



Source: The Philippine Star (2018)

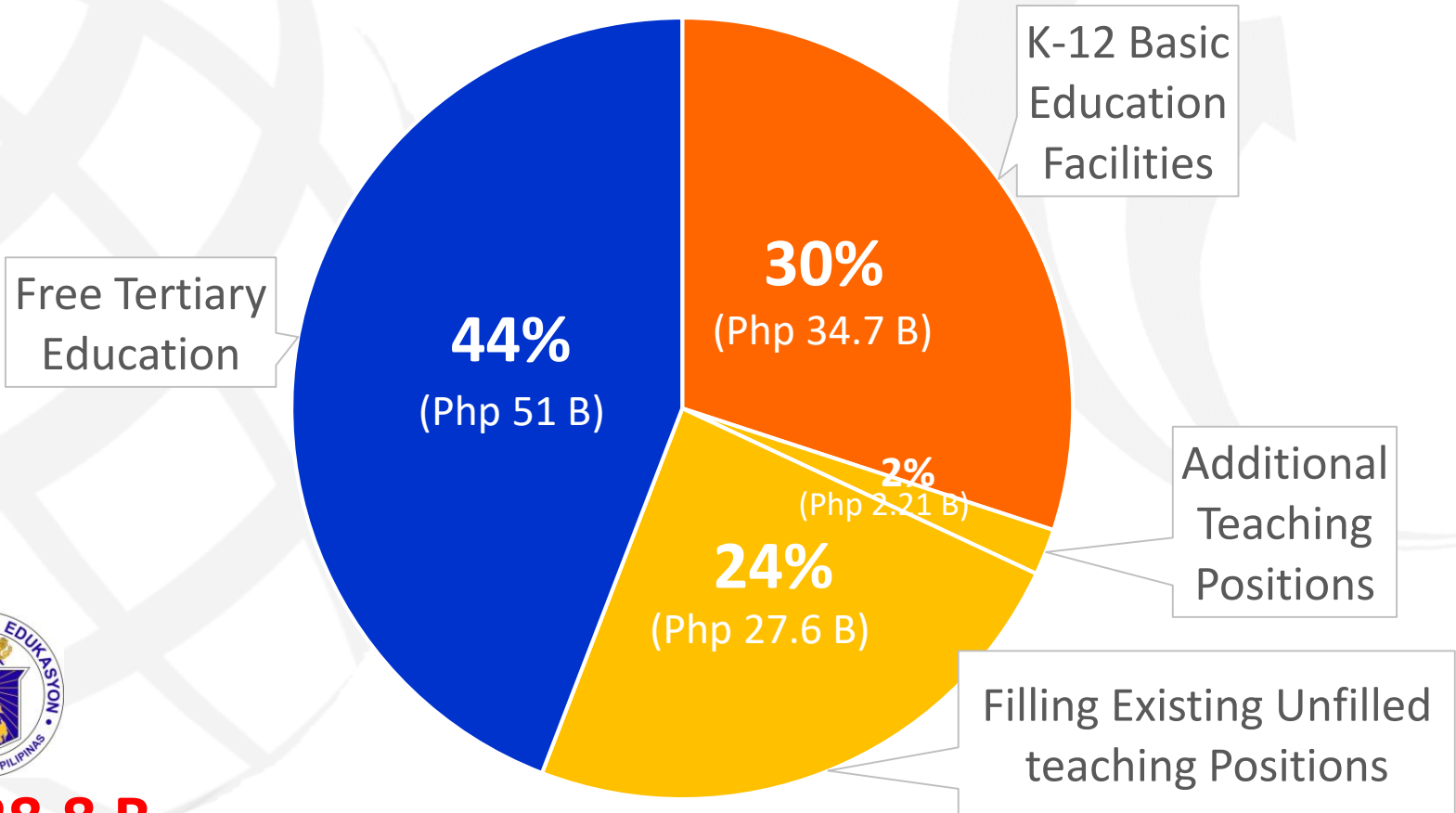
Education Equality in the Philippines

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*International Workshop on Data Disaggregation
for the Sustainable Development Goals
30 January 2019*

Php 115.51 B

2019 Budget for Key Education Programs



Php 528.8 B

The Philippine Educational System

Basic Education

1. Kindergarten/ Early childhood education
2. Elementary/ Primary education
3. **Secondary/Junior and Senior High Schools**
4. Alternative learning system (special needs and out-of-school learners)

Technical Vocational Education and Training (TVET)

- Post-Secondary Non-Tertiary Education
- **Associate degree/Short-cycle tertiary education**

Higher Education

- **Associate degree/Short-cycle tertiary education**
- Bachelor level education
- Advanced/Post-Graduate
 - Post-baccalaureate level education
 - Master level education
 - Doctorate level education



**RA10533,
Enhanced
Basic
Education
Act of 2013**



**EO 358, s. 2004
RA 7796, Technical
Education and Skills
Development Act of
1994**



**RA10931, Universal Access
to Quality Tertiary
Education Act
RA10678, Unified Student
Financial Assistance
System for Tertiary
Education (UniFAST) Act**



