FOSTERING LGU SUPPORT FOR SPECIAL EDUCATION FUND IN ATTAINING QUALITY EDUCATION

by:
Yolanda D. Santos
Teacher III, Orani North Elementary School

Students can grasp a lot of information from the teacher through discussion. By the appropriate strategy used and as long as the way of delivery of information is clear, students will be able to learn. However, discussing is not enough for the students to fully learn because learning resources and facilities are still essential as part of the learning process of the students. These resources are still needed to aid them and serve as guide to better understand the lessons. These materials such as visual aids, graphic organizers, printed handouts, textbooks, libraries, learning equipment and other resources can enhance the teaching-learning process and the absence of these could affect students’ learning.

Taboh (2015) said that one cannot receive a proper education without the right resources. Lack of learning materials can hinder student success but "getting the suitable materials means having adequate funding, which many schools lack due to governmental budget cuts". Taboh stated that this is one of the common issues among many schools but still continuously overlooked. She also added that "due to this shortage there is no way for uniform test scores to go up, regardless of the effort of the teachers and students."

This is the reason why the Local Government Units (LGUs) provide supplementary financial support to public basic education because they have access to a sustainable source of financial resources that are reserved for the basic education subsector which is the Special Education Fund (SEF). LGUs also acquire from the General Fund (GF) in order to provide funding support for education.

The responsibility of the LGUs to give financial support to public basic education was enacted through Republic Act No. 5447 otherwise known as “An Act Creating A Special Education Fund
to be Constituted From the Proceeds of an Additional Real Property Tax and a Certain Portion of the levy on Virginia-Type Cigarettes and Duties on Imported Leaf Tobacco, Defining the actions to be funded, Creating School Boards for the reason, and Appropriating Finances Therefrom.”

As was stated in the Section 1 of R.A. 5447, the Special Education Fund was to be derived from the other tax of real property and from a assured part of the taxes on Virginia-type cigarettes and duties on imported leaf of tobacco. Hereinafter to be provided for, which shall be expended exclusively for activities of the Department of Education.

To name a few, included in the said activities are the organization and operation of such numbers of extension classes; the programming of the construction and repair of public elementary school buildings; the payment and adjustment of salaries of public school teachers under and by virtue of R.A. 5168; the preparation, printing and/or procure of textbooks, teacher’s guides, forms and pamphlets; the purchase and/or development, repair and refurbishing of machinery, laboratory, technical and similar equipment and tools; the purchase of training materials; the undertaking of educational research; and the granting of scholarships to poor but deserving students.

Indeed, due to these crucial needs of public basic education that can be achieved through budgetary support from LGUs, a strict implementation of R.A. 5447 must be practiced. Therefore, the study aims to ensure the efficient and effective use of SEF in schools; to highlight transparency between DepEd and LGUs in funding public basic education; and lastly, to improve LGUs’ mobilized support for basic education.

References: