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Quality Education Practices of a Local Government Unit with Blue Seal of Good Education Governance

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Abstract

Aim: This study described and analyzed the dynamics of quality education practices of the Municipality of Solano, Nueva Vizcaya through its in-place mechanisms and procedures on the composition of Local School Board (LSB), its duties and functions as well as the processes, outputs, outcomes and impact of the shared education governance with the end goal of crafting a prototype municipal ordinance to sustain the blue seal of good education governance of the local government unit.

Methodology: This study followed the descriptive-evaluative and correlational designs. The study framework made use of the Input-Process-Output-Outcome-Impact (IPOOI) research paradigm in which some selected variables were correlated to each other.

Results: There exist very good systems and procedures as regard LSB composition and duties, operations and maintenance of schools, construction and repair of school buildings, facilities and equipment, purchase of books and record, sports development and education continuity amidst the pandemic. There also exist very good processes despite some challenges especially on SEF allocation, priority listing of PPAs by school, fund sourcing outside SEF, approval and implementation of PPAs, monitoring and evaluation and submission of reportorial requirements. Also, the processes and outputs, as gleaned from programs, projects and activities implemented describe the dynamics of quality education practices of LGU Solano as very good. The extent of implementation of plans, policies and procedures is admirable as seen in the increased reading performance, cohort survival rating and school-based level of management practice.

Conclusion: From the findings, it can be inferred that LGU Solano's Education governance and management are admirable in all aspects providing a model for others. Also, the Blue Seal of Good Education Governance reflects how shared partnership and shared roles of various stakeholders could promote and enhance basic education.

Keywords: Local School Board, Special Education Fund, Cohort survival rating, Phil-IRI, school-based management level of practice

INTRODUCTION

In the Philippines today, basic public education is still largely the responsibility of the central government, delivered through the Department of Education (DepEd), notwithstanding the devolution of many basic services to Local Government Units (LGUs). LGUs do provide supplementary funding support to public basic education because they have access to a sustainable source of financial resources that are earmarked for the basic education sub-sector, the Special Education Fund (SEF). The SEF comes from an additional one percent tax on real property that LGUs are mandated to impose and collect by virtue of Republic Act 7160 or otherwise known as the Local Government Code of 1991. The resources that LGUs provide to the basic education sector from their General Fund are quite significant at 7% of total general government spending on basic education in 2001-2008. Thus, the LGUs are considered major partners of the national government in the delivery of basic education services.



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In 2016, World Bank Group and Australia Aid assessed the role played by local government in supporting basic education in the Philippines. Accordingly, within each province, city, and municipality, a Local School Board (LSB) was responsible for the allocation and use of local government education funds. Its main function is to develop an overall plan and budget for local government funding of basic education in their locality, including funding from the SEF. The LSB is mandated: (a) to determine the allocation of the school board budget; (b) to authorize the local treasurer to disburse funds from the SEF; and (c) to act as an advisory committee to the Sanggunian on educational matters. The bulk of local government support for schools is provided in the form of goods and services rather than cash. In-kind contributions account for 90 percent of total LGU support for elementary schools and 98 percent of LGU support for high schools. In providing specific in-kind support, local governments must have detailed knowledge of what schools need and of what support they are receiving from other sources.

Established in 2002, Synergeia is working closely with about 400 LGUs to improve the delivery of basic education to Filipino children. The foundation intends to award the Seal of Good Education Governance to deserving LGUs every year. To receive the seal, LGUs must have broadened the membership and functions of their local school boards. Most of their schools should have functional school governing councils. As an indicator of performance, the average National Achievement Test score of elementary school children must be higher than the national average of 66% or must have increased by at least two percentage points. Alternatively, the LGUs must have reduced the number of poor readers by at least 15%. Moreover, their cohort survival rate (the percentage of first graders who go on to complete sixth grade) must be higher than the national average of 70% or must have increased by at least two percentage points. Finally, the LGUs must have recorded a decrease in non-readers and frustrated readers by at least 15 percentage points.

There are only nine LGUs that were awarded with four consecutive seal of good education governance and LGU Solano is one of them. Four consecutive awards mean that an LGU would get the Blue Seal of Good Education Governance. Those that won the Seal for a fourth time include Solano, Nueva Vizcaya; Bacnotan, La Union; Diffun, Quirino; Mina, Iloilo; Cagayan de Oro City; Datu Paglas, Maguindanao; North Upi, Maguindanao; Navotas City; and Valenzuela City (Serapio, 2020).

