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**Country Analysis  
Education**

**Philippines**



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2007

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# 1 General educational situation

## 1.1 Educational history

Education in the Philippines has undergone several stages of development from the pre-Spanish times to the present. In meeting the needs of the society, education serves as focus of emphases/priorities of the leadership at certain periods/epochs in our national struggle as a race.

As early as in pre-Magellanic times, education was informal, unstructured, and devoid of methods. Children were provided more vocational training and less academics (3 Rs) by their parents and in the houses of tribal tutors.

The pre-Spanish system of education underwent major changes during the Spanish colonization. The tribal tutors were replaced by the Spanish Missionaries. Education was religion-oriented. It was for the elite, especially in the early years of Spanish colonization. Access to education by the Filipinos was later liberalized through the enactment of the Educational Decree of 1863 which provided for the establishment of at least one primary school for boys and girls in each town under the responsibility of the municipal government; and the establishment of a normal school for male teachers under the supervision of the Jesuits. Primary instruction was free and the teaching of Spanish was compulsory. Education during that period was inadequate, suppressed, and controlled.

The defeat of Spain by American forces paved the way for Aguinaldo's Republic under a Revolutionary Government. The schools maintained by Spain for more than three centuries were closed for the time being but were reopened on August 29, 1898 by the Secretary of Interior. The Burgos Institute in Malolos, the Military Academy of Malolos, and the Literary University of the Philippines were established. A system of free and compulsory elementary education was established by the Malolos Constitution.

An adequate secularized and free public school system during the first decade of American rule was established upon the recommendation of the Schurman Commission. Free primary instruction that trained the people for the duties of citizenship and avocation was enforced by the Taft Commission per instructions of President McKinley. Chaplains and non-commissioned officers were assigned to teach using English as the medium of instruction.

A highly centralized public school system was installed in 1901 by the Philippine Commission by virtue of Act No. 74. The implementation of this Act created a heavy shortage of teachers so the Philippine Commission authorized the Secretary of Public Instruction to bring to the Philippines 600 teachers from the U.S.A. They were the Thomasites.

The high school system supported by provincial governments, special educational institutions, school of arts and trades, an agricultural school, and commerce and marine institutes were established in 1902 by the Philippine Commission. In 1908, the Philippine Legislature approved Act No. 1870 which created the University of the Philippines.

In 1947, by virtue of Executive Order No. 94, the Department of Instruction was changed to Department of Education. During this period, the regulation and supervision of public and private schools belonged to the Bureau of Public and Private Schools.

In 1972, it became the Department of Education and Culture by virtue of

Proclamation 1081 and the Ministry of Education and Culture in 1978 y virtue of P.D. No. 1397. Thirteen regional offices were created and major organizational changes were implemented in the educational system.

The Education Act of 1982 created the Ministry of Education, Culture and Sports which later became the Department of Education, Culture and Sports in 1987 by virtue of Executive Order No. 117. The structure of DECS as embodied in EO No. 117 has practically remained unchanged until 1994 when the Commission on Higher Education (CHED), and 1995 when the Technical Education and Skills Development Authority (TESDA) were established to supervise tertiary degree programs and non-degree technical-vocational programs, respectively.

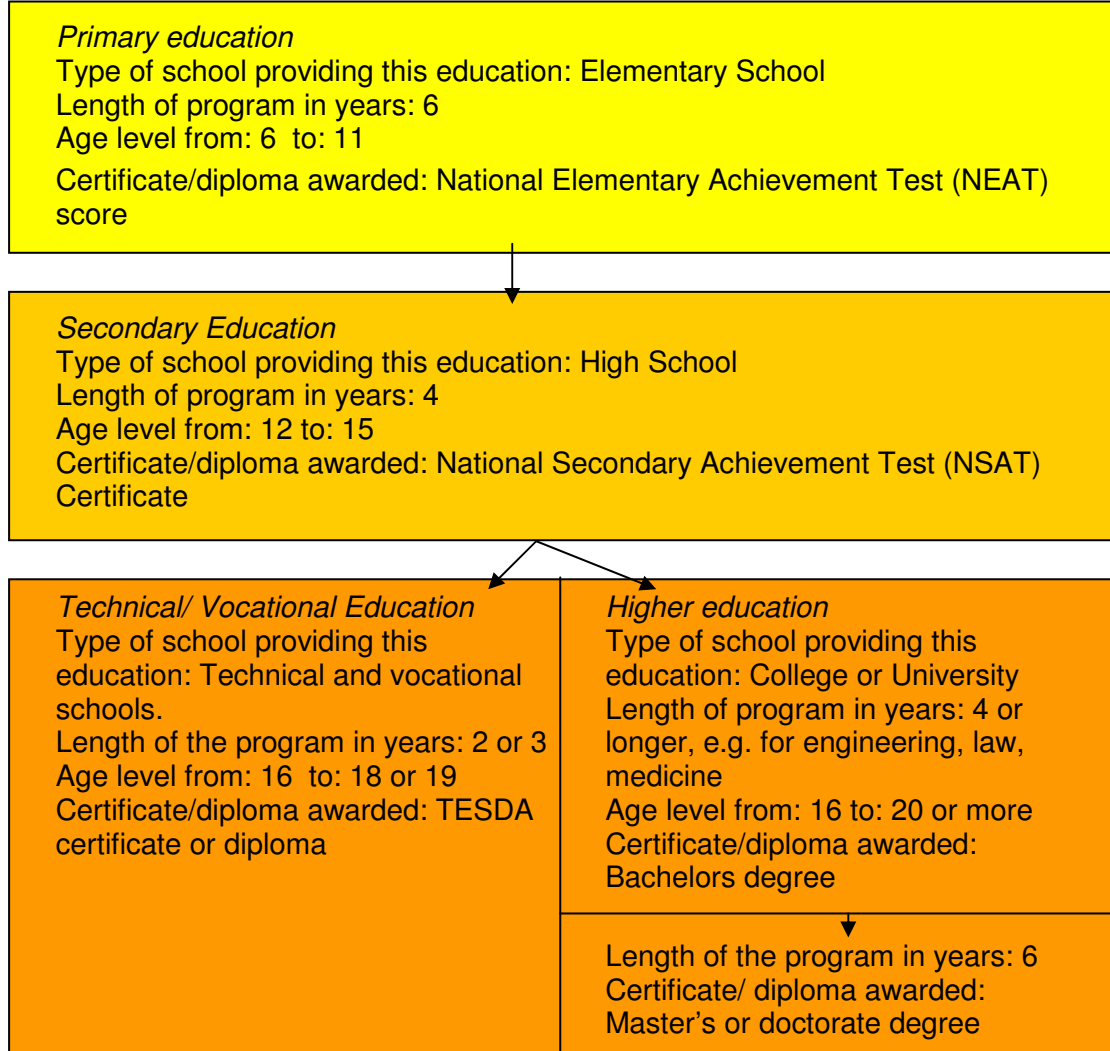
The Congressional Commission on Education (EDCOM) report provided the impetus for Congress to pass RA 7722 and RA 7796 in 1994 creating the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA), respectively.

