

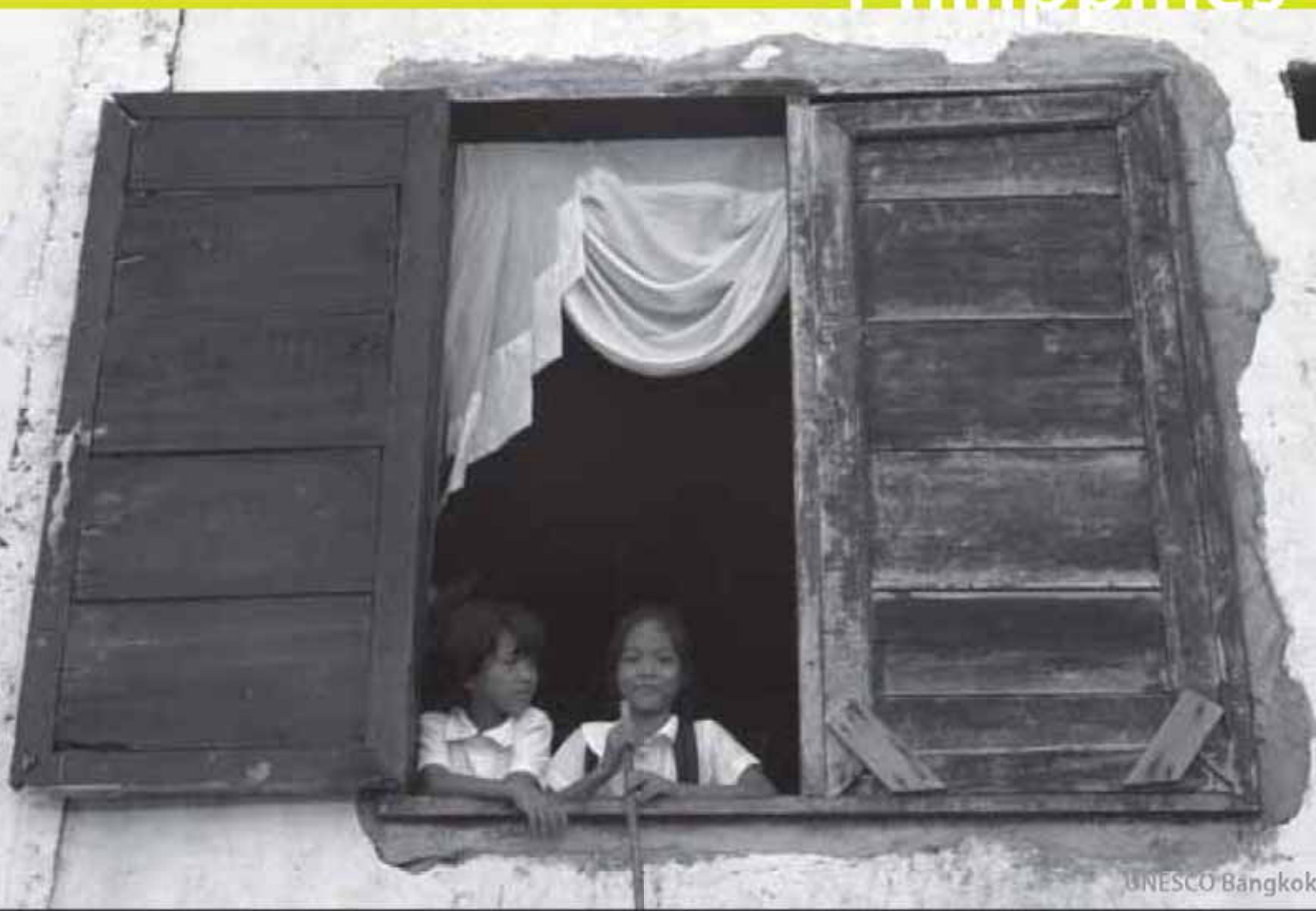


United Nations
Educational, Scientific and
Cultural Organization



Secondary Education Regional Information Base: Country Profile

Philippines





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The project receives a generous financial contribution from the Government of Japan.

Reader's Guide

The following symbols are used in the statistical tables:

- ... No data available
- Na Not applicable
- * National estimation
- ** UIS estimation
- Magnitude nil or negligible
- +ⁿ Data refers to the school or financial year (or period) after the reference year (or period)
- ⁿ Data refers to the school or financial year (or period) before the reference year (or period)

General Notes:

The Secondary Education Information Base: Country Profile uses statistics from the UNESCO Institute for Statistics (UIS) and national sources. Although, in principle, UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from the UIS Data Centre (<http://www.uis.unesco.org>) on June 3, 2008 (to be updated). Please consult the database directly for the most recent data.

Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

Definitions:

A comprehensive list of education indicators, including their definition, purpose, calculation method, and formulas used in their calculation is available from the UIS Glossary of Education Indicators (http://www.uis.unesco.org/ev.php?ID=5202_201&ID2=DO_TOPIC).

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

Levels of education in UIS statistics are defined according to the International Standard Classification of Education (ISCED97: http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC). According to ISCED97, secondary education is divided into two levels: lower secondary level of education and upper secondary level of education. In the case of the Philippines, the lower level of secondary education (ISCED 2) refers to *lower secondary education* (Grade 7-9 or Year 1-3) and the upper level (ISCED 3) refers to *upper secondary education* (Grade 10 or Year 4).

