Perspectives and Experiences on Integration of Access, Equity, Quality, and Resilience in Basic Education

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ABSTRACT

This phenomenological study examined how school principals in the Schools Division of Navotas interpreted and integrated the four pillars of the Basic Education Development Plan (BEDP) 2030—Access, Equity, Quality, and Resilience—with the principles of Sustainable Development Goal 4 (SDG 4) on quality education. This phenomenological study used a qualitative 3Es approach involving enquiry, document examination, and experiential observation. The researcher explored the lived experiences of eight (8) principals, alongside focus group discussions with thirty-eight (38) teachers and forty (40) students. The findings revealed a paradigm shift in school leadership, with principals evolving from traditional administrative compliers into strategic adaptation leaders. BEDP 2030 was conceptualized not merely as a mandate but as a *"North Star"* or roadmap that guides long-term institutional direction through data-driven School Improvement Plans (SIP) and Annual Implementation Plans (AIP). Specific localized interventions identified included active seeking strategies like *Oplan Galugad* for access, feeding programs for equity, teacher upskilling for quality, and disaster preparedness for resilience. However, implementation faced significant lived tensions, including chronic underfunding, environmental vulnerability from frequent flooding, and a disconnect between rigid national targets and grassroots realities. A critical *"Humanware vs. Hardware"* gap persisted, where staff readiness was often hindered by infrastructure deficits. The study concluded that successful integration required compassionate stewardship and the flexibility to adapt national policies to local contexts. It recommended re-evaluating performance metrics and establishing climate-responsive funding to support disaster-prone divisions.

Keywords - access, Basic Education Development Plan (BEDP) 2030, equity, resilience, Sustainable Development Goal 4 (SDG 4)

INTRODUCTION

Education was globally recognized as a fundamental driver of sustainable development, with Sustainable Development Goal 4 (SDG 4) explicitly targeting inclusive, equitable, and quality education. Despite these global mandates, the Philippine education system faced a significant crisis characterized by learning poverty, systemic resource shortages, and persistent gaps in access and quality. Reports from organizations such as PBEd and EDCOM 2 [1] highlighted that many Filipino learners failed to achieve basic proficiency, a situation further exacerbated by frequent natural disasters and a growing disconnect between school curricula and labor market demands. Addressing these foundational issues was critical for fostering upward mobility and ensuring national competitiveness.

The Basic Education Development Plan (BEDP) 2030 served as the primary strategic response to these challenges, aligning national education goals with the four pillars of access, equity, quality, and resiliency (DepEd, 2022) [2]. While this framework provided a comprehensive roadmap for reform, the success of such national policies depended largely on transformative leadership at the school level. School principals occupied a pivotal role as the primary implementers of these reforms, tasked with translating abstract policy goals into

concrete institutional actions. Their understanding and integration of these pillars were essential for navigating the complexities of the educational landscape.

This phenomenological study explored how school principals in the Schools Division of Navotas interpreted and integrated the pillars of BEDP 2030 with the principles of SDG 4. By examining the lived experiences of these educational leaders, the research sought to uncover the practical realities, challenges, and successes encountered during policy implementation. The study aimed to clarify how national and global mandates were localized within a specific division, providing insights into the leadership dynamics required to achieve quality education. Ultimately, this research contributed to a deeper understanding of the mechanisms through which transformative change was realized at the school level.

METHODOLOGY

Research Design

This study used a qualitative research design with a specific focus on phenomenology. Phenomenology sought to explore and describe the essence of participants lived experiences, emphasizing the commonalities that emerge as individuals encounter a particular phenomenon (Creswell et al., 2018) [3]. This study primarily examined how the school principals understood and interpreted the four pillars of BEDP 2030 in relation to Sustainable Development Goal 4 (Quality Education). This study also described the lived experiences of the school principals in integrating the four pillars of the Basic Education Development Plan (BEDP 2030) with Sustainable Development Goal 4 (Quality Education) in their respective schools. By examining the experiences of these educational leaders, the researcher aimed to shed light on the practical realities of policy implementation and contribute to a deeper understanding of how national and global education goals are translated into meaningful action at the school level.