The trifocal education system refocused DECS' mandate to basic education which covers elementary, secondary and nonformal education, including culture and sports. TESDA now administers the post-secondary, middle-level manpower training and development while CHED is responsible for higher education.

In August 2001, Republic Act 9155, otherwise called the Governance of Basic Education Act, was passed transforming the name of the Department of Education, Culture and Sports (DECS) to the Department of Education (DepEd) and redefining the role of field offices (regional offices, division offices, district offices and schools). RA 9155 provides the overall framework for (i) school head empowerment by strengthening their leadership roles and (ii) school-based management within the context of transparency and local accountability. The goal of basic education is to provide the school age population and young adults with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens.

## 1.2 formal educational system

**Figure 1: formal educational system**



## 1.3 Government education policy

### Department of Education (DepEd) Management structure

To carry out its mandates and objectives, the Department is organized into two major structural components. The Central Office maintains the overall administration of basic education at the national level. The Field Offices are responsible for the regional and local coordination and administration of the Department's mandate. RA 9155 provides that the Department should have no more than four Undersecretaries and four Assistant Secretaries with at least one Undersecretary and one Assistant Secretary who are career service officers chosen among the staff of the Department.

At present, the Department operates with four Undersecretaries in the areas of: (1) Programs and Projects; (2) Regional Operations; (3) Finance and Administration; and

(4) Legal Affairs; four Assistant Secretaries in the areas of: (1) Programs and Projects; (2) Planning and Development; (3) Budget and Financial Affairs; and (4) Legal Affairs.

Backstopping the Office of the Secretary at the Central Office are the different services, bureaus and centers. The five services are the Administrative Service, Financial and Management Service, Human Resource Development Service, Planning Service, and Technical Service. Three staff bureaus provide assistance in formulating policies, standards, and programs related to curriculum and staff development. These are the Bureau of Elementary Education (BEE), Bureau of Secondary Education (BSE), and the Bureau of Nonformal Education (BNFE). By virtue of Executive Order No. 81 series of 1999, the functions of a fourth bureau, the Bureau of Physical Education and School Sports (BPES), were absorbed by the Philippine Sports Commission (PSC) last August 25, 1999.

Six centers or units attached to the Department similarly provide technical and administrative support towards the realization of the Department's vision. These are the National Education Testing and Research Center (NETRC), Health and Nutrition Center (HNC), National Educators Academy of the Philippines (NEAP), Educational Development Projects Implementing Task Force (EDPITAF), National Science Teaching Instrumentation Center (NSTIC), and Instructional Materials Council Secretariat (IMCS). There are four special offices under OSEC: the Adopt-a-School Program Secretariat, Center for Students and Co-curricular Affairs, Educational Technology Unit, and the Task Force Engineering Assessment and Monitoring.

Other attached and support agencies to the Department are the Teacher Education Council (TEC), Philippine High School for the Arts, Literacy Coordinating Council (LCC), and the Instructional Materials Council (IMC).

At the sub-national level, the Field Offices consist of the following:

1. Sixteen (16) Regional Offices, including the Autonomous Region in Muslim Mindanao (ARMM\*), each headed by a Regional Director (a Regional Secretary in the case of ARMM\*);
2. One hundred fifty-seven (157) Provincial and City Schools Divisions, each headed by a Schools Division Superintendent. Assisting the Schools Division Offices are 2,227 School Districts, each headed by a District Supervisor;
3. Under the supervision of the Schools Division Offices are forty-eight thousand, four hundred forty-six (48, 446) schools, broken down as follows:
  - o 40,763 elementary schools (36,234 public and 4,529 private)
  - o 7,683 secondary schools (4,422 public and 3,261 private)

## 1.4 Providers of education

At all levels there are both private and public institutions. On the elementary and high school levels, public schools predominate, but at college and graduate school levels, there are more private than public institutions. This is also true for specialty and vocational schools.

## 1.5 The quality of education

While the Philippines offers its youth a lot of schooling at all levels, it is generally agreed that the quality of education offered by Philippine schools is not as high as in the West. The only exceptions are expensive private schools. Panorama Magazine in an editorial in its issue of March 18, 1990 gave a particularly harsh verdict on the Philippine educational system: "A major product of the Philippines is ignorance. For decades now we have been producing a bumper crop of ignorant drop-outs and uneducated graduates... Philippine education is turning out low quality graduates who are not only unemployable but also lack the social consciousness, nationalism and commitment to their country's progress."

## 1.6 Religion within education

The Government permits religious instruction in public schools with the written consent of parents, provided there is no cost to the Government. Based on a traditional policy of promoting moral education, local public schools give church groups the opportunity to teach moral values during school hours. Attendance is not mandatory, and various churches share classroom space. The Government also allows interested groups to distribute religious literature in public schools.

By law, public schools must ensure that the religious rights of students are protected. Muslim students are allowed to wear their head coverings (hijab), and Muslim girls are not required to wear shorts during physical education classes.

In many parts of Mindanao, Muslim students routinely attend Catholic schools from elementary to university level; however, these students are not required to receive Catholic religious instruction.

In November 2005 the University of the Philippines (UP) agreed to the construction of a *mussalah* (prayer room) and a dormitory for Muslim students inside the campus.

Approximately 14 percent of the school population in Mindanao attended Islamic schools. Estimates of the number of *madrassahs* (Islamic schools) across the country varied widely; government officials estimated the number at more than two thousand. Of these, more than half were located in the Autonomous Region of Muslim Mindanao (ARMM). A total of 1,140 *madrassahs* seeking financial assistance from local and foreign donors were registered with the OMA, while only 40 are registered with the Department of Education. Most *madrassahs* did not meet the department's accreditation standards for curricula and adequate facilities. The *Madrassa Development Coordinating Committee* manages financial assistance to the *madrassah* system from local and international sources.

In September 2005, the Government began implementation of its unified curriculum, designed to integrate *madrassahs* into the national education system. Several private *madrassahs* began training educators to teach math, science, English, and Filipino, in addition to sectarian subjects. The Government hoped to certify Islamic schools that offer a full range of courses in the coming years, allowing their graduates to enter



public high schools or colleges. In addition, public elementary schools that had at least twenty-five Muslim students were ordered to begin offering Arabic language instruction and classes on Islamic values.