2013 Functional Literacy, Education and Mass Media Survey

- Printed in English, 7 languages and 24 dialects
- 20,695 respondent households; 61,410 respondent individuals
- Two forms:
 - Household questionnaire
 - Demographic Characteristics
 - (Basic) Literacy and Education
 - Employment Characteristics
 - Household Characteristics/Amenities
 - Individual questionnaire



2013 Functional Literacy, Education and Mass Media Survey

– Individual questionnaire

7. If a kilo of rice costs P35.00, how much will two kilos cost?

Basic numeracy

8. How much will half a kilo of sugar cost, if one kilo costs P42.00?

9. Read the following paragraph:

Reading and Writing

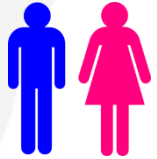
The depletion of our forests is one of the most serious environmental problems of the Philippines. It causes frequent floods and loss of fertile soil. Crops and property are destroyed and many lives are lost because of frequent floods.

Based on the paragraph you read, what are the effects of forest depletion?



2013 Functional Literacy, Education and Mass Media Survey

- Individual questionnaire
 - Numeracy and calculations
 - Reading comprehension
 - Writing a sentence
 - Being a Filipino
 - Human rights
 - Life skills
 - Community thinking
 - Access to TVET, computers, TV, movies, etc.
 - Sports activities
- FLEMMS to be conducted in 2019 (provided that the budget is approved)



Girls/females outnumber boys/males in enrollment.

- In 2017, **26.3 million kids were enrolled** in kindergarten, elementary, junior and senior high schools in the public and private schools, state universities and colleges and local universities and colleges.
- **Enrollees in TVET courses reached 2.27 million** in 2016. **Females** comprised 53.3% of the total number of enrollees, while male enrollees comprised 46.9% of the total. (Table 2)
- The number of **enrollees in HEIs** in AY 2017-2018 reached **2.99 million**. 55.6% of these enrollees were **females**. 44.4% were males.
- The number of **graduates in HEIs** in AY 2016-2017 was 703,327. 59.0% were **females**. 41% were males.

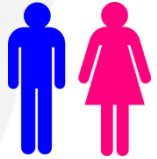


Table 1. Key Statistics on Education Indicators by Sex

Indicator	Both Sexes	Males	Females
Primary net enrollment rate (2016)	96.1%	96.2%	96.1%
Secondary net enrollment rate (2016)	74.2%	68.8%	79.9%
Primary completion rate (2015)	84.0%	81.0	87.4%
Secondary completion rate (2015)	74.0%	69.7%	78.5%
Primary dropout rate (2015)	2.7%	3.3%	2.01%
Secondary dropout rate (2015)	6.6%	8.3%	4.9%
Proportion of pupils starting grade 1 who reach last grade of primary education (2015)	87.5%	84.8%	90.6%
Proportion of students starting grade 7 who reach grade 10 (2015)	81.6%	77.3%	85.9%

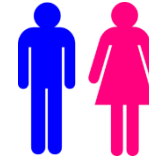
Source: Department of Education



Table 1. Key Statistics on Education Indicators by Sex (cont'd)

Indicator	Both Sexes	Males	Females
Basic Literacy Rate of 15-19 year olds (2013)	98.3%	97.7%	99.0%
Basic Literacy Rate of 10 year olds and over (2013)	96.5%	96.1%	97.0%
Functional Literacy Rate of 15-19 year olds (2013)	93.7%	91.9%	95.6%
Functional Literacy Rate of 10-64 year olds (2013)	90.3%	88.7%	92.0%
Ratio of girls to boys in primary education (2016)	1.0		
Ratio of girls to boys in secondary education (2016)	1.2		
Ratio of females to males in tertiary education (2016)	1.3		

Sources: Philippine Statistics Authority (2013 Functional Literacy, Education and Mass Media Survey),
Department of Education and Commission on Higher Education



Significantly more females were getting advanced degrees than males.

Source: Commission on Higher Education

Table 2. Higher Education Enrollment by Program Level and Sex: AY 2017-18

Program Level	Male	Female	Grand Total
Pre-Baccalaureate	64,787	45,555	110,342
Baccalaureate	1,179,335	1,439,421	2,618,756
Post Baccalaureate	3,428	7,776	11,204
Masters	66,878	147,662	214,540
Doctorate	10,572	16,389	26,961
Grand Total	1,325,000	1,656,803	2,981,803

Table 3. Higher Education Graduates by Program Level and Sex: AY 2016-17

Program Level	Male	Female	Grand Total
Pre-Baccalaureate	37,705	34,303	72,008
Baccalaureate	238,614	357,643	596,257
Post Baccalaureate	973	2,302	3,275
Masters	9,617	18,956	28,573
Doctorate	1,209	2,005	3,214
Grand Total	288,118	415,209	703,327

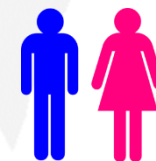


There were more female out-of-school children and youth than males.

