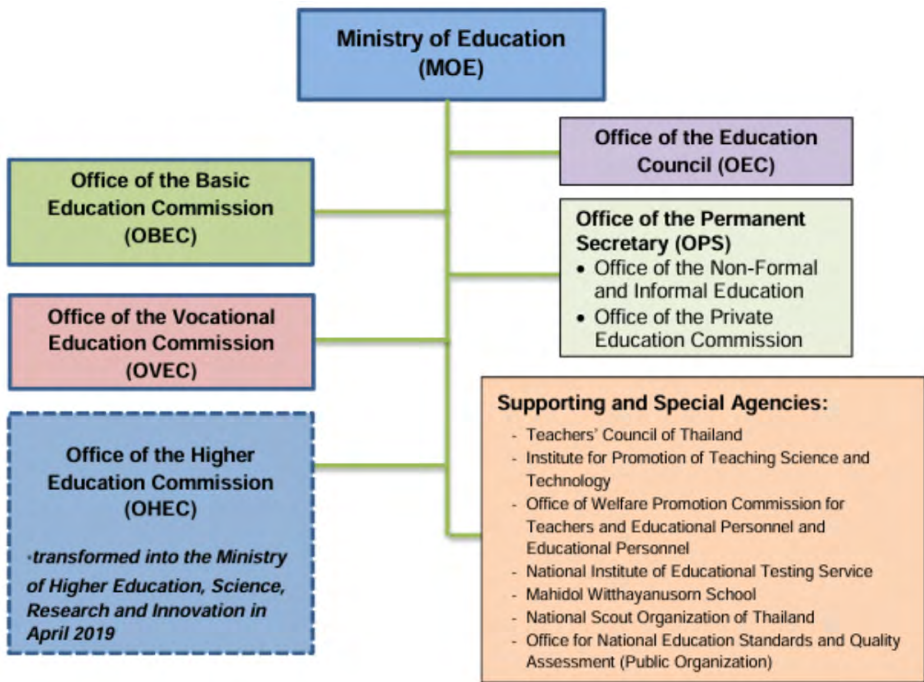
Thailand

Ministry of Education (MOE)

In Thailand, the MOE is the leading agency in charge of education, overseeing all stages of formal, non-formal, and informal education except that of higher education (Office of the Education Council (OEC) 2020). The part of MOE originally supervising higher education was later combined with other government agencies and then transformed into the Ministry of Higher Education, Science, Research and Innovation. At the central level, MOE's duties are

carried out by four main offices, among which are those in charge of basic education and vocational education. On the other hand, at the regional level, the Committee on Education Reform in the Regional Areas, established in March 2016, and chaired by the Minister of Education, determined that each province shall have its own Provincial Education Committee, led by a Provincial Governor or Deputy Governor, and have its own provincial education office (OEC 2017). Educational Service Areas (ESA) were also created to help bring forth decentralization in 2003 (Bureau of International Cooperation (BIC), 2008). By 2008, each of the 185 ESA had its own Area Committee, responsible for an estimated 200 educational institutions and 300,000 to 500,000 students. It is also interesting to note that, although responsibility for education lies primarily with the Ministry of Education, other ministries, such as the Ministry of Defense, Ministry of Culture, and Ministry of Interior (MOI), also manage education in specialized fields or in local communities (OEC 2017).

FIGURE 17. MINISTRY OF EDUCATION ORGANIZATIONAL STRUCTURE



Note. From *AQRF Referencing Report of Thailand*, by the Office of the Education Council, 2020, p. 15. https://aanzfta.asean.org/uploads/2020/05/TH_Final-ref-report-clean.pdf

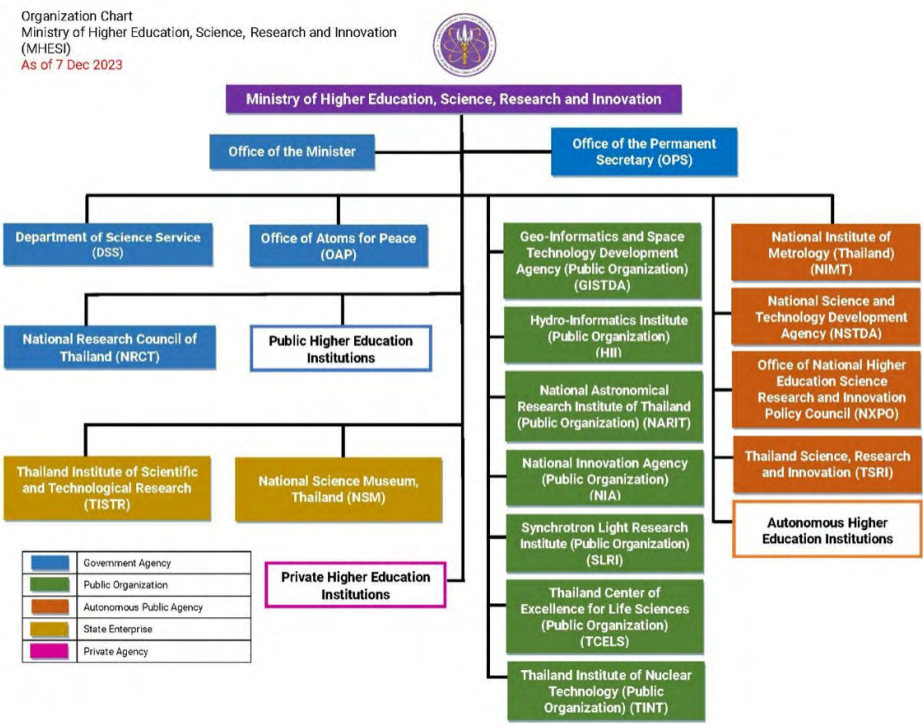
Under the National Education Act, once a local administration organization (LAO) under the MOI is deemed ready and suitable to provide for the local area’s educational needs according to the standards and procedures set by the Ministry of Education, said LAO can deliver formal, non-formal and informal education with assistance and advice from the

Ministry (OEC 2017). LAOs can provide a range of activities in addition to formal education, including child development centers, lifelong learning opportunities, vocational training, and programs aimed at enhancing quality of life. Moreover, they can arrange flexible learning and curricula that address the needs and ways of life in each local community.

Ministry of Higher Education, Science, Research and Innovation (MHESI)

The MHESI Act (No. 19) B.E. 2562 (2019) re-established the MHESI on May 2, 2019 (Internal Affairs Division (IAD) 2022). The reason for re-establishing the erstwhile MHESI is that, in our evolving world, government agencies need to concentrate on research and development to generate new knowledge in science and technology, as well as on training qualified individuals. The MHESI is an initiative designed to foster national development, decrease reliance on imports, achieve self-sufficiency, and boost earnings. To facilitate this, higher education, science, research, and innovation, essential for the nation's advancement, have been integrated into a single entity to guarantee collaboration in the responsibilities undertaken by higher education establishments and research organizations, aligned with the national strategy. It also streamlines administration by organizing the interrelated government departments into one workgroup.

FIGURE 18. MINISTRY OF HIGHER EDUCATION, SCIENCE, RESEARCH AND INNOVATION ORGANIZATIONAL STRUCTURE



Note. From *Organization Structure*, by the Internal Affairs Division, Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation, 2022. <https://www.ops.go.th/en/inter-about-ops-mhesi/organization-structure>

The formation of the MHESI is a merger of three parts of the government: first, the Ministry of Science and Technology (with 4 government agencies, 3 autonomous public agencies, 7 public organizations, and 2 state enterprises); second, the Office of the Higher Education Commission (with 25 autonomous universities, 9 public universities, 38 Rajabhat universities, 9 Rajamangala universities of technology, and 1 community college); and lastly, 2 national research funding agencies, namely, the National Research Council of Thailand and the Thailand Research Fund. (IAD, 2022)

All aforementioned parts were joined to form a new ministry, through amalgamation instead of dissolution, in line with the country's reform policy's 20-year strategy and the transformation of Thailand to Thailand 4.0.

Pakistan

Ministry of Federal Education and Professional Training (MoFE&PT)

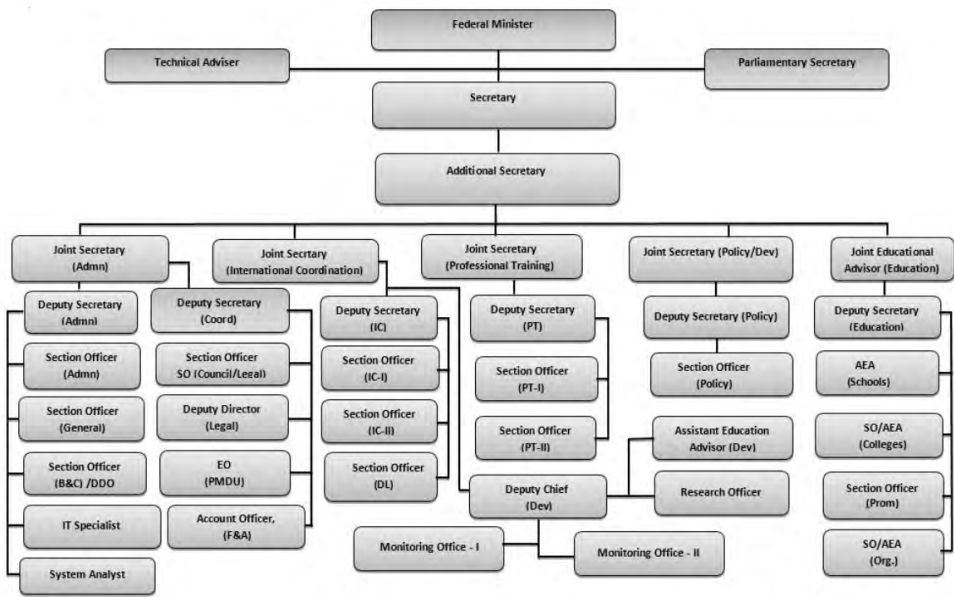
The Pakistan Constitution's 18th amendment limited MoFE&PT's direct control over education to Islamabad Capital Territory (ICT) (MoFE&PT, n.d.). Education henceforth became decentralized, with province and area education departments in charge of their own education system, from planning to implementation (Hays, n.d.). The federal Ministry of Education is headed by the Minister of Education. Similarly, the Provincial Education Departments, which were created for constitutional decentralization, are led by Education Ministers supported by their respective Education Secretaries. They oversee the whole range of education for their own provinces, from Primary to Higher Education, including TVET. A District Education Officer and a Regional Director are in charge of Primary education at the district level, and Secondary education at the regional level, respectively. The universities in every province in Pakistan are overseen by an Education Directorate located in the capital of each separate area. The federal government's University Grants Commission provides funding for all universities, centers of excellence, and study centers.

TABLE 6. ORGANIZATIONS/DEPARTMENTS OF THE MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING

ORGANIZATIONS/DEPARTMENTS OF THE MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING	
Higher Education Commission (HEC)	National Vocational & Technical Training Commission (NAVTTTC)
Federal Directorate of Education (FDE)	National Training Bureau (NTB)
Federal Board of Intermediate & Secondary Education (FBISE)	Federal Polytechnic Institute of Women, Islamabad
Inter Board Committee of Chairman (IBCC)	National Commission for Human Development (NCHD)
Private Educational Institutions Regulatory Authority (PEIRA)	Basic Education Community Schools (BECS)
Federal College of Education (FCE)	National Education Foundation (NEF)
Pakistan Manpower Institute (PMI)	National Talent Pool (NTP)
Academy of Educational Planning & Management (AEPAM)	National College of Arts (NCA)
National Education Assessment System (NEAS)	Pakistan Institute of Fashion & Design, Lahore
Pakistan National Commission for UNESCO (PNCU)	Pakistan Boys Scout Association
National Book Foundation (NBF)	Pakistan Girls Guide Association

Note. Adapted from *Organizations/Depts*, by the Ministry of Federal Education and Professional Training, n.d. <https://mofept.gov.pk/Detail/NWNmYmVjMmQtODM1Yy00Y2RjLWE1YjEtYjYwZjVkb0BLYWU4>

FIGURE 19. MINISTRY OF FEDERAL EDUCATION AND PROFESSIONAL TRAINING ORANOGRAM



Note. From *Organogram*, by the Ministry of Federal Education and Professional Training, nd. <https://mofept.gov.pk/Detail/MTM2MjU3MDctYWZkMC00MzJmLTlhZjMtNmNlZTA4YThiOTgx> Copyright 2024 by the MoFE&PT.

Despite the disjointed education system in Pakistan, MoFE&PT facilitates coordination among the province and area education departments, through national programs and the Inter-Provincial Education Ministerial Conference (IPEMC), to maintain equity and cohesion in education policies and reforms, and in pursuit of a national curriculum through the formation of the National Curriculum Council (NCC) (MoFE&PT, n.d.). MoFE&PT’s other functions include leading educational standard settings, spearheading international cooperation on educational concerns, achieving universal literacy in Pakistan, integrating religious educational institutions (madrasahs) into the system, supervising formal education in ICT, enforcing regulations on ICT’s private education sector, and creating a coordination of academic evaluation across the country.

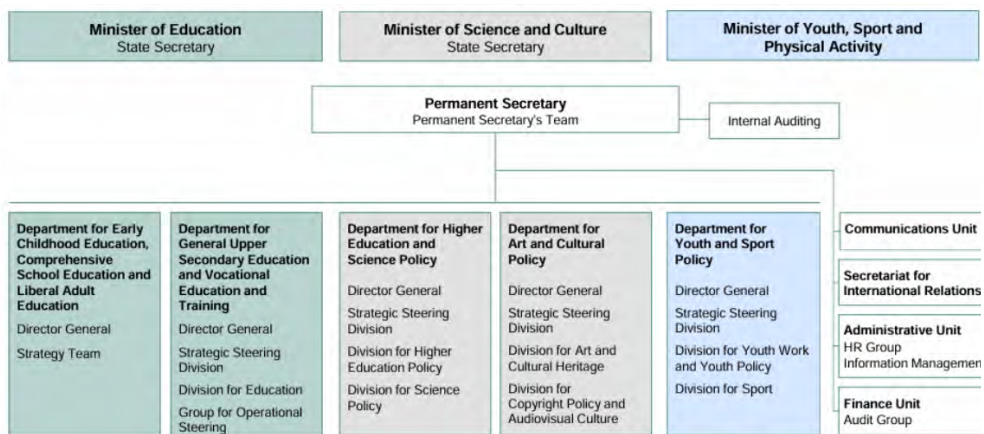
Finland

Ministry of Education and Culture (OKM)

The OKM has foremost control over all education subsidized by public resources in Finland (Eurydice 2023). Responsible for formulating educational legislation, it is headed by the Minister of Education, who is simultaneously primarily in charge of “early childhood education and care, general education, vocational education and training, and religious affairs” (OKM, n.d.). Supporting said Minister is the Minister of Science and Culture, who handles concerns of the Department for Art and Cultural Policy and the Department for

Higher Education and Science Policy. Lastly, a third minister, the Minister of Youth, Sport and Physical Activity, supervises operations that involve the Department of Youth and Sport Policy, including those related to student financial assistance. While the Ministry of Education and Culture defines education policy, its subordinate unit, the Finnish National Agency for Education (EDUFI)—in charge of the national core curricula and qualification requirements for early childhood, pre-primary, primary, lower secondary, general and vocational upper secondary, and adult education—is responsible for said policy’s implementation. Furthermore, local authorities also have a substantial amount of autonomy and obligations in this regard (Eurydice, 2023).

FIGURE 20. MINISTRY OF EDUCATION AND CULTURE ORGANIZATIONAL STRUCTURE



Note. From Organization of the Ministry of Education and Culture, by the Ministry of Education and Culture, n.d. <https://okm.fi/documents/1410845/3636812/Organigram+of+the+Ministry+of+Education+and+Culture.pdf/1da4e7e2-403d-4dc7-ae13-f8ecd8684fe2/Organigram+of+the+Ministry+of+Education+and+Culture.pdf?t=1688365838094>

Sub-nationally, Regional State Administrative Agencies (AVI) take charge of the regional tasks of the OKM, in close collaboration with local authorities, assuring legal protection of students and evaluating equal access to regional basic services (Eurydice 2023). Meanwhile, the Centers for Economic Development, Transport and the Environment (ELY) supervise adult education. Additionally, ELY Centers facilitate the development of upper secondary education, vocational education, higher education, and adult education.

At the local level, local authorities are tasked with organizing and funding early childhood education and care, pre-primary, and basic education. Local authorities decide how funding is allocated and how personnel are recruited, else they may choose to pass this decision-making power on to educational institutions within their area of responsibility. The

schools subsequently develop their own local curricula, using the national core curriculum for guidance. For as long as the basic functions determined by law are performed, the schools may arrange their educational services as they see fit.

Comparison of the Education Systems

In the fourth chapter of the Organisation for Economic Cooperation and Development (OECD) report “Education Policy Outlook 2019: Working Together to Help Students Achieve their Potential,” it analyzed and discussed education governance, specifically the policy priorities and trends among participating countries in 2008-19 (OECD, n.d.). Using criteria of comparison adapted from that report, this paper compares the formal structures of the Philippines, Vietnam, Thailand, Pakistan, and Finland according to their type of government and system configuration, the identity of the agencies responsible for their policy formulation and implementation, their levels of governance, the degree of centralization in their education system, and their mechanisms of quality assurance.

This set of criteria was chosen, researched, and presented in a specifically organized manner to allow for the future observation of educational policy formation, implementation, and results assessment. The first criteria, the type of government, would paint a preliminary picture of the environment in which policymakers would operate. The system configuration would then point out how many sets of policymakers for education exist in the country. Next, the identity of the agencies responsible for policy formulation and implementation would make clear who the policy makers per agency really are, and whether they are responsible for legislative creation or application. The levels of governance would afterwards define how far this application or implementation would need to spread, whereas the degree of centralization would indicate how much of the policy would actually be implemented according to the original plans as opposed to local necessity. In the end, the results of the policy implementation can be observed using the mechanisms of quality assurance in place.

Comparison Criteria: Type of Government

Regarding the governments of the five countries, what is of interest to us is whether their system is federal or unitary. In a unitary government, power is held by a central office at national level, while provinces and regions do not enjoy much autonomy (Squadrin and Squadrin 2018). The rationale of this system is that the benefits (and unfortunately, the ills) of government decisions are uniform throughout the country, from the center outward, from the top to the bottom, without discrimination. On the other hand, a federal government’s provinces and regions do enjoy a higher degree of autonomy, with

the possibility of creating laws and policies that better address the needs of local areas. In today's world, we see both good and bad examples of the two, proving that neither is inherently good or bad; the effectiveness of either differs per country, on a case-to-case basis.

Of the five countries, all of them are of the unitary type, with only Pakistan being a federal government. Pakistan's government is split into territories, of which five are relevant to education, namely: Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, and the Islamabad Capital Territory (ICT) (Kf 2020; MoFE&PT, n.d.).

Comparison Criteria: System Configuration

The organizational structures of educational governance have been introduced per country in a previous part of the paper. What is interesting to observe is the number of parts that are involved in each country's education system. Finland has but one, the Ministry of Education and Culture, which oversees everything. Its functions may be split among three ministers, but all three still belong to one (1) behemoth organization (OKM, n.d.).

Next, we have Thailand and Vietnam, both with two cogwheels in their system. Initially, these countries also had just one main government agency for education, but Vietnam prioritized solving the confusing TVET provisions in both MOET and MoLISA by transferring all TVET responsibility to MoLISA alone, and Thailand prioritized the cooperation of higher education and scientific research by merging its Office of Higher Education Commission into the current MHESI (Rusell and Xuan 2020; IAD 2022).

The Philippines is similar to both Thailand and Vietnam, in that it originally had a single unit in charge of education, but it then split into three: DepEd, CHED and TESDA, in charge of basic education, higher education, and vocational education, respectively (DepEd, n.d.).