## 1.7 Literacy

**Table 1: Literacy rates**

	Youth literacy			Adult literacy		
	15 – 24 year: total	15 – 24 year: male	15 – 24 year: female	15 and older: total	15 and older: male	15 and older: female
<b>2004</b>	95.1 %	93.6 %	96.6 %	92.6 %	91.6 %	93.6 %
<b>Prospected 2015</b>	94.8 %	93.7 %	96 %	94 %	93.5 %	94.5 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

## 1.8 Teacher education

Pre-service training in the Philippines is provided by Teacher Education Institutions coordinated by the Commission for Higher Education (CHED). Teacher Education Institutions (TEIs) have proliferated in recent years. Between 1996 and 1998, the number of TEIs nationwide rose from 750 to 815. About 70 percent of these are private. This situation has resulted in the opening of low-quality programs that do not meet minimum standards of accreditation. Of the 815 TEIs, only 27 percent comply with the minimum standards established by CHED for Teacher Education. Less than 20 percent of these institutions are availed by the national accreditation system. The general lack of rationalization and low standards of the higher education system typically affect the teacher education institutions, both in the public and the private sector.

The enrollment of students in public and private TEIs is equivalent. In 1996-1997, 49.9 percent of the students were enrolled in public institutions and 50.1 percent were enrolled in private institutions. Female students comprise the majority both in public (76 percent) and in private (80 percent) teacher institutions (CHED 1997). There are 301,148 students enrolled in education, one of the three professional disciplines with the highest enrollments, as high as engineering and just after business administration. The Teacher Education Institutions have so far produced more graduates than required by the system. But the main problem is that the quality of the teachers produced by these institutions is very low. The single most important factor underlying the quality of basic education is the quality of teachers and this depends on the quality of teacher education. Teacher education thus, is an area of urgent attention in the Philippines.

## 1.10 Conclusions

Education in the Philippines has a similar system to that of the United States. The Philippine governments recognizes the importance of education for the country and is

therefore working on improvement of the educational system. Basic and secondary education are free. Education is compulsory for the first seven years.

## 2 Primary education

### 2.1 School attendance

The participation of children in primary school in the Philippines is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

**Table 2: Participation in primary school in 2005**

	<b>Total</b>	<b>Male</b>	<b>Female</b>
<b>GER</b>	112.5 %	113.1 %	111.8 %
<b>NER</b>	94 %	92.9 %	95.1 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

#### Drop-outs

There are a lot of drop-outs in primary school. In table 3 you can see the drop-out rates for 2004 per grade. Later rates are not available.

**Table 3: Drop-out rates per grade in primary school (2004)**

	<b>Total</b>	<b>Male</b>	<b>Female</b>
<b>Grade 1</b>	14.4 %	16.1 %	12.5 %
<b>Grade 2</b>	4.6 %	5.5 %	3.6 %
<b>Grade 3</b>	3.7 %	4.8 %	2.5 %
<b>Grade 4</b>	3.6 %	4.9 %	2.3 %
<b>Grade 5</b>	4.5 %	6.0 %	2.9 %
<b>Grade 6</b>	unknown	unknown	unknown
<b>Total</b>	28.5 %	33.7 %	22.6 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

### 2.2 Providers of primary education

There are private and public elementary schools. The public elementary schools dominate in the Philippines.

### 2.3 School accessibility

Education is compulsory for the age of 6 – 12 in the Philippines. The government made free access to elementary education possible for all children.

## 2.4 Tuition fees and other costs

Public elementary schools are tuition free but there are expenses for materials, projects, uniforms and transportation which have to be borne by the parents. Because public schools are cheap, they lack basic equipment and instructional materials. Classes are also very large and sometimes the day is split between morning and afternoon sessions in order to accommodate the numbers of students.

Private elementary schools are often much better equipped but also are much more expensive as is the case in most countries. Most private elementary schools cost between 2,000 and 5,000 pesos per year for tuition and fees. The most exclusive can cost as much as 60,000 pesos per year.

## 2.5 Forms of primary education

Traditionally the school year, except for international schools, begins in June and ends in March. However, some Philippine schools are beginning or contemplating a school year which would begin in September and end in June because of the conditions of streets and roads during the rainy season. This may prove to be a problem because of the extreme heat during the dry season from March to June.

School hours often fill the whole day, ranging from 7:00 to 17:00.

## 2.6 Curriculum

Primary education in the Philippines covers a wide curriculum. The core subjects (major subjects) include Mathematics, English, and *Makabayan* (a mixture of Social Studies and Filipino). Other subjects include Sciences, Music, Arts, and Physical Education. Starting at the third level, Science becomes an integral part of the core subjects. In private schools, the subjects include Mathematics, English, Science, Social Studies, Basic Computer, Filipino, Music, Arts, Technology and Home Economics, Health, and Physical Education. International schools and Chinese schools have additional subjects, especially in their language and culture.

The teaching medium in the vast majority of all local schools is English. Filipino is considered only as a second language, and is used only in the *Makabayan* subject. Outside of Manila, other languages such as Cebuano, Bicolano and Waray, are also used in the teaching of *Makabayan*. International schools generally use English in all subjects. Chinese schools add two language subjects, such as Min Nan Chinese and Mandarin Chinese. A few private schools mainly catering to the elite also include Spanish in their curriculum. Meanwhile, Arabic is used in Islamic schools. All primary-level students generally graduate with a knowledge of two or three languages.

## 2.7 Teachers

The pupil/ teacher ratio was 35 in 2005.

## 2.8 Quality indicators

*Table 4: Quality indicators*

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>Cohort survival rate</b>	72.44 %	71.84 %	71.32 %	70.02 %	unknown
<b>Completion rate</b>	71.55 %	70.24 %	69.06 %	68.11 %	unknown
<b>Achievement rate Grade 6 (MPS)</b>	-	-	58.73 %	54.66 %	59.94 %
• Mathematics	-	-	59.10 %	53.66 %	60.29 %
• Science	-	-	54.12 %	46.77 %	51.58 %
• English	-	-	59.15 %	54.05 %	60.78 %
• Hekasi	-	-	59.55 %	58.12 %	61.05 %
• Filipino	-	-	61.75 %	60.68 %	66.02 %
<b>Teacher-pupil ratio (public schools only)</b>	1 : 36	1 : 36	1 : 36	1 : 35	1 : 35

## 2.9 Results

The performance in basic education was mixed. Elementary achievement scores slightly improved, but these were negated by low participation, cohort survival, and completion rates. The country's low ranking since the 1995 Third International Mathematics and Science Study (TIMSS) was not reversed in the 1999 TIMSS-Repeat. Girls and students from urban areas also performed better based on the 1999 Education For All (EFA) Report.

