



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**


DIVISION MEMORANDUM
No. *082*, s. 2021

March 3, 2021

**CONVENING OF THE PHILIPPINE FORUM FOR INCLUSIVE QUALITY BASIC
EDUCATION (EDUC FORUM)**

To: Division Chiefs
Public and Private Elementary and Secondary School Principals
All Others Concerned

1. In light of the system's continuing support to establish Quality Management System (QMS), DepEd convenes the Philippine Forum for Quality Basic Education (Educ Forum). The Educ Forum is a multi-stakeholder platform for consultation, collaborative research and analysis, and high-level advice aimed at supporting strategic basic education policy, planning and programming at the national level.
2. Anchored on DepEd Order No. 010, s.2021 DepEd adopts the attached Terms of Reference (TOR) of the Educ. Forum which defines the composition, roles, and responsibilities of Educ Forum Members, this Office hereby releases the same content to the field for the information of all concerned.
3. Furthermore, Educ Forum shall also serve as the Local Education Group (LEG) of the Philippine in the Global Partnership for Education (GPE). The charter of GPE is provided in Enclosure No. 2 of DepEd Order No. 010, s. 2021.
4. The DepEd's Planning Service shall be in charge of the coordination of the Educ Forum under the supervision of the Secretary.
5. This Order shall take effect immediately until completion of activities covered by this Order or until sooner amended, repealed, rescinded, or superseded.
6. Immediate and wide dissemination of this Memorandum is highly needed.


JOSEPH IRWIN A. LAGURA PhD
Schools Division Superintendent *rsll*



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Republic of the Philippines
Department of Education



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DepEd ORDER
No. **010** s. 2021

**CONVENING OF THE PHILIPPINE FORUM FOR INCLUSIVE
QUALITY BASIC EDUCATION (EDUC FORUM)**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) convenes the **The Philippine Forum for Quality Basic Education (Educ Forum)**. The Educ Forum is a multi-stakeholder platform for consultation, collaborative research and analysis, and high-level advice aimed at supporting strategic basic education policy, planning and programming at the national level.
2. DepEd adopts the enclosed **Terms of Reference (TOR)** of the Educ Forum (see Enclosure No. 1). The TOR defines the composition, roles, and responsibilities of Educ Forum Members.
3. The Educ Forum shall also serve as the Local Education Group (LEG) of the Philippines in the Global Partnership for Education (GPE). The Charter of the GPE is provided in Enclosure No. 2.
3. The Department, through the Planning Service, shall be in charge of the coordination of the Educ Forum under the supervision of the Secretary.
4. This Order shall take effect immediately until completion of activities covered by this Order or until sooner amended, repealed, rescinded, or superseded.
5. For more information, please contact the **Educ Forum Secretariat**, Room M122, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at educforum@deped.gov.ph or at telephone number 8633-7213.
6. Immediate dissemination of and strict compliance with this Order is directed.



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DEPED-OSEC-439936

[Signature]
LEONOR MAGTOLIS BRIONES
Secretary

Encl.:

As stated

Reference:

N o n e

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
COMMITTEE
MONITORING AND EVALUATION
PARTNERSHIPS
POLICY
PROGRAMS
RESEARCH
RULES AND REGULATIONS
SOCIETY OR ASSOCIATION

PHILIPPINE FORUM FOR INCLUSIVE QUALITY BASIC EDUCATION (EDUC FORUM)

TERMS OF REFERENCE

I. Background

1. The 1987 Constitution of the Philippines mandates the state to “protect and promote the right of all citizens to quality education at all levels”, and to “take appropriate steps to make such education accessible to all” (See Art XIV, Sec 1, 1987 Constitution).

2. Consistent with this mandate, the Department of Education (DepEd), the line agency responsible for basic education, implements programs aimed at improving both access and quality of basic education. Among its major programs are the continuous upgrade in education facilities and learning resources, the hiring of teachers, the provision of school-based feeding for undernourished elementary level students, the complementation of public education with a subsidy program for secondary level students in private schools, and the offering of non-formal education to the out-of-school youth through the Alternative Learning System (ALS) program.

3. Recently, DepEd embarked on a major curriculum reform by extending its 10-year basic education cycle to thirteen years, making Kindergarten compulsory and introducing additional two years of Senior High School. The K to 12 program aims to provide sufficient time for mastery of concepts and skills, develop lifelong learners, equip them with 21st century skills, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

4. The years of investing in education are producing major improvements in access. Participation rates have improved considerably, in both primary and secondary levels. Conversely, the drop-out rate is further going down.

5. Still, despite the reforms and investments, DepEd has yet to see decisive gains in education quality. The performance of our students in our large scale assessments, the National Achievement Test, which we administer for Grade 6, Grade 10, and Grade 12, gravitates towards the low proficiency levels especially in Science, Math, and English. This was put in even sharper focus by the country’s results of the 2018 Programme for International Student Assessment (PISA).



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6. Thus, DepEd has identified quality to be the biggest challenge that confronts Philippine basic education today. Complicating the challenge of meeting current quality standards is the need for basic education to keep pace with the rapidly changing social and economic environment brought about by technological innovation, as well as disruptions caused by natural or man-made disasters. The standards of quality are not be static; they are characterized by equally rapid and dynamic changes.

7. Focusing on quality does not mean abandoning access. DepEd will continue nuanced programs to respond to equity issues and the remaining access gaps, especially with regard to the indigenous peoples, and children with learning disabilities.

8. The drive towards quality also faces the challenge of intermittent disruptions brought about by emergencies.

9. Addressing the challenge of quality will not be easy. It will require strong, strategic, and evidence-based education sector planning and programming. DepEd also cannot afford to be inward-looking. It must be able to engage and mobilize a broad range of stakeholders, and take advantage of multi-disciplinary insights and expertise, both at the national and international levels.

II. The Philippine Forum for Inclusive Quality Basic Education

10. It is in the above context that the Department of Education is convening the *Philippine Forum for Inclusive Quality Basic Education* (or briefly, the *Educ Forum*). The *Educ Forum* will be a platform for consultation, collaborative research and analysis, and high-level advice to strategic basic education policy, planning and programming.

11. Educ Forum shall be composed of DepEd and other government agencies relevant to basic education reform, and education partners including civil society organizations, education sector organizations, organizations and foundations coming from the private sector, and bilateral agencies and multilateral organizations.

12. The mandate for the state to protect and promote the right of all citizens to quality education at all levels converges with the Sustainable Development Goal 4 and Ambisyon Natin 2040 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. These will guide the direction that Educ Forum will take.



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13. Towards this direction, Educ Forum shall:
 - 13.1 Provide a consultative mechanism for strategic concerns, such as futures thinking for basic education;
 - 13.2 Initiate collaborate researches and studies on relevant, current and strategic education issues;
 - 13.3 Engage other broad and strategic education processes such as SDG 2030; and,
 - 13.4 Serve as the forum for engagement with global education initiatives such as the Global Partnership for Education (GPE), for which a separate TOR is prepared.
14. The unique and substantive contribution of the Educ Forum lies in bringing together the experience, expertise and perspectives of each of the members to further understand and address issues in education, particularly education quality.

III. Roles and Responsibilities of Educ Forum Members

15. The Educ Forum members, categorized into the government, development partners, civil society organizations, and private sector partners, shall have the following composition, roles and responsibilities:

Government

16. The government shall be represented and led by DepEd, as the agency responsible for basic education in the Philippines.
17. DepEd shall:
 - 17.1 Within the Educ Forum, lead effective and inclusive mechanisms for policy dialogue that allow meaningful participation by members and other stakeholders;
 - 17.2 Facilitate collaborative research to inform both the sector planning and implementation, as well as futures thinking, in basic education; and,



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- 17.3 Strengthen education management and information systems and prioritize the compilation and use of reliable and disaggregated education sector data, including on equity, efficiency and learning outcomes, and sharing these with Educ Forum, in addition to the government oversight agencies.

18. DepEd shall invite to the Educ Forum relevant government agencies, including, but not limited to: the Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Department of Science and Technology (DOST), UP National Institute for Science and Mathematics Education Development (UP NISMED), select state Normal Universities or Colleges, and Local Government Units and their leagues.