Lastly, we have Pakistan. As previously mentioned, it is a federal government with five relevant autonomous territories in the realm of education. As is the nature of federal governments, MoFE&PT is only in charge of its own territory, which is the federal capital ICT. The other four listed above have their own provincial education departments, leaving us with at least five different systems of education in Pakistan (Hays, n.d.).

Comparison Criteria: Policy Formulation and Implementation

There are different arrangements for the split in responsibility for educational policy within the countries. In particular, there is a divide between formulation and implementation. The countries were analyzed to identify different combinations of the two:

Formulation and implementation are both performed by one department within the governing agency. This is due to the scope of education relative to the entirety of duties that the agency needs to fulfill. An example of this is Vietnam's MoLISA, which is in charge of labor, wage and salary, employment, social insurances, occupational safety, people with special contributions to the country, social protection, children-related issues, gender equality, social vices control and prevention, and finally, vocational education (MoLISA, 2022). As can be seen, vocational education is but one of MoLISA's responsibilities, and the policies in the area of TVET are singlehandedly formulated and implemented by the directorate in charge of TVET within MoLISA (UNEVOC, 2021).

Formulation of policy is performed by the leader(s) of the organization, and implementation is performed by the subordinate Secretariat. This can be observed in the Philippines' TESDA, where governance is split between the TESDA Board in charge of policy construction, and the Secretariat in charge of execution (UNEVOC, 2023).

Formulation and implementation are performed by different offices within the main educational government unit. Thailand's situation reflects this as its Office of the Education Council (OEC) serves as the lead agency in charge of drafting the policies and its Office of the Permanent Secretary (OPS) is responsible for monitoring the implementation of said policies (OEC 2020).

Formulation is performed by the main educational government agency, while implementation is performed by an administrative branch. Finland's national supervision of education operates within two tiers, wherein EDUFI is a national agency subordinate to the OKM, in charge of executing the policies that the OKM defines (EDUFI, n.d.; Eurydice 2023).

Formulation and implementation are both performed by several departments that each govern education for one territory within the country. As discussed before, Pakistan's federal government has education departments in charge of the federal capital and four provinces. Each provincial department, together with the federal ministry, has the power to both formulate and implement its own policies within its territory (Hays, n.d.).

Comparison Criteria: Levels of Governance

Each country's education agencies have levels of governance that are a medley of regional, provincial, and municipal levels, among other configurations. In fact, if the countries specifically mentioned education providers or schools, or included them in their

organizational charts, as a relevant member in the administration of education, these schools could even represent a level unto themselves below the local level.

For the Philippines' agencies, DepEd has five levels, namely: 1.) Central Office; 2.) Regional Offices; 3.) Provincial and City Schools Divisions; 4.) School Districts; and 5.) Schools (DepEd, n.d.). CHED has two levels that include its Central Office and Regional Offices (CHED 2024). Lastly, TESDA's organizational structure shows that it has four levels: 1.) Central Office; 2.) Regional Office; 3.) Provincial/District Office; and 4.) TESDA Colleges (TESDA, n.d.).

Vietnam's MOET operates at three levels: national-level MOET, provincial-level DOETs, and district-level BOETs (DET 2018). Meanwhile, TVET in the country can be provided by several institutions, among which are those run by the People's Committees sub-nationally at three levels (Rusell and Xuan 2020). These institutions are provided by provincial, city, and district governments through their respective People's Committees.

The MOE in Thailand has Provincial Education Committees at the provincial level, and Educational Service Area Offices at the level of the country's ESAs, which were established in 2003 to facilitate decentralization (OEC 2017; BIC 2008). The MOI's LOAs provide education locally. Combined, the MOE and MOI oversee education at four levels. Higher education governance in Thailand, on the other hand, has two levels that involve only MHESI and the country's higher education institutions (IAD 2022).

The federal government of Pakistan may have separate provincial departments of education, but they all commonly have three levels of governance leaders, namely: 1.) Provincial/Federal Ministers of Education; 2.) Regional Directors; and 3.) District Education Officers (Hays, n.d.).

Finland's OKM governance levels encompass: 1) the national OKM; 2) provincial AVI, ELY Centers, and Regional Councils; and 3) local authorities, usually municipalities or, if said local authorities delegate their decision-making power, the schools themselves (Eurydice 2023).

Comparison Criteria: Degree of Centralization

Centralization of education happens when a central body holds all authority to decide over matters concerning education such as policies, curriculum, budget allocation, staffing, educational facilities, and so forth (Brennen 2002). Decentralization is the opposite, wherein lower system levels—or even schools themselves—hold this decision-making power instead. There are many types of decentralization such as Delegation, Deconcentration, Devolution, and Decoupling (Dzhurylo 2019). But for this paper, differences among the

four were not observed; all that mattered was whether control had been wrested from the central office, providing the opportunity for subnational agencies to decide on educational concerns.

On one end of the spectrum, we have the Philippines, in which education is highly centralized. It has been theorized that the reason for this high degree of centralization is political in nature, driven by the fear that a teaching force with high degree of freedom may have the power to make an impact on local elections (Basillote 2017). On the other end of the spectrum lies Finland, which is also a unitary government like the Philippines, but with a highly decentralized education system instead, wherein teachers themselves are trusted to make decisions on the education they deliver (Saavedra et al. 2018). This trust is due to reasons such as the highly selective process of becoming a teacher in Finland, stringent criteria for employment, and the provision of intensive training and collaborative coaching in the classroom (Winter 2017). The schools themselves may be granted decision-making ability by local authorities, giving them the freedom to decide on budget allocation, staffing, practical teaching arrangements, and other aspects of education provision, including curriculum, as long as they fulfill the basic functions as prescribed by legislation (Eurydice 2023).

The other three countries, Vietnam, Thailand, and Pakistan, also lean in the direction of decentralization. For Pakistan, this is easily explained through the nature of its federal system. Although the MoFE&PT strives to be a leading example for all provinces, and facilitates coordination among them through the IPEDC, each education department in the country decides what is best for their own territory (Hays, n.d.). A national curriculum does not even exist yet in Pakistan today. The NCC is still in the process of creating one (MoFE&PT, n.d.).

Vietnam's education centralization only exists in its curriculum and assessment of learners, but other aspects like budget, equipment, and staffing, are up to the discretion of the provincial and local authorities (World Bank Group (WBG) 2020). The country once even granted financial capacity to the local authorities such that they received 96 percent of the entire education budget, leaving only 4 percent to the central Ministry. Centralized curriculum is prescribed by MOET and MoLISA (DET 2018; WBG 2016). While the centralized assessment for students under MOET is the National Secondary School Graduation Exam, and MoLISA issues National Vocational Certification centrally as well (Trines 2017; MoLISA 2022).

According to Section 39 of the National Education Act of 1999 in Thailand, “the Ministry shall decentralize powers in educational administration and management regarding academic matters, budget, personnel, and general affairs administration directly to the

Committees and Offices of the educational service areas and the educational institutions in the areas” (Povatang 2003). The criteria and procedures for decentralization were stipulated in the ministerial regulations, and even the curriculum was an item for decentralization under said regulations. But it has been argued that, while legislation calls for decentralization, reality does not fully reflect this legal requirement. The changes implemented have not truly revised the highly centralized system of Thai education (Nakyam 2017). Modifications employed were mere superficial restructuring of the chain of command to keep decision-making authority within the central agency. Ideally, schools would be given more opportunities to express their needs to the Education Service Area Offices (ESAO), who would then legally have the authority to decide on and provide for such needs. Instead, what is happening is that the central office would pass down its policies to the ESAO, who indeed would make plans for academic matters, budget, personnel, and administrative affairs as prescribed by the law, but then would pass on those plans to the schools under their control for implementation. This is no different from the previous centralized state of education.

Comparison Criteria: Mechanisms of Quality Assurance

This paper collected information on assessment methods beyond the five countries’ respective National Quality Frameworks (NQF). NQFs will be discussed more closely in another section of this paper. The UNESCO Institute for Lifelong Learning (UIL) (2023) defines NQFs as:

key to reforming national education and training systems and are vital reference points for lifelong learning and the comparison of qualifications across borders. An NQF is an instrument used to classify a country’s qualifications at different levels. Each level is defined by a set of learning outcomes expected at that level.

As such, they are adequate mechanisms of national quality assurance in and of themselves. However, it is still worthwhile to take note of what other assessments the five countries have in place for students, teachers, and education providers.

Student Assessment

A common method of assessing student performance per country is international tests like the Programme for International Student Assessment (PISA) by the OECD. Among the five countries, only Pakistan did not join the last examination in 2022 (Khan 2023). But locally, Philippines’ DepEd Order 55, s 2016 provides policy guidelines on the national assessment of student learning for the K-12 Basic Education Program that include Early Language,

Literacy, and Numeracy Assessment for grade three students; Exit Assessments for grades six, ten, and twelve; Career Assessment for grade nine; Accreditation and Equivalency Assessment for out-of-school learners aiming to complete basic education; and Grade Level Placement Assessment to determine the appropriate formal education grade level for learners in special situations (DepEd 2016). On the other hand, CHED prepares Policies, Standards, and Guidelines (PSG) that prescribe minimum program results in terms of knowledge, skills, and values that learners are expected to demonstrate (PQF NCC, n.d.). As for TESDA, this governing body would also set appropriate skills standards and tests to measure TVET effectiveness within its Training Regulations (TR), and accredit skills assessors (TESDA, n.d.).

As mentioned before, Vietnam students have to pass a National Secondary School Graduation Exam and MoLISA regulates the issuance of certificates for the National Occupational Skills Standards (NOSS) (Trines 2017; MoLISA 2022). MoLISA certifies NOS assessors as well, of which there were 1,743 by the end of 2021 (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH & Federal Institute for Vocational Education and Training (BIBB) 2023). Furthermore, MoLISA commenced a program called “Reform of TVET in Vietnam,” jointly implemented by its DVET and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, at the behest of the German Federal Ministry for Economic Cooperation and Development (BMZ) (iMOVE BIBB 2019). This program included pilot quality assurance tools such as “tracer studies” and “enterprise surveys” which were introduced in 2017’s Circulars 15 and 28 on VET Quality Accreditation and VET Quality Assurance, respectively.

Thai students, on the other hand, are subjected to yearly assessments at different levels. At the national level, the National Institute of Educational Testing Service (NIETS), established on September 3, 2005 as a public organization, prepares assessment tests for primary, secondary, and tertiary stages of education, including examinations for university admissions (NIETS, 2009). The battery of tests in its arsenal includes: the Ordinary National Educational Test (O-NET) for grades six, nine, and twelve; Vocational National Educational Test (V-NET) for TVET students; Islamic National Educational Test (I-NET) for measuring mastery of contents of the Islamic Studies Curriculum B.E. 2546 (A.D. 2003) and Common Core Islamic Studies Curriculum B.E. 2551 (A.D. 2008); Buddhist National Educational Test (B-NET) for assessing knowledge of learners under the Common Phrapariyattithamma (Monks' School) Curriculum B.E. 2544 (A.D.2001); and the Non-Formal National Educational Test (N-NET) (World Education Network (WEN), n.d.). And at the regional level, pupils in grades two and five may be assessed through the Local Assessment System (LAS) planned by the Education Service Area Offices (Nakyam 2017). Additionally, schools would conduct

their own assessments for specific purposes such as measuring the literacy and numeracy ability of students.

Pakistan's National Education Assessment System (NEAS), as part of the organizations linked to the MoFE&PT, implements a large-scale assessment called the 'National Achievement Test' for students in grades four and eight (MoFE&PT 2019). This central organization coordinates with corresponding Provincial Education Assessment Centres (PEACE) and Area Education Assessment Centres (AEAC) in the other territories of the country's federal government (All Children Learning Assessment Platform, n.d.). Such coordination may also be seen with the Balochistan Examination and Assessment Commission (BEAC), established in 2020 to direct annual examinations in all public and private schools of elementary education in Balochistan, and with the Punjab Education Assessment System (PEAS), which endeavors, through research, to identify factors influencing students' achievement at different levels.

The Inter Boards Committee of Chairmen (IBCC) of Pakistan is also part of MoFE&PT's administrative units, and it deals with matters involving standardization of examination and assessment at lower and upper secondary school levels (IBCC 2023). As a counterpart to this, provinces and localities in other territories also impose secondary school examinations for grades nine to twelve through their respective area's Boards of Intermediate and Secondary Education (BISE) (Asian Development Bank (ADB) 2019). In addition to the BISE, other provinces, such as Sindh, may have their student learning quality measured by third-party, private-sector institutions as well. All these myriad ways of student learning assessment in Pakistan are observed by the MoFE&PT, which is tasked with the duty of collecting, analyzing and disseminating information in this area (MoFE&PT, n.d.). The MoFE&PT aims to coordinate academic evaluation across the country, particularly for standards in large-scale student examinations through the IBCC.

Speaking of examinations, there is only one standardized test for Finnish students prior to attending university, and it is called the "Finnish Matriculation Examination" (Winter 2017). Administered to students at the end of the upper secondary stage of education, its function is to measure the learner's maturity level, and the knowledge and skills required by the curriculum for upper secondary school students. Passing the test grants the applicant a path to further their studies at institutions of higher education (The Matriculation Examination Board, n.d.). The authority that issues guidelines for this examination is the Matriculation Examination Board.

Another part of the assessment of students in Finland is accomplished by the Finnish Education Evaluation Centre (FINEEC), which is an independent agency in charge of the national evaluation of education (FINEEC, n.d.). Aforementioned evaluations encompass

the whole education system and its stages, from early childhood to adult education. FINEEC conducts four types of assessments, among which the learning outcomes evaluations examine the extent of students' achievement of competencies prescribed by the national core curricula.

Teacher Assessment

One indicator of quality assurance in teachers is the Professional Teaching License or Certification. In the U.S., for example, you are not legally allowed to instruct students in any school without teacher certification, regardless of accomplishment of other teacher criteria such as acquiring a degree (Teacher.org Staff 2023). And if you are a foreigner aiming to teach in Europe, most European countries will require you to have a teacher's license or certification from your home country, as well as a minimum of two years of licensed teaching experience (Algate 2022). Thus, it is interesting to see if the five countries themselves require their teachers to acquire a license before their service. Only the Philippines and Thailand have consistently ensured the issuance of licenses through the Professional Regulation Commission (PRC) and the Teachers Council of Thailand (TCT), respectively. (PRC, n.d.; SEE TEFL 2021). Pakistan's territories, such as Punjab and Sindh, made attempts to introduce a teacher certification and licensing policy (ADB 2019). However, implementation is either still being discussed, or hindered by the incapability of the province to follow through with it. Vietnam, on the other hand, is in the process of listening to stakeholders of education on their thoughts regarding the development of a draft Law on Teachers, which would, if passed, expect teachers to have a professional certificate (Authority of External Information - Ministry of Information and Communications (MIC) 2024). Most surprising among the five is Finland, in that it does not have a national system for teacher evaluation (Eurydice 2024). This also means that their teachers are not required to have a license.

Besides passing the Licensure Examination for Teachers (LET) to acquire teacher's licenses, educators in the Philippines need to have at least a bachelor's degree in education or a Certificate of Professional Education (Roach et al. 2018). During their service, they also need to adhere to the Philippine Professional Standards for Teachers (Research Center for Teacher Quality (RCTQ) 2017). Furthermore, the recent DepEd Order 5, s 2024 requires school heads to maintain records on teacher workload and conduct regular observations and assessments of classroom instruction (Llego 2024). CHED also imposes standards on faculty at higher education institutions such as the requirements for appropriate master's or law degrees, licenses for professions like certified public accountants, and a proper match between the courses they teach and their field of specialty (International Qualifications Assessment Service (IQAS) 2016). As for TESDA, it assists in trainer training programs (TESDA, n.d.).

Regarding teacher standards and assessment, Clause 7 Article 2 of Decree 86/2022/ND-CP in Vietnam requires the MOET to define and promulgate professional standards of teachers, while MoLISA supervises and implements training to improve teachers and staff (My 2023; MoLISA 2022). Moreover, according to the Law on VET (2015):

in order to teach VET at the different education levels, teachers are required to have a certificate in pedagogy, as well as:

- At least a degree from a vocational secondary school or a certificate in vocational training to be able to teach at the elementary level (lower secondary–ISCED 2);
- At least a Bachelor’s degree to teach theory at the intermediate level (upper secondary–ISCED 3). In order to teach practical subjects, teachers are required to have a certificate in vocational skills that shows that they are able to teach practice at the intermediate level;
- At least a Bachelor’s degree to teach theory at the college level (post-secondary non-tertiary–ISCED 4). Teachers must have a certificate in vocational skills that shows that they are able to teach practice at the college level (UNEVOC 2018).

Furthermore, the previously mentioned “Reform of TVET in Vietnam” program also offered technical resources to advance the quality assurance capacities of VET teachers and managers (German Federal Ministry for Economic Cooperation and Development (BMZ) et al., n.d.).

Thailand’s NIETS does not only administer examinations for students, it also offers recruitment examinations, as well as teacher performance testing (WEN, n.d.). NIETS provides Thai teachers a means for professional development by delivering assessments for teacher certifications. The current services include the issuance of a certification in Educational Measurement and Evaluation, and a certification in IT Standards (NIETS 2009).

In February 2009, the government identified and promulgated ten National Professional Standards for Teachers in Pakistan involving, among others, subject matter knowledge, instructional planning and strategies, and assessment (Shaukat and Chowdhury 2020). After the 18th amendment to the constitution, which devolved education in the country, these professional standards were still adopted by the provinces (ADB 2019). Moreover, the minimum qualifications for public school teachers were increased nationwide to match the regulations of the National Education Policy of 2009, requiring a minimum of a bachelor’s degree and, if their field of specialization was not education, a further prerequisite of a professional four-year Bachelor of Education degree. Employment of teachers became

increasingly stringent in provinces such as Punjab and Sindh, where recruitment became merit-based, avoided political motives, and involved an intensive written exam provided by the National Testing Services, a third party. Regarding the professional improvement of teachers once hired, teacher-training workshops are controlled by the provincial education departments of their respective territories for the purpose of advancing teaching skills (Hays, n.d.). Unfortunately, only a small number of teachers attend, and it is posited that this absenteeism is due to a lack of incentives for teachers, and insufficient financial support for education.

In Finland, as mentioned before, there are no school inspections or a national system for teacher evaluation (Eurydice 2024). After the shift from centralization to decentralization was completed in the country, educational provision arrangements were finally left for teachers and schools to decide by themselves; by the year 2000, all official inspection mechanisms on the work of teachers such as inspector visits, a state-mandated curriculum, compulsory use of certain materials, rigid schedules for teachers, and class journals where teachers noted what they taught for each contact hour had been ruled out. (Tarhan et al. 2019)

Evaluation was then solely conducted by FINEEC in connection to research to contribute to the development of teacher education in cooperation with teacher educators, researchers, and teachers' and principals' associations. Additionally, the Finnish Teacher Education Forum was established with the goal of developing teacher education through research, joint discussions, and cooperation with different stakeholders (Teacher Education Forum, n.d.).

Education Provider Assessment

The Philippines' three governing bodies of education prescribe minimum standards for the education providers under their control; with CHED monitoring the quality of institutions of higher learning, TESDA creating the accreditation system for TVET institutions, and DepEd implementing the Philippine Accreditation System for Basic Education (PASBE) which evaluates the operations of public and private elementary and secondary school (DepEd 2013). In addition to the trifocal governance, there is a dedicated national program called the Philippine Quality Award Program, which was brought into existence to ensure global competitiveness and performance excellence in the country's public and private sectors, including schools (Philippine Quality Award (PQA) Program, n.d.). There are also third-party, non-government organizations in the country that likewise evaluate education providers and the programs they offer, like the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) (PAASCU 2024; AACUP, n.d.).

