

Chapter 18

Education

Education is the right of every Filipino. It is a key investment that can break the Filipino's seemingly endless cycle of poverty, and provides the people, particularly the youth, with more opportunities.

In a world where knowledge has become a crucial element for nations to prosper and compete, primacy is placed on quality and accessible lifelong learning, from early childhood development to primary, secondary and tertiary learning. The Filipino youth's capacity to actively participate in national development and rightfully claim opportunities for improving their quality of life can only be achieved through enhancing their knowledge and skills, and providing them with avenues to lead productive lives.

EARLY CHILDHOOD AND BASIC EDUCATION

I. SITUATIONER

The Philippines has one of the shortest basic education systems in Asia-Pacific, with six years of elementary and four years of high school. The average Filipino child starts formal schooling in elementary at age six. However, children who are expected to avail of private education undergo preschooling at the age of three.

Around 77 percent of five-year-old children are served by accredited public and private preschools and by local government unit or LGU-run day care centers. The quality of services provided in preschools and day care centers varies in terms of curricula. Some preschools and day care centers are mere child-minding centers while some, particularly those in urban areas, apply some form of formal school curricula, especially for children ages five to six years old. However, not all children of poorest households are covered by existing Early Childhood Care and Development (ECCD) programs. Twenty-three percent of children who are supposed to avail of ECCD are not yet served. Table 18-1 illustrates some facts about early childhood education.

The quality of Philippine basic education has been deteriorating continuously. Basic education bore the effects of continuing rapid population growth, estimated at 2.3 percent annually. The public school system is hard-pressed to cope with the requirements of an expanding student population, particularly at the secondary level, due to, among others, the implementation of free public secondary education. Severe budgetary constraints have led to underinvestment in basic education, as evidenced by the decline in real spending per student.

Government spending for basic education in 2000-2004 grew at an annual average of 4.5 percent. While this appears generous, 89 percent of the budget of the Department of Education (DepEd) goes to salaries and other personnel benefits while expenditures for developmental purposes (e.g., attendance to training programs, purchase of instructional materials/aids/devices, conduct of instructional supervision) are derived from its maintenance and other operating expenses(MOOE) budget at seven percent. On the other hand, classrooms and instructional equipment, including computers for teaching and learning purposes are obtained from the capital outlay of four percent.

Table 18-1 Facts About Early Childhood Education (ECE), SY 2002-2003

Particulars	Number (in '000)	Percentage
Total Number of 5- year olds	2,200	100%
Number of 5- year olds being served by:	2,188	77%
A. Formal pre-schools		
LGUs/PTCAs	409	19%
Private Preschools	331	15%
DepED	42	2%
Education Service Contracting	24	1%
B. Day Care Centers	882	40%
Total Number Not Yet Served	512	23%

Source: Department of Education

Based on the 2000 Census of Population and Housing, basic or simple literacy¹ rate stood at 92.28 percent, so far one of the highest in Southeast Asia. On the other hand, functional literacy² was 83.79 percent (81.7% for males and 85.9% for females) based on the 1994 Functional Literacy Education and Mass Media Survey (FLEMMS). The performance of the basic education sector in SY 2002-2003 is summarized in Table 18-2.

As of school year (SY) 2003-2004, actual enrolment stood at 19.2 million for both public and private education (67% for elementary and 33% for secondary), of which 17 million were in the public school system (71% for elementary and 29% secondary). Net participation was at 90.05 percent for elementary and 58.03 percent for secondary. Participation at the elementary level is almost the same for boys and girls but at the secondary level, there were more girls than boys. Similarly, with respect to survival, retention and completion, girls are doing much better than boys.

In terms of learning achievement, the DepEd also adopted a shift in student assessment policy beginning SY 2002-2003, including diagnostic testing at the start of the school year for Grade IV pupils and Year I students in public schools. Initial results showed that students had very poor competencies in math, science and English. But far more alarming were the results of the testing conducted for incoming first-year students in SY 2004-2005, where only about half of a percent of the examinees got scores within the 79 - 94 percent range and less than 20 percent got 50 percent scores, which is the start of mastery level. Majority of the students garnered scores of 49 percent or below. However, concrete improvements have been registered in the provinces with projects under the official development assistance (ODA). These are the World Bank (WB)-assisted Third Elementary Education Project (TEEP), AusAID-assisted Basic Education Assistance in Mindanao (BEAM), Educational Facilities Improvement Projects (EFIP), the United Nations Children’s Fund or UNICEF-assisted Fifth Country Program for Children, and the School-Based Training Program. Actual pupil performance in 21 TEEP-supported provinces generally showed scores significantly higher (56%) than the national mean of 44 percent.

With the Government Assistance to Students and Teachers in Private Education (GASTPE) Program, some 277,000 high school students gained access to secondary education under the Education Service Contracting Scheme (ESC) in 2002. ESC subsidy increased from Php2,500 to Php4,000 per student in

¹ Basic/Simple Literacy is the ability of a person to read and write and understand a simple message in any language or dialect.

² Functional Literacy is simple literacy + numeracy and the ability of the person to use these skills for self-improvement.

Table 18-2 Basic Education Key Indicators, SY 2002 - 2003 (in %)

Particulars	Male	Female	Overall
Participation Rate ^{2/}			
Elementary	89.26	90.87	90.05 ^{1/}
Secondary	53.80	62.35	58.03 ^{1/}
Cohort Survival Rate			
Elementary	66.01	74.06	69.84
Secondary	58.72	73.13	65.83
Drop-out Rate			
Elementary	8.44	6.15	7.34
Secondary	16.26	9.96	13.10
Completion Rate			
Elementary	62.94	71.18	66.85
Secondary	52.38	67.46	59.79

1 Data cover both public and private schools. Data on private based on 82.5 percent of processed school profiles.

2 Participation rate refers to the proportion of 7-12 age group (elementary) and 13-16 years old (secondary) who are in school against total population for the same age group. Beginning SY 2002-2003, however, the age groups consist of the 6-11 years old (elementary) and 12-15 years old (secondary) who are in school against total population of the same age group.

Source: Department of Education

SY 2003 considering the increasing cost of private education. An additional 166,000 students also benefited from Tuition Fee Supplement (TFS) scheme in 2002. However, due to the limited budget from the national government, TFS was phased out in SY 2003-2004. Thus, for SY 2003-2004, only second to fourth year qualified students were accepted as grantees under the TFS while for SY 2004-2005, only the third and fourth year TFS grantees will remain in the program.

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Other critical school resources for delivering quality education include classrooms, desks/seats, teachers, and textbooks. The resource gap, however, remains wide (Table 18-3), while in terms of school-less barangays only 118 out of the total 1,617 barangays identified in 2001 have no access to elementary education.

While the national ratios may appear sound, the data when disaggregated by division/province showed serious gaps such as classrooms being used by more than 100 children, a two-seater desk shared by three to four children, and a teacher holding a class of 100 or more pupils. In addition, excess teachers in some areas cannot be redeployed to areas with severe shortage because of the Magna Carta for Public School Teachers.

Teacher qualifications remain to be an issue, especially at the secondary education level, both in terms of content and pedagogy. As of SY 2004-2005, only 80 percent of the public secondary teachers teaching math have math majors. In the sciences, 44 percent of Biology teachers are majors in the subject, compared with 34 percent in Chemistry, and 27 in Physics are Physics majors. The other teachers

Table 18-3 Resource Gap, (Cost in Million Pesos)

Resources	FY 2004						Particulars	National Ratios SY 2002-2003	
	Gaps		GAA		Remaining Backlogs			Elem.	Secondary
	No.	Cost	No.	Cost	No.	Cost			
Classrooms (2-shifts @ 1:50)	17,873	7,149	5,000	2,000	12,873	5,149	Classroom Pupil Ratio	1:38	1:60
Desks/Seats	3.9M	2,340	750K	450	3.15	1,890	Classroom-Seat Ratio		
Textbooks	34.7M	1,735	10.2M	555	24.5	1,180	Textbook-Pupil Ratio	1:4	1:3
Teacher Items @ 1:50	20,113	3,401	10,000	1,691	10,113	1,710	Teacher-Pupil Ratio	1:36	1:40
Total Cost		14,625		10,289		4,454			

Source: Department of Education

Assumptions: Total needs data are culled from the table under section on Closing the Classroom Gap, and considers backlogs plus incremental requirements. A classroom would cost PhP400K per unit.

are science generalists. Remedial measures like training in these subject areas were undertaken for non-major teachers who handle science or math classes in the public secondary schools. However, even for teachers who are specialists in these subject areas, the level and quality of subject competency appears to be wanting, too.

II. GOALS, STRATEGIES AND ACTION PLANS

The government needs to harness the participation of all strategic partners in service delivery – the private sector, NGOs, civil society groups, LGUs and other concerned sectors to meet the needs of ECCD and basic education. At the same time, the education sector has to capitalize on the opportunities offered by information and communications technology (ICT). Learning resources located within and outside the country can be accessed through ICT and made available through formal and nonformal learning centers.