In keeping to this good education governance tradition, LGU Solano believes that only an efficient LGU system, implementation, outcomes and effectiveness of systems and procedures in education can truly predict if these outstanding accomplishments could be replicated in years to come. In the words of Nathan Hilgendorf, USAID Contracting Officer, and representative of the Synergeia, "The LGUs are a model for how strong community involvement in identifying education priorities and improving learning can reap widespread benefits to the community as a whole."

In the context of this study, how can LGU Solano, recipient of the Blue Seal of Good Education Governance, continue to surmount the difficulties and or navigate through the plethora of challenges facing education during the pandemic in its own education district? This study was thus, conceived to describe and analyze the dynamics of quality education practices of an education-focused LGU which would become the basis for a prototype municipal ordinance to sustain best practices.

Objectives

This study described and analyzed the dynamics of quality education practices of the Municipality of Solano, Nueva Vizcaya through its In-place mechanisms and procedures on LSB compositions, duties and functions as well as the Processes, Outputs, Outcomes and Impact of this shared education governance and ultimately craft a prototype municipal ordinance to sustain the seal of good education governance. Specifically, it sought answers to the following purposes of this study:

1. Describe the dynamics of quality education practices of the Municipality of Solano awarded with the Blue Seal of Good Education Governance in terms of the following:
 - 1.1 In - place systems and procedures on:
 - a. LSB composition, duties and functions;
 - b. operations and maintenance of schools;
 - c. construction and repair of school buildings;
 - d. facilities and equipment;
 - e. educational research;
 - f. purchase of books and record;



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- g. sports development;
- h. daycare;
- i. health and nutrition; and
- j. education continuity amidst the pandemic.
- 1.2 Processes of the LSB in terms of:
 - a. SEF fund allocation;
 - b. submission of Priority PPAs by schools in the district;
 - c. fund sourcing outside SEF;
 - d. approval of PPAs;
 - e. implementation (or Utilization) of approved PPAs;
 - f. monitoring and evaluation; and
 - g. reportorial requirements.
- 1.3 Outputs and Outcomes (Extent of Implementation) such as:
 - a. reading projects conducted;
 - b. reading performances and increased reading literacy from 2017 to 2020 per school;
 - c. cohort survival rate and increases from 2017 to 2020 per school;
 - d. school-based management level of practice; and
 - e. extent of implementation of plans and procedures.
- 1.4. Impact (Effectiveness) as seen in:
 - a. Solano LGU Blue Seal Award; and
 - b. increased opportunities in higher grade levels and better school performances.
2. Establish correlation between:
 - 2.1 average implemented fund and school-based management level of practice and average cohort survival rate and overall reading level; and
 - 2.2 cohort survival rate and reading level per year.
3. Craft a prototype municipal ordinance to sustain the seal of good education governance of the local government unit.

METHODS

Research Design

This study followed the descriptive-evaluative and correlational designs. The study framework made use of the Input-Process-Output-Outcome-Impact (IPOOI) research paradigm in which some selected variables were correlated to each other. Inputs are the conditions that exist prior to any program, project or activity, whereas processes are the strategies and interactions used by members to carry out the program. Outputs are the results that are valued by the team or the organization (Organizational-Industrial Psychology, 2017; Landy & Conte, 2009; Forsyth (2010). Consequently, the evaluative design carefully appraises the worthiness of LGU Solano as an education-focused local government unit, being a recipient of the Blue Seal of Good Education Governance for four consecutive years from 2017-2020. Using the IPOOI model as a paradigm, the study appraised the LGU's education support to the educational districts of the municipality as represented by its local school board, particularly on the dynamics of quality education practices along its in-place mechanisms and procedures as well as the processes, outputs, outcomes and impact of this shared education governance. Ultimately, a prototype municipal ordinance to sustain the blue seal of good education governance of the local government unit was crafted.