Researcher Positionality and Phenomenological Rigor

Recognizing the researcher's embedded role within the context, the study explicitly addressed positionality. With over a decade of professional experience in the public school system and serving in administrative and research capacities within Navotas, the researcher possessed an "emic" or insider perspective. To mitigate potential bias and maintain phenomenological rigor, the practice of epoché (bracketing) was strictly employed. This required the conscious suspension of preconceived judgments regarding standard Department of Education policies, ensuring that the analysis faithfully and objectively represented the participants' unfiltered lived realities.

Research Participants

The study involved eight school principals from Navotas City, with an equal distribution between elementary and secondary levels. Following the recommendation of Creswell and Poth (2017) [4], this sample size supported an in-depth exploration of lived experiences. To validate the data, focus group discussions were conducted with five teachers and five students from each of the participating schools, providing a comprehensive understanding of the implementation and impact of BEDP 2030 initiatives.

Research Instruments

Data was collected via a 21-item researcher-developed interview questionnaire designed to examine BEDP 2030 and SDG 4 implementation across four core pillars: access, equity, quality, and resiliency. The instrument was structured into four sections:

- *Part I (Principal's Profile):* Collected demographic and professional data.
- *Part II (Principal Interviews):* Nine open-ended questions regarding BEDP 2030 understanding, pillar-aligned programs, and implementation challenges.

- *Part III (Teacher Interviews):* Five questions on program execution and student impact.
- *Part IV (Student Interviews):* Seven questions gauging awareness, participation, and perceived support.

To ensure content validity, the questionnaire was evaluated by three experts—an Education Program Supervisor, a Department Head, and a University Program Chair—using a standardized scoring rubric.

Data Sources and Collection Methods

The study utilized the 3Es framework—Enquiry, Examine, and Experience—to ensure comprehensive data triangulation (Creswell, 2007) [5].

- *Enquiry* involved a 21-item semi-structured interview guide to gather principals' perspectives, as well as the insights of teachers and students, on implementing BEDP 2030 and SDG 4 across the pillars of access, equity, quality, and governance (Department of Education, 2022; United Nations, n.d.) [2]; [6].
- *Examine* entailed a systematic review of policy documents and school reports to ground findings in empirical and policy directives (Department of Education, 2022; Albert et al., 2023) [2]; [7].
- *Experience* utilized direct observations and field notes to corroborate interviews with actual school practices and contextual realities (Creswell, 2007) [5].
- This integrated approach enhanced the credibility of the findings and provided a holistic understanding of the research phenomenon (Bhandari, 2022) [8].

DATA ANALYSIS

The data from this study were analyzed using thematic analysis. Based on the analytical process described in and cited from Qualitative Research Methods (2nd ed.) by Liamputtong and Ezzy (2005) [9], conducting thematic analysis is a systematic and interpretive process that moves from specific data to broad, meaningful patterns. The process began with data immersion, where the researcher read and re-read all transcripts and notes to become thoroughly familiar with the content. Following this, the researcher developed codes, which involved systematically reviewing the data line by line to assign labels, or codes, to relevant segments. Once coding is complete, the following process moves to developing categories, where these specific codes are grouped based on shared concepts to create more abstract sub-themes. From these categories, the researcher then identified and developed the final themes, which are the overarching important messages" or patterns that answer the research question. Finally, this analysis was presented in the reporting phase, where the researcher tells the story of the data, using the developed themes and supporting them with compelling quotes as evidence.

Thematic Analysis and Coding Framework

During the analysis phase, a systematic color-coding system organized transcripts into leadership domains: yellow (Strategic), green (Instructional), blue (Community), and pink (Socio-Emotional). This inductive process transitioned descriptive categories, such as *Access-Driven Initiatives*, into interpretive themes like *Adaptive Institutional Permeability*. While categories captured the "what" of the experience, themes distilled its "essence." Document examination utilized Berelson's (1952) [10] content analysis to ensure "reliability and validity" through objective and systematic coding procedures.