According to Clause 12, Article 2 of Decree 86/2022/ND-CP, the MOET in Vietnam shall provide guidelines for organizations, individuals, and educational institutions on evaluation and accreditation of education quality (My 2023). These guidelines must be followed by the Education Accreditation Agencies in the country, which include the Vietnam National University of Ho Chi Minh City's Center for Accreditation of Education Quality, Thang Long Education Quality Accreditation Center, and the Association of Vietnam Universities and Colleges' Centre for Education Accreditation (Vietnam National Academic Recognition Information Centre (VN-NARIC), n.d.). MoLISA's duties similarly involve the regulation of colleges, secondary schools, and centers of vocational education, and the management and implementation of the accreditation of the aforementioned providers of TVET (MoLISA 2022). In 2018, the quality assurance staff from the DVET of MoLISA traveled to Germany under cooperation with the GIZ, after which a German VET quality evaluation framework was chosen to evaluate TVET colleges in Vietnam (iMOVE Federal Institute for Vocational Education and Training (BIBB) 2019). TVET institution services, quality assurance, and accreditation regulations were then guided towards improvement through recommendations provided by German auditors.

Though the MOE and MHESI in Thailand are responsible for setting education quality standards of education providers, the assessment thereof is left to the Office for National Education Standards and Quality Assessment (ONESQA). The National Education Act of 1999 led to the creation of ONESQA, which is a public organization in charge of the development of external quality assessment (EQA) used to inspect the quality of education provision in the country (ONESQA, n.d.). The act further stipulates that EQA will be conducted for all schools at least once every five (5) years.

The most obvious aspect of Pakistan's assessment of education providers is its long list of MoFE&PT's Higher Education Commission (HEC) approved accreditation councils for degree programs. In light of the decentralization of education in the federal government of Pakistan, it is conducive to quality assurance that there are national councils in the country that can, by accrediting different universities and their programs, make sure that graduates from any location in the country, in certain professions, will still end up

with the same necessary skills for their industry despite the difference in the education systems per territory. Furthermore, accreditation also ensures that the degree programs are globally competitive and adhere to international standards (Raza 2023). The 14 accreditation councils are as follows: Pakistan Engineering Council, Pakistan Medical Commission, Pakistan Veterinary Medical Council, Pakistan Nursing Council, Pakistan Council for Architects and Town Planners, Pharmacy Council of Pakistan, Pakistan Bar Council, National Council for Homeopathy, National Council for Tibb, National Agriculture Accreditation Council Pakistan, National Business Education Accreditation Council, National Computing Education Accreditation Council, National Accreditation Council For Teacher Education, and the National Technology Council. Parents and students are advised to check the relevant council's official website for accreditation before admission into any university or professional degree program.

At all stages, from early childhood to adult education, all schools and education providers in Finland are responsible for their own internal quality assurance and have the statutory duty to assess their own operations, the education they deliver, and the effectiveness thereof (Eurydice 2024). Results of this assessment must be reported, but the self-evaluation methods, and the avenue of publishing the outcomes of said methods, can be chosen by the providers themselves. Moreover, assessment does not end at internal quality assurance. External evaluations are also a must, and are primarily completed by the FINEEC, an autonomous unit within the EDUFI. FINEEC can also help education providers and schools by auditing their internal quality assessment systems and evaluating their quality management methods to determine how the institution's activities may be improved (FINEEC, n.d.). For higher education, FINEEC offers engineering program accreditation (Eurydice 2024). Similarly for higher education, as a minor contribution to education provider quality assessment, there is a student feedback system in which recent graduates give feedback on their studies (OKM and EDUFI 2022).

Policy Considerations: Organization of an Educational System

Based on the discussions above, it can be seen that governmental organizations act differently in order to provide education to their citizens. All the countries have early childhood programs, basic education, technical and higher education delivered through formal and nonformal types of programs. The differences can be found in levels of responsibility, accountability, and evaluation. For example, more centralized systems tend to have multiple mechanisms that control the flow of work and budgets from the national government to the schools. The mid-way systems, however, also have a strong central agency while also having field offices that are responsible for implementation. The most devolved or decentralized system has a national office that monitors the quality

of learning outcomes, but all standards and implementation mechanisms are ceded to the local education authorities or local governments. Based on these observations, the Philippines may well consider the following as ways forward in attaining excellence and efficiency in education governance and organization:

1. Develop community-level education governance systems.
 - a. Peoples' education councils or local learning boards (to replace or in addition to local school boards) can be organized to oversee, manage, monitor, or regulate the schools/learning centers in barangays, cities or municipalities, and provinces.
 - b. Determine the relationship between the field offices of the DepEd, CHED, and TESDA and local learning committees/boards.
 - c. Ensure that schools and the schools division offices report to local authorities about learning outcomes and other quality indicators of schools/learning centers/institutes/colleges/universities.
2. Fully implement RA 9155 and make sure that field offices exercise their autonomy properly. In so doing, the field offices will have greater responsibility and autonomy in meeting standards and targets which are stipulated in coordination with the national office (DepEd Central office). The phasing or granting of autonomy can be earned using ratings or scorecard programs which will provide evidence of readiness for sub-level or school-level autonomy from supervision and control from a higher office in the education hierarchy.
3. Create different ways to accredit or license teachers. For example, teacher education programs which meet and maintain certain quality standards could be accredited by the Philippine Regulations Commission (PRC), the Teacher Education Council (TEC) or the CHED such that their graduates need not take the teachers' examination to be licensed. In other words, the licensing of teachers can also be done by program rather than by person.

Towards a Seamless and Integrated Lifelong Learning System

Dina Joana Ocampo and Kaye Danielle Sandigan

A lifelong learning system must be seamless and integrated. It should be anchored on a framework that is cohesive and well-coordinated for learners across the various levels and sectors who engage in educational programs and opportunities (Filmer and Rogers 2017).

Aligned learning opportunities is a key feature of a seamless educational system. This helps to achieve the goal of providing clear paths to learning for individuals who may have different purposes for going to school or joining educational programs. Whether learners participate because they want to re- or up-skill themselves, to discover new avenues for learning, or to leisurely explore new activities for personal growth, a seamless and integrated system of education should provide avenues for learners of all ages and from all sectors (Fontanos et al., 2021). Indicators of seamlessness include the following:

- a. equitable access to learning programs, for all learners;
- b. curricula that allow learners to build on their knowledge and skills progressively;
- c. assessments which can track and measure student progress versus learning outcomes at each stage of education;
- d. transition mechanisms which enable learners to move from one level to another or from one modality to another; and
- e. technology integration in support of collaborative learning, student progress monitoring, governance- and evidence-based decision making, and professional development.

To ensure that these features are in place, policies are needed that connect educational institutions with each other for optimum coordination, designed to accommodate student mobility and purpose. These can be developed together with communities of learners, industry stakeholders, parents, and families to ensure that they are involved in the development of educational initiatives or programs relevant to them (Kaplan 2016).

A lifelong learning system of education provides learning programs through formal and nonformal education. It includes ECCD, primary/elementary education, secondary education, vocational training, adult education, and other programs that promote quality of life (Kaplan 2016).

By focusing on developing and strengthening a lifelong learning framework for education in the Philippines, we may expect outcomes such as increased retention of students in schools, colleges, or learning centers because of ease of transfer, from location to location, or from program to program. Potentially, we could develop programs that are rooted in the community, and which address the needs of diverse learners. Programs for regular schooling, alternative education or catch-up programs for learners at risk, adult and continuing education, and special needs intervention programs can be tailor-fitted to the aspirations, objectives, and needs of community members. Emerging learning paradigms need to be leveraged in a lifelong learning system. Technology could enable fluid transitions between digital and physical learning environments, public and private spaces, mobile or static gadgets, and formal, non-formal and informal learning models/types (Steer and Van Fleet 2016).

Qualification Frameworks

One way to ensure seamlessness is to lay down clear pathways for the recognition as well as equivalency of qualifications or credentials. The Philippines is a participant in ASEAN's effort to create a bridging qualifications framework in order to provide avenues for credit recognition across the region.

Association of Southeast Asian Nations Qualifications Reference Framework (AQRF)

The Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework (AQRF) is a reference framework shared by the ASEAN Member States (AMS) that aids in the comparison of the members' respective national frameworks of education and training qualifications (ASEAN, 2023). The AQRF was endorsed by the ASEAN Economic Ministers (AEM) in August 2014, and the ASEAN Labour Ministers in May 2015, which led to the creation of a committee for AQRF implementation, with its first Meeting held in February 2017. AMS may voluntarily align their national quality framework (NQF) with the AQRF, following a set of agreed quality assurance principles and standards, and submit a referencing report to the AQRF Committee for consideration.

The AQRF aims to assist in recognizing qualifications from AMS within ASEAN, foster the establishment of qualifications frameworks that enhance lifelong learning, encourage the development of national validation for skills gained outside formal education, promote mobility for learners, support workforce mobility, enhance comprehension of qualifications systems, and advocate for the improvement of quality in qualifications systems. (ASEAN 2023).

Through providing an official method of comparison across AMS, the AQRF works in conjunction with the ASEAN Mutual Recognition Arrangements (MRA), which were created “to facilitate the mobility of professionals within ASEAN through the recognition of qualifications... granted by the relevant authorities in an AMS for mutual recognition by other AMS” (ASEAN 2023). Primarily, AQRF is a project that aligns with the goals of the ASEAN Charter to enhance human resources by fostering collaboration in education and lifelong learning, thereby empowering the citizens of ASEAN and reinforcing the ASEAN Community. In the future, the AQRF could potentially serve as a meta-framework to forge recognition of its levels against other Regional Qualifications Framework (RQF) (ASEAN 2023). As of June 2024, only four countries, namely Indonesia, Malaysia, Thailand, and the Philippines, have submitted their referencing reports to the AQRF Committee. In the meantime, Cambodia, Lao People’s Democratic Republic (PDR), Myanmar, and Vietnam are in varying stages of referencing their NQF to the AQRF, but are aiming to submit their respective partial referencing reports by 2023 (Miña 2023).

MRAs have been signed by AEM in seven professional occupations and qualifications: (a) engineering, (b) nursing, (c) architecture, (d) quantity surveying, (e) medical practitioners, (f) dental practitioners, and (g) accountancy services (Miña 2023). Worker mobility is enabled by the mutual recognition of qualifications for these professions across AMS, with the help of the AQRF. Still, problematic areas remain, such as differing sector standards and regulations, local and regional bureaucracy, language and communication barriers, lack of information and awareness, and the incomplete participation of the private sector, among others.

In ASEAN, not all employers and professionals are participants in MRAs and visa-facilitation programs (Miña 2023). A lack of awareness may be the cause of this. The existence and operations of the ASEAN Business Club (ABC), the ASEAN Business Advisory Council (ABAC), the ASEAN TVET Council, and the ASEAN Future Workforce Council (AFWC) may be avenues to improve awareness and to support the advancement of the AQRF. According to Miña (2023), the private sector can help to promote the AQRF through the following ways:

1. By recognizing qualifications mapped on the AQRF, it can support a shared understanding of qualifications across AMS;
2. By coordinating with education and training providers to ensure their programs are aligned with the AQRF, it can help guarantee that graduates have the knowledge, skills, and competencies expected of them;

3. By contributing to developing and implementing qualifications, it can ensure that they meet the requirements of employers and the labor market; and
4. By deciding whether to adopt the AQRF as a reference for grading the salaries and benefits for their employees. If so, the AQRF must provide a reference point for employers across all ASEAN countries to define common standards for the knowledge, skills, and values to be expected from individuals attaining these qualifications. Afterwards, salary grades and benefits should correspond to these standardized qualifications.

These same recommendations could very well be said for the Philippine Qualifications Framework, which is currently a work in progress.

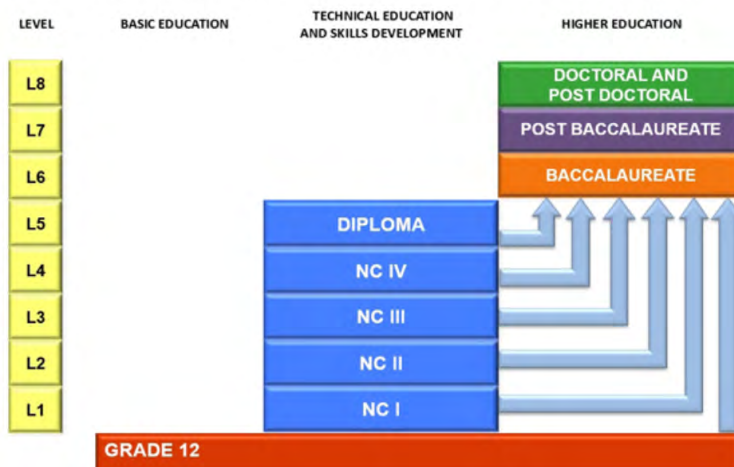
Philippine Qualifications Framework (PQF)

For its part in promoting mutual recognition of qualifications, the Philippines has passed Republic Act No. 10968, also called the “PQF Act”, which established the Philippine Qualifications Framework (PQF) as well as the PQF-National Coordinating Council (PQF NCC) on January 16, 2018 (Republic Act No. 10968, 2018). The PQF is a national reference system with eight levels for assuring the development, recognition, and award of formal certification, which proves the successful achievement of specific learning outcomes, based on the acquisition of required standards of knowledge, skills, and values by individuals educated and trained in the country (Philippine Qualifications Framework National Coordinating Council (PQF NCC), n.d.). Governed by the PQF NCC, composed of the Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Professional Regulations Commission (PRC) and Department of Labor and Employment (DOLE), the PQF was established through the issuance of Executive Order No. 83 in 2012, and institutionalized in 2018, with the enactment of Republic Act No. 10968 (Cho et al. 2021).

FIGURE 21. PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF)

as per PQF-NCC Resolution No. 2014-03 adopted on December 11, 2014

The PHL Qualifications Framework



Note. From *What is PQF?*, by the Philippine Qualifications Framework National Coordinating Council (PQF NCC), n.d. <https://pqf.gov.ph/>

By outlining what an individual has learned and can do based on qualification type, levels, and degrees of competency, the PQF aims to assist with the following:

1. Reducing job-skills mismatch. The PQF provides immediate information on what a worker can be expected to know and do, aligned with industry requirements (PQF NCC, n.d.). With a clear plan of qualifications and standards, this will ensure that job-skill mismatch is reduced, and productivity is increased.
2. Maintaining educational and worker mobility. The PQF shall be used to support the development and maintenance of pathways and equivalencies, which shall in turn provide learners and workers further access to qualifications and assist the movement of these individuals between the different education and training sectors, and between these sectors and the labor market (PQF NCC, n.d.).
3. Aligning domestic with international qualifications. The PQF was designed to align domestic qualification standards with international qualifications frameworks, as evidenced by referencing the Association of Southeast Asian Nations (ASEAN) Qualifications Reference Framework (AQRF) endorsed to ASEAN Member States (AMS), thereby facilitating recognition of Philippine qualifications and supporting the mobility of Filipino students and workers within ASEAN. (PQF NCC, n.d.; ASEAN 2023)

To further investigate how the PQF compares with a few countries, the levels of four other countries were plotted alongside the Philippines. Below is the matrix which includes the Philippines, Vietnam, Thailand, Pakistan, and Finland. It can be observed that there are many similarities among the countries in terms of levels. However, there is greater detail in the qualifications earned in the Finnish qualifications framework, which is based on the European Parliament's and Council's Recommendation on the European Qualifications Framework for Lifelong Learning (EQF) (Eurydice 2023). The Finnish qualifications framework is also in line with the European Higher Education Area (EHEA) qualifications framework. This level of detail would be most helpful in promoting explicit guidelines for credentialing of various competencies which, hopefully in the near future, can be stacked for certifications or degrees.

FIGURE 22. COMPARISON BETWEEN THE NATIONAL QUALIFICATIONS FRAMEWORKS OF THE PHILIPPINES, VIETNAM, THAILAND, PAKISTAN AND FINLAND

Philippines			Vietnam			Thailand			Pakistan			Finland		
Level	Stage of Education	Qualification	Level	Stage of Education	Qualification	Level	Stage of Education	Qualification	Level	Stage of Education	Qualification	Level	Stage of Education	Qualification
0	Basic Education		0			1	Lower Secondary		0	Pre-Vocational	Pre-Vocational Certificate	1		
						2	Upper Secondary					2	Basic Education	Basic education syllabus and Preparatory education for working life and independent living (TELMA)
												3	Optional 10th Grade	Preparatory studies for general upper secondary school (LUIVA) (until 31 July 2022). Preparatory education for vocational training (VALMA) (until 31 July 2022). an Advanced syllabus for basic education in the arts. Preparatory education for programmes leading to an upper secondary qualification (TUVIA) (as of 1 August 2022) and Non-qualification programmes at folk high schools for learners within the scope of compulsory education (as of 1 August 2022)
1	TVET	National Certificate I	1	TVET	Certificate I	3	Upper Secondary + TVET	Vocational Education Diploma or Associate Certificate	1	TVET	NVQF Certificate Level 1	4	Upper Secondary + TVET	General upper secondary school syllabus and the Matriculation Examination. Upper secondary vocational qualifications and further vocational qualifications. Basic Examination in Prison Services, Fire Fighter Qualification, and Emergency Response Centre Operator Qualification, a Basic course for Border Guards and a Basic study module for non-commissioned officers
2	TVET	National Certificate II	2	TVET	Certificate II				2	TVET	NVQF Certificate Level 2			
3	TVET	National Certificate III	3	TVET	Certificate III				3	TVET	NVQF Certificate Level 3			
4	TVET	National Certificate IV	4	TVET	Associate Degree				4	TVET	NVQF Certificate Level 4			
5	TVET and Higher Education	Diploma	5	Higher Education	College Degree	4	TVET and Higher Education	Technical Education Diploma or Associate Degree	5	TVET	NVQF Certificate Level 5	5	TVET	Specialist vocational qualifications, the Sub-Officer Qualification (Fire and Rescue Services), the Vocational Qualification in Air Traffic Control, a General level (1 and 2) study module for non-commissioned officers and a Master level study module for non-commissioned officers
6	Higher Education	Baccalaureate Degree	6	Higher Education	Undergraduate Degree	5	Higher Education	Bachelor Degree	6	Higher Education	Bachelor	6	Higher Education	Bachelor's degrees at universities and Bachelor's degrees at universities of applied sciences. Professional specialisation programmes provided by universities and universities of applied sciences intended for holders of a Bachelor's degree or a UAS Bachelor's degree, and Specialised training and Pastoral qualification provided by the church
7	Higher Education	Post-Baccalaureate Degree	7	Higher Education	Master's Degree	6	Higher Education	Graduate Certificate						
						7	Higher Education	Master's Degree	7	Higher Education	Master's Degree	7	Higher Education	Master's degrees at universities and Master's degrees at universities of applied sciences. Professional specialisation programmes provided by universities and universities of applied sciences intended for holders of a Master's degree or a UAS Master's degree. Advanced pastoral qualification. Senior staff officer course. Further studies in war economy and technology and Specific qualification on prescribing medicines
						8	Higher Education	Advanced Graduate Certificate						
8	Higher Education	Doctoral and Post-doctoral Degree	8	Higher Education	Doctor's Degree	9	Higher Education	Doctoral Degree	8	Higher Education	Doctorate	8	Higher Education	Universities' and National Defence University scientific and artistic postgraduate degrees (licentiate and doctor degrees), the General Staff Officer's Degree, the Specialist Degree in Veterinary Medicine, and Specialist training in medicine and Specialist training in dentistry

Under the law, the PQF NCC is required to review and update the PQF. Therefore, the World Bank was requested by the PQF NCC “to review key elements of the PQF, with a focus on relevance to industry and employers’ needs, adequacy in its scope of coverage, appropriateness of design and methodology, and feasibility of implementation and utilization” (Cho et al. 2021). The World Bank team, Cho and colleagues (2021), found that the “PQF is based on a robust framework, but its implementation is weak, with limited

utilization and evidence of labor market impact” and several areas of improvement were identified, including the following:

1. Although the PQF meets the fundamental purpose of qualification, the progression across levels requires more uniformity, and post-degree qualifications through PQFs six to eight also need further examination.
2. In addition, while the roles and responsibilities of the PQF NCC and other involved parties are relatively well defined, budget allocation and complement human resources in the execution of the PQF are not.
3. Moreover, few awareness-enhancing campaigns and activities for the PQF have taken place so far. For practitioners who do have knowledge of the PQF, some expressed that efforts to align the existing curriculum with the PQF are not enough to proceed to PQF implementation.
4. Lastly, essential systems and policy weaknesses were perceived, such as those involving the yet incomplete Philippine Credit Transfer System (PCTS) for equivalency and pathways, the overlooked skills acquired through nonstandard forms of education and training, and the lack of evaluation mechanisms of PQF implementation and utilization.