Table 4. Percentage of OSCY Among Family Members 6 to 24 Years Old by Sex, 2017

Sex	Distribution of OSCY by Sex and Age Group	Main Reason for Not Attending School
Male	36.7	Lack of personal interest
Female	63.3	Marriage/family matters

3.6 million OSCYs in 2017



One-half of OSCYs belong to families whose income fall at the bottom 30 percent based on their per capita income.

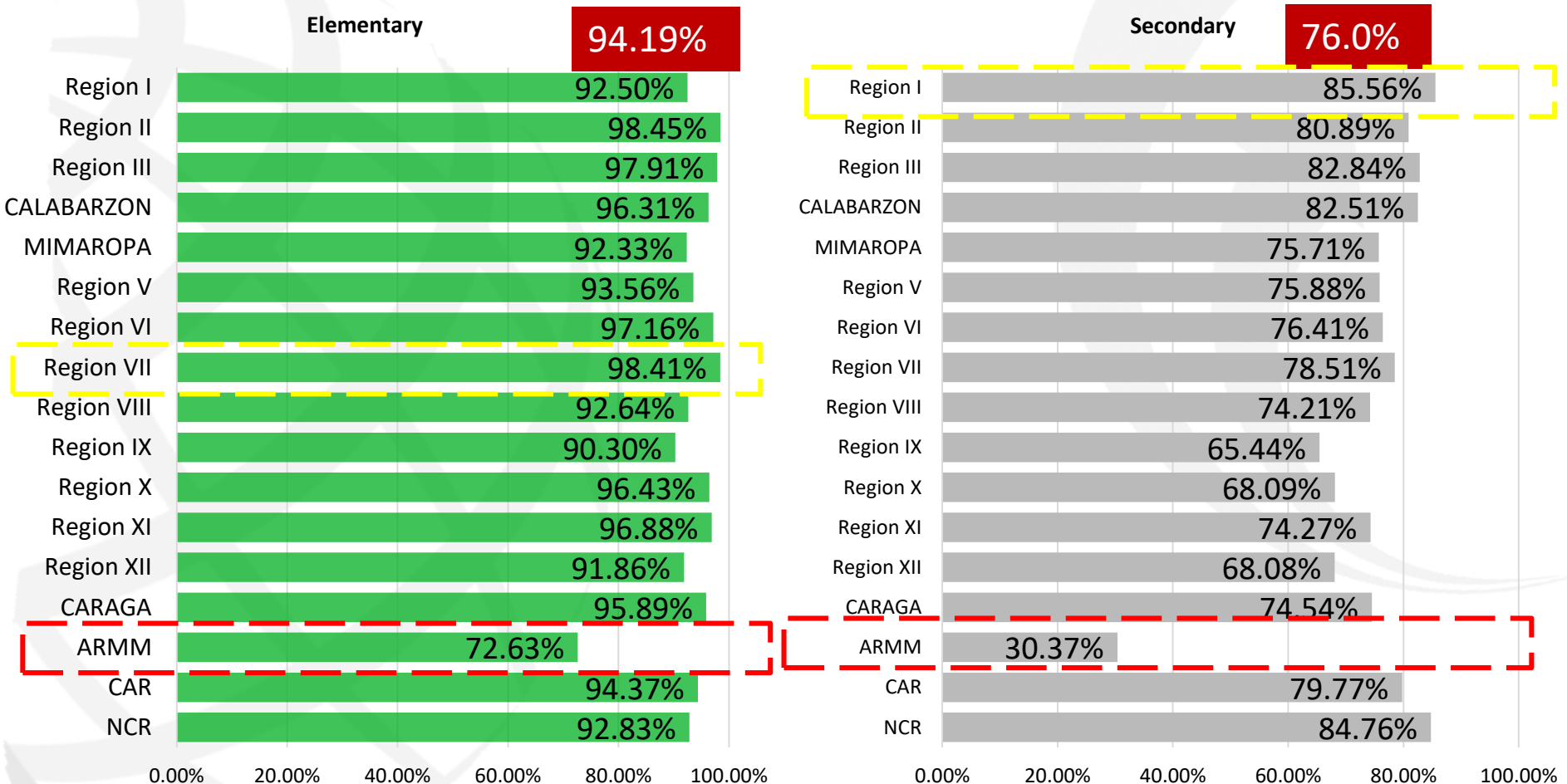
Table 5. Percent Distribution of OSCY by Per Capita Income Decile and Sex: Philippines, 2017

Decile	Male	Female	Both Sexes	Both Sexes (Cumulative)
Number of OSCYs (in '000)	1,311	2,262	3,573	
First Decile	20.1	20.7	20.5	20.5
Second Decile	14.9	16.2	15.7	36.2
Third Decile	16.5	13.1	14.4	50.6
Fourth Decile	12.9	16.6	15.2	65.8
Fifth Decile	8.6	10.7	9.9	75.7
Sixth Decile	7.9	8.6	8.3	84.1
Seventh Decile	8.6	8.2	8.4	92.4
Eight Decile	4.3	2.9	3.4	95.8
Ninth Decile	3.7	2.3	2.8	98.6
Tenth Decile	2.5	0.7	1.4	100.0
Total	100.0	100.0	100.0	



Performance indicators on education vary across regions.
ARMM lags behind all other regions in most education indicators.