## 2.10 Government assistance

In the Philippines the Bureau of Elementary Education has the task to coordinate the governments assistance for primary education. The main thrust of the Bureau of Elementary Education is to provide access, progress and quality in elementary education. It formulates and implements key programs and projects to enable every citizen to acquire basic preparation that will make him an enlightened, disciplined, nationalistic, self-reliant, God loving, creative, versatile and productive member of the national community.

## 2.11 Special education

The government supports the development and production of various resource and instructional materials for Children with special needs include textbooks in braille and in large print, Handbook on Inclusive Education, Reference or Guide Materials for Teachers of Children with Learning Disabilities and Learning Competencies for the Gifted in Grades I-III and Enrichment materials in six learning areas including Computer Education.

## 2.12 Future plans

The targets in basic education are:

- a. providing an elementary school in every barangay;
- b. expanding access particularly at the secondary level for hard to reach population; and
- c. improving the school holding capacity and quality of education.

Reforms in support systems for basic education. The functions of basic education offices at the national and subnational levels will be realigned to push for the implementation of school-based management (SBM). The roles of the LGUs, civil society, community, and private sector on the delivery and management of basic education services will be broadened.

For greater efficiency and relevance, internal structural reforms will address the new learning needs and changes of the new millennium. The reforms will also reduce administrative costs and corruption in the delivery system of salaries and educational facilities/supplies, and in the hiring of teachers. To improve textbook procurement, content and delivery, transparent procurement processes will be set in place, civil society will be involved in textbooks delivery and monitoring, and all stakeholders will be included in the content evaluation of textbooks and decentralization of textbook bidding.

Development and welfare of teachers. The continuous upgrading of teachers' competence will be pursued with a comprehensive unified program of preservice education and inservice training (INSET). This effort should be complemented by an effective incentives system for the two-track career path of teachers. The existing INSET will be revitalized to make it school-based and more demand-driven.

Consistent with the government's overall fiscal program, the salary structure and tax exemptions of teachers will be rationalized to attract the best and brightest into the teaching profession. This foresees a public school system that is anchored on a professional corps of teachers.

Aside from the policy of increasing the take-home pay of teachers, improving their welfare will also entail providing them with alternative sources of income. Teachers will not only be given livelihood opportunities, but also training on financial management to develop their entrepreneurial skills.

Alternative Learning System (ALS). To make overall basic education prosper, the gains of the Nonformal Education Project will be expanded and institutionalized. Expansion will be in terms of learning scope, assessment methodologies and service areas of the project's accreditation and equivalency component. The new assessment scheme of the ALS shall provide greater access to a highly functional basic education for out-of-school youths and adults that will provide them opportunities to upgrade their skills and competencies and improve their social, political and economic wellbeing.

Internal efficiency of primary education. To improve the retention and reduce dropout rates, especially of boys, some family-focused interventions and special programs

like compensatory teaching, home-based learning scheme, school feeding and health care will be intensified in some areas with the full cooperation with families and communities. In addition, the early childhood education component of primary education will be bolstered by the implementation of the Early Childhood Care and Development (ECCD) Law, which will harness the strong collaboration among the Department of Education, Culture and Sports (DECS), Department of Health (DOH), Department of Social Welfare and Development (DSWD), Council for the Welfare of Children (CWC), LGUs and private sector in service delivery at the community level.

Progressive curricular reforms. The content and methods of teaching will be made more learner-centered with the use of the appropriate language of instruction and increasing the local content and materials. A system of continuing curricular evaluation and reform will be established to respond to educational realities and changing market conditions. All stakeholders shall be involved in the process of curricular change — students, teachers, parents, employers, textbook publishers, experts, civil society, and pertinent government agencies, among others. The science and mathematics curricula will be aligned with the teaching-learning approaches for both children and adults to advance the quality of science and mathematics education. Both formal and nonformal education programs in science will incorporate the national and regional thrusts of globalization.

System of assessment and testing. The competency testing from the national down to the district level will be unified to ensure that students and teachers are not overburdened by the conduct of frequent tests. It shall begin with the NEAT and NSAT, and include the Licensure Examination for teachers. The new assessment system will cover a more comprehensive and culturally sensitive way of measuring learners' performance in both formal and nonformal education. The unified policy on testing will not only improve curriculum development and instructional delivery, but also evaluate the system performance.

External efficiency of schools. The school guidance program will be strengthened to ensure that graduates of basic education meet the requirements of the labor market and are better prepared to tackle further studies in middle level skills development and higher education. The help of professionals from various fields to widen the exposure of students to alternative careers will be tapped in career guidance and counseling efforts. More occupational information materials will be supplied to schools to better familiarize students with the realities of the labor market.

Backlogs in the school system. Access to and quality of basic education will be improved through the provision of basic inputs such as facilities, instructional materials and adequately trained teachers.

## **2.13 Conclusions**

Primary education is compulsory and free in the Philippines. However children have to pay for books and school uniforms. Most Philippine children enter primary education. The completion rate of primary education is not as high as the entrance rate. Almost a 25 % of the children don't finish primary education.

## 3 Secondary education

### 3.1 School attendance

The participation of children in secondary school in the Philippines is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

**Table 5: Participation in secondary school in 2005**

	<b>Total</b>	<b>Male</b>	<b>Female</b>
<b>GER</b>	85.2 %	80.7 %	90.0%
<b>NER</b>	60.5 %	55.0 %	66.3 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

### 3.2 Providers of secondary education

There are both private and public institutions. Public schools predominate at the high school level.

### 3.3 School accessibility

#### Transition from primary to secondary school

To go to secondary school you should have a certificate of primary education. In table 6 you can see that 91.8 % of the children, who go to the 6<sup>th</sup> grade of primary school, are going the next year to secondary school.

**Table 6: Transition from primary to secondary school in 2004**

	<b>Total</b>	<b>Male</b>	<b>Female</b>
<b>Transition from primary to secondary school in % from total</b>	91.8 %	91.3 %	92.4 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>



### **3.4 Tuition fees and other costs**

Public high schools are tuition free but there are expenses for materials, projects, uniforms and transportation which have to be borne by the parents. Because public schools are cheap, they lack basic equipment and instructional materials. Classes are also very large and sometimes the day is split between morning and afternoon sessions in order to accommodate the numbers of students.

Private high schools are often much better equipped but also are much more expensive as is the case in most countries. Most private high schools cost between 2,000 and 5,000 pesos per year for tuition and fees. The most exclusive can cost as much as 60,000 pesos per year.

Generally, provincial schools are of poorer quality than those of Manila and students who transfer from provincial schools to the capital often do not do well. Provincial students also do not get as much practice speaking or reading English and so are disadvantaged.