Basic education should be anchored on Education for All global movement and Millennium Development Goals. To achieve this, the government must deliver quality basic education, provide more resources to schools to widen coverage and improve the management of operations of the public school system.

At the national level, the desired sector performances are 96.60 percent functional literacy among population aged 15 to 25 year old by 2010 and 93.10 percent among 15-year-olds and above. For each education level, the targets desired are illustrated in Table 18-4.

Within the education bureaucracy, greater attention and support should be given to the level where actual teaching-learning process takes place, which may either be the formal school, the learning center, the Madrasah, or the school for indigenous peoples. The school should be seen as the focus and the locus of educational development and must thus get the attention it deserves from its primary stakeholders – the principal, teachers, students, youth, parents and the community as well as the higher administrative level.

Because the public schools are the primary stakeholders of the capacity and outcomes of pre-service education of teachers, there is a need to make it more directly accountable to the DepEd. It is

Table 18-4 Early Childhood and Basic Education Plan Targets, 2005 and 2010 (in %)

Indicator	Baseline 2002	Indicative Target	
		2005	2010
Early Childhood Education			
1. Gross Enrolment Rate (public and private. SY 03-04) Day care centers (1,392,268: 23.73%) Pre-schools: public (408,596: 10.37%)	77	80	100
2. Percentage of Accredited ECE Providers/Workers Percentage of accredited DCC (23,665) Percentage of accredited DCW (23,610)	55.80 55	71 70	86 85
3. Percentage of pre-school teachers having attained the required academic qualification	100		100
Formal Basic Education			
4. Net Intake Rate in Grade I Public (6 yrs old) Private (7 yrs old) Public & private (6 yrs old)	n.a. n.a. 47.10	n.a. n.a. 52.38	n.a. n.a. 61.19
5. Net Enrolment Ratio Elementary (6 – 11 yrs old) Secondary (12 – 15 yrs old)	90.05 58.03	91.02 67.48	93.01 83.73
6. Cohort Survival Ratio Elementary (Grade 6) Secondary (Year 4)	69.84 65.83	73 67.96	78 71.51
7. Drop Out Rate (School leavers Rate) Elementary Secondary	7.34 13.10	5.52 11.24	4.32 8.14

Source: Department of Education

also necessary for the DepEd to exercise greater oversight role over its content, methodology and development. To effect a comprehensive quality assurance, the Department, in collaboration with TEIs, should promote a well designed and unified preservice - inservice educational program dovetailed to the actual needs of schools, teachers and managers.

Further, in the era of internationally-shared human resources and the existence of the so-called digital divide, the educational system has to be properly equipped to make its products more globally competitive.

A. Early Childhood Education

Early childhood education (ECE) is the first crucial step in enhancing pupil learning and school retention, especially in the early grades of elementary education. Studies have shown that children who have gone through ECE are less inclined to drop out of school, have lesser tardiness and absenteeism, and participate more actively in school activities.

Based on Republic Act (RA) 8980 or the ECCD Act, the ECCD Curriculum focuses on the children's development according to their individual physical needs and sociocultural background. The DepEd sets the standards for the curriculum, staff requirements and physical facilities for the operation of pre-schools, as well as requirements for registration. The Department of Social Welfare and Development

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(DSWD), for its part, looks after accreditation and standards setting for ECCD centers, programs and services catering to children four years old and below. Executive Order (EO) No. 249 established the Council for the Welfare of Children–National ECCD Coordinating Council as the institutional machinery that coordinates the implementation of the early childhood education program and ensuring collaboration among DSWD, DepEd, Department of Health (DOH), NGOs, and LGUs.

For the medium term, the following shall be fulfilled:

- a. Preschool as a prerequisite to Grade 1 and a part of the education ladder;
- b. The present barangay day care centers to provide ECE services following a standardized ECE curriculum for five-year-olds;
- c. The present coverage of organized ECCD programs to expand to reach all five-year-old children, with priority to children of poorest households;
- d. LGUs and NGOs to closely coordinate the development of an effective standardized day care instruction;
- e. DepEd to adopt the Standard School Readiness Assessment (ECCD Checklist and School Readiness Tool). The ECCD Checklist I identifies developmental delays of a child for appropriate early intervention and monitor a child's development in seven domains – gross motor skill, fine motor skill, self-help, receptive language, expressive language, cognitive skill, and social and emotional coping skill. The DepEd School Readiness Tool, on the other hand, measures the cognitive and mental functioning of the child and covers three subject areas: reading, writing and mathematics;
- f. The ECCD Law to be further reviewed and amended;
- g. ECE in Teachers Education curriculum to be adopted by TEIs; and
- h. DepEd, in coordination with DOH and LGUs to expand health and nutrition programs in the public day care centers and preschools.

B. Closing the classroom gap

The learning environment affects student learning and retention. Schools are faced with the perennial problem of inadequate number of classrooms and other facilities as a result of increased enrolment. At present, public schools have no choice but to admit all enrollees. This results in overcrowded classrooms that are dysfunctional to the teaching-learning situation.

Some schools address the problem of overcrowding by resorting to multiple shifting of classes and alternative delivery modes of formal basic education like home study. In addition, DepEd, subsidizes secondary students in private institutions through service contracting schemes under the GASTPE Program. DepEd also optimizes non-school based delivery of basic education services through alternative learning strategies and the vigorous implementation of its literacy programs including the Accreditation and Equivalency Program.

To close the classroom gap, the following measures shall be undertaken: (a) construction of at least 6,000 classrooms annually; (b) adoption of a double or multi-shift classes; and (c) expansion of educational subcontracting program or providing high school students scholarships or financial assistance to study in private schools. The indicative targets for the plan period are shown in Table 18-5.

1. Enhanced School Building Program

DepEd, the Department of Public Works and Highways (DPWH), other national government

Table 18-5 Number of Classrooms Programmed for Building

	SCHOOL YEAR					
	2004- 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
Enrolment	17,362,093	17,652,992	17,987,991	18,350,080	18,733,112	19,136,921
Shortage at the beginning of the SY	17,873	8,684	3,203	1,150	0	0
Class size	50	50	50	50	50	50
Requirements due to enrolment increment	3,233	3,515	4,438	4,499	4,509	4,955
Classrooms to be provided	7,422	7,996	5,491	4,875	4,746	4,490
Regular SBP ^{1/}	10,000	4,785	4,579	4,445	4,316	4,190
FAPS (TEEP & SEDIP)	1,901	2,112	496	0	0	0
Other SBPs	521	1,099	416	430	430	300
Expansion of GASTPE-ESC		1,000	1,000	1,000	1,000	1,000
Shortage at the end of the SY (@ 2 shifts)	8,684	3,203	1,150	0	0	0
Inflation rate		4.5%	4.5%	3.0%	3.0%	3.0%
Cost per classroom (in thousand pesos)	400,000.00	418,000.00	436,810.00	449,914.00	463,411.00	477,313.00
Funding reqts., Regular SBP (in million pesos)	2,000.00	2,000.13	2,000.15	1,999.87	2,000.08	1,999.94
Funding requirement for the remaining						
shortage at the end of the school year (in million pesos)	3473.6	0.00	0.00	0.00	0.00	0.00

1/ For SY 2004 – 2005 the programmed number of classrooms is increased by 5,000 units to include FY 2003 program which has been funded but implemented only in 2004

Source: Department of Education

agencies and LGUs shall work together to produce adequate number of school buildings.

The construction and rehabilitation of school buildings shall be facilitated through DepEd’s regular School Building Program, the school building program of DepEd with the Department of Trade and Industry’s (DTI) National Development Corporation, the Department of Labor and Employment’s (DOLE) Classrooms *Galing sa Mamayang Pilipino* Abroad, existing ODA programs such as the WB-assisted TEEP Asian Development Bank-assisted Secondary Education Development and Improvement Project, EFIP, and leading private sector initiatives such as Adopt-A -School Program and *Brigada Eskwela*.

Other possible sources of financing that may be tapped include: (a) RA No. 7177 for tobacco producing areas; (b) Natural Wealth Funds for areas with claims; (c) Priority Development Assistance Funds; (d) Calamity Funds for areas affected by natural-and man-made calamities; (e) local gGovernment funds such as Special Education Fund and General Fund; and (f) private sector funds such as the *Bayanihan* Fund, the Federation of Filipino-Chinese Chamber of Commerce and Industry, Inc. (FFCCCII), Build-Operate-Transfer/Build-Lease-Transfer Financing Schemes; and *Gawad Kalinga*.

The costs of classroom construction and rehabilitation works shall be reduced by:

- Modifying building specifications and design without sacrificing structural integrity;
- Engaging the services of private sector and NGOs such as (FFCCCII) to build government-funded school projects at a lower cost; and

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- Expanding construction undertaken by administration (i.e., DepEd, Armed Forces of the Philippines, and LGUs).

In view of the growing space constraints and land titling problems of schools, the School Building Program shall promote school land use planning to ensure long-term sustainable environments.

The priority areas for construction of new school buildings are enumerated in the Annex.

Once the classroom gap is fully addressed, the DepEd funds for school building construction and repair will be used to build science rooms/laboratories, multipurpose workshops, libraries, toilets, and water facilities.