Coding Reliability and Theme Validation

The data were analyzed using thematic analysis, transitioning from specific data points to broad, meaningful patterns. A systematic color-coding framework was established to organize transcripts into distinct leadership domains: Strategic, Instructional, Community, and Socio-Emotional. To establish coding reliability, an initial codebook was developed based on the first review of the transcripts. To minimize individual interpretive bias, a process of consensus coding was employed. A subset of the interview transcripts was independently coded by

an external peer researcher familiar with educational leadership. The two sets of codes were then compared, and any discrepancies in code application were discussed until a consensus was reached, ensuring a high degree of inter-coder reliability before the framework was applied to the entire dataset. Document examination utilized systematic content analysis, strictly adhering to the established codebook to ensure objective and reliable coding procedures across both verbal and written data.

To ensure the robustness and accuracy of the findings, theme validation was conducted through three primary qualitative mechanisms. First, data triangulation was utilized by cross-referencing insights across multiple stakeholder perspectives—including principals, teachers, and students—and aligning these interview narratives with empirical evidence from School Improvement Plans (SIPs) and Annual Implementation Plans (AIPs). Second, member checking was performed through brief follow-up consultations with selected principal-participants, allowing them to verify that the synthesized themes accurately captured the essence of their lived experiences and leadership challenges. Finally, the final thematic map and code-to-theme transition process were subjected to peer debriefing with academic experts in educational management, guaranteeing that the interpretive results remained structurally sound and firmly grounded in the data rather than researcher assumptions.

Ethical Considerations

Possible potential ethical considerations were as follows:

- *Respect.* The study guaranteed participants' physical security and psychological safety by clearly explaining the research nature and potential risks. Informed consent was obtained, ensuring that all participants understood their roles and maintained the right to withdraw from the study at any time.

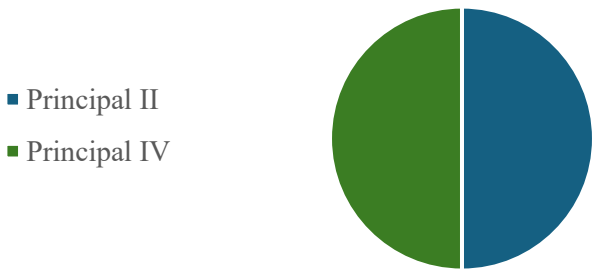
- *Beneficence.* The researcher committed to safeguarding participants' holistic well-being by providing a safe, nonjudgmental environment. Through informed consent, participants were briefed on potential risks and benefits, including the dissemination of the study's findings to the community while strictly protecting individual privacy.

- *Confidentiality.* All personal information was managed with paramount confidentiality. Identifying data was kept anonymous through the use of pseudonyms, and collected materials were stored on a secure drive accessible only to authorized personnel to prevent unauthorized disclosure.