Population and Sampling

The purposive sampling technique was used in this study as the targeted informants were the people who are directly immersed in the various educational support extended by the Local School Board (LSB) to the two educational districts of LGU Solano. Consequently, the participants consisted of the municipal mayor, the treasurer and budget officer, the district supervisors, PTA representative, representative from the School Governing Council, president of the league of barangays and members local school board.



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Instrument

To validate the information obtained from documents or records, an interview guide was utilized to allow the key informants to provide unrestrained or free responses in a non-threatening manner about programs, projects, activities extended by the LGU through its Local School Board, challenges encountered and satisfaction of beneficiaries pertaining to requests for educational support from the local school board, as well as recommendations to improve the systems and procedures in providing educational support.

Data Collection

Document scanning and analysis was done to examine, review and evaluate documents or records available at the LGU and or files of the LSB – both printed and electronic materials that provide proofs or pieces of evidence that make Solano an outstanding education-focused LGU. Thereafter, an interview with the LSB members and focus group discussion with school heads were implemented to validate the information obtained.

Data Analysis

To describe and analyze the dynamics of quality education practices of the Municipality of Solano, awarded with the Blue Seal of Good Education Governance, in terms of presence of in-place systems and procedures, processes of the LSB, outputs, outcomes and impact, pertinent documents were reviewed and analyzed. Analysis of records was triangulated with an interview and focus group discussion techniques.

In evaluating the extent of implementation of systems, procedures, processes and outputs, it followed the ISA Criteria in judging the extent of implementation.

Ethical Consideration

Research Protocols were observed by the researcher to ensure the quality and reliability of the study and research findings. The researcher sought approval from the dean and the participants to conduct the study. Consent letters were provided for the participants to express their willingness to take part in the study. When approved, the researcher scheduled the FGD and interviews with the participants. The researcher personally conducted the online interview via Google Meet. Interview questions were presented on a shared screen to assist the interviewee in answering the questions. All interviews were digitally recorded for later verbatim transcription. Before the recording, permission, and consent were sought for Data privacy act compliance. Pseudonyms were used to maintain the anonymity of the participants during the document analysis. The data gathered remained confidential and anonymous. Nobody, other than the researcher knew their answers to the interview. The collected data were discarded after they have served their purpose.

RESULTS and DISCUSSION

Input, Process, Output, Outcome and Impact

Pertinent to the descriptions on the dynamics of quality education practices of LGU Solano which was awarded with the Blue Seal of Good Education Governance for four consecutive years from 2017- 2020, major factors were attributed to the presence of systems and procedures on the local school board composition, duties and functions as stipulated in RA 7160 and the LGU's own Executive Order # 1, s. 2021, an order reorganizing the composition of the LSB to make it more relevant, dynamic and more responsive to the needs of public schools in the locale.

It also has systems and procedures on operations and maintenance of schools, construction and repair of school buildings, facilities and equipment, educational research, purchase of books and record, sports development, daycare, health and nutrition and education continuity amidst the pandemic as required in the Joint Resolution #1, s. 2017 of the DepEd, DBM and DILG which was further amended in the Joint Resolution #1, series of 2020.

In the continuing education amid the pandemic in 2021, in addition to requests from public schools which were taken from the donation and general services funds, three public high schools namely, Bascaran National High School, Uddiawan High School and Solano High School were included in the Plan. Meanwhile, five elementary schools namely, Solano East Central School SPED Center, Solano North Elementary School, Solano South Elementary School, Solano East Elementary School and Solano West Elementary School were included in the 2021 plan. In addition, Districts I and II of Solano were also integrated in the plan with appropriated budget for 2021.



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In carrying out the mandated functions, processes are in place such as: SEF allocation, submission of priority PPAs by schools, fund sourcing outside SEF, approval of PPAs, implementation of approved PPAs, monitoring and evaluation and submission of reportorial requirements. The LSB has systems and procedures in allocating budget based on the 1% tax of the total accumulated real property tax for each year and other funds like donation and general services funds, including realignment of funds from previous year to the current year. Sad but true, the private schools did not really have allocation because of the limited budget, but some requests were approved through the donation funds. In addition, the ECCD Centers (Day Care) received minimal amounts from SEF because their programs and projects are well-funded by the office of the Municipal Social Welfare and Development Office and are also well supported by the barangay councils.