Two policy reforms will be pursued:

- Amendments to RA No. 7880 (Fair and Equitable Access to Education Act of 1994), which is necessary to allow the construction of school buildings by entities other than DPWH and permit completion of all construction activities before classes start in June of every year. Greater weight should be given to classroom shortage, from the current 40 percent to 70 percent while the weight for student population should be dropped from 50 percent to 20 percent.
- Insertion of a clause in the General Appropriations Act (GAA) for flexibility in the use of the school building program funds for GASTPE activities and other expenses usually covered under MOOE for purposes under meritorious circumstances is necessary. This is to address with ease, real problems on the ground, e.g., when funds are needed more to provide transport service to students to bring them to nearby schools with excess classrooms and teachers than to do actual classroom construction or do service contracting. This also applies to schools with high classrooms shortages but with limited space for building new structures.

2. *Adoption of Double Shift Classes*

DepEd shall employ double-shift classes to the extent practicable, which can bring down the classroom gap to 1,150 units beginning SY 2006–2007 and have it closed by SY 2007 - 2008. Available classrooms will be maximized, with DepEd providing electricity and security expenses. DepEd shall also tap both public (LGUs) and private institutions in financing the hiring of buses that will ferry students from underserved areas or overcrowded schools to the nearest public schools with excess classrooms and teachers.

3. *Expansion of Educational Subcontracting Program and Provision of Scholarship and Financial Assistance Programs for High School Students*

According to the Fund for Assistance to Private Education (FAPE), the private school system can still accommodate 250,000 students or about 5,000 classes with 50 students to a class, which will reduce the need to construct new classrooms, hire new teachers, provide new textbooks and furniture, and request for additional school MOOE.

In addition to the existing student grantees under the ESC scheme (330,000 in SY 2004-2005 for ESC), an additional 50,000 students yearly from 2005 to 2010 shall be covered. The current GASTPE law will also be amended to make it more relevant.

DepEd shall work with local government executives, members of the House of Representatives and the Senate to provide scholarship and education assistance to high school students from their respective localities. Further, the private sector, NGOs and individuals shall be tapped to grant scholarships to children, particularly for qualified gifted and differently-abled elementary and high school students in Special Education schools, madaris and Indigenous Peoples (IP) learning centers.

C. Installing distance learning system in conflict-affected areas

Distance learning is an alternative delivery mode (ADM) that reaches out to learners in underserved, high-risk and disadvantaged areas. Distance learning shall, thus, be adopted to provide children and youth in difficult circumstances, particularly those in conflict-affected areas, with education services to ensure that they continue schooling during and after the crisis situation.

To facilitate this, the following activities shall be carried out:

- a. DepEd shall expand its existing Strong Republic Schools - Distance Learning Program, media-based instruction and computer-assisted learning program;
- b. Alternative delivery modes of schooling like the In-School and Out-School Adults or ISOSA program, mobile teaching, multigrade teaching and distance teaching shall also be institutionalized. The Project IMPACT (Instructional Management by Parents, Community and Teachers) catering to areas with overcrowded classrooms and teacher shortage shall be expanded;
- c. DepEd shall also institutionalize Special Education programs and establish functional networking with other distance learning providers;
- d. Schools as zones of peace shall be adopted and activities that will build on the experiences and advocacy efforts of the UNICEF-assisted Country Program for Children and the Office of the Presidential Adviser for Peace Process in their peace education and educational innovations for conflict areas shall be done; and
- e. The FLEMMS shall be conducted every five years to monitor the country's progress on functional literacy, particularly in conflict areas and generate adequate information needed in improving functional literacy.

4. *Upgrading Mathematics, Science, and English Teaching and Learning in Formal Basic Education*

Mathematics, science and English are foundation subjects for lifelong learning. These subjects are the tools for the individual's capacity to systematically analyze and share ideas and knowledge necessary for further self-development and work. The quality of basic education graduates is determined by the adequacy and quality of the basic education curriculum, the quality of teachers, and the capacity of schools to adopt new technologies in delivering instruction.

For the next six years, efforts shall be focused on the following:

- a. Upgrade the Formal Basic Education curriculum

The secondary level curriculum shall be revised to complement the adjustments in the revised elementary education curricula. The new curriculum shall include the following subjects/contents: (a) integrative science (applications/integration of physics, chemistry, biology and earth sciences, including history of science and the contributions of Filipino scientists and technologists in the

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development of Philippine and world science and technology); (b) applied mathematics (application of mathematics in physics, chemistry and biology, business and logical thinking/reasoning); (c) communication skills (competence in the spoken and written language, business English, argumentation and debate in Filipino, group discussion, and oral presentation; and (d) career/work exposure (work ethics, vocational/job counseling and seminars, plant/office visits, trends in the job market in the various trades and professions, job prospecting and application, supervised personal career planning, and entrepreneurial possibilities and skills, including agricultural skills and other life skills not included in the existing values formation curricula).

DepEd shall provide basic science equipment, and textbooks and other instructional materials to facilitate the teaching-learning process, as well as support the initiatives of the National Book Development Board in improving the textbook development, publishing and printing capacities of the private sector and other devices to public schools to make the teaching-learning experience more meaningful to both teachers and students.

DepEd shall also establish a quality assurance system to ensure continuous efforts towards quality education and sustaining the initiatives through the establishment of accreditation program for public schools.

The Department of Science and Technology or DOST and Philippine Science High School will lead in the development of the Philippine Science Digital School (PSDS). The PSDS is an e-facility envisioned for the following purposes: (a) development and implementation of e-learning modules for special, regular and remedial courses in science, mathematics and English in high schools; (b) e-training for science and math teachers; (c) preservice education and training; (d) assessment and achievement and testing; and (e) testing and certification online.

b. Upgrade the Quality of Science, Math and English Teachers

DepEd shall work to improve inservice training of teachers, which includes education technology. Upgrading of teacher competence in instructional supervision shall be extended to IP learning centers and the madaris in the Autonomous Region of Muslim Mindanao and other geographical areas with substantial IP and Muslim communities.

The DOST-Science Education Institute (SEI) shall strengthen the capabilities of TEIs by providing scholarships for Ph.D. in Science Education to 140 faculty members and MA in Education major in Science Education to 25 faculty members of the Regional Science Teaching Centers and other identified tertiary institutions. Moreover, it shall provide e-training for 450 science and math teachers annually.

The DOST-SEI shall conduct training for 1,250 science and math teachers under project MUST or Mindanao Upgrading for Science Teachers; and 1,050 science and math teachers annually under project CARE or Capability Building for Rural Enhancement. DOST-SEI will also develop 10 science and math teaching modules each for different grades and year levels for teachers' use.

c. Utilize existing good practices/models

DepEd shall expand and use the teaching innovations used in BEAM, SEDIP and TEEP, as well as other programs and projects. Further, partnership with private providers focused on niche subject matter expertise such as Kumon for math and call center institutes for English shall also be established.

DOST-SEI shall provide public and private schools with inventory of available science materials from DOST, which these schools may wish to replicate or adopt.

5. Institutionalization of a More Focused Values Formation Program in Basic Education

Values education, in schools and through other learning programs and channels, is a potent tool in developing learners into responsible and productive citizens. Widely accepted values such as cultural liberty, peace, and gender equity have helped enhance people’s lives and freedoms, and should form part of the total learning in all education levels.

To maximize its full potential, the delivery and content of values education should be assessed and improved. Modules cutting across peace, cultural heritage, human rights, gender equity/equality, environment and other concerns that are strongly linked with values and the achievement of development goals should be crafted. This will be important in adopting a ‘comparative’ approach in values education. Acquiring knowledge about our similarities and differences in world views is vital in the promotion of a sense of nationhood and respect for diversity.

Within this framework, the following strategies shall be pursued:

a. Values Formation in Day Care, Pre-School, Elementary and Secondary

Values education will be given emphasis in the day care and preschool curriculum, as well as secondary curriculum. Values formation in elementary and high school shall be carried out as a distinct subject area and reinforced at home through the Parent-Teacher-Community Association. Table 18-6 shows the core values to be integrated in the curriculum.

Table 18-6 Core Values in the Curriculum

Day Care Center	Pre-School	Elementary Education	Secondary Education
Self-respect and self-esteem	Self-respect and self-esteem	Valuing self	Valuing Others
Love of family and respect for elders	Obedience to elders	Respect for Country	Respect for others and rule of law
Honesty, perseverance, resourcefulness	Honesty	Truthfulness	Fortitude; Integrity
	Discernment between right and wrong	Respect for life	Humility
	Loyalty	Responsibility	Social Responsibility
		Independence	Economic Responsibility
Sharing and Cooperation	Sharing and Cooperation	Equality	Temperance
Love of God and Country	Love of God and country	Love of God and country	Spirituality
Cleanliness of surroundings	Environment consciousness	Environment consciousness	Peace
Sharing/Thrift/Frugality	Sharing/Thrift/Frugality	Sharing/Thrift/Frugality	Sharing/Thrift/Frugality

b. Values Formation as core content of teacher education and training

DepEd shall train teachers on the 'revised' values education modules and encourage optional religious instruction in public schools.

c. Values Formation Utilizing Media and Sports

The use of mass media/communication is an integral part of the alternative learning system so development of information/communication/mass media materials that can inculcate positive values, including the non-stereotyped portrayal of women and men, among the youth, shall be pursued.