RESULTS AND DISCUSSION

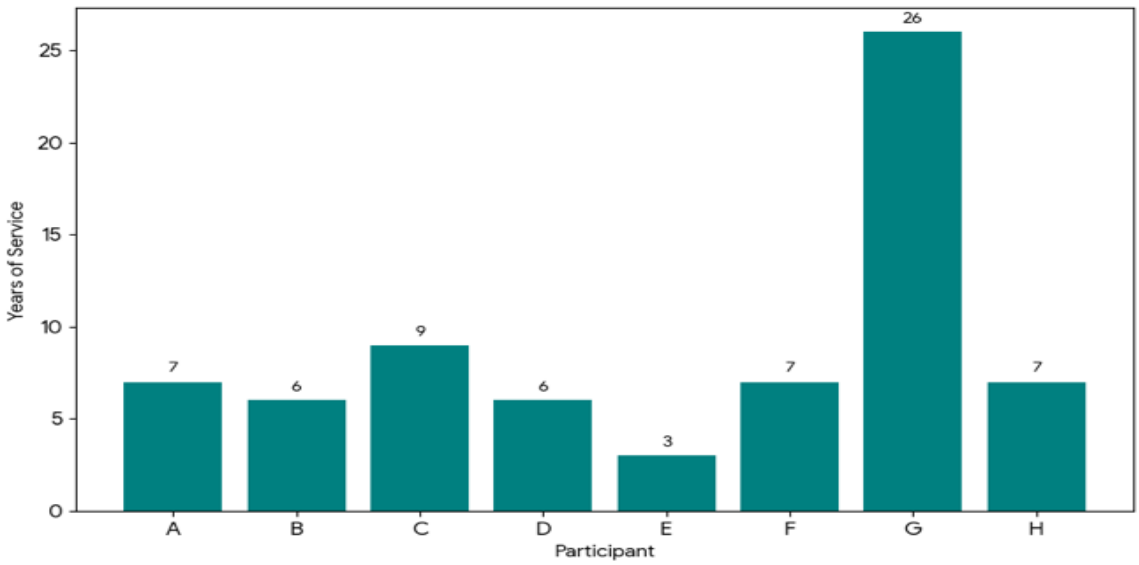
Guided by the research objectives, this section illuminated how the school leaders understand, interpret, and, most importantly, experience the integration of the Basic Education Development Plan (BEDP) 2030 and the Sustainable Development Goal 4 (SDG 4) on quality education. The narratives gathered from the participants provided a rich, ground-level view of the translation of national and global policy into the practical, day-to-day realities of school management. The results were organized into major themes that directly correspond to the study's research questions. Following this, the chapter delved into the core of the phenomenological exploration: the lived experiences of the principals in implementing programs, navigating challenges, and pioneering strategies specific to each of the four pillars. Through their voices, the complex interplay of policy, leadership, and community context comes to life, revealing the successes and setbacks in their mission to provide inclusive and quality education.

Figure 1. Distribution of Participants by Professional Rank



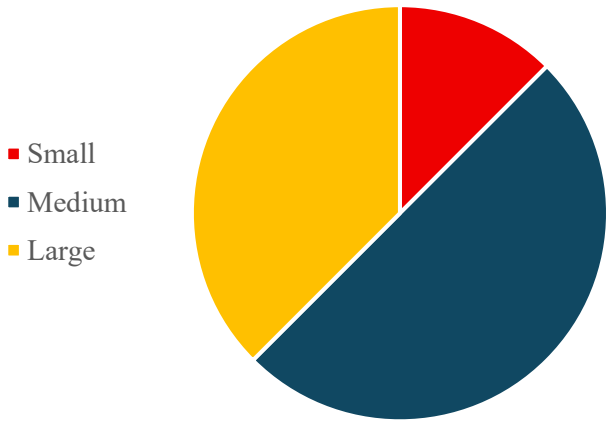
As shown in Figure 1, the study involved eight principals (Participants A through H) representing a diverse range of administrative experience and school assignments. In terms of rank, the group is evenly divided, with four participants holding the position of Principal IV (Participants A, B, C, and G) and four holding the position of Principal II (Participants D, E, F, and H).

Figure 2. Distribution of Participants by Years of Experience



The participants' years of service as principals varied significantly, ranging from 3 years to 26 years. Participant G is the most seasoned administrator with 26 years of service, while Participant E is the newest to the position with 3 years of experience. The remaining participants (A, B, C, D, F, and H) possessed between 6 and 9 years of experience. Notably, Participants A, B, and C, all holding the rank of Principal IV, have been in their current assignments for 10 months, whereas Participant D has served 3 years in their current assignment.

Figure 3. Distribution of Participants by School Size



Regarding the school typology, the principals manage institutions of varying sizes. Three principals (Participants A, B, and C) head Large Schools, supervising faculty populations ranging from 64 to 160 teachers. Four principals (Participants D, F, G, and H) are assigned to Medium Schools, with teaching staff numbers ranging from 58 to 143. Finally, Participant E oversees a Small School with a total of 28 teachers.