All allocations or appropriations by the Local School Board are supported or backed up by LSB Resolutions. For a certain year, the LSB approved the budget for priority education projects for the public schools. The resolutions indicated the source and estimated income for that Budget Year. It was expected that the estimated income for the Budget Year would help realize the various programs, projects and activities of the public schools.

Allocation of the SEF always follow Commission on Audit's rules. Most items include operation and maintenance of public school, construction and repair of school building, facilities and equipment, educational research, purchase of books and record and sports development. Because of the pandemic, some activities supportive of continuing education have also been integrated in the budget. In terms of health and nutrition, it is noted that it was only in Year 2020 that the Joint Circular No. 01, s. 2020 of the DepEd, DBM and DILG explicated that it will form part of the SEF budget. Because of this circular, there were no appropriations on Health and Nutrition from SEF budget in Years 2018, 2019 and 2020. It was only in 2021 that health and nutrition was allocated with a budget. There were also allocations for educational research, but the allocated budgets were never utilized.

There are also procedures in determining the SEF budget for each year. The municipal budget officer and accountants work together to determine the exact amount of SEF collected for a certain year. In turn, the two present the total SEF amount to the district supervisors. All school heads in the districts submit PPAs to the district supervisors for review by the local school board. Only the most urgent PPAs are approved because of the limited fund. After that, the LSB convenes the members to see to it that the PPAs are in line with the Annual Investment Plan (AIP). If they are realistic and when approved, the LSB passes a resolution to that effect. Disbursement of funds ensues and utilization of the fund and monitoring and evaluation of approved PPAs follow.

In the monitoring and evaluation of approved programs, projects and activities, when the Appropriation Ordinance is declared as approved and operative by the Sangguniang Panlalawigan, the Local School Board already starts implementing the programs, projects and activities. The disbursement of Special Education Fund is facilitated by the MAO and MTO. The MAO prepared the vouchers, reviewed the vouchers' supporting documents, issued advice for checks issues, and inspected procured supplies/materials/equipment.

Meanwhile, DepEd Order No. 10, s. 2017 specifically stipulates the monitoring of approved programs, projects and activities that are supported by the LSB through the use of the SEF. Section 5.5 details the schedule of activities on the preparation and approval of the SEF budget for the ensuing year. All reportorial requirements for submission to the DepEd Central Office (CO) are addressed to the Office of the Undersecretary for Finance – Budget and Performance Monitoring (BPM). In accomplishing these tasks therefore, DepEd Officials and members of the LSB work hand in hand in the monitoring and evaluation of approved programs, projects and activities.

In terms of output and outcomes, some reading projects supported by the LSB are almost always about how reading abilities of pupils could be enhanced, how enrollment could be increased and how the cohort survival rating could be increased. These projects include: Project SAKAY-AKLATAN, Project i-COREN (Improve Comprehension through Reading with Enjoyment), RENE (Reading Enhancement Needs Effort), JOY to Read (Joy Of Yearning), SARINGIT (School Assistance in Reading to Improve Pupils' Thinking Ability, ROSE (Read One Story Everyday), ReCom (Read and Comprehend), I CARE (Integrating Comprehension Activity for Reading Enhancement), WARDS (Writing and Reading Development for Students), STAR (Strengthening the Art and love for Reading), SHARER (Share Reading Enhancement for Reading Remediation), INSPIRE (Intensive, Systematic, Program in Reading Enhancement), MYRA (Making Youngsters Read Amazingly), LISA (Little Free Library of Solano I District in Action) and Big Books such as Christine's Best Holiday and Moving Day.

The aforementioned reading interventions were launched and implemented by the schools in collaboration with the BLGU through the Barangay Education Council. These interventions carried out during summer breaks and after school hours banked on the result of the Phil-IRI and EGRA. The outcome yielded an increased number of learners from Grades I to VI vis-à-vis readers who could already comprehend.



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As an outcome of these shared roles and partnership in the education of the youth, the reading performances of the pupils from 2018 to 2020 registered higher increase in 2020. Comparing the reading performance in 2018-2019 with 2019-2020, the results were much higher in 2020. These results could be attributed to the various reading comprehension activities and projects conducted in 2020 and onward which were supported by the LSB through the SEF to increase the reading performance of pupils for Year 2020 and onwards.