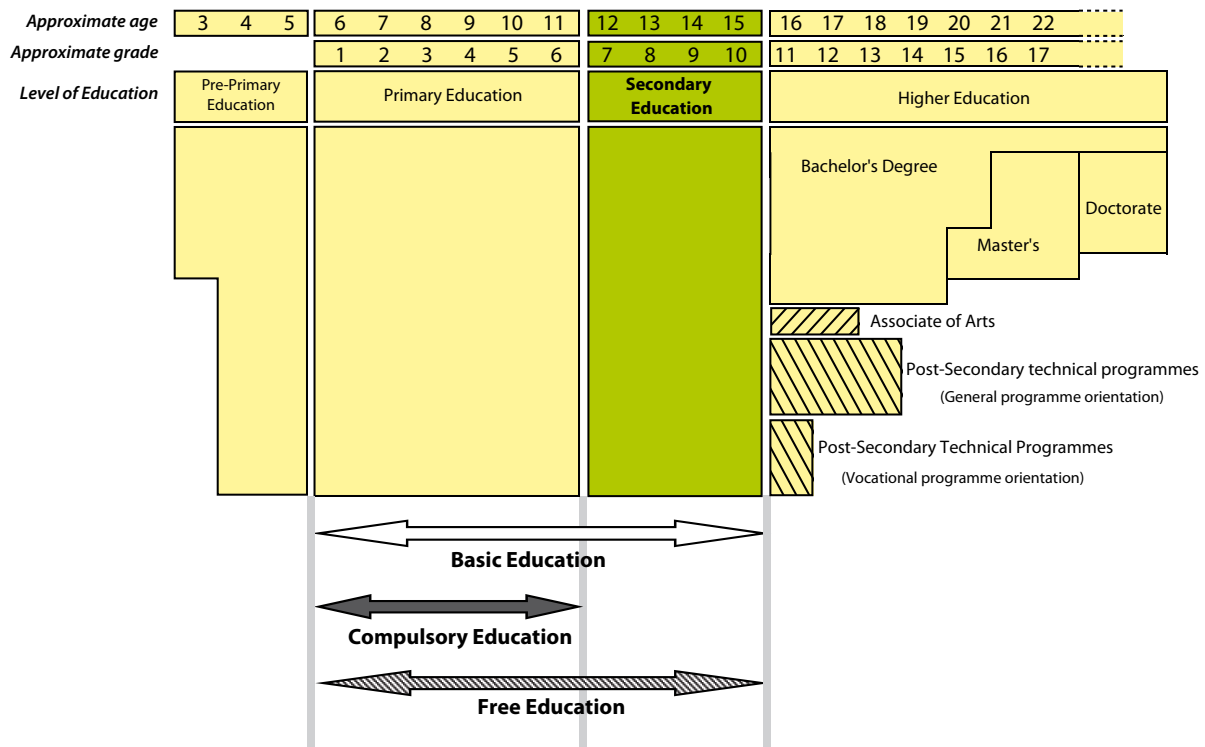
Abbreviations

ADB	Asian Development Bank
AusAID	The Australian Agency for International Development
BSE	Bureau of Secondary Education
CHED	Commission on Higher Education
DECS	Department of Education, Culture, and Sports
DepED	Department of Education
EFA	Education for All
EMIS	Education Management Information System
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
IBE	International Bureau of Education
ICT	Information and Communication Technologies
ISCED	International Standard Classification of Education
JBIC	Japan Bank for International Cooperation
JICA	Japan International Cooperation Agency
NER	Net Enrolment Ratio
PHP	Philippine Peso
PPP	Purchasing Power Parity
STVEP	Strengthened Technical-Vocational Education Programme
SUC	State Universities and Colleges
TESDA	Technical Education and Skills Development Authority
TPR	Teacher-Pupil Ratio
TVE	Technical and Vocational Education
UIS	UNESCO Institute for Statistics
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USD	United States Dollar (currency)
WB	World Bank

1. Secondary Education at a Glance

1.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration



1.2 Size of Schooling Sector

Table 1. School-aged Population, 2006

	School-aged population	Ave. Annual Growth Rate, 2001-2006
Primary	11,876,716	0.82%
Secondary	7,581,633	1.60%
Lower secondary	5,732,401	1.56%
Upper secondary	1,849,232	1.70%

Source: UNESCO Institute for Statistics. 2008.

Table 2. Enrolment, 2006

	Enrolment	Ave. Annual Growth Rate, 2001-2006
Primary	13,006,648	0.38%
Secondary	6,301,582	3.14%
Lower secondary	4,951,067	2.90%
Upper secondary	1,350,515	4.05%

Source: UNESCO Institute for Statistics. 2008.

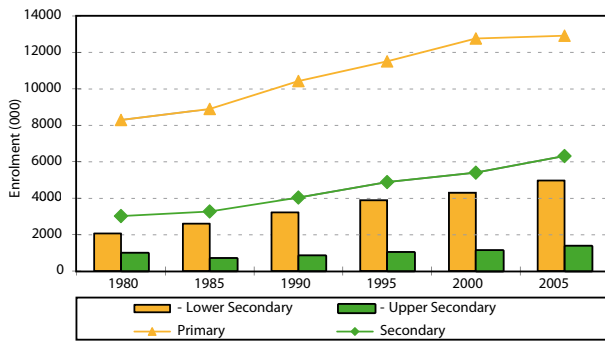
Table 3. Number of Teaching Staff (full and part-time), 2006

	Number of teaching staff	Ave. Annual Growth Rate, 2001-2006
Primary	375,978	0.73%
Secondary	169,075	2.66%
Lower secondary	118,022	3.57%
Upper secondary	51,053	0.70%

Source: UNESCO Institute for Statistics. 2008.

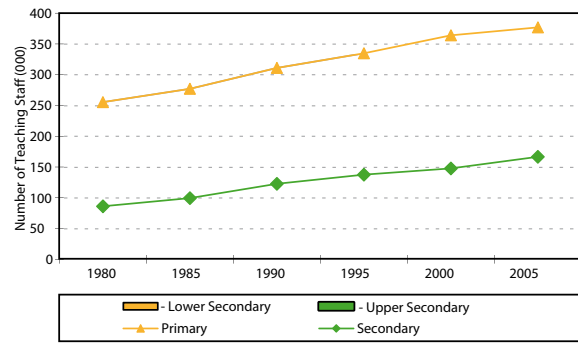
Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

Figure 2. Change in Number of Enrolment, 1980-2005



Source: DECS. no date available, 1992, 1996 and 2003; DepED. 2007b; Ministry of Education, Culture and Sports. 1986.

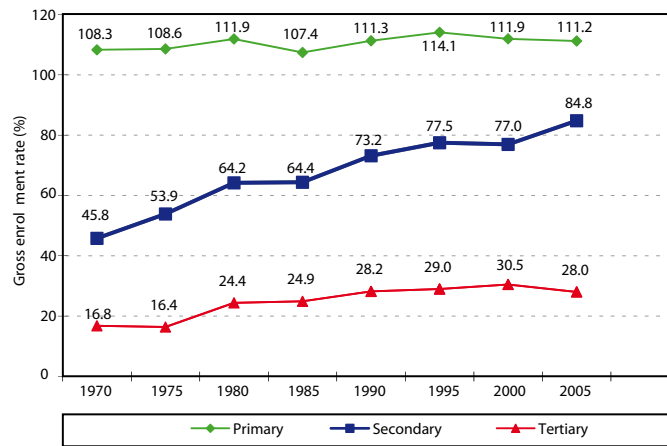
Figure 3. Change in Number of Teaching Staff, 1980-2005



Source: DECS. (n/d) 1992, 1996 and 2003; DepED. 2007b; Ministry of Education, Culture and Sports. 1986.

1.3 Access and Participation

Figure 4. Change in GER by Level, 1970-2005



Source: UNESCO Institute for Statistics. 2008.

Note: Data for 2000 are from 2001.

Table 4. GER in Secondary Education, 2006

	Total	Male	Female	GPI
Secondary	83.1%	78.8%	87.6%	1.11
Lower secondary	86.4%	82.9%	90.0%	1.09
Upper secondary	73.0%	66.0%	80.3%	1.22

Source: UNESCO Institute for Statistics. 2008.

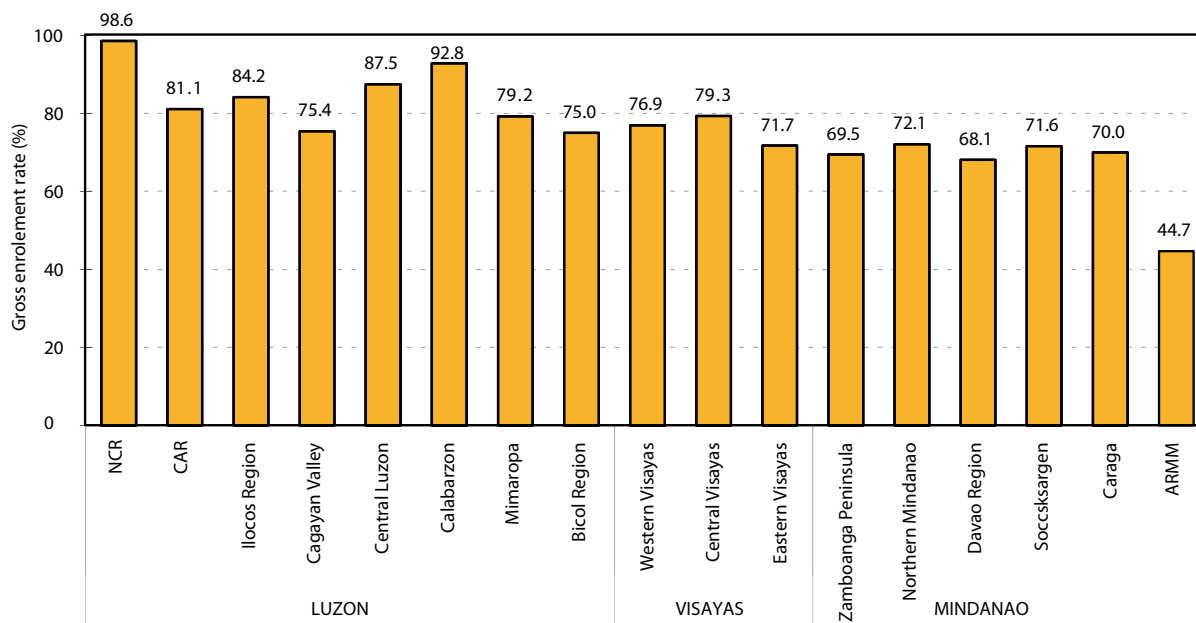
Table 5. NER in Secondary Education, 2006

	Total	Male	Female	GPI
Secondary	60.4%	54.8%	66.2%	1.21

Source: UNESCO Institute for Statistics. 2008.