### **3.5 Forms of secondary education**

Traditionally the school year, except for international schools, begins in June and ends in March. However, some Philippine schools are beginning or contemplating a school year which would begin in September and end in June because of the conditions of streets and roads during the rainy season. This may prove to be a problem because of the extreme heat during the dry season from March to June.

School hours often fill the whole day, ranging from 7:00 to 17:00. And still there is homework. On weekends, military training may be required. From high school on, many institutions offer night classes from roughly 17:30 until about 21:30, but usually only in Manila or larger provincial cities. In night classes high school can be completed by extending years of schooling. Summer school sessions are available for remedial high school students and for special courses, e.g. computer studies, from April through May.

### **3.6 Curriculum**

The first year of High school includes five core subjects, namely, Algebra I, Integrated Science, English I, Filipino I, and Philippine History I. The second year of High school includes Geometry, Biology, English II, Filipino II, and Asian History. The third year of High school includes Trigonometry, Chemistry, American Literature, Filipino III, and World History, and Geography, and the fourth year of High school has Calculus, Physics, World Literature, Filipino IV, and Economics. Other minor subjects include Health, Advanced Computer, Music, Arts, Technology and Home Economics, and Physical Education.

In exclusive schools, various languages are offered as Electives, together with Computer programming, Literary writing, as well as other subjects. Chinese schools add language and cultural subjects. Preparatory schools usually add some Business and Accountancy courses, while Science high schools have Biology, Chemistry, and Physics on every level.

### 3.7 Teachers

The pupil/ teacher ratio was 38 in 2005.

### 3.8 Quality

*Table 7: Quality indicators*

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>Cohort survival rate</b>	76.99 %	77.71 %	78.09 %	67.32 %	unknown
<b>Completion rate</b>	74.81 %	71.67 %	72.38 %	61.03 %	unknown
<b>Achievement rate (MPS)</b>	<i>1<sup>st</sup> year</i>	<i>4<sup>th</sup> year</i>	<i>4<sup>th</sup> year</i>	<i>4<sup>th</sup> year</i>	<i>2<sup>nd</sup> year</i>
	-	44.36 %	46.80 %	44.33 %	46.64 %
• Mathematics	32.09 %	46.20 %	50.07 %	47.82 %	39.05 %
• Science	34.65 %	36.80 %	39.49 %	37.98 %	41.99 %
• English	41.48 %	50.08 %	51.33 %	47.73 %	51.78 %
• Filipino	-	-	42.48 %	40.51 %	48.89 %
• Araling Panlipunan	-	-	50.01 %	47.62 %	51.48 %
<b>Teacher-pupil ratio (public schools only)</b>	1 : 41	1 : 42	1 : 41	1 : 40	1 : 39

### 3.9 Certificate

Secondary students traditionally sit for the National Secondary Achievement Test (NSAT), which is originally tailored as a counterpart of the American SAT, and is administered by the Department of Education (DepEd). Like its' primary school counterpart, it was eventually phased-out after major reorganizations in the said department. As of now, there is no government-sponsored entrance examination for Tertiary schools, and all schools, public or private, administer their own College Entrance Examinations (CEE).

After finishing secondary education, students have a choice of either continuing their education by taking two or three years of vocational courses, or going to college or university

### 3.10 Government assistance

In the Philippines the Bureau of Secondary Education has the task to coordinate the governments assistance for secondary education. The most important goal of the Bureau of Secondary Education is that by the Third Millennium, every Filipino youth shall further enjoy a better quality of life due to access to quality secondary education, good spiritual and moral life, economic stability, relevant cultural values, comprehensive work skills, strong sense of national identity and successful adjustment to his rapidly changing environment.

### 3.11 Future plans

For secondary school development, the targets are:

- a. raising enrolment; and
- b. increasing employability and enhancing competencies of graduates.

Quality and competitiveness. Science, mathematics, and ICT will be integrated in all training modules to promote global competitiveness. Technical-vocational education and training will be made technology-driven. The industry and the workers will be assisted, especially in retraining them for the fast-changing technologies of the new economy. In addition, principles and practices of work ethics, harmonious human relations, and competitive international outlook will be promoted. Best practices will guide reforms in the program delivery of technical education and skills development (TESD). Competency assessment and certification under the TESDA Occupational Qualification and Certification System (TOQCS) will be strengthened.

Roles and contributions of the industry and other private partners. The dual system will be the preferred mode of training and education for workers in all areas, to promote industry participation in training. Other enterprise-based training system will be explored. Civil society will also be tapped in the delivery of education and training to special clientele groups — displaced persons, indigenous people, persons with disability, and other disadvantaged groups. Assistance and incentives will be offered to deserving education and training providers which are willing to carry out the major reforms in technical-vocational education and training.

Social integration and rural development. In line with the Agriculture and Fisheries Modernization Act (AFMA), joint programs with other government agencies will be actively pursued. Apprenticeship programs for arts and crafts and other cultural heritage will be established, to promote and professionalize skills in the rural areas. Cultural sensitivity will also be promoted in all education and training programs. The provision of skills that will provide income and livelihood opportunities for the marginalized and disadvantaged sectors, shall also be accelerated.

Middle-level skills promotion. Aggressive social marketing for MLSD will be done through regular career guidance in high school and clientele-specific information, education and communication programs. Qualification standards will be reviewed and modified to make it more suitable to the nondegree holders in the bureaucracy. An award and incentive system will be setup to give due recognition to enterprises that prioritize hiring well-trained qualified middle-level skilled workers, and enjoin others to do the same. Technical assistance will be provided to secondary education institutions to improve teaching on technology and home economics. Scholarship programs in technical-vocational education and training fields will also be expanded.

Devolution of training responsibilities. Decentralization of MLSD tasks to local government will primarily entail building up the capabilities of LGUs for the conduct of community-based education and training. Relevant skills will be identified, including those for paraprofessionals. Creative and responsive institutional models of managing and financing such programs will also be developed.

Development of entrepreneurial culture. Entrepreneurship skills will be integrated in all middle-level skills development areas. Funding will be sourced from financial institutions for training and post-training assistance. Returning overseas Filipino workers as well as the marginalized sector in the communities like the informal sector, women and the farmers and fisherfolks will be targeted.

TESDA as overall manager. In line with its mandate of planning, qualification and certification, TESDA's scope of responsibility will be extended, from TVET to the entire range of middle-level skills. For this strategy to be fully implemented, it is necessary to strengthen TESDA's monitoring and evaluation functions.

TESDA Development Fund. Fund-raising programs will be undertaken. Possible sources of funds such as income-generating activities and other cost-recovery schemes from technical-vocational education and training activities will also be pursued. Donations from philanthropists, private sector and industries will be tapped.

