

Basic Education Sector
Reform Agenda
(2005-2010)

Key Reform Thrust 2
Teachers raise the
prevailing standards
of their profession
to meet the demands
for better learning
outcomes



What is BESRA?

Basic Education Sector Reform Agenda (BESRA) for 2006 to 2010 is a program of the Department of Education (DepED). It aims to attain and sustain better performance in basic education of public schools.

What are the Objectives of BESRA?

The main objective of BESRA is to help attain the following Education For All (EFA) objectives:

1. Universal Coverage of Out-of-School Youth and Adults in the Provision of Basic Learning Needs
2. Universal School Participation and Elimination of Drop-outs and Repetition in First Three Grades;
3. Universal Completion of the Full Cycle of Basic Education Schooling with Satisfactory Achievement Levels by All at Every Grade or Year; and,
4. Total Community Commitment to Attainment of Basic Education Competencies for All.

How to Achieve the BESRA Objectives?

The BESRA objectives can be achieved through the five key reform thrusts (KRT) geared toward:

- schools,
- teachers,
- social support to learning,
- complementary interventions, and
- institutional culture of DepED.



What is Key Reform Thrust 2 (KRT2)

Teachers raise the prevailing standards of their profession to meet the demands for better learning outcomes.

Why is KRT2 Important?

Teachers have the most direct influence in raising the prevailing standards concerning the practice of their profession.

What are the Main Policy Actions of KRT2?

1. A framework for competency-based standards for teachers:
 - Adopt a national framework using teacher competencies as the basis of standards for assessing new teachers' readiness for hiring and deployment, incumbent teachers' current performance, and teachers' priority needs for professional development.

2. A rolling 5-year projection of new teacher hires:
 - Prepare a rolling 5-year projected staffing pattern for all schools that identifies expected staffing requirements and estimates of numbers of future hires for different types of positions in different divisions in all levels.
3. Progressive upgrades in division level teacher-hiring practices:
 - Enable all divisions to progressively improve the quality of teachers they hire based on national competency standards adapted to local conditions.
4. Regional, divisional, and school level targets for distribution of class sizes:
 - Improve the deployment of available nationally paid teachers to fairly distribute the instructional workloads among classes and schools. Monitor compliance with rolling 5-year targets for improvements in class size distribution for regions, divisions, and schools.
5. Divisional and school focus on improving teaching practice in schools:
 - Encourage each division to adapt the national framework for competency-based standards for teachers to the specific conditions and needs of the schools of the division.



6. All other sources of teacher-hires to adopt divisional hiring practices:
 - Negotiate with LGUs, local school boards, and Parent-Teacher and Community Association (PTCA) to convince them to agree that locally hired teachers are subject to the same procedures and standards adopted by the division for nationally hired teachers.
7. Pre-service teacher education and licensing to support future higher hiring standards:
 - DepED's 5-year-annual projection of teacher hires can be used as the basis for teacher-education institutions and the PRC to determine what teacher competencies are needed by the public schools in the coming years. SUCs can aid in increasing future supply of good teachers in English, Math, and Science.
8. New legislation governing teacher (and non-teaching staff) compensation, benefits, and conditions of employment:
 - Develop a long-term strategy for improving teacher's compensation and benefits to attract better students into the teaching profession and keep the best teachers in the service, either in classrooms or in administrative positions.

What are the Progress Indicators for KRT2?

- Increased percentages of all DepED divisions using competency-based standards for assessing teacher performance, determining teacher development needs and priorities, selecting new teachers for hiring, and promoting teachers.

- Increased percentages of all new teachers (national and local payrolls) deployed in schools at each DepED division that are selected and hired based on teacher competency standards of the division.
- Frequency distributions of class sizes (schools, divisions, regions and national) clustered more closely around the average.
- Increased percentages of all classes requiring assignment of specially trained teachers or served by teachers with correct preparation and qualifications, for example, high school science classes handled by teachers with correct science majors, multigrade classes handled by teachers with multigrade training, and alternative learning programs handled by mobile teachers with required training.



For more information:
 Write or call the Department of Education,
 Tel No. (02) 633-7256
 or log-on @ www.deped.gov.ph
 or e-mail to the efa_secretariat@yahoo.com