

SDG-Education 2030 Steering Committee

Notes on Philippines VNR Process

11 March 2019, Room IX, UNESCO, Paris



- **2019 VNR will be the second VNR for the Philippines**
- **2016 Philippines VNR reported on:**
 - Building awareness of SDGs (within government and through multi-stakeholder briefings on progress of MDG targets, lessons from MDG implementation, and planned strategies to achieve SDGs)
 - Initiatives to integrate the SDGs in government plans and programs (medium and long term development plans)
 - Commitment to development of SDG indicators at global and national levels
 - Next steps

Road to VNR 2019

Institutional Mechanism



National Economic Development Agency (NEDA), as country's planning agency, examines synergies of the SDG framework with PH medium and long term development plans



Philippine Statistics Authority (PSA) designated as official repository of National SDG indicators

Implementing Agencies are tasked to plan and implement programs to achieve SDG goals, coordinate through inter-agency mechanisms, and report data and accomplishments to monitor performance

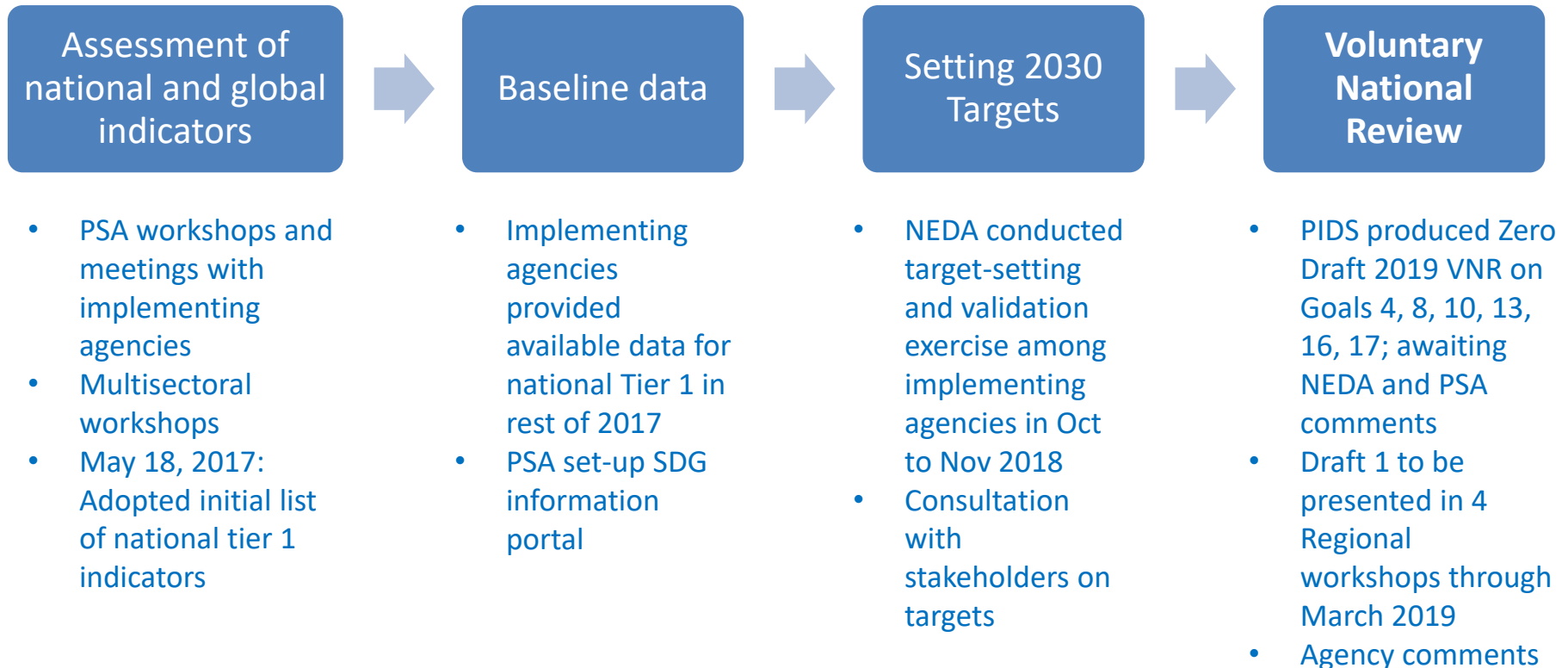


Philippine Institute of Development Studies (PIDS), an attached agency of NEDA, tasked to assist in drafting the 2019 Philippine VNR report

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Process



Highlights of SDG 4 in Zero Draft

Positives:

- Completion and survival rates in basic education have been significantly increasing from 2011 to 2017, while drop-out rates have continually declines over the same period
- Technical and vocational education and training (TVET) has expanded with the implementation of Senior High School, which offers a Technical-Vocational-Livelihood Track. This is in addition to the TVET programs supervised by the Technical Education and Skills Development Authority (TESDA)
- Enrolment in post-secondary TVET and higher education expected to increase with the passage of Republic Act 10931 or the Universal Access to Quality Tertiary Education Act in 2017
- Gender parity index near 1 at elementary levels, but start to favor females at secondary levels

Challenges:

- There is region that is lagging in access indicators
- Continuing challenge of upgrading education quality

Observations

- Coordination challenges in big bureaucracies; Too many inter-agency mechanisms across strategic and urgent concerns water down coordination quality
- Agencies are used to medium term planning cycles; there is limited experience in longer term planning horizon
- Challenge of effective transition to succeeding administrations
- Indicators-based monitoring pose danger of deemphasizing qualitative aspects, which are also important

Thank you

The SDG-Education 2030 Steering Committee is the global multi-stakeholder consultation and coordination mechanism for education in the 2030 Sustainable Development Agenda. Its primary objective is to harmonize and strengthen support to countries and their partners for the realization of the global education goal and targets. The Steering Committee is composed of members representing a majority from countries, the World Education Forum 2015 convening agencies (UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, ILO, the World Bank), the Global Partnership for Education, the OECD, regional organizations, teacher organizations, civil society networks, the private sector, foundations and youth organizations.

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