### **3.12 Conclusions**

Although secondary education is not compulsory a lot of Philippine children follow secondary education. The reason might be that public high schools are tuition free. The quality of schooling is not equal for all regions. Rural regions are not as developed as urban regions.

## Higher education and university

### 4.1 School attendance

The participation of students in higher education in the Philippines is measured by the gross enrolment ratio.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

**Table 8: Participation in higher education in 2005**

	Total	Male	Female
<b>GER</b>	28.1 %	25.3 %	31.0 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

**Table 9: Historical distribution of Higher Education indicators**

Academic Year	Indicator		
	Gross Enrollment Ratio /Participation Rate	Gross Survival Rate	Graduation Rate
1995-1996	19,95%	66,18%	45,70%
1996-1997	19,53%	70,15%	45,90%
1997-1998	18,64%	71,68%	45,98%
1998-1999	20,79%	71,67%	46,41%
1999-2000	21,22%	63,79%	46,69%
2000-2001	21,63%	67,72%	46,48%
2001-2002	21,94%	65,18%	60,73%
2002-2003	19,82%	67,66%	58,87%
2003-2004	21,87%	68,36%	N/A

### 4.2 Providers of higher education and university

#### Technical/ Vocational School:

Technical/ Vocational school is school offering courses practically to enhance skills. Schools and their curriculum were accredited and approved by TESDA. They offer short program or two year - course on technology courses like automotive technology, electronic technology, nursing aide, hotel and restaurant management, computer technology, drafting ,etc. Upon graduation of these courses, students take a licensure examination from TESDA to obtain a certificate or diploma.

### **Tertiary school**

Tertiary schools in the Philippines are either colleges or universities. Colleges are tertiary institutions that typically offer one or a few specialized courses, for example, in Science or in Liberal Arts, whereas Universities are tertiary institutions housing several constituent colleges or institutes, each offering academic degree programs of a particular type (i.e., college of commerce, college of law, college of dentistry, college of education, etc.). All tertiary institutions, also called *higher education institutions* are licensed, controlled, and supervised by the Commission on Higher Education of the Philippines. Volunteer accrediting organizations such as the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) exist to upgrade the standards of higher education in the country.

### **Numbers of students per type of university**

Total 2,420,856

- of which at state universities 829,181
- of which at private universities 1,591,675
- Graduates per annum approx. 400,000

## **4.3 Student fees and other costs**

Public higher education institutions (PHEI) are basically composed of chartered state universities and colleges (SUCs). Other PHEIs include: colleges and schools supervised by the CHED, community colleges, local universities and colleges (LUCs) and other government schools.

Private higher education institutions, both confessional and non confessional, are fee-paying and enrol about 80% of the total number of collegiate students (2.01 million in 1995/96). Confessional HEIs are usually non-profit institutions owned by religious orders, while non confessional HEIs are owned by private corporations and they are not affiliated to any religious organization.

## **4.4 Forms of higher education**

Traditionally the school year, except for international schools, begins in June and ends in March. However, some Philippine schools are beginning or contemplating a school year which would begin in September and end in June because of the conditions of streets and roads during the rainy season. This may prove to be a problem because of the extreme heat during the dry season from March to June.

School hours often fill the whole day, ranging from 7:00 to 17:00. And still there is homework. On weekends, military training may be required. From high school on, many institutions offer night classes from roughly 17:30 until about 21:30, but usually only in Manila or larger provincial cities. In night classes, high school, college, and university courses can be completed by extending years of schooling. Summer school sessions are available for remedial high school students and for special courses, e.g. computer studies, from April through May.

## 4.5 Curriculum

The medium of instruction in colleges and universities is almost exclusively English. Only subjects dealing with the Philippine National language, Filipino, are in that language.

**Table 10: Percentage of students per discipline**

Business administration	23.0%
Educational sciences	16.7%
Engineering	14.6%
Human medicine	13.2%
Mathematics / computing	10.8%
Agricultural sciences / veterinary medicine	3.2%
Social sciences	3.1%
Media sciences	1.2%
Humanities	1.2%
Natural sciences	1.1%
Architecture	0.9%
Law	0.8%
Other disciplines	10.2%

## 4.6 Teachers and management

Chartered state universities and colleges are organized according to their charters. SUCs are authorized to award degrees or open new courses upon approval of the Board of Regents/Trustees. Private HEIs are organized under the corporation code. They are governed by special laws and the general provisions contained in the corporation code. Private institutions usually follow the regulations and orders of the CHED but they enjoy a certain degree of autonomy when they reach Level III accreditation.

In response to the continued mismatch between manpower supply and demand and the issue of enhancing the employability of graduates, information dissemination on relevant and in-demand courses based on regional/local needs has been intensified. Course offerings were rationalized to avoid duplication or undesirable competition between and among private tertiary schools and state universities and colleges through continuous review and evaluation of educational programmes by the Regional Development Councils. Tertiary institutions have modified their curricula to suit the needs of their service areas. Alongside, the institutions strengthened their respective areas of specialization by developing the managerial capability of professionals in various fields through building a strong research capability in agriculture, research, technology and environment, and natural resources development.

## 4.7 Quality indicators

Higher education institutions have adopted a scheme of voluntary accreditation to upgrade the quality of programme offerings. Other quality assurance mechanisms have been developed to improve various programme clusters, namely: agriculture education; humanities, social sciences and communication; information technology; medical and health related professions; engineering, architecture and technology; science and mathematics; teacher education; business accountancy and industry; and maritime education. Programme offerings include associate diploma courses, baccalaureate courses, and graduate degree courses at the master's and doctoral levels.

## 4.8 Government assistance

The Commission on Higher Education (CHED) was established by virtue of the Republic Act No. 7722 otherwise known as the 1994 Higher Education Act. The Commission is responsible for the operation of all higher education institutions—both public and private—their policy formulation, planning and programme recommendations. The Commission regulates the establishment or closure of private higher education institutions, their course offerings, curricular development, building specifications and tuition fees.

## 4.9 Future plans

For higher education, targets include:

- a. quality, access of the poor through scholarship provisions; and
- b. system reforms have been set.

State universities and colleges. Rules and guidelines on the creation, conversion, and upgrading of SUCs, acceptable to both the executive and legislative branches of government will be formulated. For the modernization and quality improvement of SUCs, a perspective that balances efficiency and equity is vital. For instance, if the benefits of a particular SUC are largely local in nature, then the local government concerned must provide a commensurate share of the cost of operating the SUC.

The resource allocation system for SUCs will be based on normative financing criteria anchored on: (a) quality of program offerings; (b) programs addressing access and equity issues; and (c) thrusts on national development priorities.