1.4 Geographical Distribution of Access

Figure 5. GER by Province, 2007



Source: DepED. 2007c.

Note: National Capital Region (NCR), Cordillera Administrative Region (CAR), Autonomous Region in Muslim Mindanao (ARMM)

Figure 6. GER by Geographical Areas and Sex, 2007

		Secondary		
		Male	Female	GPI
LUZON	NCR	99.0%	98.1%	0.99
	CAR	75.9%	86.5%	1.14
	Ilocos Region	82.4%	86.0%	1.04
	Cagayan Valley	71.1%	79.9%	1.12
	Central Luzon	85.4%	89.6%	1.05
	Calabarzon	90.5%	95.2%	1.05
	Mimaropa	75.1%	83.5%	1.11
	Bicol Region	69.8%	80.5%	1.15
VISAYAS	Western Visayas	73.7%	80.3%	1.09
	Central Visayas	76.2%	82.5%	1.08
	Eastern Visayas	66.8%	76.9%	1.15
MINDANAO	Zamboanga Peninsula	65.8%	73.2%	1.11
	Northern Mindanao	68.5%	75.8%	1.11
	Davao Region	64.3%	71.9%	1.12
	Soccsksargen	68.4%	74.9%	1.10
	Caraga	66.0%	74.1%	1.12
	ARMM	39.8%	49.5%	1.24

Source: DepED. 2007c.

1.5 Student Progression

Table 6. Progression Indicators, 2006

Gross Primary Graduation Ratio	97.13%
Transition rate from Primary to Secondary (General)	97.53%
Gross Enrolment Ratio in Total Secondary	79.50%
Percentage of Repeaters in Total Secondary	2.87%
Upper Secondary Gross Graduation Ratio (General)	92.18%
Upper Secondary Gross Graduation Ratio (TVE)	Na

Source: DepED. 2007c.

1.6 TPR and Average Class Size

Table 7. Teacher-Pupil Ratio, 2006

Lower secondary	42.0
Upper secondary	26.5

Source: UNESCO Institute for Statistics. 2008.

Table 8. Average Class Size, 2006

Lower secondary	42.31
Upper secondary	49.36

Source: DepED. 2007c.

2. Institutional Context of Secondary Education

2.1 Education System

The basic education in the Philippines consists of pre-primary education (one year), primary education (six years), and secondary education (four years). Although public pre-primary, primary, and secondary education are provided free, only primary education is stipulated as compulsory according to the 1987 Philippine Constitution. Pre-primary education caters to children aged five. A child aged six may enter elementary schools with, or without pre-primary education. Following on from primary education is four-years of secondary education (high school education), which can theoretically be further divided into three years of lower secondary and one year of upper secondary education. Ideally, a child enters secondary education at the age of 12. After completing their secondary education, students may progress to a technical education and skills development (non-degree) to earn a certificate or a diploma within one to three years, depending on the skill. Students also have the option to enrol in higher education programmes to earn a baccalaureate degree (four years).

The Alternative Learning System (ALS) is a parallel learning system to provide a viable alternative to existing formal education instruction. It encompasses both non-formal and informal sources of knowledge and skills. Certification of learning for out-of-school youth and adults, aged 15 years old and over, who are unable to gain from the formal school system and who have dropped out of formal elementary and secondary education, is ensured through the Alternative Learning System Accreditation and the Equivalency (ALS A&E) System. The system of certification is done through successful completion of the ALS A&E test at two learning levels – elementary and secondary. Those who pass the test have to undergo counselling to explore their opportunities – be it a return to the formal school system, or the option to enter the world of work.

(See *Figure 1 Education Structure: Approximate Starting Age and Duration* on page 1.)

2.2 Legislative Framework and Key Policy Documents

Education Act (1982)

The Education Act (Republic Act No. 7798) is the framework for the establishment of an integrated system of education. The Act specifies the aims of the educational system as follows: (1) Provide general education that assists individuals in the unique ecology of their own society; (2) Train the country's manpower in the middle-level skills required for the country's development; (3) Develop professions that will produce capable

people who can take a lead in the advancement of knowledge and improve the quality of human life, and; (4) Respond effectively to the changing needs and conditions of the country through educational planning and the evaluation system.

The Constitution of the Republic of the Philippines (1987)

The Constitution of the Republic of the Philippines mandates the right of a citizen to receive compulsory primary education and also stipulates free provision of education. Article XIV, Section 2 (2) spells out the free provision of primary and secondary education. It states: "The State shall establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age."¹

Public Secondary Education Act (1988)

The Public Secondary Education Act (Republic Act No. 6655) establishes the free provision of secondary education. Section two of the law states: "It is the policy of the State to provide for a free public secondary education to all qualified citizens and to promote quality education at all levels." Furthermore, in Section three, it defines free public secondary education as follows: "The students enrolled in secondary course offerings in national high schools, general comprehensive high schools, state colleges and universities, specialized schools, trade, technical, vocational, fishery and agricultural schools, and schools established, administered, maintained and funded by local government units, including city, provincial, municipal and *barangay* [village] high schools, and those public high schools which may be established by law, shall be free from payment of tuition and other school fees."²

Governance of Basic Education Act (2001)

The Governance of Basic Education Act (Republic Act No. 9155) institutes a framework for the governance of basic education by establishing authority and its accountability, renaming the Department of Education, Culture, and Sports (DECS) as the Department of Education (DepED), and for other purposes. It writes that the "goal of basic education is to provide the school age population and young adults with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens."³ The Act also redefines the role of field offices (i.e. regional offices, division offices, district offices and schools).

The Medium-Term Philippine Development Plan 2004-2010

The Medium-Term Philippine Development Plan (MTPDP) emphasizes that basic education should be anchored to the Education for All global movement and the Millennium Development Goals. To achieve this, the government is urged to deliver quality basic education, to provide more resources to schools to widen coverage, and to improve the management of operations of the public school system. Desired sector performances at the national level are 96.6 per cent functional literacy among those aged 15 to 25 years old by 2010, and 93.1 per cent among 15-year-olds and above. In addition, the desired secondary cohort survival ratio (four years) is an increase from 67.96 per cent (2005) to 71.51 per cent by 2010, an increase in the net secondary enrolment ratio from 67.48 per cent (2005) to 83.73 per cent by 2010, and a reduction in the secondary drop out ratio from 11.24 per cent (2005) to 8.14 per cent (2010). The MTPDP also enumerates several specific strategies to attain the desired outcomes for basic education.