Policy Considerations: Improved Articulation and Implementation of the PQF

The implementation of the PQF has been found to be lacking. Cho and colleagues (2021) from the World Bank proposed in their review that, in the short term, focus must be given to reinforcing the core governance structure through, firstly, completing the constitution of the PQF NCC, including economic and industry sector representatives and budget allocations. Then, what should follow is the development of the official Operations Manual, addressing curricula, equivalency pathways and all other aspects to be aligned with PQF. At the same time, awareness campaigns and training for PQF practitioners and implementers should take place.

During pilot testing, additional challenges can be explored, including the incorporation of non-formal skills into the scope of the PQF, reconsidering the feasibility of integrating professional qualifications into higher PQF levels, and evaluating the suitability of establishing Senior High School (SHS) as the initial level of the PQF (Cho et al. 2021). As for plans for the longer term, the Philippines has the opportunity to enhance different elements of the PQF design, including the possibility of multiple quality assurance systems

– within, and/or in conjunction with the PQF – and the implementation of learner- and workforce mobility enablers such as ladderized credit transfers

In addition to these observations mentioned in the World Bank study, the Philippines needs descriptors that make explicit how qualifications are mapped in formal and nonformal education. While the matrix levels clearly show the vertical progression of the qualifications, equally important is to show in the descriptors that there can be equivalency of the qualifications across types of education programs (i.e., formal, non-formal, informal).

Assessments and credentialing need not be too linear as in the present articulation. These can be stacked towards a goal or combined as needed. Horizontal articulation could open to assessments that could lead to micro-credentials. These can be stacked or collected to meet the necessary requirements of a job or degree program. To create evidence for such a concept within the Philippine context, certain industries could be used as pilots for micro-credentialing. Such an effort could lead to expanded and rapid implementation of micro-credentialing which could, in turn, lead to improved job mapping and meaningful employment.

Policy Considerations: Pathways to Lifelong Learning

Imagining an educational system which is all-inclusive of learners, programs and opportunities should be organized according to the types of inclusive programs that a government can make available for learners of all ages, locations, preferences, and circumstances. The three types of education that can bring learning and meaningful changes in a person's life are formal, non-formal, and informal education. Each is important for the growth of an individual through the nurturance of skills, knowledge, attitudes, and values.

Formal education is defined as:

education that is institutionalized, intentional, and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programs are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education. Vocational education, special needs education, and some parts of adult education are often recognized as being part of the formal education system. (UNESCO Institute for Statistics (UIS) 2023)

It is also called formal learning because it takes place in a school. Children learn basic academic knowledge that is sequentially organized in a curriculum. Formal education encompasses all levels of education, from elementary to secondary school, and continues on to colleges. Teaching is provided by specially qualified teachers who are licensed to practice their profession.

Non-formal education is defined as:

education that is institutionalized, intentional, and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative, and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops, or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development. (UIS 2023)

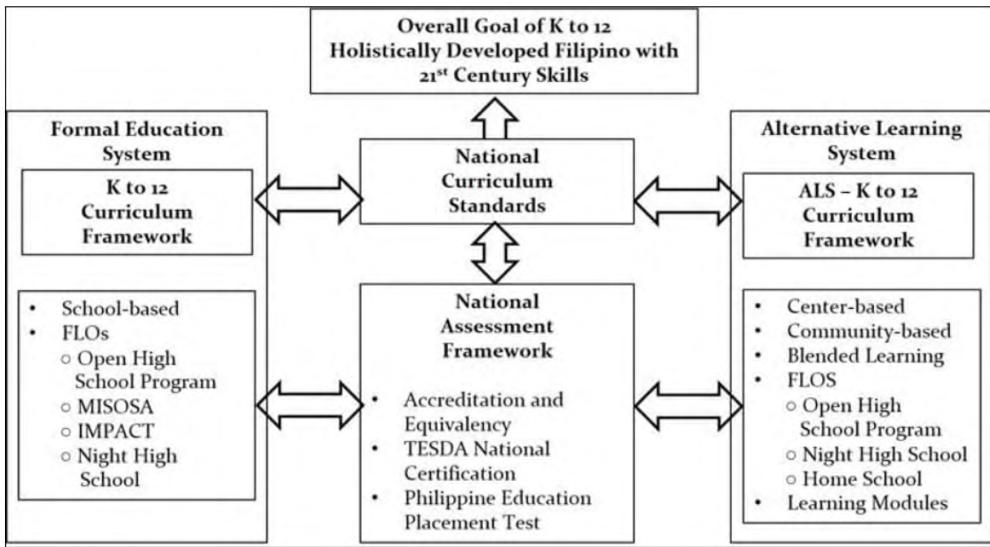
Non-formal education programs are designed to improve a range of skills and competencies, outside the formal educational curriculum. Programs usually take place in sports clubs, community training/learning centers, or online, where people gather to learn new things such as languages, sewing, and dancing, among many other things. Non-formal education achievements may be assessed but these are presently quite difficult to certify.

Informal education is “the wise, respectful, and spontaneous process of cultivating learning. It works through conversation, and the exploration and enlargement of experience” (Jeffs and Smith 2011). It is a lifelong learning process through which a person, of any age, acquires knowledge, attitudes, values, and skills from the influences and resources in his or her own environment (European Youth Foundation 2023). Learning in this way is often unplanned and unstructured.

The K-12 program of the Philippines articulated the pathways and equivalencies across the formal and nonformal (alternative learning) approaches to basic education. Strewn together by national curriculum standards and a national assessment framework, schools and learning centers can work towards achieving the goals of basic education through either system. Both systems have programs of learning that are designed, taught, and

assessed against the same standards and objectives; though their methods, materials, and venues for teaching and learning vary.

FIGURE 23. PATHWAYS AND EQUIVALENCIES IN BASIC EDUCATION



Note. From *The Philippine Education and Training System*, by the Philippine Qualifications Framework National Coordinating Council (PQF NCC), n.d. <https://pqf.gov.ph/Home/Details/16>

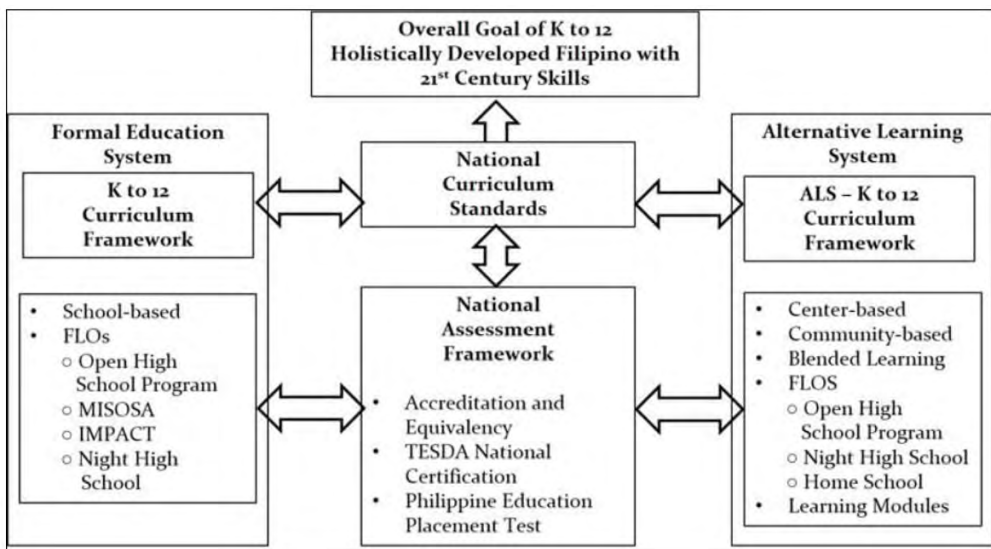
Technical and higher education have equivalent frameworks for post-secondary education based on principles such as the recognition of prior learning, knowledge, and experiences, demonstration of competencies, and demonstration of equivalence of life achievements to academic requirements, among others.

To create greater inclusivity in these types of education, it is important to integrate other parameters. For example, the purposes and needs vary greatly as individuals navigate their lifetimes and life needs. To support the growth and development of individuals with different conditions, special needs education should create additional curriculum designs and support mechanisms. The same is true for individuals in need of care who are ill/with sickness, deprived of freedom, or in protection.

Oftentimes, the pathways from one of these types of education are closed to each other. Passage from one type to another is not always easy to do and equivalency is not easily obtained. Systems that will allow these through-ways for lifelong learning need to be mapped (Table 7). The rows show the types of education programs (formal, non-formal, special education, and care programs). The columns show the lifespan of learners from womb to tomb (ECCD, K-6, Grades 7-10, Grades 11 and 12, TVET, Higher Ed, and Adult

Continuing Education). In the cells are the various programs that are available in the Philippines.

TABLE 7. MATRIX OF PROGRAMS: LIFELONG LEARNING IN THE PHILIPPINES



A rigid system would not allow a learner to move from one type of approach to another. However, examples within Figures 23 and 24 show that some learners may need to move from one approach/type to another depending on their life circumstances.

FIGURE 24. LEARNER'S LIFELONG LEARNING PATH IN THE PHILIPPINES: EXAMPLE A

	ECCD	K-6	7-10	11-12	TVET	HEd	ContEd
F O R M A L	Child care services Day care program K-3	School based programs Regular Elementary Programs Multigrade Programs	School based programs Special Programs for JHS Science High School Programs Tech-Voc JHS Programs	School based programs GAS/STEM/ARM/HU JHS SHS Sports/Arts and Design SHS TVET in SHS	Institution based programs	Colleges and Universities	Certified /Credentialed Community Based programs Certified /Credentialed Work Based programs
N O N F O R M A L	Child care services Home based education	Basic literacy programs Home based education A&E Elementary	Basic literacy programs Home based education A&E Secondary	Home based education Community based programs ALS	Work-based learning Community based programs TVET in ALS	Work-based learning Distance/Online programs	Community based programs Adult continuing education ALS
S P E C I A L	Child care services Adapted curriculum programs ECCD Early Assessment and Intervention Programs	Adapted curriculum programs Assessment and Intervention Programs	Adapted curriculum programs ECCD Early Assessment and Intervention Programs	Adapted curriculum programs Assessment and Intervention Programs	Work-based learning Community based programs Assessment and Intervention Programs ALS	Work-based learning Community based programs Assessment and Intervention Programs	Community based programs Assessment and Intervention Programs ALS
C A R E	Home/Hospital/Institution - based programs	Home/Hospital/Institution - based programs	Home/Hospital/Institution - based programs	Home/Hospital/Institution - based programs	Home/Hospital/Institution - based programs Work-based learning	Home/Hospital/Institution - based programs Distance/Online programs	Home/Hospital/Institution - based programs Distance/Online programs

FIGURE 25. LEARNER'S LIFELONG LEARNING PATH IN THE PHILIPPINES: EXAMPLE B

	ECCD	K-6	7-10	11-12	TVET	HEd	ContEd
F O R M A L	Child care services Day care programs K-3	School based programs Regular Elementary Programs Multigrade Programs	School based programs Special Programs for JHS Science High School Programs Tech-Voc JHS Programs	School based programs GAS/STEM/ABM/HU MMS SHS Sports/Arts and Design SHS TVL SHS	Institution based programs Culinary Arts	Colleges and Universities	Certified/Credentialed Community Based programs Certified/Credentialed Work Based programs
N O N F O R M A L	Child care services Home based education	Basic literacy programs Home based education A&E Elementary	Basic literacy programs Home based education A&E Secondary	Home based education Community based programs ALS	Work-based learning Community based programs TVET in ALS	Work-based learning Distance/Online programs	Community based programs Adult continuing education ALS
S P E C I A L	Child care services Adapted curriculum programs ECCD Early Assessment and Intervention Programs	Adapted curriculum programs Assessment and Intervention Programs	Adapted curriculum programs ECCD Early Assessment and Intervention Programs	Adapted curriculum programs Assessment and Intervention Programs	Work-based learning Community based programs Assessment and Intervention Programs ALS	Work-based learning Community based programs Assessment and Intervention Programs	Community based programs Assessment and Intervention Programs ALS
C A R E	Home/Hospital/ Institution - based programs	Home/Hospital/ Institution - based programs	Home/Hospital/ Institution - based programs	Home/Hospital/ Institution - based programs	Home/Hospital/ Institution - based programs Work-based learning	Home/Hospital/ Institution - based programs Distance/ Online programs	Home/Hospital/ Institution - based programs Distance/ Online programs

In the Philippines, not all these modalities are available. The challenges confronting education are overwhelming. However, the tendency to plan only for the majority may be the wrong way to go about education reform. Programs for diverse populations (i.e., care, students with special needs, and the elderly) can be plotted alongside the usual programmatic components and modalities and within the formal and nonformal categories. Gateways and mobility of learners need to be assured.

Having a learner's or citizen's identification number can monitor an individual's participation in all programs. This will allow the education agencies to track the engagement of Filipinos in learning programs and how these can be related to numerous other indicators such as quality of life, economic mobility, mental health and wellness, and of course, learning outcomes.

These program maps can be created together with education agencies, agencies with education programs/training programs, local governments, and nongovernmental institutions in communities (local, provincial) so that responsibility for the programs can be clarified and the enabling factors such as budgets, human resources, and facilities can be provided for the programs to succeed in providing lifelong learning opportunities to community members and citizens.

Further recommendations include the capture of all education programs available to learners of all ages. To this end, data must be consolidated on the programs for early childhood education being implemented all over the country through the DILG and DSWD. These should be included in the ISCED map of the Philippines. Another requirement connected to this is the articulation of adult literacy, livelihood, or continuing education programs that run parallel to elementary and secondary programs. This includes educational interventions for those who are deprived of freedom, ill, employed and thus unable to study, and/or in remote communities. Moreover, articulation is also due for special needs education and for all diverse learning needs that are brought about by disability or disease. Further articulation and strengthening are required for programs for young or adult learners in institutional or hospital care as well, because they are unable to go to community schools/learning centers. Program standards, resources, and teachers should be developed for these learners if none are available. Lastly, accurate and timely data on lifelong learning programs must be collected, validated, stored, and updated regularly.

Another concern for the future is the development and implementation of widely lifelong learning programs for diverse learning needs. This will involve identifying areas of improvement and growth in terms of program delivery, and the creation of new programs for underserved or unserved learners of all ages and in all communities.

Institutionalizing a Lifelong Learning Framework in Communities

Dina Joana Ocampo

A lifelong learning framework encompasses all levels of learning, education, and training for all ages and life conditions. According to Macaranas (2007), lifelong learning in the Philippines is equivalent to continuing education, adult education, extension services, and training within companies or workplaces across different contexts in the country. However, he also observed that there is no single national vision for lifelong learning. This observation is relevant to the conclusions drawn about the pathways and equivalencies section in this paper as well as the discussion about current and emerging local and global job requirements of the Philippines. The Senate Bill No. 364 of the 19th Congress titled “The Lifelong Learning Development Framework (LLDF) Act”, sponsored by Senator Joel Villanueva, contains essential definitions, components, and enabling mechanisms to build a lifelong learning framework and strengthening the PQF-NCC (Villanueva 2022). However, it stops short of integrating systems or explicitly suggesting a way to build coherence or to reach beyond existing national assessments.

This section is an attempt to integrate the various frameworks that exist and to plot their roles in providing education and training throughout the lifespan. The first innovation suggested is the identification of an agency which will curate and track micro-credentials which individuals can earn by participating in lifelong learning programs implemented by education delivery agencies/partners.

In addition, we have also collated lists of award-winning educational provisions and programs in the Philippines, for all stages of education, within the period of 2009 up to the present, that can be found in Appendices A-I. We have found that there are many programs that have been recognized for ECCD and Basic Education for formal and nonformal modalities. However, there are few or no programs that have been granted awards for special education, care programs for the secondary level, TVET, higher education, adult

continuing education, and seniors/elderly education. This shows the gaps in lifelong learning provision for adult citizens within the country, who can very quickly participate in work and enterprises, and also gaps in the support of the Philippines' elderly population so they can have meaningful and healthier lives.

As a final policy recommendation, it is strongly proposed that we move from lifelong learning aspirations and promises to actual service provision for citizens coming from all life circumstances and ages. To do this, local authorities need to properly oversee and ensure the implementation of programs in their jurisdiction. Furthermore, the Philippines needs to rethink the local school board, which usually supports only basic education, so that it becomes a Local Lifelong Learning Board, which instead could orchestrate all learning programs in cooperation with various government agencies, NGOs, and local organizations. Table 8 maps the lifelong learning framework levels with the PQF and proposed implementing agencies. It can be used to begin discussions on instituting local lifelong learning boards in cities and municipalities.

TABLE 8. MAPPING THE LIFELONG LEARNING FRAMEWORK LEVELS WITH THE PQF AND PROPOSED IMPLEMENTING AGENCIES

18- (ONWARDS)	22- (ONWARDS)	18- (ONWARDS)	SENIORS AND THE ELDERLY
Post Secondary	Graduate Education/ Advanced Training	Adult Continuing Education	Adult Learning Programs
Diploma, Degrees, NC, Micro- credentials	Degrees, NC, Micro- credentials	NC, Micro- credentials	NC, Micro- credentials
Local LLL Board, CHED, TESDA, Micro- credentials Agency	Local LLL Board, CHED, TESDA, Micro- credentials Agency	Local LLL Board, TESDA, DILG, Micro-credentials Agency	Local LLL Board, TESDA, DILG, Micro- credentials Agency
LEVELS 1-6	LEVELS 7-8	LEVELS 1-5	LEVELS 1-5
CHED, TESDA, Private sector	CHED, TESDA, Private sector	DepEd, TESDA, DA, NINC, DOLE, Private sector (agencies w/ training and devt courses)	DepEd, DOST- TRC TESDA, CHED, DA, NINC, DOLE, Private sector (agencies w/ training and devt courses)
CHED, TESDA, Private sector	CHED, TESDA, Private sector	DepEd, TESDA, DA, NINC, DOLE, Private sector (agencies w/ training and devt courses)	DepEd, DOST- TRC, TESDA, CHED, DILG, DOH, DSWD, Private sector
CHED, TESDA, Private sector	CHED, TESDA, Private sector	DepEd, TESDA, DOH., DSWD, Private sector	DepEd, DILG, DOH, DSWD, Private sector
CHED, TESDA, DOH, Private sector and other concerned agencies	CHED, TESDA, DOH, DSWD, Private sector and other concerned agencies	DepEd, TESDA, DOH, Private sector and other concerned agencies	DepEd, DILG, DOH, DSWD, Private sector and other concerned agencies

AGES	0-5	5-12	12-16	16-18
learning levels	ECCD	k to grade 6	Junior High	Senior High
Credential Earned	N/A	Elementary Completion	JHS Completion, NC, Micro-credentials	Secondary Education Diploma, NC, Micro-credentials
Governance/Responsible	Local LLL Board, DILG	Local LLL Board, DepEd	Local LLL Board, DepEd	Local LLL Board, DepEd
PQF LEVEL/S	LEVEL 0	LEVEL 0	LEVEL 0	LEVEL 0
Formal Implementers	DSWD, DepEd, DILG, Private sector	DepEd, Private sector	DepEd, Private sector	DepEd, CHED, TESDA, Private sector
Nonformal Implementers	DSWD, DepEd, DILG, Private sector	DepEd, Private sector	DepEd, Private sector	DepEd, CHED, TESDA, Private sector
Sped Implementers	DSWD, DepEd, DILG, Private sector	DepEd, DOH, Private sector	DepEd, DOH, Private sector	DepEd, CHED, TESDA, Private sector
Care Implementers	DSWD, DepEd, DILG, Private sector and other concerned agencies	DepEd, DOH, Private sector and other concerned agencies	DepEd, DOH, Private sector and other concerned agencies	DepEd, CHED, TESDA, DOH, Private sector and other concerned agencies

Biographical note

Dina Ocampo is a Professor at the University of the Philippines College of Education where she teaches courses on literacy development, difficulties and research. Presently, she is co-convenor of the Education Research Program at the UP Center for Integrative and Development Studies. She is also the current editor-in-chief of the Philippine Journal on Education Studies.