HEIs and program standards. The quality of higher education will be enhanced through the improvement of accreditation and monitoring systems. To meet global standards, ICT applications will be intensified in the management and modes of instruction of SUCs. To maximize the use of public resources, high-performing HEIs will be prioritized and developed as centers of excellence — to which focused institutional development assistance can be made in undergraduate, graduate and research programs.



Labor market linkage. The higher education curricula will be aligned with the scope and methods of the Professional Board Examinations (PBE). Stronger linkages will be forged among HEIs, professional organizations and other experts in the codification of professional competencies that dovetailed to the needs of the times and innovations in various fields.

Institutions strengthening. Centers of Excellence (COEs) and Centers of Development (CODs) in priority clusters and disciplines will be further developed. The establishment of prospective National Center of Agriculture/Fisheries (NCA/F) and Provincial Institute of Agriculture/Fisheries (PIAs/Fs) under the National Agriculture and Fisheries Education System (NAFES), as well as strengthening the Higher Education Development Fund (HEDF) are meant to assist this initiative. The competencies of not only the members of the academe but also of CHED officials and staff will be reinforced.

MIS and labor market information. Higher education information systems (HEMIS) will be continued and strengthened. This will facilitate government's efforts in skills-employment matching, and strengthen the programs of CHED on information technology such as CHED-Link and Data Element Manual. Using all media channels, the publication of relevant higher education information will also be supported.

Student financial assistance. The burden of the cost of higher education will be spread among all stakeholders (students, parents, taxpayers and philanthropic institutions) according to their ability and willingness to pay. A system of student loans, vouchers, scholarships and employment program shall be put in place to effect the policy of direct channeling of public resources to students rather than institutions within a framework of normative financing.

Alternative modalities of higher learning. To broaden the outreach of higher education, distance education through the open university scheme and the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) will be strengthened by improving coordination with deputized HEIs and active promotion in priority areas.

Program of assistance to college entrants. Recruitment in higher education will be improved through the development of an assessment system for incoming collegiate students. A one-year prebaccalaureate program will be developed and pilot-tested to provide students with guidance on learning adjustment, career guidance, and remedial teaching in science, mathematics and communication skills.

## **4.10 Conclusions**

There are not so much Philippines who follow higher education. Most higher education institutions are private and expensive. Of the Philippines who are following tertiary education 50 % don't finish it. The quality of higher education institutions is sometimes poor.

## 5 Informal education and literacy

### 5.1 Forms of informal education

The Nonformal Education Accreditation and Equivalency (NFE A&E) System is a new national NFE equivalency program of the Bureau of Nonformal Education (BNFE) which provides an alternative means of learning and certification for basically literate Filipinos and foreigners aged 15 years and above, who are unable to avail of the formal school system, or who have dropped out of formal elementary or secondary education. It has four components, namely,

- NFE A&E Curriculum Framework,
- NFE A&E Learning Materials,
- NFE A&E Learning Support Delivery System and
- NFE Equivalency Testing in the elementary and secondary levels.

The NFE A&E System was developed with funding assistance from the Asian Development Bank as a component of the Philippines Non-Formal Education Project. It was launched in January 1999 by the President of the Philippines and after a successful pilot implementation is now being expanded to other School Divisions around the country. After two years of implementation, the NFE A&E System has served over 66,000 learners and brought to reality the twenty-year dream of the Philippine Government for a reputable, valid and credible alternative learning system, which is comparable to that of the formal school system. It is built around a truly nonformal curriculum framework conceptualized around a new National Definition of Functional Literacy. It utilizes a range of innovative strategies designed to break down traditional learning barriers of time, accessibility and resources. This includes the use of a range alternative delivery modes within the framework of a flexible approach to learning wherein learners are given as much control as possible over what to learn, how to learn, when to learn, where to learn and when they may enter or exit the system.

### 5.2 Providers of informal education

While the Philippine Government is constitutionally mandated to provide quality basic education to its citizenry, it was recognized that education is much too important to be left to the Department of Education, Culture and Sports (DECS) alone. With the rapidly growing population, limited financial and human resources and the economic crisis it currently faces, DECS cannot meet the basic education needs of the entire nation. Nonformal education, which serves the millions of out-of-school youth and adults, has a very limited budget for its programs and therefore, cannot win the fight against functional illiteracy alone. The BNFE, therefore, linked with nongovernmental organizations, local government units, state and private universities and colleges, community-based organizations and other government organizations as partners, not only to fund the nonformal education programs but also to implement and manage the NFE A&E programs in their respective localities. These partnerships were institutionalized through the use of a Service Contracting Scheme called the Learning Support Delivery System (LSDS) to provide learning support services to NFE A&E

Learners. The LSDS uses a variety of delivery modes including individual service providers which are NGOs, local government units, private and state colleges and universities, peoples' and church-based organizations, NGO umbrella organizations and the DECS itself.

### **5.3 Accessibility**

NFE A&E uses a range of alternative delivery modes in order to maximize the flexibility of the program and meet individual learning needs and learning styles. This includes the use of facilitator-aided and interactive self-instructional print and audio-based learning materials, video tapes, face-to-face structured learning groups, semi-structured and unstructured discussions, one-on-one tutorials, study groups or circles and self-learning groups, demonstration sessions, home visits, mentoring and remediation.

### **5.4 Quality indicators**

Nonformal Education has traditionally been viewed as a poorer cousin of the formal school system in terms of quality of educational services and learning outcomes. In order for the NFE A&E System to be effective as a recognized alternative pathway to elementary and secondary certification, it had to avoid being regarded as an easy or inferior option to a qualification. The BNFE, therefore, prioritized the institutionalization of high standards of quality assurance in order to establish the legitimacy, credibility and acceptability of the NFE A&E as an alternative learning system to that of formal schooling. This involves using strict policies and procedures throughout every phase of the NFE A&E Testing registration and administration process to ensure the credibility and academic integrity of the NFE A&E Certification System.

### **5.5 Infrastructure**

The NFE A&E self-instructional and facilitator-aided learning materials incorporate proven adult learning principles and high standards of instructional design in order to ensure they are effective, relevant and appropriate to the everyday life contexts and learning needs of NFE learners. Some 232 interactive learning modules provide the principal source of learning in the NFE A&E System. They provide a comprehensive coverage of the competencies of the NFE A&E Curriculum Framework and a vehicle for the development of learning to learn skills. The modules are clustered around five learning areas or learning strands, which are based on the new national definition of functional literacy. In view of the bilingual policy of the DECS, these modules are now available in both Filipino and English. Audio and videotapes accompany some learning modules.