The Philippine Education for All (EFA) 2015 National Action Plan (2006)

The Philippine EFA 2015 National Action Plan is a vision and a holistic programme of reforms that aims to improve the quality of basic education for every Filipino by 2015. The Plan is anchored to the Dakar Framework of Action, which was signed during the World Education Forum in April 2000 in Dakar, Senegal. It states: "The central goal is to provide basic competencies to everyone, and to achieve functional literacy for all. Ensuring that every Filipino has the basic competencies is equivalent to providing all Filipinos with the basic learning

1 The Republic of the Philippines. 1987. *The 1987 Constitution of the Republic of the Philippines*.

2 The Republic of the Philippines. 1988. *Free Public Secondary Education Act*.

3 The Republic of the Philippines. 2001. *Governance of Basic Education Act*.

needs, or enabling all Filipinos to be functionally literate.”⁴ In terms of secondary level education, all children aged twelve to fifteen, should be on track to completing the schooling cycle with satisfactory achievement levels at every year. “Public funding and official encouragement are provided to increase volume, variety and quality of technical and scientific work on the basic education curriculum and instruction in Filipino and English.”⁵

2.3 Administrative Structure

The Department of Education (DepED) is vested with authority, accountability and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education in the Philippines. Specifically, DepED is accountable and responsible for: (a) formulating national educational policies; (b) formulating the national basic education plan; (c) promulgating national educational standards; (d) monitoring and assessing national learning outcomes; (e) undertaking national educational research and studies; (f) enhancing the employment status, professional competence, welfare and working conditions of all personnel of the department; and (g) enhancing the total development of learners through local and national programmes and/or projects. Within the DepED, the Bureau of Secondary Education specifically oversees the management of general, as well as secondary-level technical and vocational programmes.

Parallel to the national level structure are the DepED regional offices. The DepED regional offices provide field leadership in monitoring, assessing and evaluating learning outcomes; enforce standards, and; provide technical support to schools divisions/schools.

The final level of offices are the DepED Schools Division Offices. The Schools Division Offices perform: (1) instructional leadership and supervision; (2) administrative and budgetary support to schools; (3) technical support services; and (4) extension/community services.

In accordance with the Higher Education Act of 1994, the Commission on Higher Education (CHED), attached to the Office of the President, oversees the management of both public and private higher educational institutions, as well as degree-granting programmes in all tertiary institutions in the Philippines. This is independent and separate from the Department of Education, Culture and Sports (DECS)⁶.

The following governmental offices/departments are responsible for different functions of secondary education management:

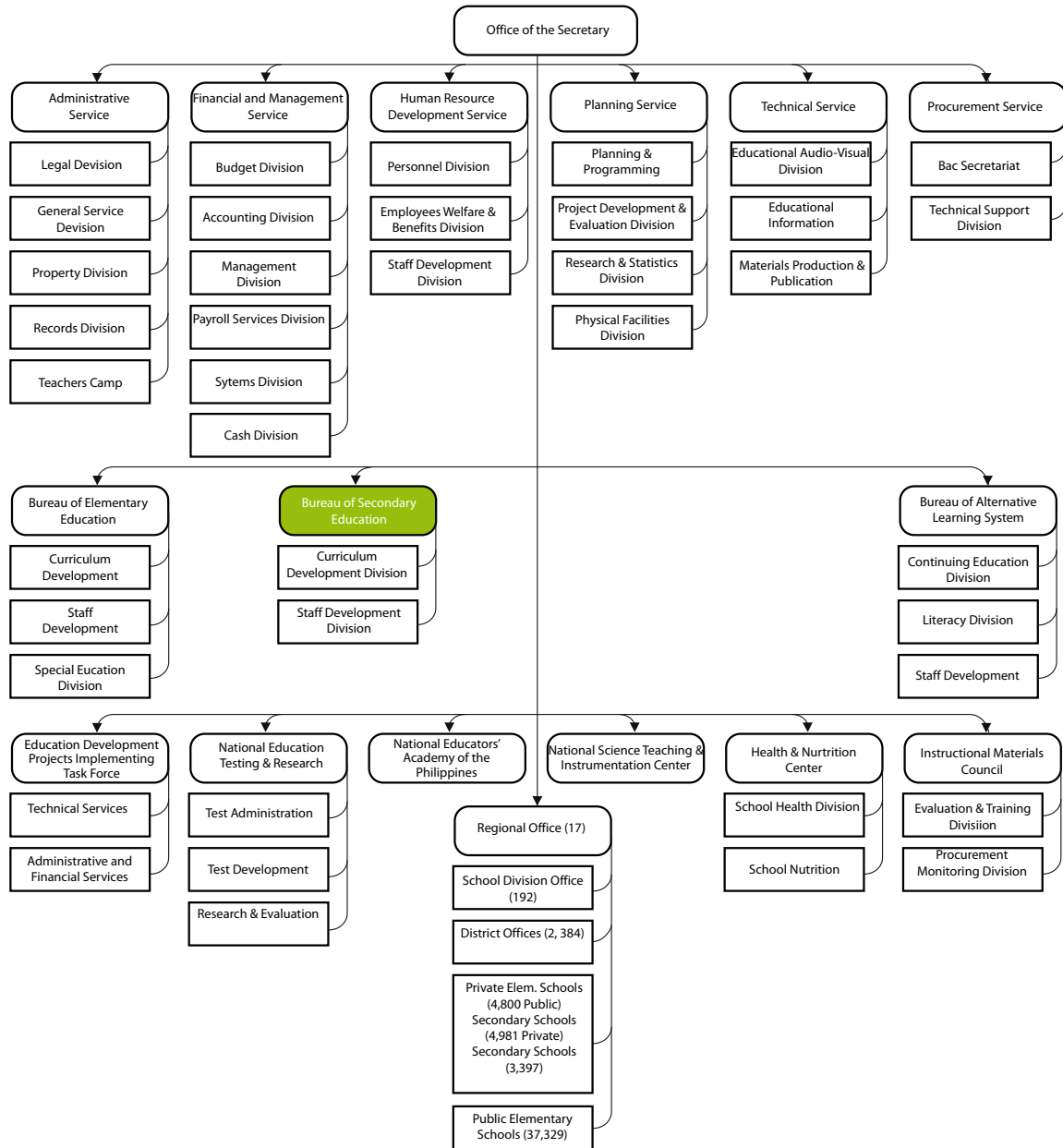
Functions	Responsible body
General secondary education	Bureau of Secondary Education (BSE), DepED
TVE at the secondary level	Bureau of Secondary Education (BSE), DepED
Private education	Bureau of Secondary Education (BSE), DepED Regional and Schools Division Offices, DepED
Personnel management and development	Human Resource Development Service, DepED; Schools Division Offices, DepED
Teacher development and training	Human Resource Development Service, DepED; Schools Division Offices, DepED
Curriculum development and research	Bureau of Secondary Education (BSE), DepED
Learning assessment	National Education Testing and Research Center, DepED; Regional and Schools Division Offices, DepED
Material/textbook distribution	Bureau of Elementary Education, Bureau of Secondary Education and Instructional Materials Council, DepED
Planning	Office of Planning Service, DepED
Budgeting	Financial Management Service, DepED
EMIS	Office of Planning Service, DepED

4 The Republic of the Philippines. 2006. *Philippine Education for All (EFA) 2015 National Action Plan*.

5 National Education for All Committee. 2006. *The Philippine Education for All (EFA) 2015 National Action Plan*.

6 Governance of Basic Education Act of 2001 renamed the Department of Education, Culture and Sports (DECS) as the Department of Education (DepED).

Figure 7. DepED's Organizational Chart



2.4 Financing

In the Philippines, all government agencies' budgets are stipulated by the General Appropriations Act (GAA). For the education sector, the GAA appropriates: (1) the payment of basic salaries and benefits of all regular employees of the government; (2) construction of school buildings and classrooms; acquisition of school sites; (3) procurement of textbooks, instructional materials, school furniture and computers; (4) the creation of additional teaching and non-teaching positions; (5) human resources training and development, and;(6) maintenance and other operating expenses (MOOE) of all administrative units of DepED, TESDA, and the Commission on Higher Education (CHED).

As for the national budget allocation to secondary education, financial resources for public schools are provided by the national government in the form of the yearly MOOE, as stipulated in the GAA. They are computed according to the number of students enrolled in the school and the fixed amount of budget per student for the school year. Public schools, likewise, receive a share from the national appropriations for classrooms, teachers, textbooks, school furniture, computers, and teacher training. Their shares are based on the needs of secondary schools. In regard to private schools, the financial resources are generated from tuition and other fees.