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Appendix

APPENDIX A. AWARD-WINNING EDUCATIONAL PROGRAMS IN THE ECCD STAGE OF EDUCATION IN THE PHILIPPINES FROM 2000-PRESENT

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
FORMAL								

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Bulacan	Bulacan	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukampyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Bulacan	Gawad Edukampyon for Early Childhood Care and Development (ECCD): Province	National	Rex Education, Department of Education (DepEd), Department of the Interior and Local Government (DILG), Early Childhood Care and Development (ECCD) Council, and the Center for Local Governance and Professional Development, Inc. (CLGPD)	May 4, 2024
Misamis Oriental	Misamis Oriental	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukampyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Misamis Oriental	Gawad Edukampyon for Early Childhood Care and Development (ECCD): Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Apayao	Apayao	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukampyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Apayao	Gawad Edukampyon for Early Childhood Care and Development (ECCD): Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Quirino	Quirino	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukampyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Quirino	Gawad Edukampyon for Early Childhood Care and Development (ECCD): Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
South Cota-bato	South Cota-bato	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	South Cota-bato	Gawad Edukasyon for Early Childhood Care and Development (ECCD); Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Quezon City	Quezon City	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Quezon City	Gawad Edukasyon for Early Childhood Care and Development (ECCD); Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Iloilo City	Iloilo City	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Iloilo City	Gawad Edukasyon for Early Childhood Care and Development (ECCD); Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Muntinlupa City	Muntinlupa City	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Muntinlupa City	Gawad Edukasyon for Early Childhood Care and Development (ECCD); Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Cagayan De Oro City	Cagayan De Oro City	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Cagayan De Oro City	Gawad Edukasyon for Early Childhood Care and Development (ECCD); Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
City of Manila	City of Manila	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	City of Manila	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Santiago City, Isabela	Santiago City, Isabela	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Santiago City, Isabela	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Sta. Rosa City, Laguna	Sta. Rosa City, Laguna	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Sta. Rosa City, Laguna	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Tagum City, Davao Del Norte	Tagum City, Davao Del Norte	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Tagum City, Davao Del Norte	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Alaminos City, Pangasinan	Alaminos City, Pangasinan	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Alaminos City, Pangasinan	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Tagaytay City, Cavite	Tagaytay City, Cavite	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Tagaytay City, Cavite	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Surallah, South Cotabato	Surallah, South Cotabato	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Surallah, South Cotabato	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Maramag, Bukidnon	Maramag, Bukidnon	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Maramag, Bukidnon	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Dupax Del Norte, Nueva Vizcaya	Dupax Del Norte, Nueva Vizcaya	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Dupax Del Norte, Nueva Vizcaya	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Guiguinto, Bulacan	Guiguinto, Bulacan	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Guiguinto, Bulacan	Gawad Edukasyon for Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Naawan, Misamis Oriental	Naawan, Misamis Oriental	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukampy- on for Local Governance Awards Global News (inquirer. net)	Children within Area of Responsibility	Naawan, Misamis Oriental	Gawad Edu- kampyon for Early Child- hood Care and Development (ECCD): Mu- nicipality	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Pandi, Bulacan	Pandi, Bulacan	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukampy- on for Local Governance Awards Global News (inquirer. net)	Children within Area of Responsibility	Pandi, Bulacan	Gawad Edu- kampyon for Early Child- hood Care and Development (ECCD): Mu- nicipality	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Obando, Bulacan	Obando, Bulacan	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukampy- on for Local Governance Awards Global News (inquirer. net)	Children within Area of Responsibility	Obando, Bulacan	Gawad Edu- kampyon for Early Child- hood Care and Development (ECCD): Mu- nicipality	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Apayao	Apayao	LGUs, LCEs recognized in Gawad Edu- kampyon for Local Gover- nance Awards by Rex Edu- cation, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Apayao	Gawad Edu- kampyon For Early Child- hood Care and Development (ECCD): Province	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Misamis Oriental Olongapo City	Misamis Oriental	LGUs, LCEs recognized in Gawad Edu- kampyon for Local Gover- nance Awards by Rex Edu- cation, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Misamis Oriental	Gawad Edu- kampyon For Early Child- hood Care and Development (ECCD): Province	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Quirino	Quirino	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Quirino	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Bulacan	Bulacan	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Bulacan	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
South Cotabato	South Cotabato	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	South Cotabato	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Davao City	Davao City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Davao City	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Olongapo City	Olongapo City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Olongapo City	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Iloilo City, Iloilo	Iloilo City, Iloilo	LGUs, LCEs recognized in Gawad Edu- kampyon for Local Gover- nance Awards by Rex Edu- cation, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Iloilo City, Iloilo	Gawad Edu- kampyon For Early Child- hood Care and Development (ECCD): High- ly Urbanized City	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Muntinlupa City	Muntinlupa City	LGUs, LCEs recognized in Gawad Edu- kampyon for Local Gover- nance Awards by Rex Edu- cation, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Muntinlupa City	Gawad Edu- kampyon For Early Child- hood Care and Development (ECCD): High- ly Urbanized City	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Quezon City	Quezon City	LGUs, LCEs recognized in Gawad Edu- kampyon for Local Gover- nance Awards by Rex Edu- cation, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Quezon City	Gawad Edu- kampyon For Early Child- hood Care and Development (ECCD): High- ly Urbanized City	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
City of Tagum	City of Tagum	LGUs, LCEs recognized in Gawad Edu- kampyon for Local Gover- nance Awards by Rex Edu- cation, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	City of Tagum	Gawad Edu- kampyon For Early Child- hood Care and Development (ECCD): Com- ponent City	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
City of San Fernando	City of San Fernando	LGUs, LCEs recognized in Gawad Edu- kampyon for Local Gover- nance Awards by Rex Edu- cation, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	City of San Fernando	Gawad Edu- kampyon For Early Child- hood Care and Development (ECCD): Com- ponent City	National	Rex Educa- tion, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Antipolo City	Antipolo City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Antipolo City	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Mabalacat City	Mabalacat City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Mabalacat City	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Batangas City	Batangas City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Batangas City	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Biñan	Biñan	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Biñan	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Tanza, Cavite	Tanza, Cavite	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Tanza, Cavite	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
San Mateo, Rizal	San Mateo, Rizal	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	San Mateo, Rizal	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
San Ildefonso, Bulacan	San Ildefonso, Bulacan	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	San Ildefonso, Bulacan	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Noveleta, Cavite	Noveleta, Cavite	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Noveleta, Cavite	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Guiguinto, Bulacan	Guiguinto, Bulacan	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Guiguinto, Bulacan	Gawad Edukasyon For Early Childhood Care and Development (ECCD): Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Laging Listo ang Barangay Ko	Brgy. Poblacion LGU, Tupi, South Cotabato	Laging Listo ang Barangay Ko: Responsive Governance through Effective Barangay Management (galingpook.org)	Children within Area of Responsibility	Brgy. Poblacion, Tupi, South Cotabato	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2012

AGE		0-5						
LEVEL		ECCD						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
City of Baguio	City of Baguio	GAWAD SA PAGLIL- INGKOD SA SAMBAYANAN AWARD – Filipino News Sentinel	Children within Area of Responsibility	City of Baguio	Gawad sa Paglil- ingkod sa Sambayanan (GAPAS) Award	National	Department of Social Welfare and Development (DSWD)	2021
CJFI's Communi- ty Based Support Program (CBSP)	Children's Joy Foun- dation Inc. (CJFI)	CJFI Achieves Best NGO 2019 in the Philippines - Children's Joy Foundation, Inc. (childrensjoy- foundation.org)	Disadvan- taged and Poor Children in the Coun- tryside	Philippine Countryside	"Pagkilala sa Natatanging Kontribusyon sa Bayan" (2019 Panata Ko sa Bayan) Awards – SALAMAT PO Award: Best Non-Gov- ernment Organization (NGO) Nation- al Category	National	Department of Social Welfare and Devel- opment (DSWD)	January 28, 2020
					"Pagkilala sa Natatanging Kontribusyon sa Bayan" (2019 Panata Ko sa Bayan) Awards – SALAMAT PO Award: Best Non-Govern- ment Organi- zation (NGO) Regional Category	Local	Department of Social Welfare and Devel- opment (DSWD)	January 31, 2020
Davao City, Davao del Sur	Davao City, Davao del Sur	Davao City gets DSWD award for its daycare services In- quirer News	Children within Area of Responsibility	Davao City, Davao del Sur	2021 Gawad Pagliling- kod sa Sambayanan (GAPAS): Best Local Government in Implement- ing Daycare Services	National	Department of Social Welfare and Devel- opment (DSWD)	Feb. 26, 2022
City Gov- ernment of Mabalacat, Pampanga	City Gov- ernment of Mabalacat, Pampanga	Mabalacat City named PH's Model LGU for Day Care Ser- vices (sunstar. com.ph)	Children within Area of Responsibility	Mabalacat, Pampanga	Mabalacat, Pampanga	National	Department of Social Welfare and Devel- opment (DSWD)	January 29, 2021
CARE								
Kaisahang Buhay Foundation Inc. (KBF)	Kaisahang Buhay Foundation Inc. (KBF)	Awards/Rec- ognition Kai- sahang Buhay Foundation, Inc. (kbf.ph)	Abused and/ or Abandoned Children, Aged 0-7 Years, with or without Handicap, that Need Special Care	Reception and Study Center For Children, Lubao, Pampanga	Salamat Po Award	Local	Department of Social Welfare and Devel- opment (DSWD) Regional Office III	November 28, 2008

APPENDIX B. AWARD-WINNING EDUCATIONAL PROGRAMS IN THE BASIC EDUCATION STAGE IN THE PHILIPPINES FROM 2000-PRESENT

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
FORMAL								
Foster a Child's Education (FACE)	Holcim Philippines, Inc.	Holcim Philippines education program wins regional CSR award	Public Elementary and High School Students	Public Schools Nationwide	Asian Responsible Entrepreneurship Awards (AREA) in the Social Empowerment Category	International	Enterprise Asia	June 2, 2017
Palusapis Integrated School	Palusapis Integrated School	School leaders recognized at 6th Excellence in Educational Transformation Awards Philstar.com	School Students	Science City of Muñoz, Nueva Ecija	6th Excellence in Education Transformation Awards: Innovations in Quality Education – Curriculum Design and Development and Learning Methodologies and Delivery Systems for Learning Effectiveness	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2019
Schools Division of Quezon	Schools Division of Quezon	School leaders recognized at 6th Excellence in Educational Transformation Awards Philstar.com	School Students	Quezon	6th Excellence in Education Transformation Awards: Innovations in Leadership, Governance and Management – Institutional Leadership and Direction Setting	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2019
Colegio de San Juan de Letran – Basic Education	Colegio de San Juan de Letran – Basic Education	School leaders recognized at 6th Excellence in Educational Transformation Awards Philstar.com	School Students	Intramuros, Manila	6th Excellence in Education Transformation Awards: Innovations in Quality Education – Learning Methodologies and Delivery Systems for Learning Effectiveness	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2019

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Department of Education – Schools Division of Carcar	Department of Education – Schools Division of Carcar	PressReader.com - Digital Newspaper & Magazine Subscriptions	School Students	Cebu	5th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2017
Department of Education – Schools Division of Camiguin	Department of Education – Schools Division of Camiguin	PressReader.com - Digital Newspaper & Magazine Subscriptions	School Students	Camiguin	5th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2017
Create and Learning Paths School	Create and Learning Paths School	PressReader.com - Digital Newspaper & Magazine Subscriptions	School Students	Paranaque	5th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2017s
Diliman Preparatory School	Diliman Preparatory School	PressReader.com - Digital Newspaper & Magazine Subscriptions	School Students	Diliman, Quezon City	5th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2017
Casisang Central School	Casisang Central School	(1) 4th EETA Awardees - Excellence in Educational Transformation Awards Facebook	School Students	Malaybalay, Bukidnon	4th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2015

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Schools Division of Bayawan City	Schools Division of Bayawan City	(1) 4th EETA Awardees - Excellence in Educational Transformation Awards Facebook	School Students	Bayawan City	4th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Linkod Kapamilya Foundation, and Knowledge Channel	2015
Xavier School	Xavier School	Holistic, innovative strategies win awards for schools Inquirer News	School Students	San Juan City	3rd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Linkod Kapamilya Foundation, and Knowledge Channel	2014
Singapore School Manila	Singapore School Manila	Schools that showcase 21st century learning cited at 2nd EETA Philstar.com	School Students	Manila	2nd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Linkod Kapamilya Foundation, and Knowledge Channel	2013
Statefields School Inc.	Statefields School Inc.	Schools that showcase 21st century learning cited at 2nd EETA Philstar.com	School Students	Bacoor, Cavite	2nd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Linkod Kapamilya Foundation, and Knowledge Channel	2013
Claret School of Zamboanga City	Claret School of Zamboanga City	1st Excellence in Educational Transformation Award winners change the way schools look at learning Philstar.com	School Students	Zamboanga City	1st Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Linkod Kapamilya Foundation, and Knowledge Channel	2012

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Ednas School	Ednas School	1st Excellence in Educational Transformation Award winners change the way schools look at learning Philstar.com	School Students	San Carlos City, Pangasinan	1st Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2012
Colegio San Agustin	Colegio San Agustin	1st Excellence in Educational Transformation Award winners change the way schools look at learning Philstar.com	School Students	Makati	1st Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2012
Elizabeth Seton School	Elizabeth Seton School	1st Excellence in Educational Transformation Award winners change the way schools look at learning Philstar.com	School Students	Las Pinas City	1st Excellence in Education Transformation Award: Overall Winner	National		
Cavite	Cavite	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Cavite	Gawad Edukasyon for Capacity Development: Province	National	Rex Education, Department of Education (DepEd), Department of the Interior and Local Government (DILG), Early Childhood Care and Development (ECCD) Council, and the Center for Local Governance and Professional Development, Inc. (CLGPD)	May 4, 2024

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Manila City	Manila City	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Manila City	Gawad Edukasyon for Capacity Development: Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Cagayan de Oro City	Cagayan de Oro City	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Cagayan de Oro City	Gawad Edukasyon for Capacity Development: Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Koronadal City, South Cotabato	Koronadal City, South Cotabato	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Koronadal City, South Cotabato	Gawad Edukasyon for Capacity Development: Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Barcelona, Sorsogon	Barcelona, Sorsogon	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Barcelona, Sorsogon	Gawad Edukasyon for Capacity Development: Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Cotabato	Cotabato	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Cotabato	Gawad Edukasyon for Learning Continuity Plan: Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Cagayan De Oro City	Cagayan De Oro City	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Cagayan De Oro City	Gawad Edukasyon for Learning Continuity Plan: Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Balanga, Bataan	Balanga, Bataan	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Balanga, Bataan	Gawad Edukasyon for Learning Continuity Plan: Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Cabagan, Isabela	Cabagan, Isabela	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Cabagan, Isabela	Gawad Edukasyon for Learning Continuity Plan: Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Barangay Talipapa, Quezon City	Barangay Talipapa, Quezon City	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Barangay Talipapa, Quezon City	Gawad Edukasyon for Barangay Social Services	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Barangay Sta. Cruz, Guiguinto, Bulacan	Barangay Sta. Cruz, Guiguinto, Bulacan	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Barangay Sta. Cruz, Guiguinto, Bulacan	Gawad Edukasyon for Barangay Justice, Security, and Disaster Preparedness	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Barangay Caloocan, Koronadal South Cotabato	Barangay Caloocan, Koronadal South Cotabato	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Barangay Caloocan, Koronadal South Cotabato	Gawad Edukasyon for Barangay Justice, Security, and Disaster Preparedness	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Barangay Malvar, Santiago City, Isabela	Barangay Malvar, Santiago City, Isabela	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Barangay Malvar, Santiago City, Isabela	Gawad Edukasyon for Barangay Governance	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Barangay Malvar, Santiago City, Isabela	Barangay Malvar, Santiago City, Isabela	Rex Education celebrate outstanding LGUs in the 2nd Gawad Edukasyon for Local Governance Awards Global News (inquirer.net)	Children within Area of Responsibility	Barangay Malvar, Santiago City, Isabela	Gawad Edukasyon for Fiscal Management	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	May 4, 2024
Malabon City	Malabon City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Malabon City	Gawad Edukasyon For LGU Capacity Development: Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Koronadal City, South Cotabato	Koronadal City, South Cotabato	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Koronadal City, South Cotabato	Gawad Edukasyon For LGU Capacity Development: Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Carmona, Cavite	Carmona, Cavite	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Carmona, Cavite	Gawad Edukasyon For LGU Capacity Development: Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Nueva Ecija	Nueva Ecija	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Nueva Ecija	Gawad Edukasyon For Learning Continuity Innovation: Province	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Manila City	Manila City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Manila City	Gawad Edukasyon For Learning Continuity Innovation: Highly Urbanized City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Ormoc City, Leyte	Ormoc City, Leyte	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Ormoc City, Leyte	Gawad Edukasyon For Learning Continuity Innovation: Component City	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Luna, Isabela	Luna, Isabela	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Luna, Isabela	Gawad Edukasyon For Learning Continuity Innovation: Municipality	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Barangay Libag Sur, Tuguegarao City	Barangay Libag Sur, Tuguegarao City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Barangay Libag Sur, Tuguegarao City	Gawad Edukasyon For Barangay Social Services	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Barangay Sta. Cruz, Guiguinto, Bulacan	Barangay Sta. Cruz, Guiguinto, Bulacan	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Barangay Sta. Cruz, Guiguinto, Bulacan	Gawad Edukasyon For Barangay Justice, Security, And Disaster Preparedness	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Barangay Malis, Guiguinto, Bulacan	Barangay Malis, Guiguinto, Bulacan	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Barangay Malis, Guiguinto, Bulacan	Gawad Edukasyon For Barangay Governance	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Barangay Dela Paz, Pasig City	Barangay Dela Paz, Pasig City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Barangay Dela Paz, Pasig City	Gawad Edukasyon For Barangay Accountability	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022
Barangay San Gabriel, Tuguegarao City	Barangay San Gabriel, Tuguegarao City	LGUs, LCEs recognized in Gawad Edukasyon for Local Governance Awards by Rex Education, CLGP, DILG, DepEd, ECCD - Orange Magazine	Children within Area of Responsibility	Barangay San Gabriel, Tuguegarao City	Gawad Edukasyon For Barangay Fiscal Management	National	Rex Education, DepEd, DILG, ECCD Council, and CLGPD	June 3, 2022