Moreover, the cohort survival rate increased from 2017 to 2020, which was at 93.19%. In 2017, the overall cohort rate was at 93.34 which increased in 2018 with an average of 95.04. In 2019, the average cohort survival rate was at 93.58 whereas, in 2020, it was at 90.83%. The results mean that Solano public elementary schools had high cohort survival rates where those pupils enrolled in Grade 1 were expected to finish Grade 6. Meanwhile, the schools that needed to work hard to increase their survival rate included Bagahabag ES (68.24%), Calaoagan ES (75.18%) and Solano West ES (60.13%). In addition, P.D. Galima ES registered a cohort survival rate of 100% from 2016 to 2020. When asked during the focus group discussions via zoom and individual interviews of LSB members and school heads, most if not all them believe that the existence of these project innovations supported by the LSB through the SEF contributed to the increase of enrolment as reflected in the last three years data analysis of enrolment from 2018 -2020; increase in the reading level of Grade 3 and 6 learners for the last three years as revealed in the data and analysis on Phil-IRI test results; and other school indicators relative to learners' performance for the year 2020.

In terms of the school-based level of management practice, on the average, the public schools of Solano obtained a progressive level (2.30), which means that most schools are still intensifying mobilization of resources and maximizing efforts to achieve desired learning outcomes. During the focus group discussions via zoom and individual interviews, the 14-member LSB rated the extent of implementation of policies, programs and procedures as very good. The proponent explained the following criteria for judging the extent of implementation of plans, policies and procedures in the presence, composition and duties of the local school board, monitoring and evaluation of approved and implemented PPAs, as well as outcomes and effectiveness of these mechanisms. The results showed the overall mean score of 3.87. The result means that the members of the local school board believe that the extent of implementation of plans, policies and procedures are met at a very good level.

As a result of the combined efforts of the educational managers, school heads and teachers, coupled with the support and assistance coming from the LSB, LGU Solano has reaped the fruits of its sacrifices when it garnered the award of Blue Seal in Good Education Governance, an award given to LGUs with outstanding education governance for four consecutive years from 2017 to 2020.

Most LSB members and school heads attribute the success of LGU Solano in making a very good education governance through partnerships and shared roles. The existence of project innovations contributed to the increase of enrolment as reflected in the last three years data analysis of enrolment from 2018 -2020, increase in the reading level of Grade 3 and 6 learners for the last three years as revealed in the data and analysis on Phil-IRI test results, increase in cohort survival rate for 2020 and other school indicators relative to learners' performance for the year. With the significant and noteworthy impact of these unique and impressive innovations under the umbrella of Project SOLANO Solace and Solidarity and its continuous improvement in the inputs and processes, the stakeholders believe that this would then translate to better teaching and learning, safer educational environment and better pupil and school performances.

Correlation between Average Fund and School-Based Management Level of Practice and Average Cohort and Overall Reading Level and Correlation between Cohort Rate and Reading Level per Year

A. Correlation between Average Fund and SBML and Average Cohort and Overall Reading Level

Table 1. Spearman's rho Correlation Test Results between the Average Implemented Fund and School-based Management Level of Practice and Average Cohort Survival Rate and Overall Reading Level.

		Correlations				
			Ave Implem. Fund	SBM Level	Cohort Rate Overall	Overall Reading
Spearman's rho	Ave Implem. Fund	Corr. Coeff.	1.000	-.006	.040	-.105
		Sig. (2-tailed)	.	.977	.858	.635



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		Decision		Do not Reject Ho	Do not Reject Ho	Do not Reject Ho
SBM Level	Corr. Coeff.	-.006		1.000	.461*	.207
	Sig. (2-tailed)	.977		.	.031	.354
	Decision	Do not Reject Ho			Rej. Ho	Do not Reject Ho
Cohort Rate Overall	Corr. Coeff.	.040		.461*	1.000	-.276
	Sig. (2-tailed)	.858		.031	.	.202
	Decision	Do not Reject Ho				Do not Reject Ho
Overall Reading	Corr. Coeff.	-.105		.207	-.276	1.000
	Sig. (2-tailed)	.635		.354	.202	.
	Decision	Do not Reject Ho		Do not Reject Ho	Do not Reject Ho	

*. Correlation is significant at the 0.05 level (2-tailed).