As a support strategy in the holistic development of the children and the youth, DepEd shall pursue more vigorously the implementation of other school programs such as arts, culture, school sports, drug abuse prevention and HIV/AIDS education.

The Philippine Sports Commission, along with other education institutions, shall institutionalize sports as a channel of values formation and inculcate not just medal orientation in sports competitions but more importantly emphasize vibrant, healthy and disciplined citizenry.

6. ***Providing and Connecting Computers in Every Public High School for Teaching and Learning***

To enhance school learning environment and minimize the digital divide, wider computer use in schools to support teaching-learning processes shall be encouraged.

The program between the DTI and DepEd in providing computer laboratories in every public secondary school will be continued. At present, about 80 percent of public secondary schools have computer under the DepEd Computerization Program. The private sector's Adopt-a-School Program is also expected to assist in providing all public secondary schools with at least a computer. By 2010, 100 percent of public secondary schools shall have computers.

The DOST-SEI, for its part, shall: (a) provide one server and connectivity to 20 schools, which can solicit from 10 to 15 functioning computers annually; and (b) provide one server and 10 to 15 client computers with connectivity to 10 schools also annually. The Commission on Information and Communication Technology shall also lead in connecting computers and in providing internet services to the public high schools.

7. ***Continuing the Implementation of the Optional High School Bridge Program***

The High School Bridge program enhances the readiness of elementary school graduates for secondary education. Beginning SY 2004-2005, students planning to enroll for first year in public high schools will have to take a placement or readiness test. Based on the results of the test, they will either (1) go directly to the first year of the current 4-year curriculum, or (2) opt for the five-year curriculum starting with a bridge program focused on English, science and math. In the medium term, the following will be pursued:

- The Bridge program will be optional for elementary school graduates to address the problem of learning gaps;
- A more intensive information dissemination on the advantages with regard to the learning capabilities of students will be conducted;

- The present diagnostic test shall be reviewed and revised to ensure its effectiveness as an education outcome assessment tool; and
- Diagnostic tests shall be administered annually to all potential enrollees to public high schools except science high schools, which have their own screening process.

8. *Strengthening Madrasah Education*

The adequacy and quality of basic education offered in madaris vary widely among institutions. Most of them do not conform to the general standards that will enable learners to pursue further education. Therefore, in order to improve the quality of basic education in madaris and provide a framework of collaboration among key stakeholders in the education of the Muslim youth, in particular, the DepEd, in collaboration with concerned institutions, shall undertake the following during the Plan period:

- Formulate and implement a standard curriculum for madaris that is culturally-sensitive, gender-responsive and rights-based and appropriate for the Muslim population based not only in Mindanao, but also in other areas in the country where there are significant Muslim population.
- Develop and produce instructional materials to support the implementation of the standard curriculum,
- Train madaris teachers and supervisors on the delivery and assessment of the standard curriculum, especially with regard to improving their English language skills.
- In collaboration with all key stakeholders, prepare and implement a catch up plan for madaris students that will enable them to actively participate in societal development.

9. *Strengthening Indigenous Peoples Education*

With DepEd, the National Commission on Indigenous Peoples and other concerned institutions in the forefront, the IPs' right to cultural integrity, social justice and human rights, and right to self-governance and management will be met through the following undertakings::

- Develop and promote a curriculum that will preserve the cultural heritage of the indigenous cultural communities/peoples;
- Produce instructional materials and train the teachers in IP schools on the use and requirements of the indigenous curriculum;
- Include IP materials/documents in public school libraries to permit information sharing/exchange between cultures; and
- Accommodate IP students in all programs for children/students e.g., GASTPE, health and nutrition, arts and school sports and their teachers in in-service training programs.

10. *Promoting School-Based Management*

All policy initiatives and program interventions in basic education depend mainly on the ability of the schools to make good use of these resources in imparting knowledge to the students. Within this framework, DepEd, in collaboration with all stakeholders in education, shall:

- Develop interventions to make schools continuously perform better through improved teaching processes and greater support from parents, LGUs and community organizations;
- Encourage the schools to undertake self-evaluation, formulate their own improvement plans, and determine the kinds and sources of resources required to improve learning; and
- Continue to reengineer its systems and procedures to maximize the benefits that will go to the

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schools, e.g., procurement of goods and services, financial management, payroll services, teacher welfare, health and nutrition, alternative learning programs and management information system.

11. Upgrading the Quality of Preservice Teacher Education and Providing Continuum With Inservice Training

Preservice education of teachers is a key to achieving sustainable quality basic education. Since DepEd has the biggest stakes in teachers' preservice program, it should demand for more rigorous classroom-based training for future teachers. The DepEd shall pursue the following the next six years of the Plan period:

- a) Share the responsibility with the Commission on Higher Education (CHED) in formulating a unified teacher training approach that will put in place a demand-driven teacher education program with public school as laboratories for extensive internship program;
- b) Get involved in the selection, qualification through training those who will enter the teaching profession and prescribe standards for TEIs, as well as institute a quality assurance mechanism for incoming teachers; and
- c) Institutionalize the Teacher Induction Program in the division and school levels of DepEd and promote the welfare of teachers and teaching-related personnel.

Policy reforms such as the amendments to the Localization Law regarding placement/transfer of teachers; and removal of mandatory election duties from teachers to enable them to devote more time for their teaching duties and minimize political interventions in education shall be instituted.

12. Rationalization of the Basic Education Budget

The budget for basic education should consider enrolment growth, as well as inflation to arrest the decline in real per capita spending. The following strategies for financing educational development in the next six years shall be considered:

- a) Fiscal reforms in education to generate substantial savings and attain long-term efficiency and quality;
- b) Well-proven cost-saving educational innovations to promote both quality improvements and broader access in areas where there are serious classroom shortage, lack of teachers and other basic educational inputs;
- c) Multiyear educational planning to determine the operational feasibility and financial viability of the priority educational services that will be purchased from qualified private providers as part of the annual budgetary and expenditure programs. Thereafter, the DepEd shall periodically monitor the academic outcomes and financial impact of the purchased services to further rationalize its resource allocation and academic programs. To attract the most qualified providers, the DepEd shall adequately publicize at the national and subnational levels the details of the program that require participation of private providers. Every contract for priority services shall be good for two years subject to renewal upon submission of documented proof of good performance or educational impacts of the purchased services; and
- d) Normative financing to rationalize education finance and enhance institutional accountability. The scheme will ensure the freeing of existing resources to deserving beneficiaries. This system involves per capita cost estimation and payments, which will, in the long-run, make education resource allocation more systematic and efficient. In basic education, the school budget shall be tied to performance, size of enrolment and classes and other quantitative and qualitative objectives. This will greatly boost school-based management and school-initiated efforts for quality assurance.

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

I. SITUATIONER

Technical Vocational Education and Training (TVET) is carried out through both formal and nonformal means. Latest data showed that the provision of TVET through formal means is dominated by the private sector (82%). The exact opposite could be observed in terms of nonschool-based training with publicly-funded institutions accounting for 64 percent of all providers. There are about 2,045 private institutions/centers and 1,353 publicly funded TVET. These comprise the total TVET delivery network that includes higher education institutions, industry-based training centers, NGO-based training centers, LGU-based training centers as well as schools and training centers supervised by the Technical Education and Skills Development Authority (TESDA).

Private institutions account for about 80 percent of total enrolment in formal TVET financed almost exclusively by tuition fees and endowment income, with minimal government subsidy.

From more than 286,000 in 2001, school-based TVET enrolment rose to about 439,000 in 2002 and

Table 18-7 Middle-Level Skills Development Indicators, 2003

Program Indicators	Male	Female	Total
A. TVET Enrolment and Graduates			
• School-Based Programs			
Enrolment	249,071	242,775	491,846
Graduates	121,433	114,793	236,226
• Center-Based			
Enrolment	46,184	16,973	63,157
Graduates	46,314	14,677	60,991
• Community-Based			
Enrolment	236,760	331,018	567,778
Graduates	227,937	313,383	541,927
• Enterprise-Based			
Enrolment	23,437	42,018	65,455
Graduates	17,286	25,294	42,580
• Others			
Enrolment	57,986	71,866	129,852
Graduates	59,927	65,517	215,444
B. Assessment and Certification			
Number of Persons Assessed	138,109	55,052	232,062
Number of Persons Certified	66,223	19,843	109,468
Certification Rate (in %)	47.9	36.0	47.2
C. Number of TVET Providers			3,397
Public			1,352
Private			2,045
D. Number of TVET Programs Registered ^a	10,786 TVET programs		
E. Scholarships and Other Student Assistance Programs			
PESFA Scholars ¹	13,780 filled slots for SY 2003-2004		
TESDP-ADB	5,109 slots for SY 2003-2004		
Iskolar ng Mahirap na Pamilya	1,979 Certificates of Educational Assistance (CEAs) awarded for use in SY 2005-2006		

Source: TESDA

^aData is cumulative from 2000 to 1st semester 2004

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reached almost 492,000 in 2003. Enrolment of community-based training programs also accounted for the bulk of training outputs. The program registered close to 600,000 enrollees the past two years.