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Valenzuela LIVE Streaming School (ValLIVE)	Valenzuela City	Valenzuela LIVE Streaming School (galing-pook.org)	Students at Home	Digital/ Online	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2021
Education 360° Investment Program	Valenzuela City	Education 360° Investment Program (galingpook.org)	Parents, Teachers, and School Students	Valenzuela City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2015
Simple and Speedy Public Service Program (3S in Public Service)	Valenzuela City	3S in Public Service Program (galingpook.org)	Teachers and School Students	Valenzuela City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2012
Quality Education for Sarangani Today (QUEST)	Sarangani Province, including the Private Sector	Quality Education for Sarangani Today (QUEST) (galingpook.org)	Parents, Teachers, School Students and Out-of-School Youth	Sarangani Province	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2012
Solid Waste Diversion and Reduction Program	Department of Education – Makati	Solid Waste Diversion and Reduction Program (galingpook.org)	School Students	Makati City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2009
Gulayan at Palaisdaan Alay sa Kabataan	Negros Oriental	Gulayan at Palaisdaan Alay sa Kabataan (galingpook.org)	School Students and Parents	Negros Oriental	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2005
Biñan Online Tutorialss	Youth and Sports Development Office (YASDO) of the Biñan LGU and Volunteer Teachers	Biñan Online Tutorials (GBPR 2020) - DAP	School Students	Online	Government Best Practice Recognition Awards Finalist	National	Development Academy of the Philippines (DAP)	2020

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Instruction and Curriculum Adaptations to COVID-19s	Department of Education – Schools Division of Dumaguete City	Instruction and Curriculum Adaptations to COVID-19 - DAP	Students at Home	Online, Radio, Television	Most Outstanding Division	National	Department of Education	Dec 16, 2020
NONFORMAL								
CVIF-Dynamic Learning Program	Central Visayan Institute Foundation (CVIF), Smart, PLDT-Smart Foundation and the Department of Education (DepEd)	Awards and Citations Official PLDT Website	Students at Home	Digital/Online	18th Philippine Quill Awards: Excellence Award	National	International Association of Business Communicators (IABC) Philippines	2020
					18th Philippine Quill Awards: Top Division Award for Communication Management	National	International Association of Business Communicators (IABC) Philippines	2020
School-in-a-Bag	PLDT, Smart, PLDT-Smart Foundation and Huawei Philippines	Awards and Citations Official PLDT Website	Students at Home	Digital/Online	18th Philippine Quill Awards: Excellence Award	National	International Association of Business Communicators (IABC) Philippines	2020
					54th Anvil Awards: Silver Anvil	National	Public Relations Society of the Philippines (PRSP)	2019
Peace Management Literacy and Continuing Education through Night Market Program	Local Government of Tagum City Literacy Coordinating Council	Innovation in literacy: winners of the UNESCO International Literacy Prizes, 2016 - UNESCO Digital Library	Adults (15 Years and Above)	Tagum City, Davao del Norte	UNESCO King Sejong Literacy Prize	International	UNESCO	2011
Literacy, Continuing Education, and Lifelong Learning Program	Municipality of Agoo, La Union	Innovation in literacy: winners of the UNESCO International Literacy Prizes, 2016 - UNESCO Digital Library	Municipality of Agoo, La Union	Municipality of Agoo, La Union	UNESCO Confucius Prize for Literacy	International	UNESCO	2009

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Accreditation and Equivalency System	Bureau of Non-Formal Education	Innovation in literacy: winners of the UNESCO International Literacy Prizes, 2016 - UNESCO Digital Library	Out-of-School Youths and Adults	Philippines	UNESCO Noma Literacy Prize	International	UNESCO	2000
Barangay eSkwela and the Barangay Literacy Worker	Naga City	Barangay eSkwela and the Barangay Literacy Worker: Naga's Comprehensive Approach to Promoting Education for Out-of-School Children, Youth and Adults (OSCYAs) (galingpook.org)	Out-of-School Children, Youth and Adults (OSCYA), and Literacy Workers	Naga City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2018
Lingap sa Kabataang Ayaw sa Droga (LIKAY Droga)	General Santos City Government, DepEd, Law Enforcement Agencies, Communities, and the Private Sector	LIKAY Droga: Lingap sa Kabataang Ayaw sa Droga (galingpook.org)	Out-of-School Youth involved with Drugs, and School Personnel	General Santos City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2017
Knowledge Channel	Knowledge Chananel Foundation, Inc	Awards — Knowledge Channel Foundation	Children	Television	Best Education Support Program	International	Asian Forum on Corporate Social Responsibility	Sept 2005
Ang Pasko sa Puso ng mga Bata	Radyo Edukado, DZUP (1602 Khz), College of Education, University of the Philippines	Radyo Edukado Lands as Finalist at the 23rd Golden Dove Awards (upd. edu.ph)	Children	Radio	23rd KBP Golden Dove Awards: Finalist (Top 4) for Best Children's Programs	National	Kapisanan ng mga Brodkasters sa Pilipinas (KBP)	2015

AGE		5-18						
LEVEL		BASIC EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
No Info	Bonuan Buquig National High School in Dagupan City	School in Philippines voted among world's best education outlets in award event organised by global body T4 Education. The Star	School Students	Dagupan City	World's Best School Prizes: Environmental Prize	International	T4 Education	October 2022
KAIN PA	G.L David Memorial Integrated School	3 Philippine public schools' community impact earn finalist spots for World's Best School Prizes - GoodNewsPili-pinas.com	School Students	Balanga City, Bataan	World's Best School Prizes: FINALIST	International	T4 Education + Yayasan Hasanah + Templeton World Charity Foundation + Accenture + American Express	June 9, 2022
Happy and Healthy School Programme (HHS)	Malitbog National High School	3 Philippine public schools' community impact earn finalist spots for World's Best School Prizes - GoodNewsPili-pinas.com	School Students	Calinog, Iloilo	World's Best School Prizes: FINALIST	International	T4 Education + Yayasan Hasanah + Templeton World Charity Foundation + Accenture + American Express	June 9, 2022
Bridging over the Pandemic	Malitbog National High School	3 Philippine public schools' community impact earn finalist spots for World's Best School Prizes - GoodNewsPili-pinas.com	School Students	Calinog, Iloilo	World's Best School Prizes: FINALIST	International	T4 Education + Yayasan Hasanah + Templeton World Charity Foundation + Accenture + American Express	June 9, 2022
Children First Program	Cotabato Provincial Government, UNICEF, ABS-CBN Foundation, Inc., and Books for the Barrios, Inc.	Children First Program (galingpook.org)	Youth from the Tri-Peoples of Cotabato, including School Students and Out-of-School Youth	Cotabato Province	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2008

APPENDIX C. AWARD-WINNING EDUCATIONAL PROGRAMS IN THE KINDER TO GRADE SIX (6) EDUCATION STAGE IN THE PHILIPPINES FROM 2000-PRESENT

AGE		5-12						
LEVEL		K – GRADE 6						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
FORMAL								
Tisa II Elementary School	Tisa II Elementary School	School leaders recognized at 6th Excellence in Educational Transformation Awards Philstar.com	School Students	Cebu City	6th Excellence in Education Transformation Awards: Innovations in Learning Environment – Learning Spaces and Places and Innovations in Access to Education	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2019
Lawit Elementary School	Lawit Elementary School	PressReader.com - Digital Newspaper & Magazine Subscriptions	School Students	Gingoog, Misamis Oriental	5th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2017
La Salle Green Hills (Grade School Dept.)	La Salle Green Hills (Grade School Dept.)	Schools that showcase 21st century learning cited at 2nd EETA Philstar.com	School Students	Green Hills	2nd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2013
Pembo Elementary School	Pembo Elementary School	1st Excellence in Educational Transformation Award winners change the way schools look at learning Philstar.com	School Students	Makati	1st Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2012

AGE		5-12						
LEVEL		K – GRADE 6						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Dipolog Boulevard	Dipolog City	The Dipolog City Boulevard: Towards Effective Urban Renewal (galingpook.org)	Children of Resettled Informal Settlers	Dipolog City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2014
Bohol Rabies Prevention and Elimination Program (BRPEP)	Provincial LGU of Bohol	The Bohol Rabies Prevention and Elimination Project (galingpook.org)	School Students	Bohol	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2011
Project JOSIE (Joint Systems Improvement in Education)	Provincial Government of Bulacan, Teachers and SAMAK-KA (Samahan ng mga Magulang sa Karunungan at Kabutihan)	Joint Systems Improvement in Education Project (JOSIE) (galingpook.org)	School Students	Bulacan	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2005
Philippine Science High School (PSHS) Pakiglabigat Outreach Program	Philippine Science High School – Southern Mindanao Campus (PSHS-SMC)	PSHS Pakiglabigat Outreach Program - DAP	Grades 4-6 Students and Teachers from Public Elementary Schools with Children from Indigenous Communities	Southern Mindanaos	Government Best Practice Recognition Awards Finalist	National	Development Academy of the Philippines (DAP)	2018

FORMAL

AGE		5-12						
LEVEL		K – GRADE 6						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
LearnSmart Apps (Program): Enhancing Mother Tongue-Based Learning	PLDT and Smart	Awards and Citations Official PLDT Website	Early Grades Students	Online	55th Anvil Awards: Gold Anvil	National	Public Relations Society of the Philippines (PRSP)	2020
					18th Philippine Quill Awards: Excellence Award	National	International Association of Business Communicators (IABC) Philippines	2020
					18th Philippine Quill Awards: Merit Award	National	International Association of Business Communicators (IABC) Philippines	2020
					17th Philippine Quill Awards: Excellence Award	National	International Association of Business Communicators (IABC) Philippines	2019
					2019 Asia Mobile Awards: Finalist	International	Global System for Mobile Communications Association (GSMA)	2019
Isulan Central School	Isulan Central School	(1) 4th EETA Awardees - Excellence in Educational Transformation Awards Facebook	School Students	Isulan, Sultan Kudarat	4th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2015

**APPENDIX D. AWARD-WINNING EDUCATIONAL PROGRAMS
IN THE JUNIOR HIGH STAGE OF EDUCATION IN THE PHILIPPINES
FROM 2000-PRESENT**

AGE		12-16						
LEVEL		JUNIOR HIGH						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
FORMAL								
Global Education for the Filipino Youth	Philippine Science High School (PSHS)	Philippine Science High School wins Technology Impact Awards in Queensland - GoodNewsPili-pinas.com	School Students	PSHS System, Philippines	Queensland University of Technology's Impact Stories Awards: First Place	International	Queensland University of Technology	July 3, 2020
Philippine Science High School – Ilo-ocos Region Campus	Philippine Science High School – Ilo-ocos Region Campus	PQA+List+of+Awardee+and+Recipients+as+of+2018.pdf (bnrspbrrsfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Philippine Science High School – Ilo-ocos Region Campus	Philippine Quality Award: Recognition for Proficiency in Quality Management	National	Department of Trade and Industry (DTI)	2021
Alabat Island National High School	Alabat Island National High School	School leaders recognized at 6th Excellence in Educational Transformation Awards Philstar.com	School Students	Alabat, Quezon	6th Excellence in Education Transformation Awards: Most Transformative School for Learning Effectiveness and School Efficiency Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2019
Babag National High School	Babag National High School	School leaders recognized at 6th Excellence in Educational Transformation Awards Philstar.com	School Students	Lapu-Lapu City	6th Excellence in Education Transformation Awards: Innovations in Learning Environment – Child Safety, Security and Sensitivity	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2019
Navotas National High School	Navotas National High School	PressReader.com - Digital Newspaper & Magazine Subscriptions	School Students	Navotas	5th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2017

AGE		12-16						
LEVEL		JUNIOR HIGH						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Sisters of Mary School – ADLAS	Sisters of Mary School – ADLAS	(1) 4th EETA Awardees - Excellence in Educational Transformation Awards Facebook	School Students	Sisters of Mary School – ADLAS	4th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2015
Ateneo de Davao Junior High School	Ateneo de Davao Junior High School	(1) 4th EETA Awardees - Excellence in Educational Transformation Awards Facebook	School Students	Ateneo de Davao Junior High School	4th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2015
Sisters of Mary School – Banneux Inc	Sisters of Mary School – Banneux Inc	Holistic, innovative strategies win awards for schools Inquirer News	School Students	Sisters of Mary School – Banneux Inc	3rd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2014
Navotas National High School	Navotas National High School	Schools that showcase 21st century learning cited at 2nd EETA Philstar.com	School Students	Navotas	2nd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2013
Assumpta Technical High School	Assumpta Technical High School	1st Excellence in Educational Transformation Award winners change the way schools look at learning Philstar.com	School Students	San Simon, Pampanga	1st Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2012

AGE		16-18						
LEVEL		JUNIOR HIGH						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
University of Santo Tomas Senior High School	University of Santo Tomas Senior High School	School leaders recognized at 6th Excellence in Educational Transformation Awards Philstar.com	School Students	Sampaloc, Manila	6th Excellence in Education Transformation Awards: Overall Winner	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2019
Project Descartes	Sangguniang Kabataan ng Brgy. Talo-mo River	TAYO ang Pagbabagol! How the 20th TAYO Awardees are igniting change in their communities (tayoawards.net)	Senior High School and College Freshman Students	Brgy. Talo-mo River/ Online	20th Ten Accomplished Youth Organizations (TAYO) National Award	National	Ten Accomplished Youth Organizations (TAYO) Foundation, Coca-Cola Foundation Philippines, and San Miguel Corporation	March 11, 2023

APPENDIX F. AWARD-WINNING EDUCATIONAL PROGRAMS IN THE POST SECONDARY STAGE OF EDUCATION IN THE PHILIPPINES FROM 2000-PRESENT

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
FORMAL								
Distance Learning Programs	UP Open University	UP Open University wins Institutional Prize of Excellence at the International Council for Open and Distance Education (ICDE) - University of the Philippines Open University (upou.edu.ph)	Adults	Online	Prize of Excellence	International	International Council for Open and Distance Education (ICDE)	October 29, 2021
Lyceum of the Philippines University-Batangas (LPU-B)	Lyceum of the Philippines University-Batangas (LPU-B)	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Batangas	Global Performance Excellence Award – World Class Award (Highest) in Education Category	International	Asia Pacific Quality Organization	2017

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Colegio de San Juan de Letran Calamba	Colegio de San Juan de Letran Calamba	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Calamba, Laguna	Global Performance Excellence Award – Best in Class Award (Mid-Level) in Education Category	International	Asia Pacific Quality Organization	2016
Chiang Kai Shek College	Chiang Kai Shek College	PressReader.com - Digital Newspaper & Magazine Subscriptions	School Students	Tondo, Manila	5th Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2017
Miriam College	Miriam College	(1) 4th EETA Awardees - Excellence in Educational Transformation Awards Facebook	School Students	Miriam College	4th Excellence in Education Transformation Award: Overall Winner	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2015
St. Paul College	St. Paul College	Holistic, innovative strategies win awards for schools Inquirer News	School Students	Pasig	3rd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2014
Don Bosco Technology Center	Don Bosco Technology Center	Schools that showcase 21st century learning cited at 2nd EETA Philstar.com	School Students	Cebu	2nd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2013

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Southville International School and Colleges	Southville International School and Colleges	Schools that showcase 21st century learning cited at 2nd EETA Philstar.com	School Students	Las Pinas, Metro Manila	2nd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2013
Diocesan Schools of Pagadian	Diocesan Schools of Pagadian	Schools that showcase 21st century learning cited at 2nd EETA Philstar.com	School Students	School System in Zamboanga del Sur	2nd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2013
Dr. Yanga Colleges, Inc.	Dr. Yanga Colleges, Inc.	Schools that showcase 21st century learning cited at 2nd EETA Philstar.com	School Students	Bocaue, Bulacan	2nd Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2013
St. Paul College	St. Paul College	1st Excellence in Educational Transformation Award winners change the way schools look at learning Philstar.com	School Students	San Rafael, Bulacan	1st Excellence in Education Transformation Award	National	Bayan Academy, DepEd, Rex Bookstore, ABS-CBN Lingkod Kapamilya Foundation, and Knowledge Channel	2012
United Marine Training Center, Inc	United Marine Training Center, Inc	TESDA confers awards to outstanding TVET institutions for 2023	School Students	Malate, Manila	TESDA Seal of Integrity	National	Technical Education and Skills Development Authority (TESDA)	Nov 14, 2023

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Philippine Normal University	Philippine Normal University	HEIs bag Gawad Edukasyon awards for learning schemes, community efforts amid pandemic GMA News Online (gma-network.com)	School Students	Philippine Normal University	Gawad Edukasyon for Excellence in Flexible and Responsive Management	National	Rex Education, Commission on Higher Education (CHED), and Philippine Business for Social Progress	October 25, 2021
University of Santo Tomas	University of Santo Tomas	HEIs bag Gawad Edukasyon awards for learning schemes, community efforts amid pandemic GMA News Online (gma-network.com)	School Students	University of Santo Tomas	Gawad Edukasyon for Excellence in Flexible and Responsive Management	National	Rex Education, Commission on Higher Education (CHED), and Philippine Business for Social Progress	October 25, 2021
Gordon College	Gordon College	HEIs bag Gawad Edukasyon awards for learning schemes, community efforts amid pandemic GMA News Online (gma-network.com)	School Students	Olongapo City	Gawad Edukasyon for Excellence in Flexible Teaching and Learning Innovation	National	Rex Education, Commission on Higher Education (CHED), and Philippine Business for Social Progress	October 25, 2021
Ateneo Institute for Science and Alternative Learning and Teaching	Ateneo Institute for Science and Alternative Learning and Teaching	HEIs bag Gawad Edukasyon awards for learning schemes, community efforts amid pandemic GMA News Online (gma-network.com)	School Students	Ateneo de Manila	Gawad Edukasyon for Excellence in Flexible Teaching and Learning Innovation	National	Rex Education, Commission on Higher Education (CHED), and Philippine Business for Social Progress	October 25, 2021
University of the Philippines - Los Baños	University of the Philippines - Los Baños	HEIs bag Gawad Edukasyon awards for learning schemes, community efforts amid pandemic GMA News Online (gma-network.com)	School Students	Los Baños	Gawad Edukasyon for Responsive Research and Development	National	Rex Education, Commission on Higher Education (CHED), and Philippine Business for Social Progress	October 25, 2021

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Cebu Tech- nological University	Cebu Tech- nological University	HEIs bag Gawad Edukampy- on awards for learning schemes, com- munity efforts amid pandemic GMA News Online (gma- network.com)	School Students	Cebu	Gawad Edukampyon for Public Service and Community Engagement	National	Rex Education, Commission on Higher Education (CHED), and Philippine Business for Social Progress	October 25, 2021
Ateneo Bulatao Center	Ateneo Bulatao Center	HEIs bag Gawad Edukampy- on awards for learning schemes, com- munity efforts amid pandemic GMA News Online (gma- network.com)	School Students	Ateneo de Manila	Gawad Edukampyon for Public Service and Community Engagement	National	Rex Education, Commission on Higher Education (CHED), and Philippine Business for Social Progress	October 25, 2021
Isabela State University - Echague Campus	Isabela State University - Echague Campus	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles. s3-ap-south- east-1.ama- zonaws.com)	School Students	Echague Campus	Philippine Quality Award: Recog- nition for Proficiency in Quality Man- agement	National	Department of Trade and Industry (DTI)	2021
Sultan Kuda- rat State University	Sultan Kuda- rat State University	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles. s3-ap-south- east-1.ama- zonaws.com)	School Students	Sultan Kudarat	Philippine Quality Award: Recog- nition for Proficiency in Quality Man- agement	National	Department of Trade and Industry (DTI)	2021
Tarlac State University	Tarlac State University	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles. s3-ap-south- east-1.ama- zonaws.com)	School Students	Tarlac	Philippine Quality Award: Recog- nition for Proficiency in Quality Man- agement	National	Department of Trade and Industry (DTI)	2021
Cama- rines Sur Polytechnic College	Cama- rines Sur Polytechnic College	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles. s3-ap-south- east-1.ama- zonaws.com)	School Students	Camarines Sur	Philippine Quality Award: Recog- nition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2021