As gleaned from Table 1, it is evident that only school-based management level of practice has positive correlation with cohort survival rate (p value - .031). It must be understood that school-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from the Central Office to individual schools. Its main purpose is to devolve the decisions on student learning and resource deployment to the school to enable it to make school-based policies to better meet the needs of students and enhance their learning outcomes. This means that one of the many components of SBM is to be able to know future trends in enrollment by understanding cohort survival rate or the percentage of enrollees at the beginning grade or year in a given school year who reached the final grade or year of the elementary/secondary level so that individual schools could make proactive policies and or design mechanisms to attract pupils to enroll and finish their basic education. In this case, SBM influences cohort survival rate in a positive way. In 2019, Nograles, an education advocate, said that investing in education yielded positive results such as improved enrollment rates among all levels. Enrollment rates (NER) in kindergarten, elementary, junior, and senior high school continue to rise, with primary and secondary NERs up to 94.2 percent and 76 percent, respectively. On the other hand, the country's cohort survival rate (CSR) and completion rates have consistently risen while dropout rates have been decreasing at both the primary and secondary levels, he added.

From 2015 to 2017, he said primary and secondary CSR rose to 93.7 percent and 85.6 percent respectively, while completion rates rose to 92.4 percent at the primary level and 84.3 percent at the secondary level. Accordingly, these positive results indicate very good education management by the DepEd and individual schools in the country (Philippine News Agency, Dec. 14, 2019). The rest of the variables did not show significant correlations as seen from the computed p values which were all greater than .05, indicating no significant relations or influence and were statistically independent of each other.

B. Correlation between Cohort Rate and Reading Level

Table 2. Spearman's rho Correlation Test Results between Cohort Survival Rate and Reading Level per Year from 2017-2020

		Cohort Rate 2017	Cohort Rate 2018	Cohort Rate 2019	Cohort Rate 2020	Overall CSR	Reading 2017	Reading 2018	Reading 2019	Reading 2020
Spearman's rho	Cohort Rate 2017	Corr. Coeff.					-.113			
		Sig. (2-tailed)					.608			
		Decision					Do not Reject Ho			
	Cohort Rate	Corr. Coeff.						-.083		
		Sig. (2-tailed)						.708		
		Decision								



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	2018	Decision							Do not Reject Ho		
	Cohort Rate 2019	Corr. Coef.								.016	
		Sig. (2-tailed)								.944	
		Decision							Do not Reject Ho		
	Cohort Rate 2020	Corr. Coef.									-.083
		Sig. (2-tailed)									.708
	Decision								Do not Reject Ho		

It is evident from the results that there are no significant correlations between cohort survival rate and pupils' reading level per year from 2017 to 2020. All the computed p values are greater than .05. The results could mean that cohort survival rate does not really influence the pupils' reading level. In this study, the two variables were statistically independent of each other.

Proposed Prototype Municipal Ordinance to sustain the seal of good education governance of the Local Government Unit of Solano

Based on the salient findings of this study, a proposed prototype municipal ordinance is crafted:

A PROPOSED ORDINANCE ESTABLISHING A COMPREHENSIVE SUPPORT SYSTEM FOR SCHOOLS OFFERING BASIC EDUCATION IN THE MUNICIPALITY OF SOLANO, NUEVA VIZCAYA AND PROVIDING FUNDS THEREOF

Introduced by Nezel Carub Duque

Whereas, through the DILG Memorandum Circular 2020-096, DILG Secretary Eduardo M. Año urged the Local Government Units (LGUs) to assist the public schools in their areas adjusting to the new normal to support the localization of the Basic Education Learning Continuity Plan (BE-LCP) of the Department of Education (DepEd) amid the Covid-19 pandemic;

Whereas, Education Secretary Leonor Magtolis-Briones acknowledged the significance of the concerted efforts of local government units (LGUs) and its external partners in supporting DepEd's BE-LCP by providing various assistance for the schools to produce and distribute learning materials;

Whereas, it is noteworthy that LGU Solano has been a consistent awardee of the Seal of Good Education Governance as it has also been consistent in giving its best efforts to support schools since time immemorial. Moreover, LGU Solano has established a sound partnership with the private sector whereby generosity and volunteerism are highly manifested through the provision of various forms of assistance to schools;

Whereas, in a recent study conducted by the proponent of this policy, it was revealed that educational managers consider the support from LGU Solano and the private sector as one of the indicators of learners' academic performance for the past four years. Moreover, school managers believe that LGU Solano can sustain excellence in education governance by continuously improving its system of delivering services;

Whereas, in line with the commitment of LGU Solano in supporting the Sustainable Development Goals (SDG) of the Philippines towards quality education for all, it is deemed necessary to implement a policy that will assist the DepEd in ensuring quality education thereby increasing the number of youth and adults who can have relevant skills for employment, decent jobs and entrepreneurship.