Civil Society Organizations (CSOs)

19. Civil society organizations include local and international nongovernmental organizations, representatives of the teaching profession and parents' associations, academia and other partners supporting the education sector. CSOs support education goals through awareness raising, providing insights and research capacity based on their expertise and unique perspectives, education projects, and advocacy and dialogue on the development, implementation and monitoring of education sector plans, with important contribution to improving accountability in education.

20. The responsibilities of the civil society organizations include:
 - 20.1 Provide technical assistance to the Educ Forum in the specific areas/programs of its expertise in educational innovations to establish and develop further the initiatives of the Educ Forum;
 - 20.2 Promote a collaborative environment within the Educ Forum to which members are well-represented for the discussion of initiatives for on basic education reforms; and,
 - 20.3 Engage in policy dialogue with a view to strengthen domestic policy and address accountability gaps.



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Private Sector Partners

21. The private sector partners include business and/or private sector partners, associations and networks, both local and foreign. These partners help support the country's education system by mobilizing resources through corporate social responsibility to fill in education resource gaps to supplement or complement government investments, as well as increasing the alignment between the productivity and competitiveness goals of industry and government in light of DepEd's priorities.

22. The responsibilities of the private sector partners include:

- 22.1 Bring technical expertise, voice, innovation, networks and experience to address the complex challenges of delivering quality education;
- 22.2 Advise on current and future labor market needs and labor market challenges; and,
- 22.3 Help country governments understand what capabilities and capacities are available from the private sector to address specific education system challenges.

Development Partners

23. The development partners comprise bilateral and multilateral development partners and donors.

24. The responsibilities of the development partners include:

- 24.1 Support the government's efforts to achieve SDG 4 and Educ Forum goals and objectives;
- 24.2 Provide meaningful and effective support to Educ Forum initiatives, bringing technical expertise, innovation and experience to address the complex challenges of delivering education, with emphasis on quality education;
- 24.3 Monitor and promote progress toward better harmonization and alignment of all financial and technical support to the education sector;



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- 24.4 Inform the government about annual funding commitments and actual disbursements as well as indicative rolling expenditure/implementation plans; and,
- 24.5 Promote transparency and proactively share evidence and lessons learned within the Educ Forum.

IV. Membership

25. Member institutions are from a broad range of stakeholders, with multi-disciplinary insights and expertise both at the national and international levels, working towards education reform. DepEd shall invite potential members of the Educ Forum to an Organizational Meeting, to formalize membership. Invited organizations interested to formally join the Educ Forum shall submit an Expression of Interest and fill out a Membership Form, with the following information: a profile of the organization, and its past and current contributions to the education sector. The interested organization shall submit the Expression of Interest and accomplished Membership Form by email to educforum@deped.gov.ph.

26. The Educ Forum at its Organizational Meeting shall determine a process for invitation and inclusion for new members.

V. Governance

27. The Educ Forum upholds a structure that allows effective coordination and collaboration among members. In order to align with global approaches, the Educ Forum adopts the structure of the Steering Committee of SDG 4 - Education 2030, which focuses on thematic aspects particularly: (a) policies and strategies, (b) advocacy and communication, (c) financing, and (d) review, monitoring and reporting.

28. The Educ Forum shall have three major categories of members in the structure. The first is the **Lead Convenor**, which is DepEd. The next category of members is the **Executive Committee** comprising the lead organization for each of the major themes. Lastly, the members under each theme shall be called the **General Assembly**.

