

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

**Key Reform Thrust 4:
Providers of early
childhood care
and development,
alternative learning
services, and private
sector increase their
respective contributions
to national basic
education 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 4 (KRT4)

Providers of early childhood care and development, alternative learning services, and private sector increase their respective complementary contributions to national basic education outcomes.

Why is KRT4 Important?

Education for children, out-of-school youth (OSY), and adult illiterates can be addressed through cooperation of public schools, alternative learning providers, and private sector initiatives in their localities.



What are the Main Policy Actions of KRT4?

1. Local delivery models for cost-effective early childhood education (ECE):

Develop new or upgrade existing locality based (municipal, city or province) ECE delivery models that feature:

- assessments of readiness for school of all Grade 1 entrants;
- feedback mechanisms to parents, community leaders, and local governments about the readiness of children for school;
- expansion of local ECE programs that demonstrate effectiveness in getting children ready for school;
- adoption of standards known to enhance effectiveness of ECE programs; and
- coordination of LGU regarding ECE efforts at home, at day care, and in pre-schools by government, non-government, and private sectors.

2. Enhance and accelerate alternative learning system (ALS) coverage:

- Review existing mandate of Literacy Coordination Council for possible revision to cover governance of ALS. This includes adoption of policies and standards for alternative learning services by national government agencies, LGUs, NGOs and the private sector.
- Develop or upgrade locality based (municipal, city or province) ALS delivery models.

- Develop capacity of service providers (public and private) to identify potential ALS learners through referral and drop-out tracking system and integrate literacy training in their programs of assistance reaching illiterate OSY and adults, and other learners.

- Establish structure and support mechanism of convergence at various levels.

3. A private sector strategy for basic education:

- Identify potential private sector's roles in basic education; private schools; participation in public schools governance; performing public education functions as contractors or suppliers; private financial contributions to public education.
- Determine the optimum level of private sector participation in these various roles and ensure private sector participation to meet this optimum level
- Expand private sector participation in education through reforms in the Educational Service Contracting to meet the public sector's capacity constraints.
- Consider also possible private management of public schools and private sector services to public schools or school clusters (e.g., In-Service Training [INSET], supervision and assessment).



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