SECTION 1. Title. This Ordinance shall be known as "SolanoONE for Education Ordinance" as it aims to encourage all Solanoans to be involved in promoting quality education.



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SECTION 2. Declaration of Policy. It is hereby declared that to further educational services development, there shall be a comprehensive support system for educational institutions that will cater to their needs. It is declared further that to encourage every Solanoan to be involved in improving the quality of education, the Local Government of Solano shall strive to provide incentives to those who voluntarily render their assistance to the education sector.

SECTION 3. Coverage. This ordinance shall cover all schools offering kindergarten, elementary education, junior high school, and senior high school located within the jurisdiction of LGU Solano.

SECTION 4. Definition of Terms

Basic Education refers to kindergarten, elementary, junior high school, and senior high school.

Contributor refers to a person or a group of people who rendered voluntary service or those who donated money or anything that will benefit a school.

Involvement refers to the act of participating in the promotion of quality education through voluntary service or donation.

Private Schools refer to all privately-owned schools offering kindergarten, elementary education, junior high school, and senior high school.

Private Sector refers to a group of people, organization, or person who does not belong or work for the government.

Public Schools refer to all government-owned schools offering kindergarten, elementary education, junior high school, and senior high school;

Schools refer to private and public schools offering kindergarten, elementary education, junior high school, and senior high school.

Support System refers to the procedures of LGU Solano in planning, implementing, and monitoring assistance to schools.

SECTION 5. Support to Schools from the Local Government of Solano. To augment the limitations of Special Education Fund (SEF), the largest portion of the Local Chief Executive's Donation Fund shall be utilized to provide funding support to the following:

- a. Operation and maintenance of public schools
 - a.1. acquisition, production, reproduction, and printing of learning materials for the learners such as self-learning modules, textbooks, activity sheets, and study guides/manuals approved by DepEd; and
 - a.2. distribution and retrieval of self-learning modules, and shipment, delivery, and courier services.
- b. Health and sanitation of public schools
 - b.1. psychosocial first aid, mental and physical examination or check-up for teaching and non-teaching personnel and learners, and medical doctors' consultation;
 - b.2. hand sanitizers, alcohol, disinfectants, anti-bacterial or germicidal soap, and other cleaning equipment;
 - b.3. vitamins and minerals, and food supplements; and
 - b.4. personal protective equipment such as, but not limited to, facemasks and face shields;
- c. Facilities and equipment of public schools
 - c.1. printing or photocopying equipment and their consumables; and
 - c.2. portable radios, two-way radio for remote areas, cable satellite connection, and internet connection.
- d. Student Off-Campus Engagements for both public and private schools
 - d.1 student representatives to local and international leadership development programs and off-campus conferences, seminars, fora and competitions for students;
 - d.2. Work Immersion Program of K-12

SECTION 6. Support to Schools from the Private Sector. Assistance to schools from the private sector shall be properly recognized and as much as possible be rewarded to encourage all Solanoans to be involved in ensuring quality education. Towards this end, the following shall be undertaken:

- a. The school as a beneficiary of assistance shall prepare a report on the received goods or donations from the contributor. The report may include documentation to appraise the value of the contributions received. Thereafter, the report shall be transmitted to the SolanoONE for Education Committee.
- b. The SolanoONE for Education Committee, upon receipt of the report, shall recommend to the Sangguniang Bayan the passage of a resolution recognizing the reported contributions.
- c. If the contributor has an existing business within the jurisdiction of LGU Solano, the SolanoONE for Education Committee and Sangguniang Bayan may also recommend a discount on the contributor's business permit and business tax.