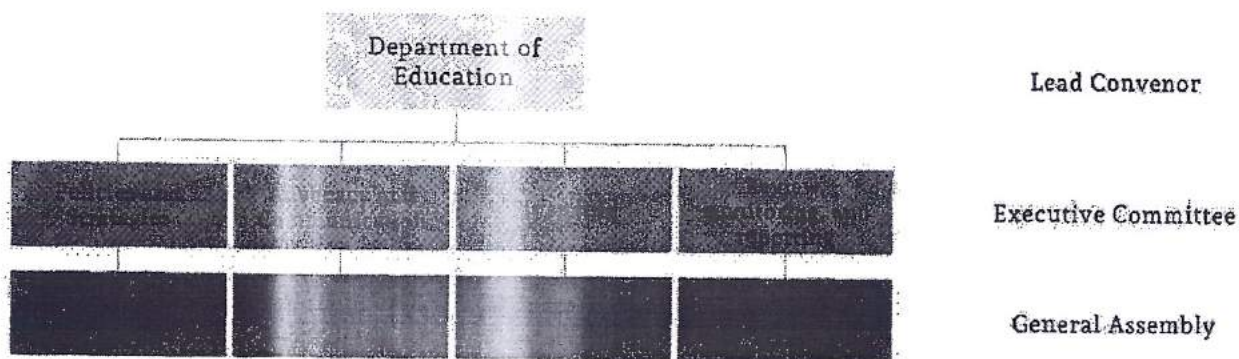


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Structure of the Philippine Forum for Inclusive Quality Basic Education (Educ Forum)



29. The Educ Forum shall adopt its internal rules and procedures to govern its meetings and processes. Given that the status of the members are consultative in nature, and that Educ Forum is not a decision-making body with respect to government policies, programs, projects and activities, the roles and responsibilities of Educ Forum and its members shall not affect or in any way override DepEd's policy and administrative mandates and procedures.

VI. Transition of Administrations

30. The Educ Forum shall ensure its continuity across administration transitions in DepEd.

31. The Educ Forum shall institutionalize a mechanism whereby a Transition Committee is constituted during any anticipated or actual change in DepEd leadership. The Transition Committee shall be tasked with providing orientation to the incoming or new DepEd leadership, and secure the continuation of DepEd as Lead Convenor.

VI. Amendment or Modification

32. DepEd may, of itself or upon the suggestion of an Educ Forum member, introduce an amendment to this Terms of Reference after formal notification of the proposed amendment to Educ Forum members, and the same is subjected to a consultation of positions by the members in a meeting held for the purpose.



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ANNEXES

Annex 1: Terms of Reference for Educ Forum on Global Partnership for Education
Annex 2: Charter of the Global Partnership for Education (June 2019)

ANNEX 1: TERMS OF REFERENCE FOR EDUC FORUM ON GLOBAL PARTNERSHIP FOR EDUCATION

I. Overview

1. The **Philippine Forum for Inclusive Quality Education** (briefly, Educ Forum) shall be the official local education group at the country-level for engagement with the **Global Partnership for Education (GPE)**, an international multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning.

2. By joining the GPE, DepEd and Educ Forum will be able to leverage technical and financial resources, as well as take part in global knowledge exchange in education reform. Because it will be a vehicle for joining GPE, Educ Forum will align its objectives and organization to the requirements of GPE. (See Annex 2: Charter of the Global Partnership for Education)

3. Educ Forum shall adhere to the GPE vision and shall be the foundation for GPE's operationalization and governance in the country. It shall collectively work towards the development, endorsement and implementation of an Education Sector Plan, which uses benchmarking and monitoring of progress against output and outcome indicators.¹

4. Educ Forum shall:

4.1 Serve as a consultative body for the strengthening and enhancement of DepEd's Education Sector Plan (ESP). Educ Forum will enable education partners to contribute information, insights, and technical expertise to ensure evidence-based and inclusive education sector planning, and accountable policy and program implementation;

4.2 Facilitate alignment of the respective programs of education partners with the education sector plan, to improve coherence and maximize the impact of education interventions;

¹Charter of the Global Partnership for Education (June 2019)



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- 4.3 Engage in the process of joining GPE, and in the process of applying for GPE funding, including the selection of grant agent (GA) and coordinating agency (CA);
- 4.4 Contribute to the government-led sector review and monitoring of the implementation of ESP; and,
- 4.5 Engage in the process of reporting to the GPE Board, through the GPE Secretariat, on education sector progress and challenges.

