

**EDCOM2**  
The Second Congressional  
Commission on Education



# ‘Miseducation’: The Failed System System of Philippine Education

3rd NATIONAL CONFERENCE ON FAMILY PLANNING  
November 20, 2024

# Are we facing an education crisis?

**What are the  
reasons for this?**

# The Second Congressional Commission on Education

Republic Act 11899 was passed into law in July 2022, creating EDCOM II, with the mandate of conducting a **“comprehensive national assessment and evaluation of the performance of the Philippine education sector for the purpose of recommending transformative, concrete and targeted reforms in the sector with the end in view of making the Philippines globally competitive in both education and labor markets”** in the next three years, from 2023 to 2025.

# Commissioners



**Sen. Win Gatchalian**  
Chairperson of the Senate  
Committee on Basic Education



**Sen. Alan Peter Cayetano**  
Chairperson of the Senate  
Committee on Higher, Technical  
and Vocational Education



**Rep. Roman T. Romulo**  
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Technical Education



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Legarda**



**Sen. Koko  
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**Sen. Joel J.  
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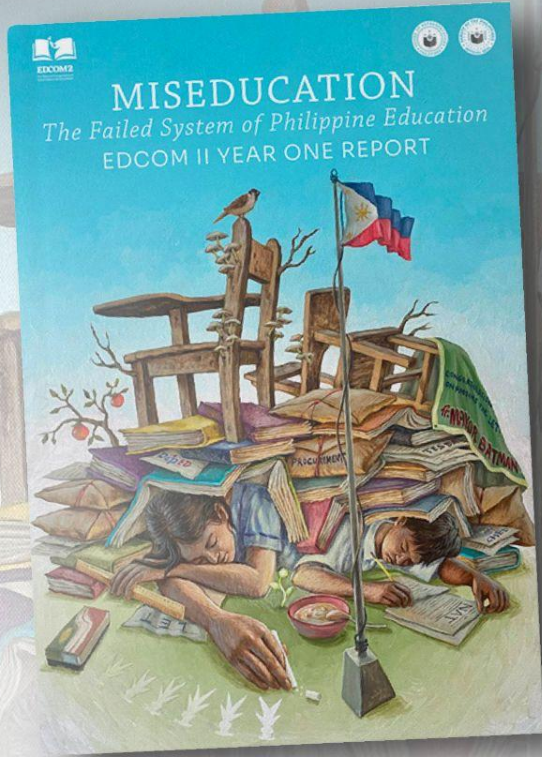
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**Rep. Pablo  
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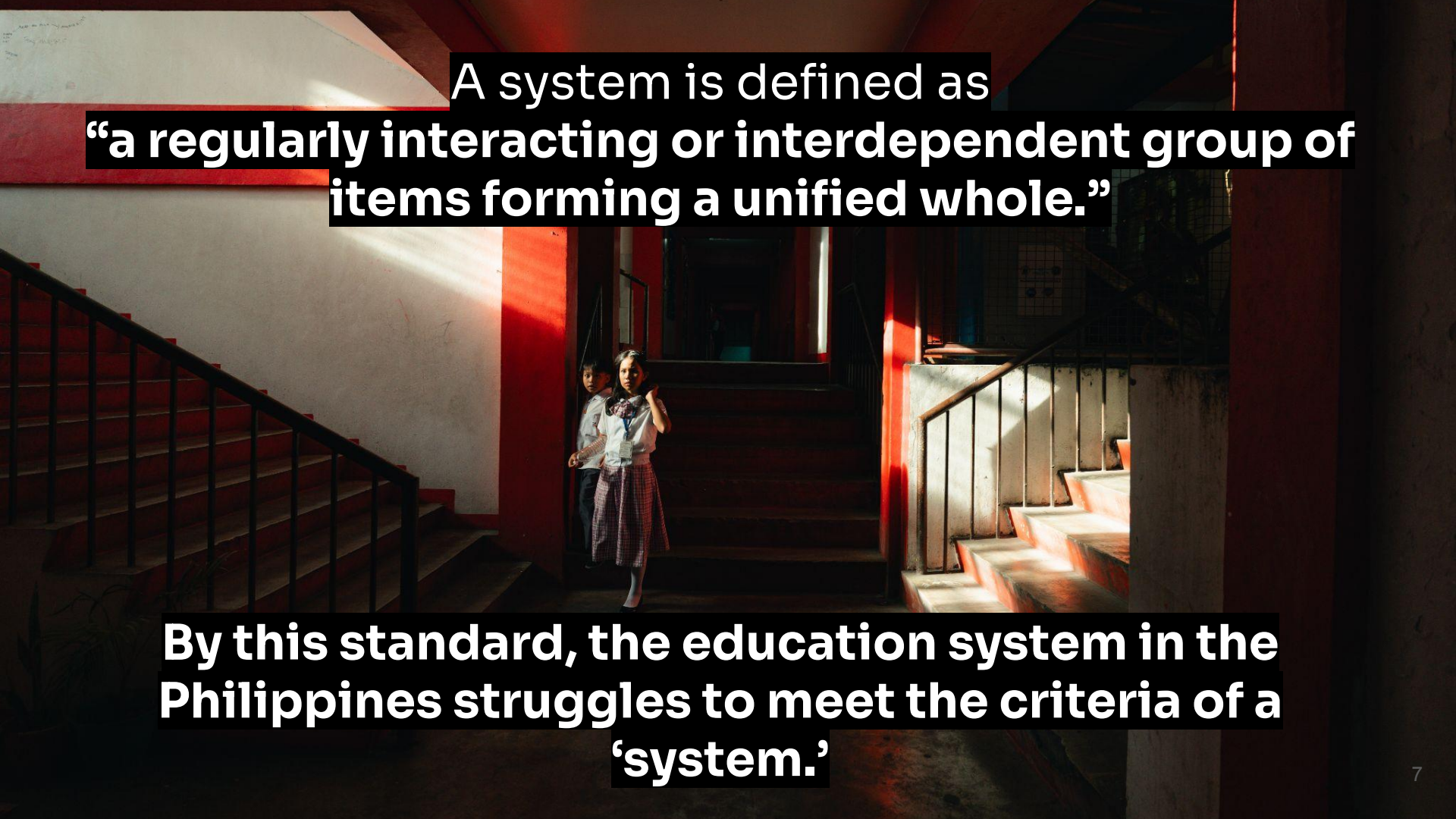
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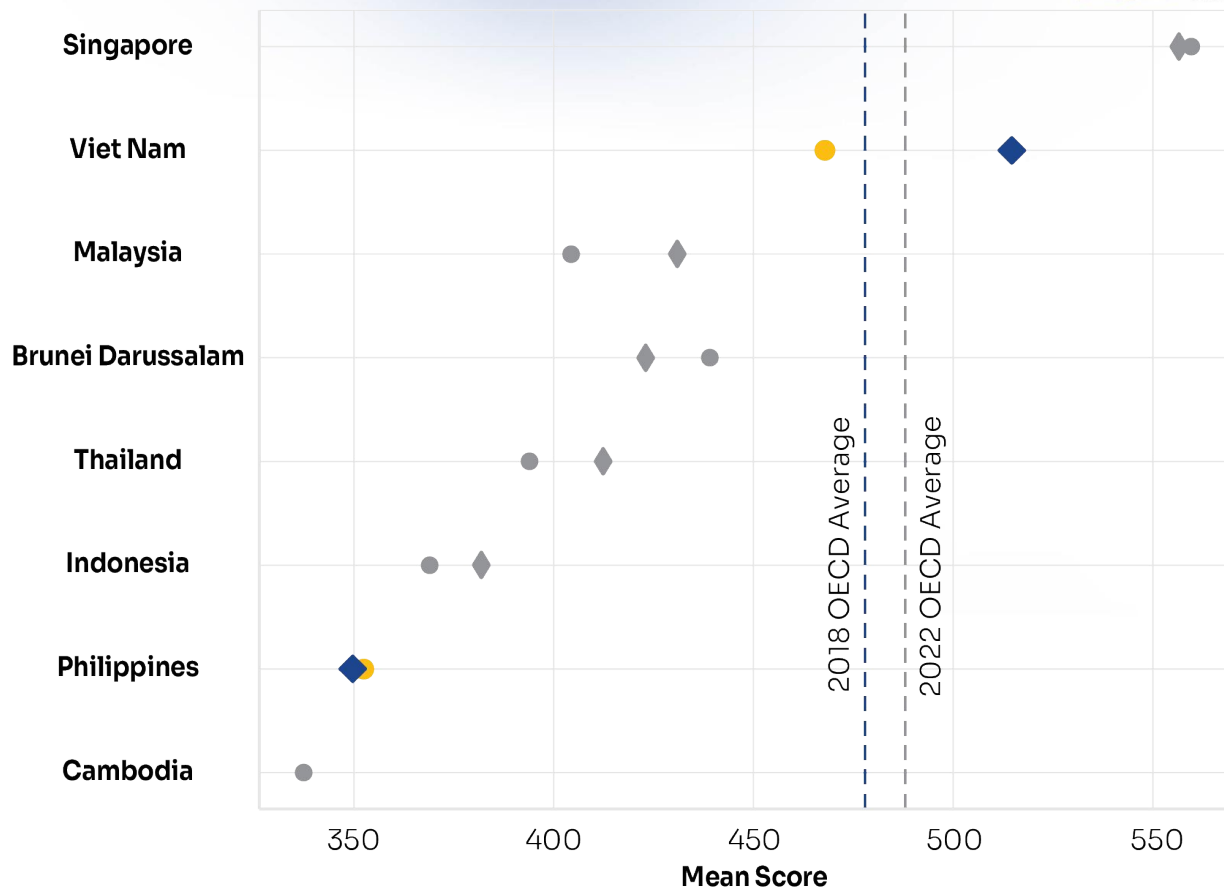