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SECTION 6. SolanoONE for Education Committee. For an efficient implementation of this ordinance, a committee shall be created and composed of the following:

- Chairman: The Municipal Mayor
- Members: Sangguniang Bayan's Chairperson for Committee on Education
The Municipal Planning and Development Officer
The Budget Officer
The Municipal Treasurer
Public Schools District Supervisors

SECTION 7. Duties of the SolanoONE for Education Committee

The following duties shall be undertaken by the committee:

- ensure equitable distribution of funds based on the enrollment rate and perceived needs of each school;
- designate a focal person for education-related concerns under the office of the Mayor to facilitate the fund disbursement for approved requests; and
- monitor the recognition and giving of rewards to the contributors as provided by Section 6 of this ordinance.

SECTION 8. Separability Clause. If for any reason, any part of this ordinance shall be held invalid or be declared unconstitutional, other parts herein provided which are not affected shall continue to be in full force and effect.

SECTION 8. Effectivity – This Ordinance shall take effect upon approval.

The prototype municipal ordinance highlights the reasons for the crafting of such and these include: the acknowledged significance of the concerted efforts of local government units (LGUs) and its external partners; that LGU Solano has been a consistent awardee of the Seal of Good Education Governance as it has also been consistent in giving its best efforts to support schools since time immemorial; moreover, LGU Solano has established a sound partnership with the private sector whereby generosity and volunteerism are highly manifested through the provision of various forms of assistance to schools; that a recent study conducted by the proponent of this policy revealed that educational managers consider the support from LGU Solano and the private sector as one of the indicators of learners' academic performance for the past four years; and lastly, in the Sustainable Development Goals (SDG) of the Philippines towards quality education for all, it is deemed necessary to implement a policy that will assist the DepEd in ensuring quality education thereby increasing the number of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship.

Moreover, the prototype ordinance also includes funding support to schools from the local government of Solano; support to schools from the private sector inasmuch as this study found that there was no support to private schools. It also establishes the SolanoONE for Education Committee, as well as its duties and functions and a separability clause. As soon as it is forwarded to the Sangguniang Bayan (SB) for discussions, it will take effect after the final decision of the members of the SB of LGU Solano.

Summary, Conclusions, and Recommendations

The following results were disclosed after the data gathered were analyzed:

There exist very good systems and procedures as regard LSB composition and duties, operations and maintenance of schools, construction and repair of school buildings, facilities and equipment, purchase of books and record, sports development and education continuity amidst the pandemic. However, there is a need to maximize opportunities on health and nutrition and educational research. The daycare has been receiving support from the social welfare and development as well as from the barangay council. There also exist very good processes despite some challenges especially on SEF allocation, priority listing of PPAs by school, fund sourcing outside SEF, approval and implementation of PPAs, monitoring and evaluation and submission of reportorial requirements. Also, the significant and noteworthy impact of processes and outputs, as gleaned from programs, projects and activities implemented by the public schools through shared roles and partnership with the LSB describe the dynamics of quality education practices of LGU Solano as very good. The stakeholders comprising school heads, district



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supervisors, LSB members and the school governing councils believe that such could be adopted and sustained by other public schools in other municipalities. The Seal of Good Education Governance reflects how shared partnership and shared roles of various stakeholders could promote and enhance basic education. The extent of implementation of plans, policies and procedures is admirable as seen in the increased reading performance, cohort survival rating and school-based level of management practice. Education governance and management are admirable in all aspects providing a model for others.

School-based management level of practice influences cohort survival rating. DepEd's devolution of decisions on pupil learning and resources deployment enable schools to make school-based policies to better meet the needs of learners which could translate to higher cohort survival rating; and

The proposed prototype municipal ordinance reflects the salient findings of this study in that it highlights the reasons for the crafting of such which include the acknowledgement of the significance of the concerted efforts of LGU Solano and its partners in providing quality education. Further, the prototype ordinance also includes funding support not only to public schools but also to private schools. It also establishes the SolanoONE for Education Committee, as well as their duties and functions to ascertain that the Seal of Good Education Governance is consistent each year.

Thus, the Chair of the Education Committee push through with the prototype municipal ordinance crafted in this study. Conversely, said ordinance be made effective by the Sangguniang Bayan in order to sustain the Seal of Good Education Governance in the municipality.

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