The following section presented the findings derived from thematic analysis, utilizing the systematic and interpretive process described by Liamputtong and Ezzy (2005) [9], of the participant transcripts and institutional documents. The primary objective of this analysis was to explore the overarching patterns and "essence" of the

participants' leadership experiences. Each theme was explored in detail below, supported by illustrative quotes from participants to ensure their voices remain central to the narrative. To ensure the reliability and validity of these findings, the analysis of documents further utilized Berelson's (1952) [10] systematic coding procedures.

The Principal as a Strategic Adaptation Leader

Principals acted as critical intermediaries who translated national mandates into local action, viewing the BEDP 2030 as a *"roadmap," "blueprint,"* and strategic *"North Star."* Participant H emphasized this shift in perspective: *"I view the Basic Education Development Plan (BEDP) 2030 not just as a compliance document from the Central Office, but as our strategic 'North Star.' It acts as the blueprint for the next decade, shifting our focus from simply 'delivering education' to ensuring quality delivery with equity."* This alignment permeated school culture: Participant D ensured even "school hashtags" or taglines were in sync, while Participant C viewed the plan as a very ambitious goal that directed all school activities. Operationally, these goals were executed through School Improvement Plans (SIP). Participant A identified principals as the primary responsible ones in executing our respective SIPs, and Participant F highlighted their dual role as an instructional leader and school manager. Accountability extended across the pillars of Access, Equity, Quality, and Resilience. Participant H highlighted the local application of these goals: *"It aligns our local goals with SDG 4 (Quality Education), ensuring that no Navoteño child is left behind, regardless of the floods or financial difficulties they face."* Ultimately, principals served as the vital bridge between national aspirations and the practical realities of their local school environments.

The Four Pillars in Practice

A Unified Search for the Learner: The Pillar of Access. The implementation of Access was characterized by the active reclamation of learners. Principals employed physical saturation strategies such as Oplan Galugad and Project Lambat 2.0, where educators actively went into communities, sometimes crossing floodwaters to bring out-of-school youth back into the system. To accommodate students who were working, schools utilized temporal flexibility through the Open High School. Furthermore, due to a lack of barangay-level data, leaders focused heavily on independently generating localized demographic data. Reports shifted from passive enrollment to active seeking strategies, such as *Oplan Galugad* and *Project Lambat 2.0.* Schools utilized Alternative Delivery Modes (ADM) and the Learner Information System (LIS) to track working students and out-of-school youth.

The Architecture of Inclusion: The Pillar of Equity. Equity transitioned toward Social Justice in Resource Management. Principals viewed the School Operation Budget (SOB) as a moral document, specifically tracking what percentage of funds addressed access for marginalized learners. Systemic barriers like poverty and malnutrition were actively countered through the School-Based Feeding Program (SBFP), while Special Needs Education (SNED) populations were meticulously tracked and catered to. To counter fiscal shocks, administrators successfully aligned Local Government Unit (LGU) Special Education Funds (SEF) to ensure inclusion was institutionalized rather than ad-hoc. Data tracked gender parity and inclusion for marginalized learners. Key programs included the School-Based Feeding Program (SBFP), Project TLC, and the financial tagging of students with special needs (SNED) in the LIS.

Pedagogical Stewardship: The Pillar of Quality. Quality was experienced as a lived commitment to instructional excellence. This stewardship was operationalized through robust teacher development and specific interventions like the Arithmetic Competency program, Project SPARKS for science competitions, and the 5Bs program for numeracy. Furthermore, principals tied quality directly to emotional restoration, noting that reading recovery programs succeeded because they rebuilt learner confidence. Leaders maintained a strict data-driven cycle, pivoting resources immediately when Phil-IRI and BEIS scores indicated a gap. Achievement was measured through literacy and numeracy interventions like Project META and the ARAL Program. Professional development was sustained through School Learning Action Cells (SLAC) and In-Service Training (INSET).