Figure 2. Net Enrollment Rates by Region and Educational Level: SY 2017-2018



Source: Department of Education

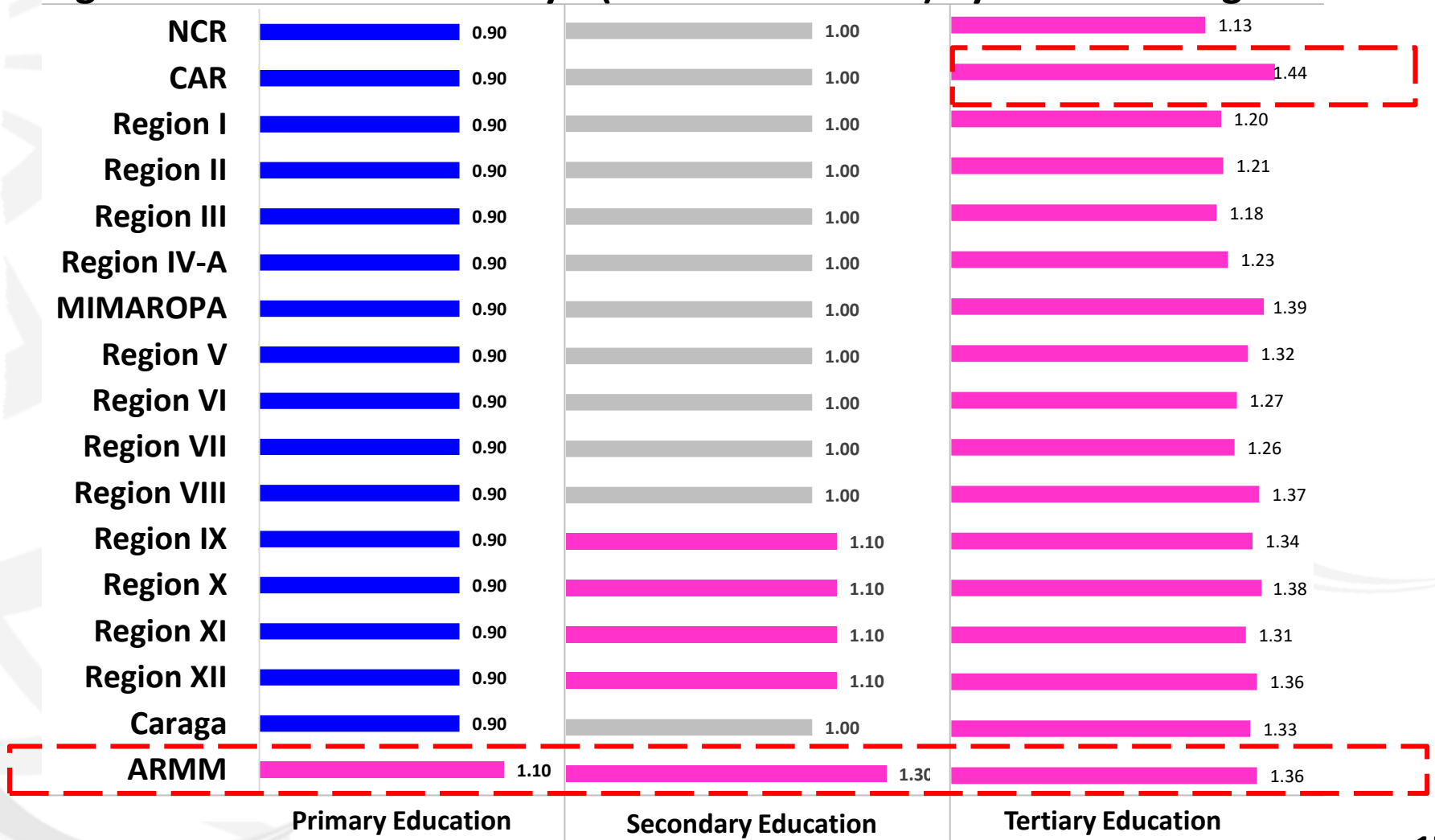


Table 6. Key Statistics on Education Indicators by Region

Region	Primary Completion Rate (2015)	Secondary Completion Rate (2015)	Primary dropout rate (2015)	Secondary dropout rate (2015)	Basic Literacy Rate of 15-19 year olds (2013)	Functional Literacy Aged 15-19 years old (2013)	Pupil-Teacher Ratio in Primary (2016)	Student-Teacher Ratio in Secondary Schools (2016)
Philippines	84	74	2.69	6.6	98.3	98.3	32	26
NCR	82.3	74.2	2.05	5.1	99.7	99.7	23.6	21.5
CAR	86.2	70	1.9	6.2	99.5	99.5	36.5	25.3
Region I	91.5	76.4	1.13	6.1	99.2	99.2	28.2	24.9
Region II	89	73.7	1.74	6.4	98.8	98.8	27.3	23.7
Region III	89.1	72.4	1.45	7	99	99	34.2	26.3
Region IV-A	88.5	81.6	1.76	4.7	98.6	98.6	37.1	27.4
Region IV-B	90.2	76.6	1.66	6.2	97.5	97.5	30.3	26.9
Region V	85.4	69.4	2.54	8.3	97.8	97.8	30.6	26.4
Region VI	88.9	74.8	1.76	6.8	97.7	97.7	27.5	25.2
Region VII	88.5	75.3	1.85	6.1	99.1	99.1	33	25.3
Region VIII	87.9	70.1	2.01	8.3	-	-	26.5	26
Region IX	79.7	70.6	3.73	7.4	98.6	98.6	29.7	26.2
Region X	84	72.1	3	8	98.1	98.1	32.5	25.7
Region XI	88.8	73.4	1.9	7.2	97.5	97.5	34.2	28.6
Region XII	83.7	73	3.15	8.2	94.6	94.6	33.2	26.3
Caraga	84.2	70.6	2.84	8.3	98.4	98.4	29.8	25.4
ARMM	37.1	64	17.17	9.6	96.8	96.8	39.3	29.3

Gap between the sexes in terms of number was noted in tertiary level.

Figure 3. Ratio of Girls to Boys (Females to Males) by Level and Region: 2016



Equal to 1 Less than 1 Greater than 1

Basic Education: Alternative Learning System



- It is a parallel learning system in the Philippines that provides a **practical option** to the existing formal instruction. **When one does not have or cannot access formal education in schools**, ALS is an alternate or substitute.
- Basis:
 - 1987 Philippine Constitution
 - Governance Act for Basic Education otherwise known as the Republic Act 9155

Basic Education: Alternative Learning System

- The number of ALS learners reached by the program was 641,584 in 2017.
- The **budget for ALS** has remained **at less than 1%** of the public basic education spending.
- **Female** participants consistently outperformed their male counterparts, and **urban** participants passed the A&E exam at a higher rate than rural participants.

Education and Special Groups: SY 2017-18