II. Roles and Responsibilities of Educ Forum Members

5. The Educ Forum members, categorized into government, development partners, civil society organizations, and private sector partners, shall have the following composition, roles and responsibilities:

Government

6. With DepEd as the lead convenor, the government shall be responsible for the development, monitoring and evaluation of ESPs that promote equitable access to quality education for all. Together with DepEd are the other partner government agencies that contribute and work with the Department in ensuring the delivery of quality basic education.

7. The government shall:

- 7.1 Produce a Situation Analysis and an ESP for the medium term (2020 to 2025) to complement the annual planning for the budget and the ongoing development of the Basic Education Masterplan 2030;
- 7.2 Ensure the effective implementation of the ESP by creating, leading and utilizing effective and inclusive mechanisms for policy, strategy and activity development and implementation, securing adequate fiscal resources, and monitoring implementation and outcomes based on reliable and disaggregated education sector data;
- 7.3 Subscribe to the GPE Compact, act in accordance with the principles of the Charter, and commit to achieving the SDG 4 and GPE goals and objectives;



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7.4 Engage with the GPE Secretariat and, where appropriate, develop proposals for activities for financing by GPE in consultation within Educ Forum, and ensure that GPE resources are managed in accordance with GPE policies and grant agent policies and procedures; and,

7.5 Ensure the provision of the necessary conditions to enable optimal implementation of GPE-funded programs.

Civil Society Organizations (CSOs)

8. Civil society organizations take an active role in supporting the government's proposals for activities financed by GPE, and provide continued support during the implementation of those activities.

9. The responsibilities of the civil society organizations include:

9.1 Provide meaningful and effective support to sector analysis, the development, implementation and monitoring of the ESP;

9.2 Participate in discussion of the results of the independent appraisal of the developing country partner's ESP, actively working to help ensure it is evidence-based, of good quality, and focused on equity, efficiency and learning outcomes;

9.3 To the extent practicable, align their education projects with ESP priorities;

9.4 Based on the results of the ESP appraisal, endorse it and, in doing so, confirm that such plan is of good quality and responds appropriately to the needs and challenges of the education sector in the given context;

9.5 Promote transparency and proactively share evidence and lessons learned within GPE;

9.6 Support progress towards the SDG 4 and GPE goals and objectives through advocacy and dialogue on appropriate education policy



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and implementation, with adequate financing as well as oversight and accountability mechanisms; and,

9.7 Ensure that broad and representative voices are brought into the discussions regarding development, implementation and monitoring of the ESP.

Private Sector Partners

10. The private sector partners shall help the government understand what capabilities and capacities are available from the private sector to address specific education system challenges.

11. The responsibilities of the private sector partners include:

11.1 As members of the Educ Forum, participate regularly, fully and meaningfully in country-led dialogue mechanisms for planning, implementing, monitoring and evaluating the ESP;

11.2 Align enterprise and industry strategies, such as corporate social responsibility and human resource development strategies, with the needs and priorities of the ESP;

11.3 Promote transparency, and proactively share evidence and lessons learned within GPE; and,

11.4 Adhere to the GPE Corporate Engagement Principles and the conflict of interest policy specific to the private sector.

Development Partners

12. The development partners shall take an active role in supporting the government's proposal for activities for financing by GPE.

13. The responsibilities of the development partners include:

13.1 Provide meaningful and effective support to sector analysis and to the development, implementation and monitoring of the ESP;



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- 13.2 Facilitate the independent appraisal of the developing country partner's ESP and participate in the discussion of appraisal results, actively working to help ensure the ESP is evidence-based, of good quality, and focused on equity, efficiency and learning outcomes;
- 13.3 Based on the results of the ESP appraisal, endorse such plan and, in doing so, confirm that the plan is of good quality and responds appropriately to the needs and challenges of the education sector in the given context;
- 13.4 Assist the government in mobilizing financing on a long-term and predictable basis to complement domestic financing to fund implementation of the endorsed ESP;
- 13.5 Align funding and program work with the needs and priorities of the ESP;
- 13.6 Act in accordance with the principles of the GPE charter and adhere to the GPE conflict resolution procedures; and,
- 13.7 Ensure coordination and information-sharing on GPE-related processes with their headquarters.