Adaptive Fortitude: The Pillar od Resilience and Well-being. In Navotas, Resilience was defined as a "muscle memory for crisis management" and served as the foundational floor that allowed the other pillars to stand. The Holistic Wellness & Safety Program protected students from bullying and disasters. The frequent suspension of

classes due to typhoons forced a constant adjustment of planning. Navigating this environment required the *"buwis-buhay"* (life-sacrificing) dedication of teachers executing programs like UNLI-Aral, alongside heavy external coordination with barangay officials to secure physical safety in dangerous zones. Documentation focused on mental health and disaster preparedness, specifically addressing the environmental vulnerabilities of the Navotas community.

This study also examined how teachers and students perceived the implementation of the four BEDP pillars, serving to validate and substantiate the data gathered from school principals. The researcher conducted eight focus group discussion (FGD) sessions with teachers across Navotas to explore their understanding of the plan, the specific programs they executed, the challenges they faced, and the perceived impact on student learning and well-being.

Table 1. Distribution of Participants (Teachers) by Position

Position / Rank	Frequency	Percentage
Master Teacher (I and II)	19	50%
Head Teacher	12	32%
Classroom Teacher (Teacher I – III)	6	16%
Special Education (SPED) Teacher	1	2%
Total	**38**	**100%**

The profile of the teacher-respondents consists of 38 teachers who essentially hold senior and leadership positions within the school system. The group is dominated by high-ranking educators, specifically comprising 19 Master Teachers (I and II), 12 Head Teachers, 6 Classroom Teachers (Teacher I to III), and one Special Education (SPED) teacher. This demographic reflected a highly experienced cohort.

Table 2: Distribution of Participants (Teachers) by Position

Years in Service	Frequency	Percentage
1 – 5 years	1	2.6%
6 – 10 years	3	7.9%
11 – 15 years	6	15.8%
16 – 20 years	14	36.8%
21 – 25 years	4	10.5%
26 – 30 years	5	13.2%
31 – 35 years	3	7.9%
36 – 40 years	2	5.3%
Total	**38**	**100%**

The teachers' tenure in the service ranges from a minimum of 3 years to a maximum of 38 years, with a significant number of participants serving between 15 and 20 years. Notably, two respondents possess over 35 years of teaching experience, further emphasizing the veteran status of the focus group participants.

Table 3. Distribution of Participants (Teachers) by Academic Specialization

Academic Specialization	Frequency	Percentage
Science	7	18.4%
Mathematics	6	15.8%
English	5	13.2%
Filipino	4	10.5%
Araling Panlipunan	4	10.5%
MAPEH	3	7.9%
Values Education	3	7.9%
Technology and Livelihood Education	5	13.2%
Special Education (SPED)	1	2.6%
Total	**38**	**100%**

In terms of academic specialization, the respondents cover a diverse and multidisciplinary range of subject areas. The group included specialists in core domains such as Science, Mathematics, English, Filipino, and Araling Panlipunan, alongside educators in holistic and vocational subjects like MAPEH, Values Education, and Technology and Livelihood Education (TLE). A distinct characteristic of this group, particularly among the Master Teachers, is the handling of multidisciplinary loads, with some teaching combinations, such as "English, Mathematics, and Science" or "Filipino and Araling Panlipunan," being taught simultaneously.

Table 4. Distribution of Participants (Teachers) by Multidisciplinary Loads

Academic Specialization	Frequency	Percentage
Single Subject	28	73.7%
Two Subjects	7	18.4%
Three Subjects or more	3	7.9%
Total	**38**	**100%**

Regarding their involvement in educational initiatives, every respondent has served as a project implementer, though the extent of this experience varies significantly. The frequency of implementation ranges from first-time implementers to seasoned leaders who have managed projects more than 10 times. While the majority of respondents have served as implementers between 2 and 5 times, there are notable outliers with high engagement, including individuals who have implemented projects 6, 8, or more than 10 times.

The next section presented the qualitative findings gathered from the Focus Group Discussions with the teachers and students. To ensure a rigorous and systematic interpretation of their voices, the data were analyzed using thematic analysis as defined by Liamputtong and Ezzy (2005) [9]. This process involved a deep immersion in the transcripts, followed by a line-by-line coding of the participants' shared experiences.