Following the envisioned devolution to the private sector, many industrial associations and large firms provide training for their members as well as “work experience” to a vast number of graduates of TVET. While this is helpful, the work experience is often not well-related to the occupation for which trainees have been trained.

In terms of performance and job absorption of TVET graduates, the 2002 Graduate Tracer Study conducted by TESDA revealed the following: (a) employment rate of graduates was at 58.28 percent for training center graduates, 67.73 percent for TESDA schools and 57.6 percent for private institutions; (b) In terms of skills utilization rate or proportion of trainees actually employed in jobs related to their training, training centers registered 80.04 percent, TESDA schools, 83.24 percent and private Technical Vocational Institutes (TVIs), 77.46 percent; and (c) assessment and certification aimed to measure the acquired competencies of workers in terms of skills, knowledge, attitudes and values went down to 49 percent in 2002 and 47 percent in 2003, from a record high of almost 80 percent in 2001.

To address the problem of equity and access to quality technical-vocational education and training, TESDA has been implementing scholarships and other student financial assistance programs such as the Private Education Student Financial Assistance (PESFA) and the ADB-TESDP or Technical Education and Skills Development Project scholarship programs. Since SY 1999-2000, PESFA has been providing scholarship assistance to 13,800 grantees annually. On the other hand, ADB-TESDP had 4,048 slots in SY 2002-2003 and 5,109 slots for SY 2003-2005. The ADB-TESDP scholarship program targets 20,000 student-beneficiaries for the entire project duration.

As part of its quality assurance mechanism, TESDA registered all TVET course offerings to ensure that the programs meet the minimum standards as defined by the industry. Figures showed that registered programs have been steadily rising and more than 10,000 TVET programs have already been registered nationwide despite nonregistration of TVET programs in most state universities and colleges. Program accreditation, which is in line with the Philippine TVET Quality Award that grants progressive levels of accreditation produced modest results. Five institutions had been granted Bronze-level accreditation or Commitment Level in 2003 and another 23 during the first quarter of 2004. This brought the number of Bronze-level accredited institutions to 28. It is expected that more institutions would follow soon.

CHALLENGES

TVET is faced with several challenges that need careful scrutiny and attention. Some of the issues that the sector must look into include the following::

1. *Societal bias against TVET*

A 1991 report by the Congressional Commission on Education showed that societal bias and stigma had been attached to TVET. This was further validated by an ADB/International Bank for Reconstruction and Development Education Sector study conducted by Richard Johanson in 1998. Filipino families, whether rich or poor, aspire that their children be able to finish college. Relatively, Filipino families perceive that technical vocational education is only for the less academically-inclined as perpetrated by the now-defunct National College Entrance Examinations. People associated TVET occupations to the performance of jobs that are dirty, difficult, dangerous and less glamorous compared with white-collar professions. Likewise, a TVET career is generalized to be less rewarding in terms of compensation

packages and even societal recognition. The lack of equivalency between TVET and higher education also contributed to the bias against TVET.

2. *Absence of direct link between technical-vocational education and training and higher education*

Filipinos view TVET education as a “dead-end” where career usually stagnates and career growth is hampered by lack of the requisite educational qualifications. To counter this perception, a ladderized interface between TVET courses and college degrees should be in place to cater to the varying needs of students and promote upward academic mobility. With ladderized education in place, an individual can acquire vocational skills and training; get a job and proceed to college while working with college credits for subjects/ competencies acquired in TVET.

Even TVET schools and higher education institutions experience difficulty in establishing linkage as both TESDA and CHED apply different systems of reviewing the programs of the institutions. They also vary in the measurement of program standards. As such, there is a felt need to come up with a harmonized mechanism whereby TVET programs could earn credits to college education.

3. *Need for measuring the aptitudes of the youths*

There is a need to guide high school graduates on what college course to pursue after graduation. Usually decisions on this matter are made by families based on hunches, gut feel, what seems to be popular and attractive, and devoid of proper guidance. Thus, students end up enrolling in courses that do not fit their aptitudes, leading to dropping out or shifting of course, both of which are wasteful. A survey that would map out the capabilities and competencies of the students would be useful in career guidance and counseling to help parents and students in what career to pursue after high school.

4. *Existence of labor market demand-supply mismatches*

Another major challenge is the problem on skills demand-supply mismatches. A large number of trained graduates are left unemployed or underemployed because they do not fit the requirements of the job market. It is quite ironic that a number of job vacancies could not be filled up because the available manpower supply would not fit the job, as confirmed by a Graduate Tracer Study conducted by TESDA in 2002. Results showed that employment rate of TVET graduates is rather low at 58.28 percent for training center graduates, 67.73 percent for TESDA schools and 57.6 percent for private institutions. Likewise, employed graduates are not able to utilize the skills that they learned, as they are employed in jobs where they are not trained. Skill utilization rate was reported at 80.04 percent, 83.24 percent and 77.46 percent for graduates of training centers, TESDA schools and private TVET institutions, respectively.

Appropriate matching processes must be worked out to mitigate the problem of unemployment and underemployment. TVET programs and services should concentrate on skill-specific one-year certificate programs and/or two-to-three year diploma programs, with adequate enterprise-based exposure and whose graduates are highly employable.

5. *Need for more responsive TVET investments*

Investments in middle-level skills development has remained too focused on direct training provision by national government, which delayed the long-intended devolution to LGUs and private sector. To optimize the use of public investments, there is a need to realign TVET programs to focus only on programs with high market absorption rate.

II. GOALS, STRATEGIES AND ACTION PLANS

Overcoming the societal bias against TVET requires a proactive approach that will redound to immediate benefits to TVET graduates, i.e., immediate employment in jobs where they are trained for. The key strategies towards this end are as follows:

1. *New Way Ni PGMA: Ladderized Interface between TVET and Higher Education*

Earning a diploma does not automatically land a graduate a job. While around 300,000 students graduate with college degrees annually, there is no guarantee that they will find jobs for which they have been trained. A dynamic post-basic education and training program such as the ladderized system of education may yet provide the avenue for continuous improvement (lifelong learning) without hampering the academic growth of students, especially TVET graduates.

The ladderized system will allow graduates of TVIs to pursue higher educational courses offered in colleges and universities without having to lose credit of what they have already earned or completed. They could pursue higher education if they so desire without having to start all over again as appropriate credits will be given to their one to two years of technical and vocational education.

EO No. 358 issued by the President on September 15, 2004 provides the mechanism to bridge the gap between TVET education and higher education. The EO mandates TESDA and CHED in consultation with concerned sectors to develop and implement a unified national qualifications framework. This would establish a ladderized system that would allow easier transition and progression between TVET and higher education. The framework shall encompass various unified qualification and articulation mechanisms to include: National System of Credit Transfer, Post-TVET Bridging Programs, System of Enhanced Equivalency, Adoption of Ladderized Curricula/ Programs, Modularized Program Approach, Competency-Based Programs, Network of Dual-Sector Colleges or Universities and Accreditation of Prior Learning, among others.

To institutionalize the ladderized system, the following activities will be implemented:

- Adopt the broad framework of the Philippine National Qualifications Framework that would establish equivalency pathways and access ramps for easier access and progression between TVET and higher education;
- Determine/define the appropriate descriptors for TVET and higher education;
- Develop curricular and evaluation systems;
- Accelerate the implementation of Recognition of Prior Learning;
- Develop equivalency system; and
- Establish the Polytechnic System.

2. *Scholarship and Other Student Assistance Programs*

Broader access to education and training opportunities to qualified clientele can be attained through more scholarships and other student assistance programs, including the tendering scheme or the jobs-directed scholarships. These opportunities shall be directed to occupational areas where there are high demands for workers.

Relatively, TESDA shall provide scholarship slots/financial assistance to deserving students through:

- *Iskolar ng Mahirap na Pamilya*, a program with 1,979 Certificates of Education Assistance in 2004 that could be utilized in 2005;
- PESFA that provides 13,800 slots for 2005; and 34,500 for 2006-2010;
- Education assistance grants to students under the ADB-assisted–TESDP with 10,218 grants for 2005-2006;
- Education loan assistance to TVET students under the TESDA Student Loan Fund with 1,713 loan assistance slots for 2005-2006; and
- Tendering Scheme to be fully implemented for programs in demand to private education institutions. The government shall shy away from offering programs also offered by the private sector. In essence, government resources will be channeled to areas where efficiency and effectiveness is greater.

3. *Improving the Quality of TVET*

For the Philippines to maintain its competitive advantage in manpower resources, it should produce workers who are endowed not only with the requisite skills and knowledge but more so with the right attitudes and work values. To achieve this, improving the TVET system, standards and quality of TVET Programs shall be pursued.

TVET curricula shall be regularly reviewed and revised to strengthen foundation skills such as communication skills, quality and productivity skills, computer literacy, problem-solving skills, and even entrepreneurship skills.