- **2.9 million learners** belonged in **indigenous peoples**. 50.7% of learners were **males**. 49.3% were females.
- **1.4 million learners were Muslims**. 51.7% of Muslim learners were **females**. 48.3% were males.
- There were **22,129 learners with disability/special education needs**. The region with the highest number of SPED learners was in **Region II**, while the least number was recorded in Region VIII.

Table 7. Number of Learners with Disability and with Special Education (SPED) Needs by Sex and Region: SY 2017-2018

Region	Male	Female	Total
Region I	1,168	1,136	2,304
Region II	1,388	1,688	3,076
Region III	524	324	848
Region IV-A	1,608	1,072	2,680
Region IV-B	409	370	779
Region V	662	421	1,083
Region VI	940	589	1,529
Region VII	368	349	717
Region VIII	125	75	200
Region IX	663	674	1,337
Region X	498	320	818
Region XI	638	343	981
Region XII	899	830	1,729
Caraga	283	171	454
ARMM	265	223	488
CAR	638	563	1,201
NCR	1,188	717	1,905
Grand Total	12,264	9,865	22,129

Quality of higher education

SDG Indicator		Statistics	Reference Period	Data Sources
4.3.s3	Passing rate in licensure exam (HEd)	37.6	2016	PRC data, CHED
4.c.s1.1	Faculty qualification with MS/MA degree/s	40.4	2017	Admin data, CHED
4.c.s1.2	Faculty qualification with Ph.D. degree/s	13.3	2017	Admin data, CHED

- **Less than 40% passed licensure exams in various fields in 2016.**
- **Less than 50% of faculty members in HEIs have at least an MA/MS degree.**

Upgrading of education facilities

SDG Indicator		Statistics	Reference Period	Data Sources
4.a.1.1	Proportion of schools with access to electricity			
	Elementary schools	88.7	2016	EBEIS, DepEd
	Secondary schools	93.1	2016	EBEIS, DepEd
4.a.1.2	Proportion of schools with access to the Internet for pedagogical purposes			
	Elementary schools	25.6	2016	EBEIS, DepEd
	Secondary schools	33.2	2016	EBEIS, DepEd
4.a.1.3	Proportion of schools with access to computers for pedagogical purposes			
	Elementary schools	78.5	2016	EBEIS, DepEd
	Secondary schools	83.1	2016	EBEIS, DepEd

Upgrading of education facilities

SDG Indicator		Statistics	Reference Period	Data Sources
4.a.1.4	Proportion of schools with access to single-sex basic sanitation facilities			
	Elementary schools	91.8	2016	EBEIS, DepEd
	Secondary schools	94.9	2016	EBEIS, DepEd
4.a.1.5	Proportion of schools with access to basic handwashing facilities (as per the WASH indicator definitions)			
	Elementary schools	91.0	2014	EBEIS, DepEd
	Secondary schools	94.0	2014	EBEIS, DepEd