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Marinduque State College	Marinduque State College	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbrsfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Marinduque	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2021
Pangasinan State University	Pangasinan State University	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbrsfiles.s3-ap-south-east-1.amazonaws.com)	School Students	School Students	Philippine Quality Award: Recognition for Mastery in Quality Management	National	Department of Trade and Industry (DTI)	2020
Samar State University	Samar State University	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbrsfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Samar	Philippine Quality Award: Recognition for Proficiency in Quality Management	National	Department of Trade and Industry (DTI)	2020
Our Lady of Fatima University	Our Lady of Fatima University	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbrsfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Our Lady of Fatima University	Philippine Quality Award: Recognition for Proficiency in Quality Management	National	Department of Trade and Industry (DTI)	2019
Southville International School and Colleges	Southville International School and Colleges	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Las Pinas, Metro Manila	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2018
University of Mindanao (UM)	University of Mindanao (UM)	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Davao City	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2017
Holy Angel University	Holy Angel University	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Angeles City, Pangasinana	Philippine Quality Award: Recognition for Proficiency in Quality Management	National	Department of Trade and Industry (DTI)	2016

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Colegio de San Juan de Letran Calamba	Colegio de San Juan de Letran Calamba	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Calamba, Laguna	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2015
Lyceum of the Philippines University-Batangas (LPU-B)	Lyceum of the Philippines University-Batangas (LPU-B)	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Batangas	Philippine Quality Award: Recognition for Proficiency in Quality Management	National	Department of Trade and Industry (DTI)	2015
University of the Philippines-National Engineering Center	University of the Philippines-National Engineering Center	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles.s3-ap-south-east-1.amazonaws.com)	School Students	UP Diliman, Quezon City	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2015
Colegio de San Juan de Letran-Manila	Colegio de San Juan de Letran-Manila	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Manila	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2014
Lyceum of the Philippines - Laguna	Lyceum of the Philippines - Laguna	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Laguna	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2014
Lyceum of the Philippines University, Manila	Lyceum of the Philippines University, Manila	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Manila	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2013
Don Bosco Technical College	Don Bosco Technical College	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Don Bosco Technical College	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2012

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Lyceum of the Philippines University-Batangas (LPU-B)	Lyceum of the Philippines University-Batangas (LPU-B)	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Batangas	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2012
John B. Lacson Foundation, Inc	John B. Lacson Foundation, Inc	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Molo, Iloilo City	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2009
Centro Escolar University	Centro Escolar University	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Centro Escolar University	Philippine Quality Award: Recognition for Proficiency in Quality Management	National	Department of Trade and Industry (DTI)	2005
J.B. Lacson (Arevalo) Colleges Foundation, Inc	J.B. Lacson (Arevalo) Colleges Foundation, Inc	PQA+List+of+ Awardee+and+ Recipients+as+ of+2018.pdf (bnrspbfiles.s3-ap-south-east-1.amazonaws.com)	School Students	Arevalo, Iloilo City	Philippine Quality Award: Recognition for Commitment to Quality Management	National	Department of Trade and Industry (DTI)	2005
University of Santo Tomas	University of Santo Tomas	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	University of Santo Tomas	Philippine Quality Award: Recognition for Proficiency in Quality Management	National	Department of Trade and Industry (DTI)	2005
University of Mindanao (UM)	University of Mindanao (UM)	PQA Philippine Quality Award - Awardees & Recipients (dti.gov.ph)	School Students	Davao City	Employer of the Year Award	National	People Management Association of the Philippines (PMAP)	2018
Taguig Citycard	Taguig City Government	Innovative Financing Schemes for the Poor (submitted as Taguig Citycard) (galingpook.org)	School Students with a Citycard	Taguig City	Galing Pook Award	National	Galing Pook Foundation, DILG - Local Government Academy, and SM Prime Holdings, Inc	2009

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
NEUST Leadership and Strategy	Nueva Ecija University of Science and Technology	NEUST Leadership and Strategy - DAP	School Students and Faculty	Nueva Ecija	PRIME-HRM Bronze Awardee (4 Categories: Learning and Development, Performance Management, Rewards and Recognition, Recruitment, Selection and Placement)	National	Civil Service Commission	2017
					Ten Outstanding Stakeholders	National	Department of Education	2016
Advisorship, Summative, Adopt an Area, Mentoring (ASAM) Initiative	Bukidnon State University	Advisorship, Summative, Adopt an Area, Mentoring (ASAM) Initiative (GBPR 2020) - DAPs	Bachelor of Elementary Education (BEE) and Bachelor of Secondary Education (BSE) Students	Bukidnon	Government Best Practice Recognition Awards 2020 Finalist	National	Development Academy of the Philippines (DAP)	2020
Philippine Normal University	Philippine Normal University	History Made as UPOU Pioneered First-Ever Internationalization Awards - University of the Philippines Open University	School Students	Philippine Normal University	First Philippine Higher Education Internationalization Award – First Prize	National	UP Open University and CHED	May 19, 2021
Maritime Academy of Asia and the Pacific	Maritime Academy of Asia and the Pacific	History Made as UPOU Pioneered First-Ever Internationalization Awards - University of the Philippines Open University	School Students	Maritime Academy of Asia and the Pacific	First Philippine Higher Education Internationalization Award – Second Prize	National	UP Open University and CHED	May 19, 2021
St. Paul University Philippines	St. Paul University Philippines	History Made as UPOU Pioneered First-Ever Internationalization Awards - University of the Philippines Open University	School Students	St. Paul University Philippines	First Philippine Higher Education Internationalization Award – Third Prize	National	UP Open University and CHED	May 19, 2021
NONFORMAL								

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Smart Wireless Engineering Education Program (SWEEP)	Smart Communications, Inc. (Smart)	Awards and Citations Official PLDT Website	University Students	Online	18th Philippine Quill Awards: Merit Award	National	International Association of Business Communicators (IABC) Philippines	2020
TNT Tro-pang Ready: Disaster Preparedness for the Youth	Smart Communications	Awards and Citations Official PLDT Website	University Students	Universities Nationwide	18th Philippine Quill Awards: Merit Award	National	International Association of Business Communicators (IABC) Philippines	2020
					54th Anvil Awards: Silver Anvil	National	Public Relations Society of the Philippines (PRSP)	2019
					17th Philippine Quill Awards: Excellence Award	National	International Association of Business Communicators (IABC) Philippines	2019
					Golden World Awards (GWA)	International	International Public Relations Association	October 19, 2018
SPED								
College of St. Benilde	College of St. Benilde	A. Mabini Past Awardees Revised-converted.pdf (pfrd.org.ph)	Persons with Disability	College of St. Benilde	Apolinario Mabini Award: Employer of the Year	National	Philippine Foundation for the Rehabilitation of the Disabled, Inc. (PFRD)	2017
UP SPED Council	UP SPED Council	A. Mabini Past Awardees Revised-converted.pdf (pfrd.org.ph)	Persons with Disability	UP SPED Council	Apolinario Mabini Award: Rehabilitation Volunteer of the Year Special Award	National	Philippine Foundation for the Rehabilitation of the Disabled, Inc. (PFRD)	2015
Southeast Asian Institute for the Deaf	Southeast Asian Institute for the Deaf	A. Mabini Past Awardees Revised-converted.pdf (pfrd.org.ph)	Persons with Disability	Southeast Asian Institute for the Deaf	Apolinario Mabini Award: Educational Institute of the Year	National	Philippine Foundation for the Rehabilitation of the Disabled, Inc. (PFRD)	2000

AGE		18 - (ONWARDS)						
LEVEL		POST SECONDARY						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
CANNOT ASSIGN TO A SPECIFIC MODALITY								
Gawad Pangulo for Excellence in Public Service (GPEPS)	UP Padayon Public Service Office (PPSO), and the UP Office of the Vice President for Public Affairs (OVPPA)	UP bags Anvil award for public service programs – University of the Philippines	Gawad Pangulo for Excellence in Public Service (GPEPS)	Gawad Pangulo for Excellence in Public Service (GPEPS)	Silver Anvil Award: Public Relations Programs Carried Out on a Sustained Basis	National	Public Relations Society of the Philippines (PRSP)	February 19, 2021
Colleges and Universities Public Service Conference (CUPSCon)	UP Padayon Public Service Office (PPSO), and the UP Office of the Vice President for Public Affairs (OVPPA)	UP bags Anvil award for public service programs – University of the Philippines	Colleges and Universities Public Service Conference (CUPSCon)	Colleges and Universities Public Service Conference (CUPSCon)	Silver Anvil Award: Public Relations Programs Carried Out on a Sustained Basis	National	Public Relations Society of the Philippines (PRSP)	February 19, 2021

APPENDIX G. AWARD-WINNING EDUCATIONAL PROGRAMS IN THE ADULT CONTINUING EDUCATION STAGE IN THE PHILIPPINES FROM 2000-PRESENT

AGE		22 - (ONWARDS)						
LEVEL		ADULT CONTINUING EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
NONFORMAL								
Enabling Teachers on Remote Teaching and Learning in the Time of the Pandemic	Department of Information Communication and Technology (DICT) and University of the Philippines (UP) Open University	United Nations Geneva Awards Prize to Philippines' Remote Teaching, Learning for Educators Initiative - (balikbayan-magazine.com)	Teachers, Adults	Online	United Nations World Summit on Information Society (WSIS) Prizes 2021: Category 4	International	International Communication Union	May 18, 2021

AGE		22 - (ONWARDS)						
LEVEL		ADULT CONTINUING EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Individual Comprehensive Onboarding Program for Employees (i-COPE)	Human Resource Management and Development Office (HRMDO)	i-COPE (Individual Comprehensive Onboarding Program for Employees) - DAP	New Employees	City Government of General Santos (LGU-Gen-san)	2021 Gold Stevie Award for Innovation in Human Resource Management, Planning, and Practice in Government in the Asia Pacific	International	Stevie Awards, Inc	2021
					Government Best Practice Recognition Award 2021	National	Development Academy of the Philippines (DAP)	2021
					2020 HR Excellence Award – Highly Commended for Best HR Strategy Overseas	International	Mark Allen Group	2020
					Government Best Practice Recognition Award 2020	National	Development Academy of the Philippines (DAP)	2020
					Employer of the Year	National	People Management Association of the Philippines (PMAP)	2018
					People Manager of the Year	National	People Management Association of the Philippines (PMAP)	2018
DICT's Mindanao Cluster 1 (MC1) Digital Hub	DICT's Mindanao Cluster 1 (MC1)	DICT's digital hub in Zamboanga City gains global recognition – OpenGov Asia	Work-from-Home Employees and Freelancers	Zamboanga Peninsula	World Summit on the Information Society (WSIS) 2020: Category 7	International	International Telecommunications Union	Sept 7, 2020

AGE		22 - (ONWARDS)						
LEVEL		ADULT CONTINUING EDUCATION						
PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Digital Farmers Program	Agricultural Training Institute (ATI) and PLDT and Smart Communications, Inc.	Awards and Citations Official PLDT Website	Farmers	Digital/ Online	55th Anvil Awards: Gold Anvil	National	Public Relations Society of the Philippines (PRSP)	2020
					18th Philippine Quill Awards: Excellence Award	National	International Association of Business Communicators (IABC) Philippines	2020
					Asia Communication Awards 2020 (Singapore) Finalist: Best Social Contribution	International	Total Telecom	2020
Smart Creator Programs	Smart Communications, Inc. (Smart) and YouTube	Awards and Citations Official PLDT Website	Content Creators	Visayas and Mindanao	18th Philippine Quill Awards Nominee: Top Division Award for Communication Management	National	International Association of Business Communicators (IABC) Philippines	2020
#CyberSmart Caravans: Promoting Cyber Security and Safety among Teachers and Students	Smart Communications Inc.	Awards and Citations Official PLDT Website	Teachers	Schools and Universities Nationwide	18th Philippine Quill Awards: Merit Award	National	International Association of Business Communicators (IABC) Philippines	2020
Ulearn	United Laboratories (UNILAB)	(18) Lifelong learning in the Philippines Federico Macaranas - Academia.edu	Employees	UNILAB/ Digital	American Society for Training and Development (ASTD) Excellence in Practice Award	International	American Society for Training and Development (ASTD)	2004
					Philippines Best Employer in Asia 2003	International	Asian Wall Street Journal (AWSJ) and the Far Eastern Economic Review (FEER)	2003
					Philippine Quality Award	National	Department of Trade and Industry	2004

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
					2003 Global Filipino Com- pany Award	National	Philippine Chamber of Commerce and Industry (PCCI)	2003
					Marketing Company of the Year Agora Award	National	Philippine Marketing Association (PMA)	2001
EastWest Ageas Insur- ance	EastWest Ageas Insur- ance	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanre- sourcesonline. net)	Employees	EastWest Ageas Insur- ance	Annual Human Re- sources Excel- lence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
GCash (Mynt - Globe Fintech In- novations)	GCash (Mynt - Globe Fintech In- novations)	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanre- sourcesonline. net)	Employees	GCash (Mynt - Globe Fintech In- novations)	Annual Human Re- sources Excel- lence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
Genpact Philippines	Genpact Philippines	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanre- sourcesonline. net)	Employees	Genpact Philippines	Annual Human Re- sources Excel- lence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
Maya Philippines	Maya Philippines	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanre- sourcesonline. net)	Employees	Maya Philippines	Annual Human Re- sources Excel- lence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
Miriam College	Miriam College	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanre- sourcesonline. net)	Employees	Miriam College	Annual Human Re- sources Excel- lence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Pacific Cross Insurance	Pacific Cross Insurance	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanresourcesonline.net)	Employees	Pacific Cross Insurance	Annual Human Resources Excellence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
PLDT and Smart	PLDT and Smart	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanresourcesonline.net)	Employees	PLDT and Smart	Annual Human Resources Excellence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
Samsung Electronics Philippines Corporation	Samsung Electronics Philippines Corporation	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanresourcesonline.net)	Employees	Samsung Electronics Philippines Corporation	Annual Human Resources Excellence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
Sourcefit	Sourcefit	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanresourcesonline.net)	Employees	Sourcefit	Annual Human Resources Excellence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
The Insular Life Assurance Company	The Insular Life Assurance Company	2024 Finalists - Human Resources Excellence Awards 2024 Philippines (humanresourcesonline.net)	Employees	The Insular Life Assurance Company	Annual Human Resources Excellence Awards Philippines: Excellence in Learning and Development	National	Human Resources Online	2024
Fish Farm Development Program	Bayawan City, Negros Oriental	Promoting Sustainable Aquaculture and Food Security (galingpook.org)	Fish Farmers	Bayawan City, Negros Oriental	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2023

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Siargao It Up! The Del Carmen Mangrove Management Program	Municipality of Del Carmen, Shore It Up and the Mangrove Protection Information Center (MPIC) Foundation	Siargao It Up! The Del Carmen Mangrove Management Program (galingpook.org)	Mangrove Fisherfolk and Eco-Guides	Municipality of Del Carmen	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2018
					Seal of Good Local Governance (SGLG)	National	Department of the Interior and Local Government (DILG)	2018
					Seal of Good Local Governance (SGLG)	National	Department of the Interior and Local Government (DILG)	2017
					Seal of Good Local Governance (SGLG)	National	Department of the Interior and Local Government (DILG)	2016
					Climate Champion for Mangrove Management	International	Global Green Growth Institute (GGGI)	2015
					Pearl Awards: 2nd Best Tourism Event	National	Association of Tourism Officers of the Philippines (ATOP)	2014
Participatory and Systemic Governance	Angono, Rizal LGU and Urban Settlement Development Office (USDO)	Participatory and Systemic Governance (galingpook.org)	Public Market Staff and Informal Settlers' Womens' Group	Angono, Rizal	2nd Healthiest Public Market in the Province of Rizal	Local	Unknown	1999 to 2002
					Best LGU Practices against Professional Squatters and Squatting Syndicates: 1st Runner Up	National	Housing and Urban Development Coordinating Council (HUDCC)	2016
					Best LGU Practices against Professional Squatters and Squatting Syndicates: National Champion	National	Housing and Urban Development Coordinating Council (HUDCC)	2015

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Rising Up from the Mud	Cagayan de Oro City and Civil Society Organizations (CSOs)	Rising Up from the Mud (galingpook.org)	Vulnerable Groups in the Aftermath of Sendong	Cagayan de Oro City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2017
Catching Rain	San Nicolas Municipal Agriculture Office with the Department of Agriculture (DA)	Catching Rain (galingpook.org)	Farmers and Irrigators	San Nicolas, Ilocos Norte	Galing Pook Award Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2017
Coastal Fisheries Resource Management (CFRM) Program	Ambao Barangay Officials, and the Bureau of Fisheries and Aquatic Resources (BFAR)	Ambao Fish Sanctuary and Marine Reserve Area (galingpook.org)	Fishing Families	Ambao, Hinundayan, Southern Leyte	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2015
Philippine Cockatoo Conservation Program	Municipality of Narra, Palawan	Philippine Cockatoo Conservation Program (galingpook.org)	Poachers	Municipality of Narra, Palawan	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2015
Community Enterprise Development Program through Pangkabuhayan Centers (CEDP-Pcenter)	Municipality of Siayan in Zamboanga del Norte	Community Enterprise Development Program through Pangkabuhayan Centers (CEDP-Pcenter): A Way Out of Poverty (galingpook.org)	Poorest Residents	Municipality of Siayan in Zamboanga del Norte	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2015

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Minahang Bayanihan (The South Cotabato Small Scale Mining Program)	South Cotabato Provincial LGU	Minahang Bayanihan (The South Cotabato Small Scale Mining Program) (galingpook.org)	Miners	South Cotabato	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2015
Night Market Program	Local Government of Tagum City	Night Market Program (galingpook.org)	Night Market Vendors	Tagum City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2014
Linaw Tingin	Tarlac Province	Linaw Tingin (galingpook.org)	Primary Eye Care Trainers and Community Health Workers	Tarlac Province	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2014
A Partnership that Transforms – Legazpi City Grand Central Terminal	Legazpi City and LKY Development Corporation	A Partnership that Transforms – Legazpi City Grand Central Terminal (galingpook.org)	Employees and Informal Settlers	Legazpi City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2014
Farmer Entrepreneurship Program: Bridging Farmers to the Corporate Supply Chain	Local Government Unit of San Jose City and Jollibee Foods Corporation (JFC)	Farmer Entrepreneurship Program: Bridging Farmers to the Corporate Supply Chain (galingpook.org)	Farmers	San Jose City, Nueva Ecija	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2012
Empowering the Subanen People	Zamboanga del Norte	Empowering the Subanen People (galingpook.org)	Subanen (Indigenous People)	Zamboanga del Norte	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2011

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Albay Health Strategy towards Early Attainment of the Millennium Development Goals	Albay Province LGU, Bicol University, and Bicol Regional Training and Teaching Hospital	Albay Health Strategy towards Early Attainment of the Millennium Development Goals (galingpook.org)	Government Personnel, Paramedics, Health Workers, and Doctors	Albay Province	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2011
Hillylands Green Rehabilitation and Livelihood Program (Hi-Green)	Provincial Government of Zamboanga del Norte	Hillylands Green Rehabilitation and Livelihood (Hi-Green): An Anti-Poverty Program (galingpook.org)	Population within Area of Responsibility	Zamboanga del Norte	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2010
Good Health through Good Governance	Surigao del Sur Provincial Government and Local Area Health Development Zones (LAHDZ)	Good Health through Good Governance (galingpook.org)	Women's Health Team (Doctors, Nurses and Midwives), Traditional Birth Attendants, Community Volunteer Health Workers and Pregnant Women	Surigao del Sur	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2010

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Pasig Green City Program	Pasig City Government, Greenheart Movement and the Metro Manila Anti-Smoke Belching Association	Pasig Green City Program: Towards a Healthy Environment and Climate Change Mitigation and Adaptation (galingpook.org)	Green Police Volunteers, Women, and Jeepney Drivers and Operators	Pasig City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2010
Steering Local Development through People Empowerment	LGU of Dumingag, Fiber Industry Development Authority (FIDA), Department of Agriculture (DA), Department of Science and Technology (DOST), Department of Trade and Industry (DTI), Assisi Development Foundation, Inc. (ADFI), the Sustainable Agriculture Center of Xavier University (SAC-XU), the Philippine Agrarian Reform Foundation for National Development (PARFund)	Steering Local Development through People Empowerment (galingpook.org)	Population within Area of Responsibility	Dumingag, Zamboanga del Sur	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2010
	and the Jobs, Education and Peace Consultants (JEP)							