Science, math and language content of TVET will be enhanced to develop knowledge-based technicians who will help fuel the country's industry competitiveness. Curricula that shall promote non-traditional trades and jobs for both women and men should continue to be enhanced and adjusted to changing labor demands.

Appropriate work values and ethics, and gender-sensitive principles and practices shall be incorporated to TVET curricula. This will lead to the development of workers who are not only skilled but also imbued with positive work values.

For TVET trainers to impart quality training to their students, continuous capacity development is needed to hone their craft. Industry immersion would be a key initiative for the trainers to be kept abreast with the latest trends in systems and technological processes.

The capabilities of the TVET institutions shall be continually improved through better facilities, training materials development and even faculty enhancement. Efforts on training the trainers, installation of top of the line training equipment and development of training aids and materials shall be prioritized to the extent possible. The TVET managers and administrators would be trained and exposed to new trends, concepts, practices and systems of TVET governance.

a. Institutionalization of the Job-Skill Matching Program

The job-skill matching strategy shall be pursued with the assistance of the private sector. Networking and effective gathering of relevant and timely labor market information must be instituted to serve as guide in formulating relevant plans and policies in resource allocation to ensure that

scarce government resources for training are directed into priority areas. Industry requirements would weigh heavily in the development of standards and in the design and implementation of TVET programs. Labor market intelligence shall be strengthened at the local, national and even international levels for close monitoring.

The job-skill matching program shall include three important stages: (a) seek jobs in the labor market; (b) find the right people fit for the jobs, and (c) train the right people for available jobs.

- **SEEK Jobs.** This would strengthen TVET subsector's labor market intelligence system through:
 - gathering timely and relevant domestic and international market intelligence;
 - seeking job vacancies from local employers by all possible means;
 - utilizing relevant labor market information to guide programming decisions; and
 - closer working partnerships with industry associations and industry leaders.
- **FIND the right people.** TESDA and TVET institutions shall search for the right people who satisfy the job requirements through the conduct of appropriate training programs to fit them for the job.

This requires assessment of occupational aptitudes of the graduating high school students through the Youth Profile for Starring Career. This program aims to aid the youth and their parents in identifying what type of work will best fit them. The survey will be administered to graduating high school students to determine where they are good at and have good chances of excelling.

- **TRAIN people.** This would entail the following activities:
 - direct investments of both the government and the private sector for more training to ensure increase in qualifications of Filipino workers both here and abroad;
 - manage public and private providers of quality training for Filipino workers to increase their employability (both wage and self-employment); and
 - implement competency-based system to be more flexible in meeting the demands.

b. Intensifying and expanding enterprise-based training program

Practical and hands-on experience, especially in occupations-related training shall be emphasized through enterprise-based training programs to be provided in the following modes:

- ***Kasanayan at Hanapbuhay*** Program (An Apprenticeship and Employment Program) that will provide opportunities for new entrants to the labor force to acquire basic skills and work experience—the prime consideration of employers in hiring new employees. A joint undertaking of the DOLE and TESDA, *Kasanayan at Hanapbuhay* will adhere to the principles of the apprenticeship program; and
- **Dual Training System (DTS)/ Dualized Training System** is a mode of training delivery that takes place alternately in two venues - the school or training center and the company or workshop. This combines theoretical and practical training. This mode of training offers better employability since exposure in the world of work better prepares students for actual employment after graduation. The companies they have trained with are likely to hire them as they have also invested in them and imparted the skills that are necessary for their operations. This program shall be strengthened in this plan period.

- c. *Intensifying the availability and quality of skills specific training programs;*** (a) conduct purposive training for requirements of the overseas job market; and (b) encourage English proficiency courses in nondegree/technical education courses to address the high demand skills in ICT (call centers data and medical transcription, software development, animation, engineering design, e-financial shared services).
- d. *Skills training and competency assessment and certification services*** must be in the forefront of deliverables to respond to the requirements of the overseas job market. Emerging requisites of the overseas market especially on the need for language proficiency of Filipino workers must be given preferential attention.
- e. *Increasing workers productivity through competency standards development and assessment and certification program***

TESDA, in coordination with industry experts and practitioners, shall develop competency standards, assessment and certification instruments to determine the minimum requirements that a worker must possess in terms of knowledge, skills, attitudes and values to effectively perform a particular occupation. Emphasis shall also be given to increasing the attitudes (KABAITAN) component of the standards.

f. *Participation in skills competitions*

Skills competitions serve as a good measure for benchmarking the quality of TVET outputs through the performance of contestants as measured against established norms and standards. How they fare relative to the prescribed standards is a good indicator of how the programs are being carried by the various institutions. In the international front like the ASEAN and World Skills Competitions, standings when ranged against the other countries in line with the standards could be determined.

g. *Implementation of competency-based TVET system*

The Competency-Based TVET (CBTVET) system introduces new learning methodologies. CBTVET envisions an entirely new learning environment where teachers and trainers will be facilitators of learning and would greatly vary from the traditional classroom set-up. On the other hand, the students/trainees would be more independent, productive, dependable, knowledgeable workers, which are the hallmarks of desired workers in this millennium. Added to this, new learning technologies, including the application of alternative and non-traditional ways of learning shall be employed.

h. *Negosyong Agrikultura sa Eskwela*

Through TESDA's agriculture and fishery schools, income generating projects shall be pursued to allow students to learn skills through the Earn-While You-Learn approach. Training-cum-production approaches with the private sector shall be sustained as an alternative methodology. Idle lands of the TESDA schools will be used for entrepreneurial opportunities of Filipino farmers and students.

i. *Resource-based Training for Enterprise Development*

Programs that cater to the needs of the communities for skills training on creating livelihood or

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self-employment opportunities shall be continually developed and be done through the convergence strategy.

j. *TVET programs and services for special groups*

Aside from providing scholarships and other forms of student assistance, special attention shall be given to differently-abled persons, indigenous people, farmers, fisherfolk, retirees and returning overseas workers. Protection and preservation of traditional crafts of indigenous peoples shall also be pursued through appropriate programs that shall address their peculiar needs. The implementation of the program on Special Zone of Peace and Development in Mindanao will be expedited.

Toward addressing the practical and strategic skill needs of women, the facilities, training tools and equipment of the TESDA Women's Center will be fully utilized to conduct empowerment training programs. Similarly, practical skills training component of the DSWD-initiated Productivity Skills and Capability Building program for disadvantaged women, which was turned over to TESDA on September 14, 2004, will be continued and sustained.

k. *Providing computers in TESDA institutions*

To enhance school learning environment and minimize the digital divide, TESDA shall establish electronic centers or e-centers in every TESDA school. The e-centers shall be equipped with computer facilities for instructors, students and residents of the community to equip them with basic computer literacy skills and provide them with access to the Internet.

4. *Strengthening TVET Governance*

The governance and management of the TVET lie in both the public and private sectors and other entities for efficient delivery of TVET programs. Co-management arrangements of these institutions can be expanded where the government and specific industry associations may pursue joint TVET initiatives. With this partnership, convergence and pooling of resources would be expedited for more efficient utilization of resources.

5. *Resource Mobilization for Education and Training*

The business of providing TVET is a very costly undertaking. With the dwindling resources of government, mobilizing resources and looking for alternative sources of financing shall be pursued. This strategy will center on strengthening collaboration between and among stakeholders, notably the private sector, NGOs, LGUs, elected government officials and other government agencies in resource mobilization for TVET. Contributions of ODA initiatives in augmenting TVET funding will be also directed to priority areas to obtain maximum results.

HIGHER EDUCATION

I. SITUATIONER

Social demand for higher education remains high but minimal increases were experienced as shown in enrolment data from 2000 to 2003. However, the total number of graduates increased annually by

Table 18-8 Higher Education Indicators, 2000-2003

INDICATOR	ACCOMPLISHMENTS			
	2000	2003		Total
		Male	Female	
Enrolment (All Disciplines)	2,430,842	1,095,311	1,363,079	2,448,390
Graduates (All Disciplines)	363,640	167,550 ¹	251,522 ¹	419,072 ¹
Enrolment (Priority Programs) ²	1,440,286	706,038	774,876	1,480,914
Graduates (Priority Programs) ²	209,265	105,741 ¹	135,794 ¹	241,535 ¹
No. of SUCs	108			111
Enrolment (SUCs)	700,199	314,289	422,861	737,150
Graduates (SUCs)	106,083	57,453 ¹	87,848 ¹	145,300 ¹
Average Passing Rate in Board Exams	45.35	n.a.	n.a.	41.71
ETEEAP New Applicants	35	n.a.	n.a.	270
Graduates	160	n.a.	n.a.	193
HEIs with Accredited Programs	152			208
Accredited Programs by Level				
Level I	445			602
Level II	146			161
Level III	-			11
Level IV	-			-
Scholars	44,868	n.a.	n.a.	52,510
Faculty				
% with MA/MS	25.70	n.a.	n.a.	29.88
% with PhD	7.50	n.a.	n.a.	9.21
ICT Facilities				
% of HEIs with internet connections				72
% of HEIs with computers for Academic use				85
Operation use				89

¹Preliminary data

²Priority disciplines are Sciences, Maritime, Medicine and Health-related, Engineering and Technology, Agriculture, Agricultural Engineering, Forestry and Veterinary Medicine, and Teacher Education

³Based on 2003 Survey of HEIs

n.a. – no data available

Source: Commission on Higher Education education system. The number of graduates under ETEEAP reached 270 in 2003.

about 5 percent across all disciplines and by 15.4 percent in the priority disciplines, namely, Sciences, Maritime, Medicine and Health-related, Engineering and Technology, Agriculture, Agricultural Engineering, Forestry and Veterinary Medicine and Teacher Education.