Multifaceted Interventions Bridging Academic Recovery and Learner Well-being

Educators defined BEDP 2030 as a holistic framework for pandemic recovery, deploying an array of academic

interventions such as Project DREAM, Project Lingap, and the ARAL Program. Physical and mental health were supported via Kumustahan sessions, Aral Pahinga, and Disaster Risk Reduction and Management (DRRM) drills. These efforts yielded tangible outcomes, fostering academic growth and socio-emotional resilience through greater student independence. However, teachers identified massive systemic barriers hindering implementation: severe shortages in MOOE funding, technology, and learning materials, compounded by overcrowded classrooms and heavy administrative paperwork that consumed time essential for student intervention. High student absenteeism due to underlying poverty remained a persistent barrier.

The "Merit vs. Equity" Tension

Students demonstrated varied levels of policy literacy; while few knew the term "BEDP 2030," most recognized its operationalization through safety drills, feeding programs, and Catch-up Fridays. Multidimensional learning quality was stratified: secondary students valued specialized skill development (Robotics Arduino, Project PEN), whereas elementary students equated quality with foundational remediation to simply "catch up". Crucially, student narratives revealed a tension between theoretical inclusivity and systemic favoritism. Participants expressed frustration that high-quality enrichment opportunities were overwhelmingly skewed toward student leaders and "star sections" to prioritize school prestige. While remedial and physiological supports were widespread, access to advanced development was gatekept by limited program capacities and the financial difficulties students faced daily, exacerbated by frequent typhoon-related class suspensions.

DISCUSSION

The implementation of the Basic Education Development Plan (BEDP) 2030 in Navotas City marks a significant shift in school leadership, where principals act as strategic adaptation leaders rather than mere administrative compliers. This transition is guided by Agency Theory (Jensen & Meckling, 1976) [12], as school heads move beyond passive implementation to actively localize national goals. By internalizing directional metaphors like the "North Star," these leaders align local school culture with national mandates, a trend supported by Supit et al. (2025) [13] and Jadie (2025) [14], who emphasize that effective curriculum management depends on leadership that prioritizes student-centered collaboration and transformative practices.

School management is operationalized through rigorous, data-driven mechanisms like the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). These documents serve as live navigational tools, supporting the findings of Bermillo (2025) [15] regarding the necessity of Monitoring and Evaluation (M&E) in enhancing performance. However, the reliance on independent data-gathering campaigns, such as "Oplan Galugad," highlights systemic gaps identified by UNESCO (2025) [16] and E-Net Philippines (2023) [17]. This proactive stance validates Systems Theory, as schools adapt to insufficient external data inputs to maintain institutional stability and meet SDG 4 targets.

The four pillars—Access, Equity, Quality, and Resilience—are executed through a Multi-Faceted Intervention Framework. Access is addressed via aggressive strategies like *Project Lambat* and Alternative Delivery Modes (ADM), aligning with Pacionista (2025) [18]. Equity initiatives, such as the School-Based Feeding Program (SBFP), directly address Social Justice Theory (Rawls, 1971) [19] by prioritizing disadvantaged groups (Besana, 2025) [20]. Quality is sustained through targeted remediation like "Project META" and teacher upskilling (Lucero, 2024) [21], while Resilience is integrated through disaster safety and psychosocial support, corroborating Gildo et al. (2023) [22] and Melodillar (2024) [23].

Teachers serve as critical intermediaries, humanizing national policy through "strategic contextualization." They reject rigid, one-size-fits-all models in favor of lessons tailored to local realities, such as Navotas' fishing community (Tahiri, 2025) [24]. This approach aligns with Social Justice Theory, ensuring resources are distributed based on student need. Furthermore, teachers embed values formation through projects like "Project PUNLA," mirroring global trends noted by Churrahman (2025) [25] that integrate moral competencies with technical academic recovery.