Areas for improvement towards Quality and Equality in Education

Quality of education

- Faculty qualification
- Passing rate in licensure exam

Infrastructure

- Internet connection
- Computers
- Electricity

Equality and Inclusive Development

- Boys=girls
- Keeping the boys in school
- Keeping all boys and girls in school
- Alternative learning and SPED

Interagency Committee on Education Statistics





INCLUSIVE DATA CHARTER



THE WORLD BANK



Facilitator:
GLOBAL PARTNERSHIP
FOR SUSTAINABLE DEVELOPMENT DATA

Evaluation of Data Disaggregation in SDG 4

Indicator	Data Disaggregation		
	Required	Available	Not currently Available
4.1.1. Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	By sex (female and male) By geographical area (rural and urban area) By socio-economic status (low and high socio-economic status)	By sex (female and male) By geographical area (rural and urban area, region)	By socio-economic status (low and high socio-economic status)
4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	By sex (female and male)	By sex (female and male) By geographical area (region)	NA
4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	By sex (male/female) By wealth quintile By geographical area (rural/urban) By disability status, IPs and conflict-affected	By sex (male/female) By wealth quintile By geographical area (rural/urban, region)	By disability status, IPs and conflict-affected

Evaluation of Data Disaggregation in SDG 4 (cont'd)

Indicator	Data Disaggregation		
	Required	Available	Not currently Available
4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	By age group (youth and adult) By sex (female and male) By geographic location (rural and urban) By income By type of skill	By age By sex (female and male) By geographic location (rural and urban, region) By socio-economic status	By type of skill
4.a.s2 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	By level of education (elementary, lower secondary and upper secondary)	By level of education (elementary, lower secondary and upper secondary)	

Opportunities for Improving Inclusivity in Education Data

- Consideration of some SDG indicators in the **Philippine Development Plan 2016-2022** as key results indicators in the priority programs of the Philippine Government
- Tracking of learners across educational levels through the **Learner Reference Number**
- **National ICT Household Survey** to estimate the internet access of the population and ITU Core ICT indicators
- **Functional Literacy, Education and Mass Media Survey 2019** to provide updated estimates on functional and basic literacy, among other important education indicators
- **Model Functioning Survey (National Disability Prevalence Survey)** to release statistics on the demographic characteristics of persons with disabilities, possibly covering access to education/educational attainment
- Mapping of data disaggregation using **Advance Data Planning Tool (ADAPT)**

Opportunities for Improving Inclusivity in Education Data

- **2020 Census of Population and Housing** to generate statistics relating to household demographics (sex, disability and indigenous peoples)
- Priority given to build **Registry of indigenous peoples and Registry of PWDs** to improve coverage of social services for IPs and PWDs
- **Philippine Statistical Development Program 2018-2023 and Action Plan of the Philippines on the Inclusive Data Charter** to program statistical activities for the medium-term on SDGs and other sectoral statistics including improving data disaggregation
- **Data for Development Project of the ADB and PSA** to use of small area estimation and big data analytics to generate needed SDG statistics/address SDG Tier 2/3 gaps
- **Philippine Statistical Quality Assurance Framework and Mechanism for the Harmonization of Administrative Records, Registers and Information Systems** to review the design of administrative forms, electronic data systems towards generation of quality statistics (more timely, disaggregated, etc.)



Republic of the Philippines
Philippine Statistics Authority



Thank You!



<http://www.psa.gov.ph>



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Additional Resources

- **SDG Watch (Goal 4: Quality Education):**
<https://psa.gov.ph/sdg/Philippines/baselinedata/4%20Quality%20Education>
- **2017 Philippine Standard Classification of Education (PSCED):**
<https://psa.gov.ph/classification/psced/>
- **2013 Functional Literacy, Education and Mass Media Survey:**
<https://psa.gov.ph/sites/default/files/2013%20FLEMMS%20Final%20Report.pdf>
- **Research papers:**
 - **Out-of-School Children: Changing Landscape of School Attendance and Barriers to Completion (David, Albert, Vizmanos 2018)**
(<https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1825.pdf>)
 - **Boys are still left behind in basic education (David, Albert, Vizmanos 2018)**
(<https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidspn1820.pdf>)

Tier 1 National SDG 4 Indicators

- 4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
 - 4.1.s1 Completion Rate
 - 4.1.s2 Cohort Survival Rate
 - 4.1.s3 Dropout Rate or School Leavers Rate
- 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
- 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Tier 1 National SDG 4 Indicators

- 4.3.s1 Net Enrolment Rate in elementary education
- 4.3.s2 Net Enrolment Rate in secondary education
- 4.3.s3 Passing rate in licensure exam (HEd)
- 4.3.s4 Certification rate (Technical Vocational Education and Training)
- 4.4.1.p1 Proportion of population using internet
- 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
- 4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Tier 1 National SDG 4 Indicators