The sciences (Chemistry and Geology) and Maritime Education improved in the professional board examinations (passing rates of 57% to 64% and 54% to 55%, respectively). The overall performance of higher education in terms of the average passing percentage across all the disciplines, however, declined over the three-year period from 45.35 percent to 41.71 percent. Graduates of the public higher education institutions (HEIs) registered better performance in the professional board exams compared with the graduates of the privately-owned HEIs (average of 40.9% for public HEIs as against the 38.8% for the private HEIs). This reverses the image of private education's general superiority over the publicly-funded HEIs.

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Enrolment in higher education programs of state universities and Colleges (SUCs) increased by 5.3 percent from 700,199 in 2000 to 737,150 in 2003. Overall, SUCs served approximately 30 percent of the total number of higher education students. Graduates produced by SUCs also increased from 106,083 in 2000 to 145,300 in 2003, an increase of 37 percent for the four-year period. The increase is evident in priority programs such as Teacher Education, Engineering and Technology and Agriculture. It is also worth noting that females consistently accounted for the bigger percentage of enrolment and graduates across all disciplines, in the priority disciplines and in the SUCs.

To address the access and equity as well as gender and development issues, CHED has implemented various student scholarship and financial assistance programs, which resulted in substantial increase in the number of recipients from both public and private HEIs from 44,868 in 2000 to 52,510 in 2003. Another propoor program of CHED, the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP), provides accreditation and equivalency of learning and competencies acquired outside the formal education system. The number of graduates under ETTEAP reached 270 in 2003.

On quality assurance, the number of HEIs with accredited programs increased from 160 (11.35 percent of total HEIs) in 2000 to 193 (12.67 percent of total HEIs) in 2003.

Faculty qualifications have improved in terms of percentage of collegiate faculty with masters degrees from 25.7 percent in 2000 to 29.88 percent in 2003. Faculty with doctorate degrees likewise increased from 7.5 percent to 9.21 percent for the same period.

An indicator of how HEIs are electronically or technologically up-to-date, a survey in 2003 showed that 72 percent of HEIs have Internet connection, including 41 percent HEIs that have websites. More than 85 percent have computers for academic purposes and for operations.

CHALLENGES

Improving access to and success in higher education remains a challenge, along with the need to improve the quality of graduates in preparation for future work. The current average passing rate in board examinations suggests poor readiness of a large number of college graduates to take on professional and high-skilled jobs. CHED and the HEIs take on the responsibility of ensuring quality and relevant instruction, research and extension. Attracting students to priority courses through direct student assistance and scholarships shall likewise be carried out.

The rationalization of the public higher education system in terms of programs, campus locations and resource allocation remains paramount concerns of the subsector. Cost inefficiencies due to duplication of program offerings can be minimized by optimizing the use of available resources and enabling the SUCs to generate internal revenues as a form of financial independence from the government

In relation to increasing demand for broader skills in the knowledge market, the system calls for more sustained efforts to enable both industry and agriculture to assimilate and utilize new and tested knowledge for higher productivity and greater competitiveness.

II. GOALS, STRATEGIES AND ACTION PLANS

For the next six years, efforts will be directed to the following priority strategies:

1. Broadening the access of economically and socially disadvantaged groups to higher education and rechanneling some public resources directly to students to promote greater purchasing power and freedom of choice of educational opportunities;
2. Expanding alternative learning systems/modalities of higher learning;
3. Improving the quality of HEIs, programs and graduates to match the demands of domestic and global markets;
4. Strengthening research and extension activities in HEIs; and
5. Rationalizing governance and financing higher education in a manner that would unleash institutional creativity and entrepreneurship.

1. *Scholarship/Student Financial Assistance Programs for Higher Education*

a. **Student study grants or scholarships**

Vouchers, expanded scholarships and other forms of student assistance will be considered to broaden access to higher education among disadvantaged sectors. Institutions providing scholarships and other financial assistance shall ensure equal opportunities for men and women, and for urban and rural beneficiaries. LGUs shall be encouraged to continue with their existing scholarships and educational assistance projects, particularly those for disadvantaged and differently-abled constituents. Procedures and eligibility requirements of various scholarship and financial assistance schemes administered by national government agencies shall be disseminated to ensure wider coverage. The national government commits to provide CHED: 42,600 scholarships in priority courses annually.

b. *Iskolar ng Mahirap na Pamilya*

This program will provide opportunity for an indigent family to send one member to post secondary education to pursue a degree course. It shall make available to each grantee PhP10,000 for basic tuition, transportation and food allowance.

c. **Student Financial Assistance Program**

Under this program, financially handicapped third year, fourth year and graduating students enrolled in CHED priority courses shall be assisted through an accessible interest-free student loan. The loan can be used for tuition and other school fees, books, course projects, thesis writing, board and lodging, graduation fees, and others. Loan repayment will start not later than two years after graduation.

2. *Alternative Learning Systems/Delivery Modes for Higher Education*

Higher education programs via distance learning shall be developed and improved. The coverage of the ETEEAP shall be broadened. Under the ETEEAP, people who have not finished college but have considerable experience and competencies acquired from informal and nonformal provision could earn a degree through accreditation of their prior learning.

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Studies and measures shall be undertaken to integrate the madaris into the mainstream higher education system.

3. Bridging Program to College

The pre-Baccalaureate system (Pre-Bac) will be introduced to provide sufficient period of college education preparation of secondary education graduates.

This remedial scheme is expected to improve the quality of students entering the higher education system, reduce wastage through college drop-outs and expensive repetitions, and arrest the high rate of noncompletion of degrees by average Filipino college student.

Curriculum, therefore, shall include support services like career guidance and counseling, teaching of academic coping and socialization skills as well as practical skills like computer literacy and effective communication. Given that a really motivated learner can do this in six months, the Pre-Bac need not be pegged at one-year duration.

Graduating high school students will be required to take a standardized test to determine if they are qualified to go to first year college or enter the pre-baccalaureate level. The learning institutions may also determine, based on the results of the standardized test, whether a student may skip part or all of the pre-Baccalaureate program.

The following activities need to be undertaken by the CHED, in coordination with HEIs, within the medium term to the institutionalize the system:

- Refine the details of the scheme and adopt the pre-Baccalaureate policy;
- Commence the information dissemination campaign for greater social acceptance;
- Develop/pilot test/refine the standardized tests to be used; and
- Develop the curriculum of the pre-Baccalaureate program.

4. Articulation of learning and widening mobility among nonformal basic education, TVET and college

A system that would promote the upward academic and social mobility of both the formal education and the Alternative Learning System clientele across basic education, TVET and higher education levels through an open learning system shall be developed. Mobility shall be facilitated through the interface between higher education programs and TVET courses and interconnecting DepEd's Accreditation and Equivalency Program with the ETEEAP, which links TESDA certification and testing with that of CHED. This strategy has previously been described in the section on TVET.

5. Centers of Excellence and Centers of Development

Existing Centers of Excellence/Centers of Development³ (COEs/CODs) shall be sustained and additional centers shall be identified in priority programs and provided support for faculty development, library and laboratory upgrading, research and extension services, instructional programs and materials

³ COEs/CODs are higher education institutions that demonstrate high level of standards in instruction, research and extension services. There are now 275 COEs/CODs throughout the country. These centers shall serve as models and resource centers for the improvement of other HEIs.

development and networking. COEs/CODs shall establish linkages with industry to ensure the responsiveness of the programs to the labor market.

6. *Values formation in higher education*

Values formation shall be incorporated in the Program of Instruction (POI) in the National Service Training Program and other relevant subjects. Specifically, the following values shall be integrated into the POIs --- Faith in the Almighty, Respect for Life, Order, Work, Concern for the Family and Future Generations, Love, Freedom, Peace, Truth, Justice, Unity, Equality, Respect for Law and Government, Patriotism, Promotion of the Common Good and Concern for the Environment.

Studies shall be undertaken and policies, plans and programs shall be formulated and implemented for the development of an indigenous curriculum and preservation of the historical and cultural heritage of the indigenous cultural communities and peoples.

7. *Curriculum updating and upgrading*

To make higher education curricula more responsive to industry and national development needs and comparable to international standards, the following activities shall be undertaken:

- Strengthen the Technical Panels – the group of experts composed of representatives from academe, industry and the Professional Regulatory Boards who develop the curricula, standards and guidelines for academic programs;
- Conduct international benchmarking of programs;
- Encourage the use of ICT in the enrichment of teaching and learning; and
- Promote industry-academe linkage.