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Clean Food and Water Laboratory Project	City of Marikina	Promoting Healthy Living through Clean Food and Water Laboratory (galingpook.org)	All Food Eatery Owners and Helpers in Public Markets in the City of Marikina	City of Marikina	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2009
Integrated Shelter and Land Tenure for the Urban Poor	Las Piñas City	Integrated Shelter and Land Tenure for the Urban Poor (galingpook.org)	Urban Poor	Las Piñas City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2007
Strengthening Justice System in the Grassroots	League of Peace Councils of Cebu City	Strengthening the Justice System in the Grassroots (galingpook.org)	Lupons (Peace Councils)	Cebu City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2007
Misamis Occidental Aquamarine Development and Protection Program (MOADPP)	Misamis Occidental Provincial Government and the Australian Agency for International Development (AUSAID)	Misamis Occidental Aquamarine Development and Protection Program (galingpook.org)	Fishermen	Misamis Occidental	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2005
Agricultural Leadership Incubation Program	The BAKA (Bayanihan sa Agrikultura para sa Kabatan-onan, Kaumahan, ug Katubigan)	TAYO ang Pagbabagol! How the 20th TAYO Awardees are igniting change in their communities (tayoawards.net)	Kagay-anon Youth	Cagayan de Oro	20th Ten Accomplished Youth Organizations (TAYO) National Award	National	Ten Accomplished Youth Organizations (TAYO) Foundation, Coca-Cola Foundation Philippines, and San Miguel Corporation	March 11, 2023
Pisay Tulong Dunong: Outreach Training-Workshop for Teachers on Content and Pedagogy/STEM in Action	Philippine Science High School Bicol Region Campus (PSHS-BRC) and Department of Education (DepEd) Region V	Pisay Tulong Dunong: Outreach Training-Workshop for Teachers on Content and Pedagogy/STEM in Action – DAP	Science Teachers in the Bicol Region	Bicol	Government Best Practice Recognition Awards Finalist	National	Development Academy of the Philippines (DAP)	2018

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Kabataang Aralin sa Lahat Ibahagi (KASALI)	Save the Children Philippines	Innovative program for children with disabilities wins int'l award (mb.com.ph)	ECCD and Elementary School Students	ECCD and Elementary Schools in Paranaque, Taguig and Pateros	Zero Project Award: Innovative Practice 2020 on Inclusive Education	International	Essl Foundation	2020
e-Governance (Education Governance)	Municipal Government of Padre Garcia	e-Governance (Education Governance) of Padre Garcia, Batangas - DAP	School Students	Padre Garcia, Batangas	2019 Seal of Good Education Governance Award	National	PLDT-Smart	2019
					Gawad Balisong Parangal	Local	DepEd Schools Division of Batangas Province	Unknown
NONFORMAL								
Out of the Box Literacy Initiative	Out of the Box	Filipino NGO wins UNESCO prize for Media and Information Literacy advocacy Philstar.com	All	Online	UNESCO Global Media and Information Literacy Awards 2021	International	UNESCO Media and Information Literacy Alliance	2021
PLDT Infoteach Outreach Program	PLDT, University of the Philippines Open University (UPOU), Department of Education (DepEd), TESDA, Intel, and local government units (LGUs)	Awards and Citations Official PLDT Website	Public High School Students and Elementary and Public High School Teachers	Schools Nationwide	54th Anvil Awards: Silver Anvil	National	Public Relations Society of the Philippines (PRSP)	2019
					Community Outreach Gold Award 2019	International	eLearning Forum Asia	2019
Calapandayan Maternal and Child Health Program Initiative	Municipal Government of Subic, Zambales	Calapandayan Maternal and Child Health Program Initiative - DAP	Mothers, Teachers, and Allied Personnel and Health Units	Subic, Zambales	American Public Health Association (APHA) Award 2020 Nominee	International	American Public Health Association (APHA)	2020
					Saving Brains Canada Canada Finalist	International	Grand Challenges Canada	Unknown
					Government Best Practice Recognition Award 2021 Finalist	National	Development Academy of the Philippines (DAP)	2021

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Livelihood, Education, Training, Services, Good governance and Opportunities (LETSGO)	Barangay Graceville, San Jose del Monte City, Bulacan	Mapanagutang Pamamahala (galingpook.org)	All	Barangay Graceville, San Jose del Monte City, Bulacan	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2015
Project Disaster, Resilient, Empowered, Adaptive Mitigation, Mitigation (Project DREAM)	Capiz State University, Capiz Provincial Government, and Public Safety Agencies	Project DREAM (Disaster Resilient Empowered Adaptive Mitigation) - DAP	Population within Area of Responsibility, especially the Indigenous People (IP) and Geographically-Isolated Disadvantaged Areas (GIDA)	Capiz Province	21st Gawad Kalasag (1st Place) for the Higher Education Institution (HEI) Category	National	National Disaster Risk Reduction Management Council (NDRRMC), Office of Civil Defense	2019
					20th Gawad Kalasag (1st Place)	National	National Disaster Risk Reduction Management Council (NDRRMC), Office of Civil Defense	2018
					19th Gawad Kalasag (3rd Place)	National	National Disaster Risk Reduction Management Council (NDRRMC), Office of Civil Defense	2017
Bacoar Disaster Risk Reduction and Management (DRRM) Capacity Advancement	Bacoar Disaster Risk Reduction and Management Office (BDRRMO)	Bacoar Disaster Risk Reduction and Management (DRRM) Capacity Advancement - DAP	Population within Area of Responsibility	Bacoar City	Gawad Kalasag National Level: 2nd Place	National	National Disaster Risk Reduction Management Council (NDRRMC), Office of Civil Defense	2019
					Gawad Kalasag Regional Level: 1st Place	Local	National Disaster Risk Reduction Management Council (NDRRMC), Office of Civil Defense	2019

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
					Gawad Kala-sag Regional Level: 2nd Place	Local	National Disaster Risk Reduction Management Council (NDRRMC), Office of Civil Defense	2018
Rescue and Fire Olympics	Municipal Disaster Risk Reduction and Management Office and the Bureau of Fire Protection	San Fernando, Romblon Rescue and Fire Olympics - DAP	Secondary and Tertiary Students	San Fernando, Romblon	Gawad Kala-sag Award	Local	Office of Civil Defense MIMAROPA Regional Office	2018 and 2019
SPED								
Pycharm IDE System: American Sign Language Alphabet Transcription to Text for Deaf and Hard of Hearing Learners	Bayambang National High School of Schools Division Office (SDO) Pangasinan, Region 1, with Rafael P. Carungay, Gloria C. Magalong, Jurus T. Cabilin, Newton Pararzo, Ellyza Joy G. Junio, and Rich James B. Reloza	Filipinos bag awards at the 1st Innovation for Disability-Inclusive Education Competition 2023 Department of Education (deped.gov.ph)	Deaf and Hard of Hearing	Pangasinan, Region 1	1st Innovation for Disability-Inclusive Education Competition (iDIEC) 2023: Gold Award for Category C	International	Southeast Asian Ministers of Education Organization Regional Centre for Special Education Needs (SEAMEO SEN)	October 4-5, 2023
Project Slim Pack (Special Children Learning Interactive Package)	Maribeth A. Baldonado, Jay C. Blancaflor, and Mark Julius Fuentes of SDO Roxas City in Region VI	Filipinos bag awards at the 1st Innovation for Disability-Inclusive Education Competition 2023 Department of Education (deped.gov.ph)	Special Children	Roxas City in Region VI	1st Innovation for Disability-Inclusive Education Competition (iDIEC) 2023: Silver Award for Category C	International	Southeast Asian Ministers of Education Organization Regional Centre for Special Education Needs (SEAMEO SEN)	October 4-5, 2023

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No Info	Ric S. Tambogon, Elmark M. Joaquin, Raymond B. Tumapon, Macrino A. Raymundo, Jackielyn D. Ruiz, and Jeremy A. Cruz and their project members from various schools in the Philippines	Filipinos bag awards at the 1st Innovation for Disability-Inclusive Education Competition 2023 Department of Education (deped.gov.ph)	Special Learners	Various Schools in the Philippines	1st Innovation for Disability-Inclusive Education Competition (iDIEC) 2023: Bronze Award for Category C	International	Southeast Asian Ministers of Education Organization Regional Centre for Special Education Needs (SEAMEO SEN)	October 4-5, 2023
The Career Program: Paving the Way for Inclusive Education and Employment for Persons with Disability in the Municipality of Carmona, Philippines	Local Government of Carmona City with former Congresswoman Dahlia A. Loyola, Rosebelle L. Mercurio, and Cien Angela B. Baurile	Filipinos bag awards at the 1st Innovation for Disability-Inclusive Education Competition 2023 Department of Education (deped.gov.ph)	Persons with Disability	Local Government of Carmona City	1st Innovation for Disability-Inclusive Education Competition (iDIEC) 2023: Silver Award for Category D	International	Southeast Asian Ministers of Education Organization Regional Centre for Special Education Needs (SEAMEO SEN)	October 4-5, 2023
Project TEACH (Therapy, Education and Assimilation of Children with Handicap)	Mandaluyong City and Rehabilitation and Empowerment of Adults and Children with Handicap (REACH) Foundation Inc.	UNPSA Database > Winners > 2015 Winners > Project-TEACH	Youth with Disabilities, Government Doctors, Public School Teachers, Social Workers and Barangay Health Workers and Family Members	Mandaluyong City	People Program of the Year Award	National	People Management Association of the Philippines	2021
					Government Best Practice Recognition 2019	National	Development Academy of the Philippines (DAP)	2019
					United Nations Public Service Awards	International	United Nations	2015
					Galing Pook Awards	National	Galing Pook Foundation	2013
Embrace A Child Program	Open Arms Organization	TAYO ang Pagbabago! How the 20th TAYO Awardees are igniting change in their communities (tayoawards.net)	Children with Disabilities	Batangas City	20th Ten Accomplished Youth Organizations (TAYO) National Award	National	Ten Accomplished Youth Organizations (TAYO) Foundation, Coca-Cola Foundation Philippines, and San Miguel Corporation	March 11, 2023

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
A Child's D.R.E.A.M. Foundation	A Child's D.R.E.A.M. Foundation	Milestones A Child's Dream Foundation Baguio City, Philippines (achildsdreamph.org)	Children with Autism, Parents, Teachers, Caregivers, Businesses, Social Groups, and Public Officials - from the Philippines and Around the World	Baguio City	Honorary Certificate for Advocacy	International	SENIA (Special Education Network in Asia)	2014
CANNOT ASSIGN TO A SPECIFIC MODALITY								
Cybersecurity Education in the Philippines in the Face of New Normal Adversities	DICT Region IX & BASULTA	DICT Philippines bags global award for CyberSecurity Education program BusinessMirror	All	Region IX & BASULTA	World Summit on Information Society Prizes: Category 5	International	International Telecommunications Union	March 14, 2023
Balanga Learning City	Balanga Learning City	Balanga, Philippines - UNESCO Learning City Awardee 2015 (youtube.com)	Balanga Learning City	Balanga Learning City	UNESCO Learning City Award	International	UNESCO	September 28, 2015
STARBOOKS- Science and Technology Academic and Research-Based Openly-Operated Kiosks (STARBOOKS)	Science and Technology Information Institute of the Department of Science and Technology (DOST-STII)	Science and Technology Academic and Research-Based Openly-Operated Kiosks (STARBOOKS) - DAP	All	Nationwide	Presidential Lingkod Bayan Award: Regional Winner	Local	Civil Service Commission	
					18th Philippine Quill Awards: Excellence in Government Communication Programs	National	International Association of Business Communicators (IABC) Philippines	
					2019 Freedom of Information Summit Special Award	National	Presidential Communications Operations Office	
					Government Best Practice Recognition Award 2017 Finalist	National	Development Academy of the Philippines (DAP)	
					52nd Anvil Awards 2017: Silver and Gold	National	Public Relations Society of the Philippines (PRSP)	

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
					Outstand- ing Library Program of the Year	National	Philippine Association of Academ- ic/Research Librarians, Inc. (PAARL)	2015
					2015 Presidential Citation for Innovative International Projects	Interna- tional	American Library Association (ALA)	2015
Phoenix for Education	Phoenix Petroleum Philippines Inc.	Phoenix Petroleum gets Asian award for educational programs In- quirer Business	Pre-School Students and Out-of-School Youth	Davao City	Asia Re- sponsible Entrepreneur- ship Awards (AREA): Social Empow- erment Category	Interna- tional	Enterprise Asia	June 10, 2011
MSA Aca- demic Ad- vancement Institute	MSA Aca- demic Ad- vancement Institute	Top 10 Best Tu- torial Centers and Their Ad- vantages in the Philippines Ahead Tutorial and Review	MSA Students	MSA Branches	Superbrands Award	Interna- tional	Superbrands Worldwide - Philippines	Unknown
AHA Learn- ing Center	AHA Learn- ing Center	Who we are (ahalearning- center.com)	AHA Learning Center Stu- dents	Makati City	18th Ten Accom- plished Youth Organizations (TAYO) Na- tional Award	National	TAYO Foundation, Coca-Cola Foundation Philippines and San Miguel Cor- poration	2020
Radyo Eskwela, DYWC	Radyo Eskwela, DYWC	A. Mabini Past Awardees Re- vised-convert- ed.pdf (pfrd. org.ph)	Persons with Disability	Radio	Apolinar- io Mabini Award: Media Program Advocate of the Year	National	Philippine Foundation for the Rehabilita- tion of the Disabled, Inc. (PFRD)	2013
Butuan City	Butuan City	National Lit- eracy Awards - LCC DepEd	Population within Area of Responsibility	Butuan City	National Lit- eracy Award: Highly Urban- ized City: First Place	National	Literacy Co- ordinating Council	2022
Pasay City	Pasay City	National Lit- eracy Awards - LCC DepEd	Population within Area of Responsibility	Pasay City	National Literacy Award: Highly Urbanized City: Second Place	National	Literacy Co- ordinating Council	2022

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Iloilo City	Iloilo City	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Iloilo City	National Literacy Award: Highly Urbanized City: Third Place	National	Literacy Coordinating Council	2022
Sorsogon City	Sorsogon City	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Sorsogon City	National Literacy Award: Component City: First Place	National	Literacy Coordinating Council	2022
Panabo City	Panabo City	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Panabo City	National Literacy Award: Component City: Second Place	National	Literacy Coordinating Council	2022
Santiago City	Santiago City	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Santiago City	National Literacy Award: Component City: Third Place	National	Literacy Coordinating Council	2022
Alaminos City	Alaminos City	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Alaminos City	National Literacy Award: Component City: Fourth Place	National	Literacy Coordinating Council	2022
Malolos City	Malolos City	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Malolos City	National Literacy Award: Component City: Fifth Place	National	Literacy Coordinating Council	2022
Bacnotan	Bacnotan	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Bacnotan	National Literacy Award: 1st to 3rd Class Municipality: First Place	National	Literacy Coordinating Council	2022
Calaca	Calaca	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Calaca	National Literacy Award: 1st to 3rd Class Municipality: Second Place	National	Literacy Coordinating Council	2022
Malungon	Malungon	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Malungon	National Literacy Award: 1st to 3rd Class Municipality: Third Place	National	Literacy Coordinating Council	2022
Goa	Goa	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Goa	National Literacy Award: 1st to 3rd Class Municipality: Fourth Place	National	Literacy Coordinating Council	2022

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
Talavera	Talavera	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Talavera	National Literacy Award: 1st to 3rd Class Municipality: Fifth Place	National	Literacy Coordinating Council	2022
Kauswagan	Kauswagan	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Kauswagan	National Literacy Award: 4th to 6th Class Municipality: First Place	National	Literacy Coordinating Council	2022
Natividad	Natividad	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Natividad	National Literacy Award: 4th to 6th Class Municipality: Second Place	National	Literacy Coordinating Council	2022
Kumalarang	Kumalarang	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Kumalarang	National Literacy Award: 4th to 6th Class Municipality: Third Place	National	Literacy Coordinating Council	2022
San Isidro	San Isidro	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	San Isidro	National Literacy Award: 4th to 6th Class Municipality: Fourth Place	National	Literacy Coordinating Council	2022
Pakil	Pakil	National Literacy Awards - LCC DepEd	Population within Area of Responsibility	Pakil	National Literacy Award: 4th to 6th Class Municipality: Fifth Place	National	Literacy Coordinating Council	2022
Barangay Taloot Community-Based Integrated Approach	Barangay Taloot, Ar-gao, Cebu	Promoting Holistic Development through Community Partnership (galingpook.org)	Population within Area of Responsibility	Barangay Taloot, Ar-gao, Cebu	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2023

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Tagumpay Works Program	City Public Education and Employment Services Office (PEESO) of the Tagum City Government	Tagumpay Works Program (galingpook.org)	Population within Area of Responsibility	Tagum City, Davao del Norte	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2018
					Best PESO Office in the Philippines	National	Department of Labor and Employment (DOLE)	2015
San Nicolas Cultural Heritage Conservation Program	San Nicolas, Ilocos Norte	The Importance of Cultural Heritage Conservation and the Role of the Education Sector: A San Nicolas Experience (galingpook.org)	Population within Area of Responsibility	San Nicolas, Ilocos Norte	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2018
					Search for LGU Best Practices: Regional Champion	Local	Regional Development Council	2014
ACcessible, Holistic and Inclusive Education (ACHIEVE) Program	Navotas City Government	ACHIEVE: Accessible, Holistic and Inclusive Education (galingpook.org)	Population within Area of Responsibility	Navotas City Government	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2018
					K-12 Special Programs (Best Practices)	National	Department of Education (DepEd)	2016
Loboc Music Program	Loboc, Bohol	Reviving the Musical Tradition and Heritage by Empowering People through the Loboc Music Program (galingpook.org)	Loboc School of Music and Affiliated Bohol Universities' Students, Teachers and Graduates	Loboc, Bohol	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2018

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PROGRAM	PROVIDER	SOURCE	LEARNERS	LOCATION	AWARD	INTL/ NATL/ LOCAL	AWARD- GIVING BODY	WHEN AWARDED
From Arms to Farms	Municipality of Kauswagan, Lanao del Norte	From Arms to Farms (Walking through the Paths of Peace, the Kauswagan Experience) (galingpook.org)	Moro Islamic Liberation Front (MILF) Rebels, and Young Farmers	Municipality of Kauswagan, Lanao del Norte	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2014
Community Participation and Collaborative Governance through the Dinagyang Festival	Iloilo City Government, Iloilo Dinagyang Foundation, Inc. (IDFI), and the Parish of San Jose	Community Participation and Collaborative Governance through the Dinagyang Festival (galingpook.org)	Performers, Ushers/ Guides, Choreographers, Aeta Indigenous People, and Children within Area of Responsibility	Iloilo City	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2012
					Pearl Awards: Best Tourism Event	National	Association of Tourism Officers of the Philippines (ATOP)	2007 to 2009
Upi Community e-Center	Upi's LGU	Upi Community e-Center: Linking a Rural Community Globally through Wireless Technology (galingpook.org)	Women, Youth, Barangay Officials, and School Students	Upi, Maguindanao	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2011
Lantad Peace-Building Experience	DepEd	Lantad Peace-Building Experience: Leading to Strategic Innovations in Upgrading the Provincial Peace and Order Council (galingpook.org)	Residents	Sitio Lantad in Brgy. Kibanban, Balingasag	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2011
Good Nutrition through Good Governance and Teamwork	Limasawa's LGU and the Municipal Nutrition Committee (MNC)	Good Nutrition through Good Governance and Teamwork (galingpook.org)	Pre-School and Elementary School Students, Parents, and Families with Malnourished Children	Limasawa, Southern Leyte	Galing Pook Award	National	Galing Pook Foundation, DILG – Local Government Academy, and SM Prime Holdings, Inc	2011
					Nutrition Honor Award	National	National Nutrition Council	2011

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