- 4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
 - 4.a.1.1 electricity
 - 4.a.1.2 internet
 - 4.a.1.3 computers
 - 4.a.1.4 water sanitation
 - 4.c.s1 Faculty qualification (HEd)
 - 4.c.s2 Number of Technical Vocational Education and Training (TVET) trainers trained

Tier 2 and 3 Global SDG 4 Indicators

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

Target/Indicator	Global Tier	National Tier
Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education		
4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	3	2
Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship		
4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	2	2

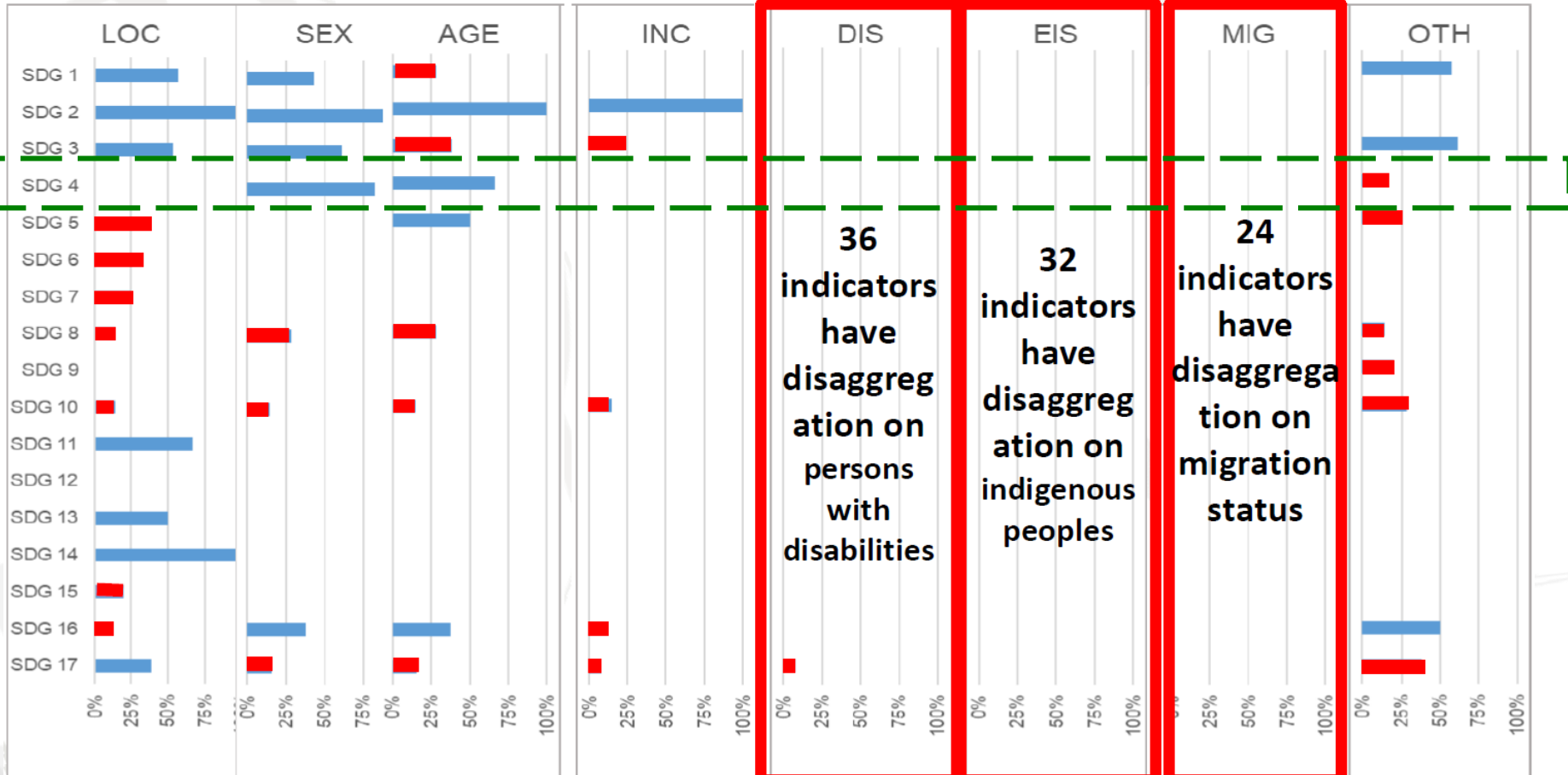
Tier 2 and 3 Global SDG 4 Indicators

Target/Indicator	Global Tier	National Tier
<p>Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p>		
<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>	3	3

Tier 2 and 3 Global SDG 4 Indicators

Target/Indicator	Global Tier	National Tier
<p>Target 4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>		
4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	1	2
4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	1	2

Inclusive Data Charter



LOC = Location or spatial disaggregation (e.g. by metropolitan areas, urban/rural, districts)