From the student perspective, awareness of BEDP 2030 is primarily "activity-based" rather than "policy-explicit," reflecting an information asymmetry described in Agency Theory (Padilla et al., 2025) [26]. While

students actively participate in maintenance and safety drills, a "quality gap" persists secondary students experience technical enrichment while elementary students equate quality with fundamental survival and remediation (Akpalu et al., 2025) [27]. Furthermore, a tension exists between merit and equity, where opportunities are often perceived as skewed toward student leaders and "star sections," potentially creating gatekeeping mechanisms that leave regular students behind.

Ultimately, the successful realization of SDG 4 is contingent upon resolving chronic fiscal and environmental vulnerabilities. Chronic underfunding remains a significant barrier, as noted by Albert et al. (2023) [7], where education spending falls short of global benchmarks. Environmental shocks, specifically the typhoons and floods prevalent in Navotas, continue to derail instructional time (UNESCO, 2025) [16]. While the "humanware"—the capability and resilience of teachers and principals—is high, the "hardware" of infrastructure and funding remains the primary bottleneck to a fully realized and democratized education system.

CONCLUSION

Based on the findings, the study drew several key conclusions regarding the implementation of BEDP 2030 in the city of Navotas. The BEDP 2030 has catalyzed a transformation where principals act as agents aligning local culture with national goals through strategic adaptation. However, Resilience is not optional; it is the foundational prerequisite for quality education, as academic continuity in Navotas is entirely dependent on disaster management. A critical gap persists between the readiness of the personnel (the humanware) and the sufficiency of resources (the hardware), continuously impeding policy execution. Furthermore, an Equity-Meritocracy Paradox limits true democratization, as institutional prestige drives resources toward elite students, often leaving average learners behind. Ultimately, schools have developed a self-reliant data immune system to compensate for wider systemic and demographic gaps.

RECOMMENDATIONS

Recommendations

In light of the findings and conclusions, the following recommendations were proposed for the relevant stakeholders.

1. To the Department of Education (Central and Regional Offices), it is recommended that the Department review performance targets by re-evaluating rigid performance metrics, such as the 75% MPS target, to reflect localized baselines and the impact of frequent learning disruptions due to climate change. Furthermore, the Department should institute climate-responsive funding by establishing a specific "Resilience Fund" or a flexible MOOE clause for schools in high-risk areas, such as Navotas. This would cover costs associated with disaster recovery and class suspension interventions, such as the printing of modular materials during typhoon season.

2. To the Local Government Unit of Navotas, the Local Government is urged to develop a centralized youth database at the barangay level, cataloging school-aged children and out-of-school youth. This would relieve schools of the administrative burden of conducting independent census activities, such as Oplan Galugad. Additionally, there should be a prioritization of flood mitigation support, focusing on infrastructure projects around school zones to minimize the physical inaccessibility of schools during the rainy season.

3. To School Administrators (Principals), they are advised to democratize access to enrichment programs by moving beyond the "student-leader monopoly." Implementing a "fair chance" policy for seminars, workshops, and competitions (e.g., Robotics, Journalism) will ensure that "regular" students have access to quality enhancement programs, not just remediation. Furthermore, principals should enhance policy dissemination by explicitly linking school activities to the BEDP 2030 framework during flag ceremonies or General Assemblies, thereby helping students understand the purpose behind the programs.

4. To Teachers, it is encouraged to practice inclusive selection by actively recruiting quiet or underrepresented students for class roles and extracurricular activities to break the cycle of merit-based exclusivity. They should also continue to contextualize remediation by integrating local context, such as examples from the fishing industry, into remediation materials to make learning recovery more relevant and engaging for struggling learners.

5. To Future Researchers, future studies should focus on quantitative correlation, specifically investigating the relationship between the percentage of MOOE allocated to specific pillars (Access vs. Quality) and the actual academic outcomes of the school. Additionally, a longitudinal study on "Merit vs. Equity" is recommended to investigate the long-term impact of selective participation in co-curricular activities on the self-esteem and career prospects of "average" students versus student leaders.

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