8. *Faculty Development Program*

The academic qualifications of university and college teaching faculty in priority fields, including teacher education, social sciences, and health-related disciplines, shall be upgraded through:

- Strengthening of graduate education;
- Provision of scholarship programs to support faculty development; and
- Exchange programs with HEIs in other countries.

9. *Quality assurance system*

The quality assurance system shall be strengthened by:

- Rationalized regulatory and quality assurance policies and procedures;
- Improved process of accreditation of academic programs and expanding its coverage;
- Promoted accreditation through incentives and financial assistance;
- Improved monitoring and evaluation of HEIs; and
- Phased out and closed of poor quality programs.

10. *HEI Research and Extension for Improving Livelihood and Entrepreneurship and Quality of Life in Host Communities*

To promote and strengthen research and extension in HEIs, CHED shall:

- Support conduct of research in HEIs;
- Develop research capability building in HEIs;
- Provide a system of rewards and incentives for researchers; and
- Support extension activities and use of research outputs to improve livelihood and entrepreneurship and quality of life, including technology incubation projects.

11. *Rationalization of governance and financing of higher education*

In the medium term, the following will be pushed within the subsector:

- Rationalize the program offerings of HEIs and develop a typology of HEIs as a guide in operating programs, acquiring university system status, as well as in the creation and conversion of SUCs;
- Design a normative funding formula in allocating budget for SUCs;
- Provide incentives and technical assistance to identified SUCs with innovative schemes for internally generating revenues;
- Encourage government financial institutions to develop and offer packages of soft loans and grants for HEIs; and
- Rationalize and socialize tuition fee structures of SUCs.

Annex 18-1

**Department of Education (DepED)
Elementary Schools Basic Education Data
Classroom Shortage by School District, School Year 2003-2004**

REGION	SCHOOL DIVISION	CLASSROOM SHORTAGE
Region I	Alaminos City	0
Region I	Candon City	0
Region I	Dagupan City	0
Region I	Ilocos Norte	50
Region I	Ilocos Sur	60
Region I	La Union	60
Region I	Laoag City	0
Region I	Pangasinan I, Lingayen	103
Region I	Pangasinan II, Binalonan	106
Region I	San Carlos City	0
Region I	Urdaneta City	0
TOTAL, REGION I		379
Region II	Batanes	1
Region II	Cagayan	316
Region II	Isabela	359
Region II	Nueva Vizcaya	153
Region II	Quirino	56
Region II	Tuguegarao City	0
TOTAL, REGION II		885
Region III	Angeles City	0
Region III	Aurora	53
Region III	Balanga City	0
Region III	Bataan	40
Region III	Bulacan	140
Region III	Cabanatuan City	1
Region III	Gapan City	1
Region III	Munoz Science City	0
Region III	Nueva Ecija	196
Region III	Olongapo City	0
Region III	Pampanga	72
Region III	San Fernando City	0
Region III	San Jose del Monte City	25
Region III	Tarlac	54
Region III	Tarlac City	0
Region III	Zambales	19
TOTAL, REGION III		601

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REGION	SCHOOL DIVISION	CLASSROOM SHORTAGE
Region IV-A	Antipolo City	164
Region IV-A	Batangas	45
Region IV-A	Batangas City	0
Region IV-A	Calamba City	1
Region IV-A	Cavite	118
Region IV-A	Cavite City	0
Region IV-A	Laguna	166
Region IV-A	Lipa City	1
Region IV-A	Lucena City	1
Region IV-A	Quezon	493
Region IV-A	Rizal	204
Region IV-A	San Pablo City	0
Region IV-A	Tanauan City	0
TOTAL, REGION IV-A		1,193
Region IV-B	Calapan City	2
Region IV-B	Marinduque	35
Region IV-B	Occidental Mindoro	130
Region IV-B	Oriental Mindoro	150
Region IV-B	Palawan	599
Region IV-B	Puerto Princesa City	1
Region IV-B	Romblon	66
TOTAL, REGION IV-B		983
Region V	Albay	181
Region V	Camarines Norte	134
Region V	Camarines Sur	368
Region V	Catanduanes	87
Region V	Iriga City	1
Region V	Legaspi City	0
Region V	Ligao City	1
Region V	Masbate	318
Region V	Masbate City	0
Region V	Naga City	0
Region V	Sorsogon	279
Region V	Sorsogon City	0
Region V	Tabaco City	1
TOTAL, REGION V		1,370

REGION	SCHOOL DIVISION	CLASSROOM SHORTAGE
Region VI	Aklan	101
Region VI	Antique	228
Region VI	Bacolod City	0
Region VI	Bago City	0
Region VI	Cadiz City	0
Region VI	Capiz	150
Region VI	Guimaras	120
Region VI	Iloilo	152
Region VI	Iloilo City	0
Region VI	Kabankalan City	0
Region VI	La Carlota City	0
Region VI	Negros Occidental	122
Region VI	Passi City	0
Region VI	Roxas City	3
Region VI	Sagay City	0
Region VI	San Carlos City	0
Region VI	Silay City	4
TOTAL, REGION VI		880
Region VII	Bais City	0
Region VII	Bayawan City	3
Region VII	Bohol	387
Region VII	Cebu	430
Region VII	Cebu City	0
Region VII	Danao City	1
Region VII	Dumaguete City	0
Region VII	Lapu-Lapu City	1
Region VII	Mandaue City	6
Region VII	Negros Oriental	333
Region VII	Siquijor	0
Region VII	Tagbilaran City	0
Region VII	Talisay City	0
Region VII	Tanjay City	5
Region VII	Toledo City	0
TOTAL, REGION VII		1,166
Region VIII	Biliran	20
Region VIII	Calbayog City	2
Region VIII	Eastern Samar	233
Region VIII	Leyte	487
Region VIII	Maasin City	4
Region VIII	Northern Samar	366
Region VIII	Ormoc City	4
Region VIII	Samar (Western Samar)	292
Region VIII	Southern Leyte	96
Region VIII	Tacloban City	0
TOTAL, REGION VIII		1,504

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REGION	SCHOOL DIVISION	CLASSROOM SHORTAGE
Region IX	Dapitan City	0
Region IX	Dipolog City	2
Region IX	Isabela City	1
Region IX	Pagadian City	0
Region IX	Zamboanga City	4
Region IX	Zamboanga del Norte	331
Region IX	Zamboanga del Sur	385
Region IX	Zamboanga Sibugay	306
TOTAL, REGION IX		1,029
Region X	Bukidnon	436
Region X	Cagayan de Oro City	1
Region X	Camiguin	5
Region X	Gingoog City	3
Region X	Iligan City	1
Region X	Lanao del Norte	107
Region X	Misamis Occidental	76
Region X	Misamis Oriental	229
Region X	Oroquieta City	2
Region X	Ozamis City	1
Region X	Tangub City	1
TOTAL, REGION X		862
Region XI	Compostela Valley	224
Region XI	Davao City	13
Region XI	Davao del Norte	85
Region XI	Davao del Sur	133
Region XI	Davao Oriental	151
Region XI	Digos City	16
Region XI	Island Garden City of Samal	0
Region XI	Panabo City	0
Region XI	Tagum City	0
TOTAL, REGION XI		622
Region XII	Cotabato City	0
Region XII	General Santos City	2
Region XII	Kidapawan City	2
Region XII	Koronadal City	1
Region XII	North Cotabato	334
Region XII	Sarangani	181
Region XII	South Cotabato	164
Region XII	Sultan Kudarat	188
TOTAL, REGION XII		872

REGION	SCHOOL DIVISION	CLASSROOM SHORTAGE
CARAGA	Agusan del Norte	108
CARAGA	Agusan del Sur	303
CARAGA	Bislig City	5
CARAGA	Butuan City	3
CARAGA	Siargao	53
CARAGA	Surigao City	1
CARAGA	Surigao del Norte	112
CARAGA	Surigao del Sur	219
TOTAL, CARAGA		804
ARMM	Basilan	136
ARMM	Lanao del Sur I	78
ARMM	Lanao del Sur II	88
ARMM	Maguindanao	388
ARMM	Marawi City	0
ARMM	Sulu	219
ARMM	Tawi-Tawi	120
TOTAL, ARMM		1,029
CAR	Abra	35
CAR	Apayao	44
CAR	Baguio City	0
CAR	Benguet	66
CAR	Ifugao	64
CAR	Kalinga	78
CAR	Mt. Province	65
TOTAL, CAR		352
NCR	Caloocan City	268
NCR	Las Piñas City	95
NCR	Makati City	1
NCR	Malabon & Navotas	14
NCR	Mandaluyong City	1
NCR	Manila	58
NCR	Marikina City	15
NCR	Muntinlupa City	5
NCR	Paranaque City	126
NCR	Pasay City	0
NCR	Pasig City and San Juan	4
NCR	Quezon City	438
NCR	Tagig & Pateros	99
NCR	Valenzuela City	25
TOTAL, NCR		1,149

Note: Details by school are available at RSD-OPS