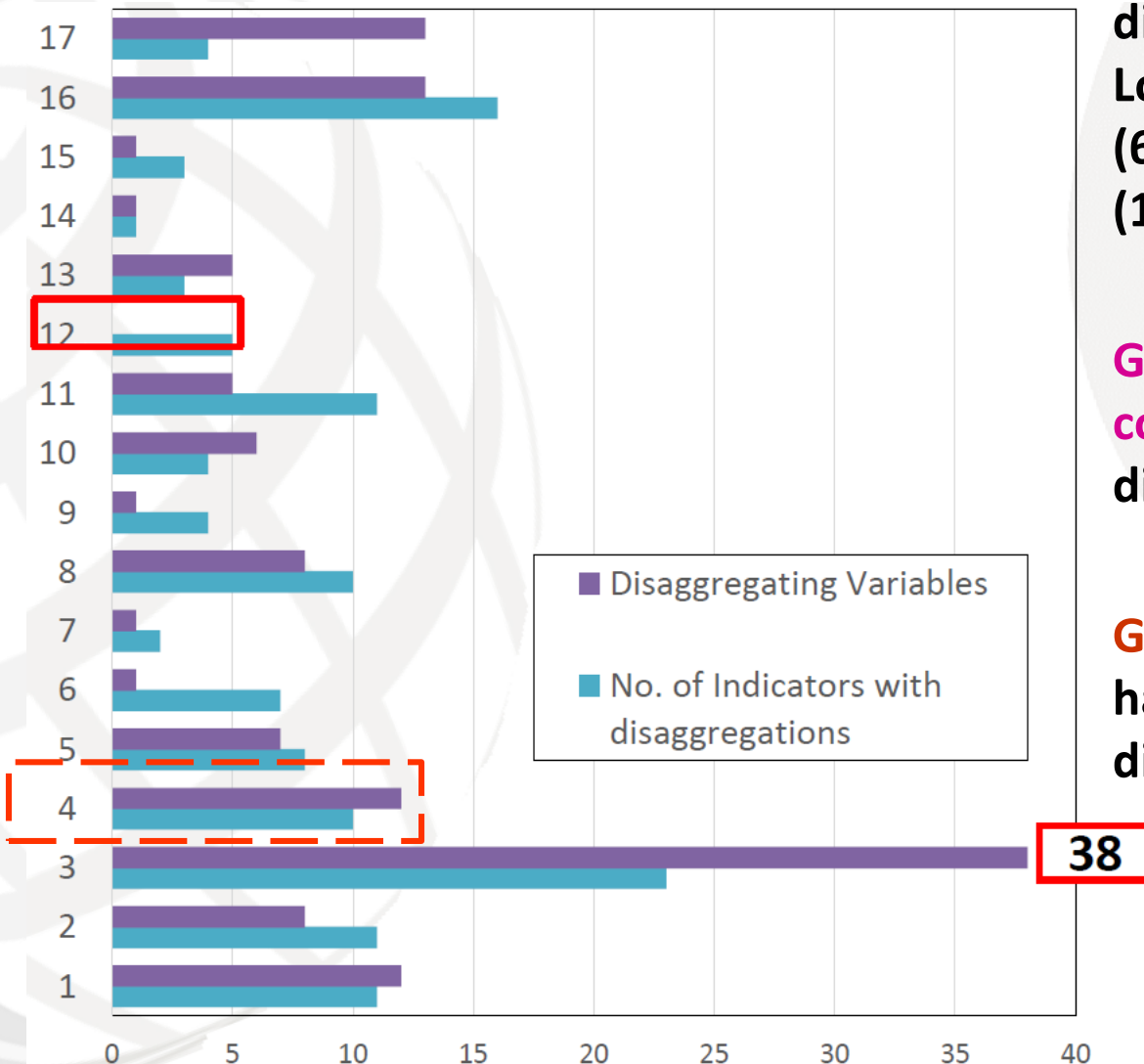
SEX = Sex and gender, AGE = Age, INC = Income quintiles/deciles, DIS = Disability, EIS – Ethnicity and indigenous status, MIG = Migration status, OTH = Others

Inclusive Data Charter

Goal 3 (Good Health) has the highest number of disaggregating variables: Location (7), Sex (8), Age (6), Income (5) and Others (12)

Goal 12 (Responsible consumption) has no disaggregating variables

Goal 4 (Quality education) has 10 indicators with disaggregations.



Interagency Committee on Education Statistics

Accomplishments in 2018

1. Recommendation regarding the **designation of the generation of technical and vocational education and training (TVET) and higher education statistics**
2. **Philippine Statistical Development Program (PSDP) 2018-2023 Chapter on Education and Cultural Statistics**
3. Formulation of indicators for **Early Childhood Care and Development (ECCD)**
4. Development of **statistical framework for sports**
5. Formulation of **cultural indicators** that can measure outcomes of programs that promote Philippine culture

Interagency Committee on Education Statistics

Target outputs in 2019

1. Adoption of **Learner Reference Number** across different levels of education
2. Updating of the **statistical framework for education**
3. Review of **SDG indicators related to education and culture** (i.e. metadata, baseline/latest data)