III. Coordinating Agency and Grant Agent

14. DepEd shall, in consultation with the Educ Forum, designate a Coordinating Agency (CA) and a Grant Agent (GA), in line with the GPE guidelines.

15. The primary role of the Coordinating Agency shall be to coordinate partners' engagement with the GPE, serving as the communication link between the Educ Forum and the GPE Secretariat.

16. The roles and responsibilities of the CA include:

- 16.1 Facilitate communication between the government and the development partners group, and between the Educ Forum and the GPE Secretariat, and share information from the GPE Secretariat to the Educ Forum;



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- 16.2 Promote broad representation of education stakeholders within the Educ Forum and collaboration among development partners to ensure harmonized support for the government's education program, as well as ensure the inclusion of civil society organizations and private sectors;
- 16.3 Engage with the GPE Secretariat's Country Lead to clarify how the GPE works, the country-level roles and responsibilities, the country-level process, and the added value of GPE;
- 16.4 Coordinate the appraisal and endorsement of the education plan by promoting a collaborative and inclusive approach within Educ Forum;
- 16.5 Coordinate the application for the GPE Fund and foster open and inclusive communication among DepEd and all members of Educ Forum in the process of preparing the applications;
- 16.6 Facilitate monitoring and evaluation in relation with the Educ Forum's role of monitoring the education plan's implementation; and,
- 16.7 Facilitate general reporting to the GPE about education sector progress.

17. As for the GA, it shall support the government in the development, implementation and monitoring of the GPE-funded education sector plan and education sector programs. Furthermore, the GA shall also support the GPE in the development and implementation of research, capacity development and knowledge-sharing activities at the regional and global levels.

18. The roles and responsibilities of the GA include:

- 18.1 Support effective, inclusive partnership by engaging in the broader GPE agenda as a partner and a member of the Educ Forum – including in such areas as systems building, sector planning and inclusive policy dialogue;



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- 18.2 For the grant preparation, support DepEd in preparing a grant application, following the GPE guidelines and in consultation with the CA;
- 18.3 Support inclusive and effective planning process by promoting government leadership and ownership of the planning process, providing sector planning support and assistance to the government in accordance with the approved grant application, and coordinating with the CA to ensure the Educ Forum is consulted in accordance with the agreed planning process and timelines and is informed on the status of activities, including any delays;
- 18.4 For the grant implementation and monitoring, provide fiduciary oversight and ensure that grant implementation complies with: (i) the approved application; (ii) GPE policies and guidelines; (iii) the GA organization's own policies and procedures; and (iv) the financial procedures agreement with the GPE Trustee;
- 18.5 Coordinate with DepEd, the CA and development partners to arrange the independent appraisal of the ESP; and,
- 18.6 For reporting, keep the GPE Secretariat, DepEd and Educ Forum through the CA informed of progress on implementation of grant activities, notably to flag any issues that lead to delayed finalization of the education sector plan, and submit the grant's final financial statements to the GPE Secretariat.

IV. Governance

19. As stated in the previous section, the Educ Forum shall adopt the structure of the Steering Committee of SDG 4 - Education 2030, as well as having the three major categories of members in the structure namely the Lead Convenor, which is DepEd, the Executive Committee, and the General Assembly. Upon joining GPE, the Educ Forum shall integrate in the structure the Grant Agent (GA) and the Coordinating Agency (CA), as shown in the figure below.