Another type of government funding is the Special Education Fund which is distributed by local government units to local school boards for the operation and maintenance of public elementary and secondary schools in the following areas: (1) construction, repair and maintenance of school buildings and other facilities; (2) establishment of extension classes, and; (3) the staging of sports activities at the division, district, municipal and *barangay* [village] levels. The Special Education Fund is the proceed of the additional one per cent tax on real property in provinces, cities and municipalities.

DepED also receives grants from international organizations, donor agencies, and international NGOs.

The fiscal year is January 1 – December 31.

The school year is June 1 – March 31.

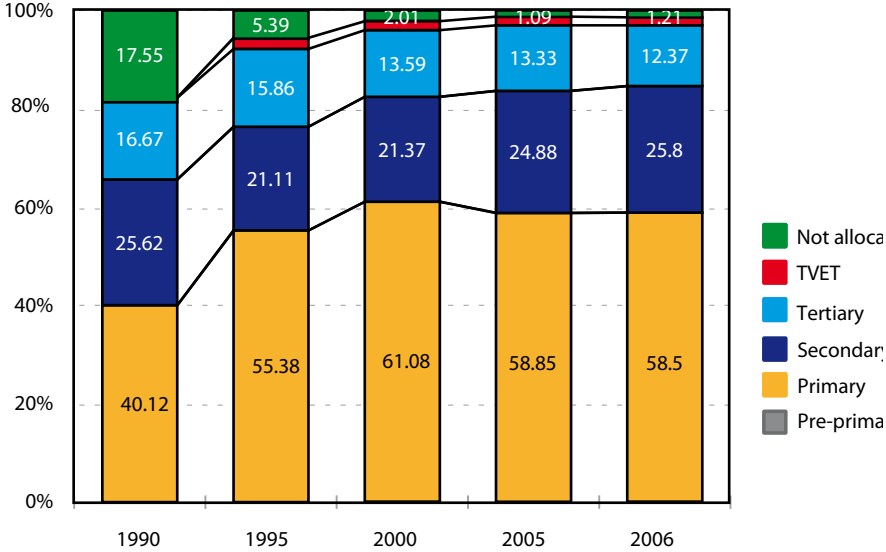
Table 9. Public Expenditure on Education, 2006

As % of GDP ⁽¹⁾	2.54% ⁻¹
As % of total govt. expenditure ⁽¹⁾	15.18% ⁻¹
Per pupil as % of GDP per capita ⁽²⁾	
Primary education	9.95%
Secondary education	10.45%
Tertiary education	10.01%

Source: ⁽¹⁾ UNESCO Institute for Statistics. 2008. ⁽²⁾ L. Roces on the basis of data from National Statistical Coordination Board,

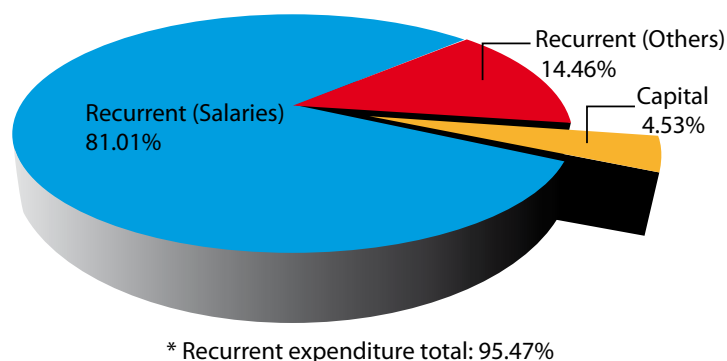
DepED Basic Education Information System, and CHED Statistical Bulletin.

Figure 8. Resource Allocation by Level as % of Total Education Expenditure, 1990-2006



Source: The Republic of the Philippines. 1990, 1995, 2000, 2005 and 2006.

Figure 9. Educational Expenditure by Nature of Spending as a % of Total Educational Expenditure on Public Institutions, 2006



Source: The Republic of the Philippines. 2006.

3. General Secondary Education

3.1 Types of Schools

There are three major types of secondary schools, and two schools operating as single institutions. All types of school offer three years of lower level secondary education and one year of upper secondary education. The public secondary schools are administered and supervised by the DepED and are funded by the national government. The second mainstream secondary school - private secondary schools - are established in accordance with the law and subject to reasonable supervision and regulation set by the DepED. However, they are owned by private individuals, corporations, or religious groups.

The Philippine Science High School is a chartered institution attached to the Department of Science and Technology. It is the only nationally funded high school which offers free scholarship to students with an aptitude in science and mathematics. Laboratory high schools are attached to state universities and colleges (SUCs) to serve as laboratory classes for their teacher education programme. There is one laboratory school of SUC in almost all of the regional offices. Their financial resources are included in the budget of their respective SUCs. Finally, the Philippine High School for the Arts⁷ is a public, secular, non-profit institution that combines a general secondary education-level programme with a special curriculum geared toward the development of highly talented and exceptionally gifted artists and leaders. It is committed to preserving, enhancing and promoting Filipino heritage through culture and the arts.

Table 10. Types of Secondary Schools and Administrative Authority, 2006

	Administrative authority	Number of Institutions ⁽¹⁾	Lower secondary		Upper secondary level	
			Enrolment ⁽²⁾	% of enrolment ⁽²⁾	Enrolment ⁽²⁾	% of enrolment ⁽²⁾
Public secondary schools	DepED	5,078	3,975,545	79.38%	1,051,278	77.44%
Private secondary schools	DepED	3,372	995,401	19.88%	295,391	21.76%
Laboratory schools of SUCs	SUC	80	1,922	0.04%	606	0.04%
Philippine Science High School	Dept of Science & Technology	1	34,887	0.70%	10,500	0.76%
Philippine High School for the Arts	PHSA, DepED ⁷	1	96	-%	29	-%
TOTAL		8,532	5,007,851	100%	1,357,804	100%

Source: ⁽¹⁾ DepED. 2008. ⁽²⁾ DepED. 2007c.

7 The Philippine High School for the Arts (PHSA) is a special school founded in 1977 and established by a Presidential Decree. In 1990, the school was converted into a regular government agency attached to the DepED and implements its programmes within its own budget as stipulated in the General Appropriations Act, in consultation with the Cultural Centre of the Philippines.

3.2 Admission Requirements

Admission to the general lower secondary schools requires the completion of primary education and is decided by school heads, in both public and private schools. Other special schools, such as the Philippine Science High School, the DepED regional science high schools, and SUC schools, require students to pass the competitive entrance examination.

Admission to the general upper secondary level requires students to complete the third year of secondary education (lower level). Similar to the lower level, school heads decide the admission.

3.3 Student Assessment and Promotion

Annual Promotion

The performance-based grading system in secondary schools, which is used to decide students' annual promotion, is designed to reflect consistency between the true level and degree of mastery of competencies of students in each subject area. According to the assessment, grading policies and guidelines prescribed by the DepED, all test scores and numeric or descriptive ratings are converted to percentage grades. The pass grade is 75 per cent, which includes periodical tests assessing students' achievements, competencies and mastery of different subject areas. Additionally, the students' final grades are determined by compiling the average mark for all subjects in the combined four quarters.

Promotion at the secondary level is by each subject. A student is retained in the current year level if he/she incurs failures of three units or more during the regular school year, and is unable to make up for the failed subjects during the summer sessions. Retained students need to repeat only those subjects that they failed. Therefore, in principle, each school and its subject area teachers are held responsible for the assessment of its students.