### **5.6 Government assistance**

Strong support from the highest levels of the DECS and the Government for the NFE A&E System during its embryonic years contributed greatly to the success of the

program. The former President issued Administrative Order No. 116, which mandates all government agencies and local government units to support the NFE A&E System. The Chairmen of the Committee on Education in both the Senate and Congress demonstrated their support and commitment to the program and the provincial governors and local government officials provided a high level of political, financial and administrative support to the local activities conducted in their respective communities.

## 5.7 Results

The BNFE recognized that in order to institutionalize the NFE A&E as a truly alternative learning system linkages and articulation agreements with other stakeholders of the Philippine Basic Education System had to be established. This was accomplished through the negotiation of a series of formal memorandum of agreements with a range of institutions, which duly recognizes the Elementary and Secondary Certificates of the NFE A&E System as legitimate and comparable forms of certification to that of the formal school system. Articulation agreements were signed with the Technical Education and Skills Development Authority (TESDA) to give NFE A&E test passers access to TESDA's vocational training and education programs; with the Commission on Higher Education (CHED) and the Philippine Association of State Universities and Colleges (PASUC) in order that NFE A&E secondary level passers be accepted into colleges and universities; Meralco Foundation, Inc. which accepts the NFE A&E test passers as scholars in their technical courses; and the Civil Service Commission which recognizes the NFE A&E certificates as valid documents for permanent appointments to government positions requiring elementary and secondary certificates provided other requirements are met. These linkages provide recognition and acceptance of the NFE A&E System as a legitimate alternative to formal schooling and thereby give NFE A&E graduates access to a wide range of post-elementary and post-secondary education and training opportunities once they exit the NFE A&E System.

## 5.8 Future plans

Presently, Non-Formal Education is viewed as one of two components of the Alternative Learning System, the other being Informal Education. However, informal education is a very new program unlike non-formal education. Therefore, the major programs now in operation which are the Basic Literacy Program, the Accreditation and Equivalency Program and the Indigenous Peoples Education Program are all nonformal education interventions. These are future Alternative Learning System activities which include:

- National Household Survey on Functional Literacy
- Development of a Special Alternative Learning System Education Curriculum for the Hearing Impaired
- E-Test for the Accreditation and Equivalency Program

## **5.12 Conclusions**

Informal education is well organised in the Philippines. The government and other institutions are supporting informal education. Programs of informal education are very flexible and of good quality.

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3.10 Government assistance	<ul style="list-style-type: none"> <li>• <a href="http://www.deped.gov.ph/about_deped/organizationlinks.asp?id=12">http://www.deped.gov.ph/about_deped/organizationlinks.asp?id=12</a></li> </ul>
3.11 Future plans	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t1_phi.htm">http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t1_phi.htm</a></li> </ul>
4.1 School attendance	<ul style="list-style-type: none"> <li>• <a href="http://www.ched.gov.ph/statistics/index.html">http://www.ched.gov.ph/statistics/index.html</a></li> <li>• <a href="http://gmr.uis.unesco.org/ViewTable.aspx">http://gmr.uis.unesco.org/ViewTable.aspx</a></li> </ul>
4.2 Providers of secondary education	<ul style="list-style-type: none"> <li>• <a href="http://en.wikipedia.org/wiki/Education_in_the_Philippines">http://en.wikipedia.org/wiki/Education_in_the_Philippines</a></li> <li>• <a href="http://www.philippine-embassy.de/bln/index.php?option=com_content&amp;task=view&amp;id=217&amp;Itemid=318">http://www.philippine-embassy.de/bln/index.php?option=com_content&amp;task=view&amp;id=217&amp;Itemid=318</a></li> </ul>
4.3 Tuition fees and other costs	<ul style="list-style-type: none"> <li>• <a href="http://www.seameo-innotech.org/resources/seameo_country/education_data/philippines/philippines10.htm">http://www.seameo-innotech.org/resources/seameo_country/education_data/philippines/philippines10.htm</a></li> </ul>
4.4 Forms of higher education	<ul style="list-style-type: none"> <li>• <a href="http://www.cockatoo.com/english/philippines/philippines_insight_education.htm">http://www.cockatoo.com/english/philippines/philippines_insight_education.htm</a></li> </ul>
4.5 Curriculum	<ul style="list-style-type: none"> <li>• <a href="http://www.cockatoo.com/english/philippines/philippines_insight_education.htm">http://www.cockatoo.com/english/philippines/philippines_insight_education.htm</a></li> <li>• <a href="http://www.philippine-embassy.de/bln/index.php?option=com_content&amp;task=view&amp;id=217&amp;Itemid=318">http://www.philippine-embassy.de/bln/index.php?option=com_content&amp;task=view&amp;id=217&amp;Itemid=318</a></li> </ul>
4.6 Teachers and management	<ul style="list-style-type: none"> <li>• <a href="http://www.seameo-innotech.org/resources/seameo_country/education_data/philippines/philippines10.htm">http://www.seameo-innotech.org/resources/seameo_country/education_data/philippines/philippines10.htm</a></li> </ul>

	<a href="http://www.seameo-innotech.org/resources/seameo_country/educ_data/philippines/philippines10.htm">ata/philippines/philippines10.htm</a>
4.7 Quality indicators	<ul style="list-style-type: none"> <li>• <a href="http://www.seameo-innotech.org/resources/seameo_country/educ_data/philippines/philippines10.htm">http://www.seameo-innotech.org/resources/seameo_country/educ_data/philippines/philippines10.htm</a></li> </ul>
4.8 Government assistance	<ul style="list-style-type: none"> <li>• <a href="http://www.seameo-innotech.org/resources/seameo_country/educ_data/philippines/philippines10.htm">http://www.seameo-innotech.org/resources/seameo_country/educ_data/philippines/philippines10.htm</a></li> </ul>
4.9 Future plans	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t1_phi.htm">http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t1_phi.htm</a></li> </ul>
5.1 Forms of informal education	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm">http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm</a></li> </ul>
5.2 Providers of informal education	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm">http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm</a></li> </ul>
5.3 Accesibility	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm">http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm</a></li> </ul>
5.4 Quality indicators	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm">http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm</a></li> </ul>
5.5 Infrastructure	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm">http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm</a></li> </ul>
5.6 Government assistance	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm">http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm</a></li> </ul>
5.7 Results	<ul style="list-style-type: none"> <li>• <a href="http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm">http://www.ilo.int/public/english/employment/skills/hrdr/init/phi_11.htm</a></li> </ul>
5.8 Future plans	<ul style="list-style-type: none"> <li>• <a href="http://unesdoc.unesco.org/images/0015/001555/155532e.pdf">http://unesdoc.unesco.org/images/0015/001555/155532e.pdf</a></li> </ul>