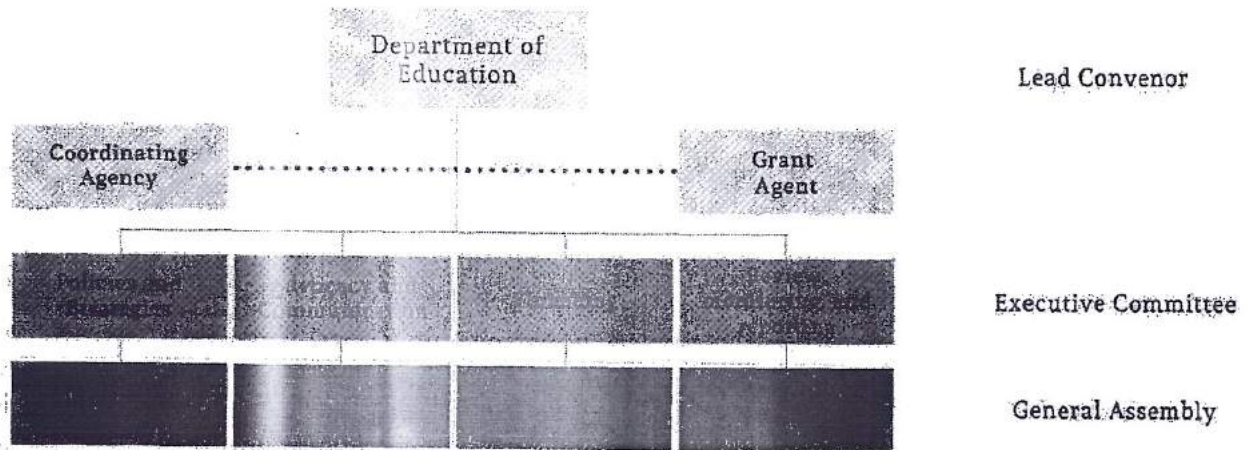


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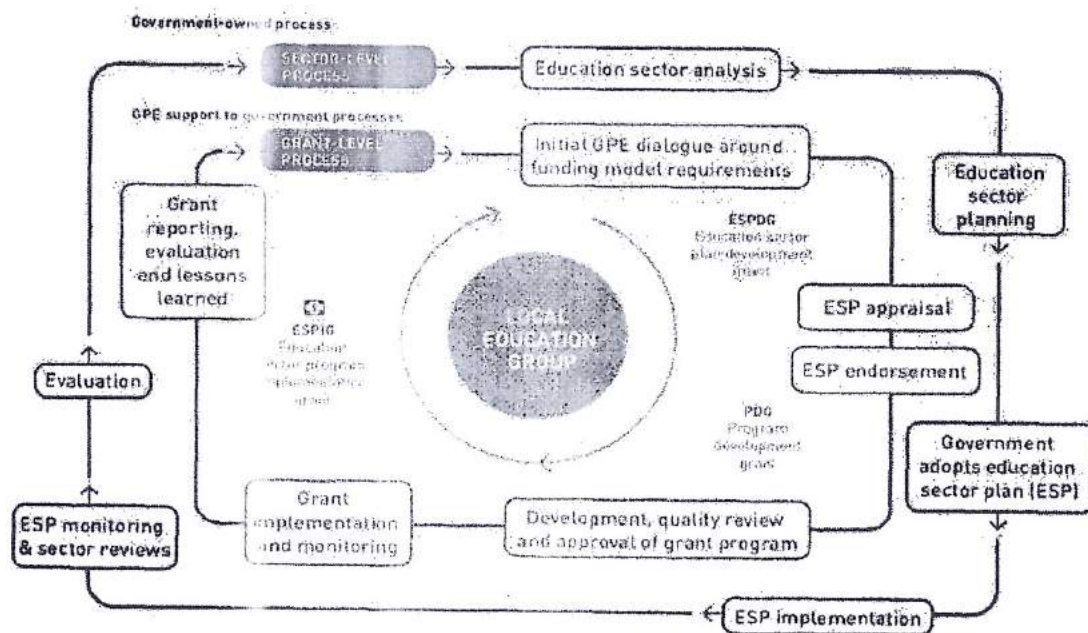
Figure 1: Structure of the Educ Forum with engagement to GPE



V. Country Planning Cycle

20. The Educ Forum, as the country's official local education group for GPE-related engagements, and as the core of all levels in the planning cycle, shall be guided by the country planning cycle framework of the Global Partnership for Education, as illustrated in Figure 2, and adopt its own contextualized processes in accordance to paragraph 17.

Figure 2. The Country Planning Cycle of the Global Partnership for Education



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VI. Amendment or Modification

21. DepEd may, of itself or upon the suggestion of an Educ Forum member, introduce an amendment to this Terms of Reference after formal notification of the proposed amendment to Educ Forum members, and the same is subjected to a consultation of positions by the members in a meeting held for the purpose.



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