Table 11. Per cent of Repeaters by Grade and Sex, 2007

	Lower Secondary			Upper Secondary
	Grade 7	Grade 8	Grade 9	Grade 10
Both sexes	3.71%	3.53%	2.63%	1.20%
Male	5.54%	5.38%	4.00%	1.82%
Female	1.85%	1.79%	1.40%	0.66%

Source: DepED. 2007c.

Graduation

In the Philippines, graduation from secondary schools is no different from its annual promotion procedure. Students must pass their final examination in every subject area with at least a 75 per cent score. The final examinations are prepared by teachers and are administered at the school level. Therefore, in principle, the school heads and the teachers take the responsibility for student graduation assessment.

Table 12. Progression of Graduates (Upper Secondary), 2004

% of graduates who pursue higher education	56.0%
% of graduates who enter the world of work	18.6%
% of graduates who do not know what they will be doing	25.4%

Source: DepED. 2005.

3.4 Tuition

In general, public secondary school tuition for lower and upper levels is legally free. Otherwise, the school can collect voluntary contributions from the students for different organizations (i.e., Parent-Teacher-Community Associations, student organizations, etc).

Support Programmes

The Education Voucher System (EVS) was first introduced in June 2006. It is designed to democratize access to basic education. Through this system, the national government extends financial assistance to students who wish to pursue secondary education in government recognized private schools. Specifically, the assistance may be extended to public elementary school graduates, out-of-school youth, the Philippine Educational Placement Test (PEPT) qualifiers, and the Alternative Learning System Accreditation and Equivalency (ALS A&E) qualifiers. The national government is committed to support such beneficiaries as long as the students remain enrolled in the chosen high school and meet the requirements for regular promotion to each of the succeeding school years until they graduate.

The Government Assistance to Students and Teachers in Private Education (GASTPE) scheme consists of: (1) tuition fee supplements for students in private high schools; (2) the High School Textbook Assistance Fund; (3) expansion of the existing Education Service Contracting Scheme, i.e., the Department of Education shoulders the tuition and other fees of excess students in public high schools who enrol under this programme; (4) scholarship grants to students graduating as valedictorians and salutatorians from secondary schools; (5) tuition fee supplements to students in private colleges and universities; (6) the Education Loan Fund, and; (7) the College Faculty Development Fund. Overall, the GASTPE scheme appropriates financial assistance to students and teachers in private education by providing subsidies to students who would not otherwise receive a free public secondary education, possibly due to the public school system's limited facilities.

3.5 Curriculum

The 2002 Basic Education Curriculum was developed by the DepED, which took effect in the 2005/06 school year, and it applies to both public and private institutions. In the secondary education curriculum, there are five learning areas: the Filipino language; English; science; mathematics; and *Makabayan*. The fifth learning area (*Makabayan*) provides the balance between individual and societal needs where a deeper appreciation of the Philippine's culture, heritage and history is developed. The secondary education curriculum aims to raise the quality of Filipino learners and graduates and empower them for lifelong learning by attaining functional literacy.

Public high schools principals who have undergone capacity building in the development and management of curriculum innovations are given the flexibility to implement curriculum initiatives.

Table 13. Statutory School-opening Days and Teaching Weeks per Year and Teaching Hours per Week

	School opening days per year	Teaching weeks per year	Teaching hours per week
Secondary	196 days	40 weeks	30 hours

Source: DepED, 2007e.

A more comprehensive and detailed description of the curriculum is available from IBE's *World Data on Education* database at: <http://www.ibe.unesco.org/Countries/WDE/2006/index.html>

4. Private Education

Private educational institutions are established in accordance with the law and are subject to reasonable supervision and regulation by the government. The 1987 Philippine Constitution states: "The State recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions."⁸ The state encourages private support to education through financial and other assistance measures. More specifically, in the 1992 Revised Manual of Regulations for Private Schools (8th Edition) it states: "It is the policy of the State that the national government shall contribute to the financial support of educational programmes pursuant to the goals of education as declared in the Constitution. Towards this end, the government shall: (1) adopt measures to broaden access to education through financial assistance and other forms of incentives to schools, teachers, pupils, and students; and (2) encourage and stimulate private support to education through, among others, fiscal and other assistance measures."⁹

Private education teachers are also required to meet the same qualifications as all public secondary school teachers. In terms of administrative operations, the mandatory implementation of the 2002 Basic Education Curriculum was expanded to the private schools (effective 2006/07 school year). As for the educational programme, private schools apply to the authority to conduct educational operations. The authority to conduct educational operations is granted by the Department of Education through recognition of the educational programme and operations of the school, whereas a public secondary school is established either through legislation, or through DepED authority. However, accredited private schools are given the flexibility to enrich their programmes and implement their curriculum initiatives. The Department of Education encourages private schools the use of the mechanism of voluntary accreditation if they meet the standards of quality over and are above the minimum required for government recognition.

As for the students, special orders, issued by the Department of Education, are required for the graduation of students at the formal secondary and tertiary levels, whereas in public schools this procedure does not apply.

Table 14. Per cent of Enrolment in Private Institutions, 2001 and 2006

	2001			2006		
	All	General	TVE	All	General	TVE
Secondary education	22.67%	22.67%	na	20.39%	20.39%	na
- Lower secondary	21.81%	21.81%	na	20.00%	20.00%	na
- Upper secondary	25.97%	25.97%	na	21.84%	21.84%	na

Source: UNESCO Institute for Statistics. 2008.

Note: The percentage figures were calculated by UNESCO Bangkok on the basis of UIS Statistics.

⁸ The Republic of the Philippines. 1987. *The 1987 Constitution of the Republic of the Philippines*.

⁹ The Republic of the Philippines. 1992. *1992 Revised Manual of Regulations for Private Schools*.

5. Secondary-Level Technical and Vocational Education

The Department of Education is the major provider of TVE at the secondary level, while TESDA is also another national-level organization that is responsible for providing direction, policies, programmes and standards at the post-secondary level. In the Philippines, there is no diversified or comprehensive school system which offers both academic and vocational streams/courses under the same institution.

The Decentralizing Management of the Strengthened Technical-Vocational Education Programme (STVEP) was initiated in the 2007/08 school year. This programme stresses the department's goal related to the technical-vocational education programme, which is "to equip high school students with relevant skills through the Strengthened Technical-Vocational Education Programme (STVEP) in order to prepare them for higher education, the world of work and for entrepreneurship".¹⁰ In order to realize this goal, 140 priority technical-vocational high schools are strengthened by the provision of competency-based curriculum and training, physical facilities, instructional materials, manpower requirements and other logistical support. In the DepED order, other interested high schools were also encouraged to implement the STVEP.

The 140 priority technical-vocational high schools are: (1) agricultural high schools focusing on vegetable production, food processing, animal production and crop production; (2) schools of fisheries teaching fish capture, fish culture and fish processing; and (3) schools of the arts and trade covering electrical technology, electronics, machine shop technology, automotive mechanics, civil technology, welding, computer technology, ICT and software skills and technical drawing.

Regarding the fluency of transition between STVEP programmes and general education programmes, students enrolled in STVEP secondary education programmes are allowed to switch to general secondary programmes. In addition, STVEP secondary institution graduates can enrol in universities and take degree courses, or continue with post-secondary education programmes, and then later switch to universities under the Ladderized Programme.¹¹

In 2007, 3.16 per cent out of total secondary enrolment, were enrolled in secondary level TVE schools.¹²

10 DepED. 2007d. *Decentralizing Management of the Strengthened Technical-Vocational Education programme (STVEP)* (DepED Order No. 48 s.2007).

11 Ladderized Programme is a unified national qualification framework that establishes equivalency pathways and access ramps for easier transition and progression between TVET and higher education.

12 DepED. 2007a. *BEIS database*.

6. Teachers in General Secondary Education

Table 15. Number of Teachers and Key Indicators, 2006

	Number of teachers	Percentage of female teachers	Percentage of trained teachers	Teacher: pupil ratio
Secondary education	169,075	76.38%	...	37.3
- Lower secondary	118,022	76.26%	...	42.0
- Upper secondary	51,053	76.64%	...	26.5

Source: UNESCO Institute for Statistics. 2008.

