

**Basic Education Sector
Reform Agenda
(2005-2010)**

**Key Reform Thrust 3:
Influential social
institutions and key
social processes
are engaged by DepED
to support the attainment
of desired learning
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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 3 (KRT3)?

Influential social institutions and key social processes are engaged by DepED to support the attainment of desired learning outcomes nationwide.

Why is KRT3 Important?

Tapping individuals, groups, and institutions within the society can enhance the students' learning and also strengthen society's support for teachers, schools, and educators in making such learning possible for all.

What are the Main Policy Actions of KRT3?

- identify resources, capabilities, assets, strengths and advantages available for Filipino mastery of the English language, Filipino language, and Mathematics and Science;
- propose actions, policies, projects, activities and initiatives that can accelerate, enhance, enrich and promote learning the English language, Filipino language, and Mathematics and Science; and



- recommend appropriate directions or priorities for schools, media, professions, enterprises, government agencies, churches and religions, and other social institutions.

2. A national quality assurance (QA) framework for basic education schooling:

- The existing Revised Basic Education Curriculum (RBEC) will be further developed into an explicit learning accountability framework that defines what levels of learning students of schools and divisions should meet at various stages of the basic education cycle. This quality assurance framework will be based on the national curriculum, but will provide leeway for local flexibility and relevance.

2. An institutionalized national forum for multi-sectoral coordination in support of basic education outcomes:

- Establish a national governing council on basic education standards that can serve as the institutional steward and champion of the implementation of the national strategies to support learning and adoption of the national QA framework for basic education schooling.

3. A program and institution for forming basic education managers:

- Establish a training and development institution for higher-level education managers, such as assistant superintendents, superintendents, assistant directors, and directors.

What are the Progress Indicators for KRT3?

- Increased levels of educators' satisfaction with the quality of instruction that schools deliver.
- Increased levels of parents' and children's satisfaction with the quality of education they obtain.
- Increased levels of communities' satisfaction with the performance of schools serving them.
- Improved national indicators of learning outcomes such as participation and completion rates, achievement rates and national sample scores in internationally comparable tests.



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