Table 16. Minimum and Maximum Salary for Teachers

	Minimum salary		Maximum salary	
	Amount per year	% to GDP pc	Amount per year	% to GDP pc
Lower secondary	PHP 196,689	...	PHP 320,974	...
Upper secondary	PHP 196,689	...	PHP 320,974	...

Source: DepED. 2007f.

Note: Minimum and maximum salary in the table refer to the amount at the lowest and highest ends of the official salary scale.

Table 17. Average Salary for Teachers

	Average starting salary		After 15 years of service		Average ending salary	
	Amount for a year	% to GDP per capita	Amount for a year	% to GDP per capita	Amount for a year	% to GDP per capita
Lower secondary	PHP 196,689	...	PHP 206,161	...	PHP 234,608	...
Upper secondary	PHP 196,689	...	PHP 206,161	...	PHP 234,608	...

Source: DepED. 2007f.

Note: Other types of remuneration besides the basic salary included in the above figure are the year-end bonus, cash gifts, cash allowances, personal emergency relief allowances, additional compensation allowances, new additional compensation allowances, productivity incentive bonuses and clothing allowances.

6.1 Teacher Management

Teachers are recruited at the school level, which is considered the lowest administrative level of the DepED. All public schools are mandated to serve as authorized offices to receive applications for all available teaching positions in their school division. A school selection committee is created which is responsible for officially receiving and acknowledging applications, ascertaining the completeness of documents submitted by applicants, informing applicants as to the proper disposition of their applications, and forwarding complete applications to the Schools Division Office Selection Committee for preliminary evaluation of applications. Deployment and management are also the responsibilities of schools division offices.

For a teacher to be promoted, first the school head makes a recommendation to the Schools Division superintendent, who will evaluate and issue an appointment for the teacher to be attested by the Commissioner of the Civil Service Commission.

Additional teaching positions are created by the national government and approved through legislation.

6.2 Qualifications and Pre-Service Training

In order to qualify as secondary school teachers, applicants must graduate from a school, college or university recognized by the government and possess the minimum educational qualifications of one of the following: (1) a four-year course in elementary education (BSEEd), (2) a four-year course in secondary education (BSEd), (3) a four-year course in arts and science, with at least 10 units in professional education, (4) a four-year course in specialized vocational-technical education. For those who have graduated from a four-year course in the teacher education programme, they must pass the Licensure Examination for Teachers (LET) that is available annually. Private higher education institutions also offer BSEEd, BSEd, or other professional education courses

specified in both curricula. They must have the proper authority from the Commission of Higher Education. Government-supported institutions, such as the SUCs and local college and universities, also offer pre-service teacher training for a duration of four years.

The Professional Regulatory Commission, which is attached to the Office of the President of the Philippines, is in charge of issuance and the removal of the teacher's licence. The licence must be renewed every three years by submitting the old licence and two passport-sized photos and paying the registration fee to the Professional Regulatory Commission. There is no teacher performance assessment conducted, for a teacher to renew his/her licence.

The required practical training (practicum) lasts for one semester.

6.3 In-Service Training

Institutions such as teacher organizations, teacher training institutions, state universities and colleges and school INSET (In-service Education and Training) all offer in-service teacher training. The teacher training requires all teachers to participate annually, since it is taken into consideration for the teachers' career development.

7. Recent Reforms

Basic Education Sector Reform Agenda, 2005-2010

Although a number of initiatives have already been put into place such as the Schools First Initiative, the Basic Education Sector Reform Agenda (BESRA) is a "package of reform policy" that is specifically aimed at reforming basic education in order to meet EFA goals by 2015. Among many policy actions stated in BESRA, the five most important actions are called key reform thrusts (KRT), which are: KRT 1: school-level stakeholders improve their own schools continuously; KRT 2: teachers raise the prevailing standards of their profession to meet demands for better learning outcomes; KRT 3: influential social institutions and key social processes are engaged by the DepED to support national scale attainment of desired learning outcomes; KRT 4: providers of early childhood care and development, alternative learning systems, and the private sector increase their respective complementary contributions to national basic education outcomes; KRT 5: the DepED changes its own institutional culture towards greater responsiveness to the key reform thrusts of BESRA.

Strengthening of Technical-Vocational Education at the Secondary Level, 2007/08

In 2007, DepED Order No. 48, stated that the Decentralizing Management of the Strengthened Technical-Vocational Education Programme (STVEP) stresses the department's goal is to: "to equip the high school students with relevant skills through the STVEP in order to prepare them for higher education, [the] world of work and for entrepreneurship."¹³ To realize this goal, 140 priority technical-vocational high schools under the department were to be strengthened by providing a competency-based curriculum and training, physical facilities, instructional materials, manpower requirements and other logistical support. Under the DepED Order, other interested high schools were encouraged to implement the STVEP. The programme started in the 2007-2008 school year.

13 DepEd. 2007d. *Decentralizing Management of the Strengthened Technical-Vocational Education Programme*.

8. Involvement of Development Agencies

Below is the list of major secondary education-related projects (recently completed or on-going) that receive support from external development agencies (as of July 2008):

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Secondary Education Development and Improvement Project (SEDIP)	ADB/JBIC (Loans)	SE	1999-2008	http://www.adb.org/Projects/project.asp?id=25182
The National Programme Support for Basic Education Project	WB (Loans/Credit)	PE+SE	2006-2011	http://web.worldbank.org/external/projects/main?pagePK=64283627&piPK=73230&theSitePK=40941&menuPK=228424&Projectid=P094063
Social Expenditure Management Project (SEMP)	WB (Loan)	PE+SE	2000-2007	http://www.worldbank.org.ph/external/projects/main?pagePK=64283627&piPK=73230&theSitePK=332982&menuPK=333017&Projectid=P069916
Strengthening of Continuing School Based Training Programme for Elementary and Secondary Science and Mathematics Teachers in the Republic of the Philippines	JICA (Grant)	PE+SE	2002-2005	http://project.jica.go.jp/philippines/0125062C0/english/index.html
Medium-Rise School Building Programme for the National Capital Region	JICA (Grant)	PE+SE	2007-2008	http://neda.gov.ph/odamon/ProjectProfile.asp?ProjectId=1055
Country Programme for Children VI	UNICEF (Grant)	PE+SE	2005-2009	...
Philippine-Australia Basic Education Assistance for Mindanao Stage 2 (BEAM II)	AusAID (Grant)	PE+SE	2004-2008	http://www.usaid.gov.au/country/cbrief.cfm?DCon=1148_8702_9418_7487_8517&CountryID=31&Region=EastAsia
Strengthening Implementation of Visayas Education (STRIVE) Phase II	AusAID (Grant)	PE+SE	2007-2010	http://www.usaid.gov.au/country/cbrief.cfm?DCon=1148_8702_9418_7487_8517&CountryID=31&Region=EastAsia
Philippine Basic Education Reforms (SPHERE) Trust Fund	AusAID (Grant)	PE+SE	2007-2011	http://www.usaid.gov.au/country/cbrief.cfm?DCon=1148_8702_9418_7487_8517&CountryID=31&Region=EastAsia

PE = Primary education; SE = Secondary education

Note: For ADB and WB projects, the implementation period refers to the period between the year of project approval and the [estimated] project completion year as stipulated on each project's website. For other projects, it is based on the data/information provided by L. Roces.

9. Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information on education, or the secondary education sub-sector.

Publications

Lockheed, M.E., Zhao, Q., and World Bank. 1992. *The Empty Opportunity: Local Control of Secondary Schools and Student Achievement in the Philippines*. Washington, DC: World Bank.

Maglen, L. & Manasan, R. 1999. *Education Costs and Financing in the Philippines*. Technical Background Paper No. 2 for ADB and the World Bank *Philippine Education for the 21st Century: The 1998 Philippines Education Sector Study*. Manila: ADB.

Documents

The Republic of the Philippines:

1987 Constitution (<http://www.gov.ph/aboutphil/constitution.asp>)

Department of Education:

Basic Education Curriculum 2002. http://www.deped.gov.ph/cpanel/uploads/issuancelmg/DO_43_08-29-02_00001.pdf (PDF; 760kb)

Education Act 1982. http://elibrary.supremecourt.gov.ph/republic_acts.php?doctype=Republic Acts&docid=a45475a11ec72b843d74959b60fd7bd645c7b8d93b51d

Governance of Basic Education Act 2001. <http://www.deped.gov.ph/cpanel/uploads/RA-9155.pdf> (PDF; 49.2kb)

Medium-Term Philippine Development Plan 2004-2010. http://www.neda.gov.ph/ads/mtpdp/MTPDP2004-2010/PDF/MTPDP_2004-2010_NEDA_Chapterx18_Education.pdf (PDF; 250kb)

Philippine Education for All (EFA) 2015 National Action Plan (2006). http://cms.unescobkk.org/fileadmin/user_upload/efa/EFA_Plans/Phil_EFA2015_Final_Plan.pdf (PDF; 314kb)

Public Secondary Education Act 1988. http://elibrary.supremecourt.gov.ph/republic_acts.php?doctype=Republic Acts&docid=a45475a11ec72b843d74959b60fd7bd646a52eb76d01d

Websites

Asian Development Bank: www.adb.org (English):

Key Indicators: http://www.adb.org/documents/books/key_indicators/2008/pdf/PHI.pdf

International Bureau of Education: www.ibe.unesco.org (English):

World Data on Education: <http://www.ibe.unesco.org/Countries/WDE/2006/index.html>

Country-specific website: <http://www.ibe.unesco.org/en/access-by-country/asia-and-the-pacific/philippines.html>

Department of Education of the Philippines: www.deped.gov.ph (English):

Facts and Figures: <http://www.deped.gov.ph/factsandfigures/default.asp>

Philippine Education for All 2015 (English): http://efa2015.110mb.com/efa_main_menu.htm

Presidential Commission on Educational Reform http://pcer_ph.tripod.com (English):

UNESCO Institute for Statistics: www.uis.unesco.org (English):

Data Centre: http://www.uis.unesco.org/ev.php?URL_ID=3753&URL_DO=DO_TOPIC&URL_SECTION=201

Country/Regional Profiles: http://www.uis.unesco.org/profiles/selectCountry_en.aspx

World Bank: www.worldbank.org/ (English):

Country website: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/EASTASIAPACIFICEXT/PHILIPPINEEXTN/0,,menuPK:332988~pagePK:141159~piPK:141110~theSitePK:332982,00.html>

Data and Statistics: <http://www.worldbank.org.ph/WBSITE/EXTERNAL/COUNTRIES/EASTASIAPACIFICEXT/PHILIPPINEEXTN/0,,menuPK:333008~pagePK:141132~piPK:141109~theSitePK:332982,00.html>

Reference

Central Intelligence Agency. 2008. *The World Fact Book*. www.cia.gov/cia/publications/factbook/ (Accessed 16 July 2008)

Department of Education, Culture and Sports. (n/d). *DECS Statistical Bulletin, School Year 1980-1981*.

----- (n/d). *DECS Statistical Bulletin, School Year 1985-1986*.

----- 1992. *DECS Statistical Bulletin, School Year 1990-1991*.

----- 1996. *DECS Statistical Bulletin, School Year 1995-1996*.

----- 2003. *DECS Statistical Bulletin, School Year 2000-2001*.

Department of Education. 2004. *Implementing Guidelines on the Performance-based Grading System for School Year 2004-2005*.

----- 2005. *Quick Survey of Plans of Graduating Senior High School Students, School Year 2004-2005*. (Unpublished.)

----- 2007a. *BEIS database*. (Accessed 13 May 2008)

----- 2007b. *BEIS Outputs, School Year 2005-2006*.

----- 2007c. *BEIS Outputs, School Year 2006-2007*.

----- 2007d. *Decentralizing Management of the Strengthened Technical-Vocational Education Program (STVEP)* (DepED Order No. 48 s.2007).

----- 2007e. *DepED Order No.11, s. February 18, 2007, School Year 2007-2008*.

----- 2007f. *DepEd Q&A, August 31, 2007*.

----- 2007g. *Mapping of Present Situation*. (Unpublished)

----- 2008. *DepED Fact Sheet*.

Ministry of Education, Culture and Sports. 1986. *Philippine Education Indicators 1965-1985*.

National Education for All Committee. 2006. *The Philippine Education for All (EFA) 2015 National Action Plan*.

The Republic of the Philippines. 1987. *The 1987 Constitution of the Republic of the Philippines*.

----- 1988. *Free Public Secondary Education Act*.

----- 1990. *General Appropriations Act, Fiscal Year 1990*.

----- 1992. *1992 Revised Manual of Regulations for Private Schools*.

----- 1995. *General Appropriations Act, Fiscal Year 1995*.

----- 2000. *General Appropriations Act, Fiscal Year 2000*.

----- 2001. *Governance of Basic Education Act*.

----- 2005. *General Appropriations Act, Fiscal Year 2005*.

----- 2006. *General Appropriations Act, Fiscal Year 2006*.

UNDP. 2007. *Human Development Report 2007/2008 database*. <http://hdr.undp.org/> (Accessed 16 July 2008)

UNESCO. 2007. *Global Monitoring Report 2008*. Paris, UNESCO.

UNESCO Institute for Statistics. 2008. *Data Centre*. <http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx> (Accessed 3 June 2008)

UNPD. 2007. *World Population Prospects: The 2006 Revision Population database*. <http://esa.un.org/unpp/> (Accessed 16 July 2008)

Country profiles are updated on a regular basis. Visit the *Secondary Education Regional Information Base* website to access the latest version or to check the status of updates. Other country profiles are also available from the website (<http://www.unescobkk.org/education/epr/sepra/infobase>).



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UNESCO Bangkok
Education Policy and Reform (EPR)
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Thailand
Tel: (66-2) 391 0577
Email: epr@unescobkk.org
<http://www.unescobkk.org>

Background Statistics: Development Indicators

Geography

1	Area	298,170 sq km ² (land)
		1,830 sq km ² (water)

Source: Central Intelligence Agency. 2008.

Demography

2	Total population, 2005	84.6 million
3	Population growth rate, 2000-2005	2.08%
4	Life expectancy at birth, 2000-2005	70.3 years (total)
		68.2 years (male)
		72.5 years (female)
5	Total fertility rate, 2000-2005	3.54

Source: UNPD. 2007.

Social and Economic Indicators

6	Population below the national poverty line, 1990-2004	36.8%
7	Population below the absolute poverty line, 1990-2005	14.8%
8	GDP, 2005	USD 99.0 billion
		USD 426.7 billion (PPP)
9	GDP per capita, 2005	USD 1,192
		USD 5,137 (PPP)
10	GDP per capita annual growth rate, 1990-2005	1.6%
11	Human Development Index, 2005	0.771

Source: UNDP. 2007.

Education Indicators

12	Adult literacy rate (ages 15 and above), 2007(1)	93.4%**
13	Youth literacy rate (ages 15-24), 2007(1)	94.4%**
14	School life expectancy, 2006(1)	11.6 years (total)**
		11.4 years (male)**
		11.9 years (female)**
15	EFA Development Index, 2005(2)	0.893

Source: (1) UNESCO Institute for Statistics. 2008. (2) UNESCO. 2007.



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