**A system is defined as  
“a regularly interacting or interdependent group of  
items forming a unified whole.”**

**By this standard, the education system in the  
Philippines struggles to meet the criteria of a  
‘system.’**

## ASEAN Performance Overall in PISA 2018 and 2022

**Grade 10 Filipinos scored lowest among all ASEAN countries in Math, Reading, and Science, besting only Cambodia, with more than 75% of our learners scoring lower than Level 2, or the minimum level of proficiency in Math, Reading, and Science.**

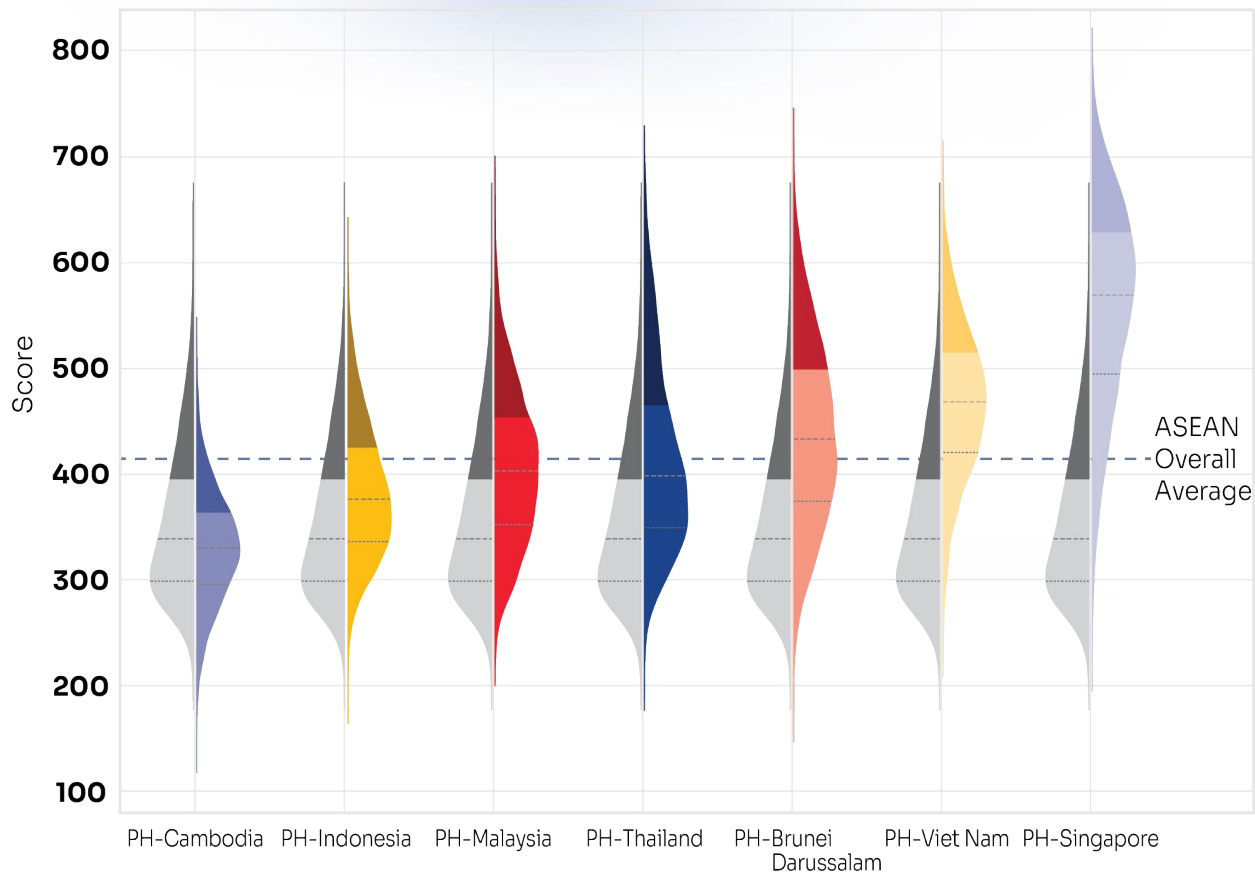


*Note: Cambodia did not participate in PISA 2018*

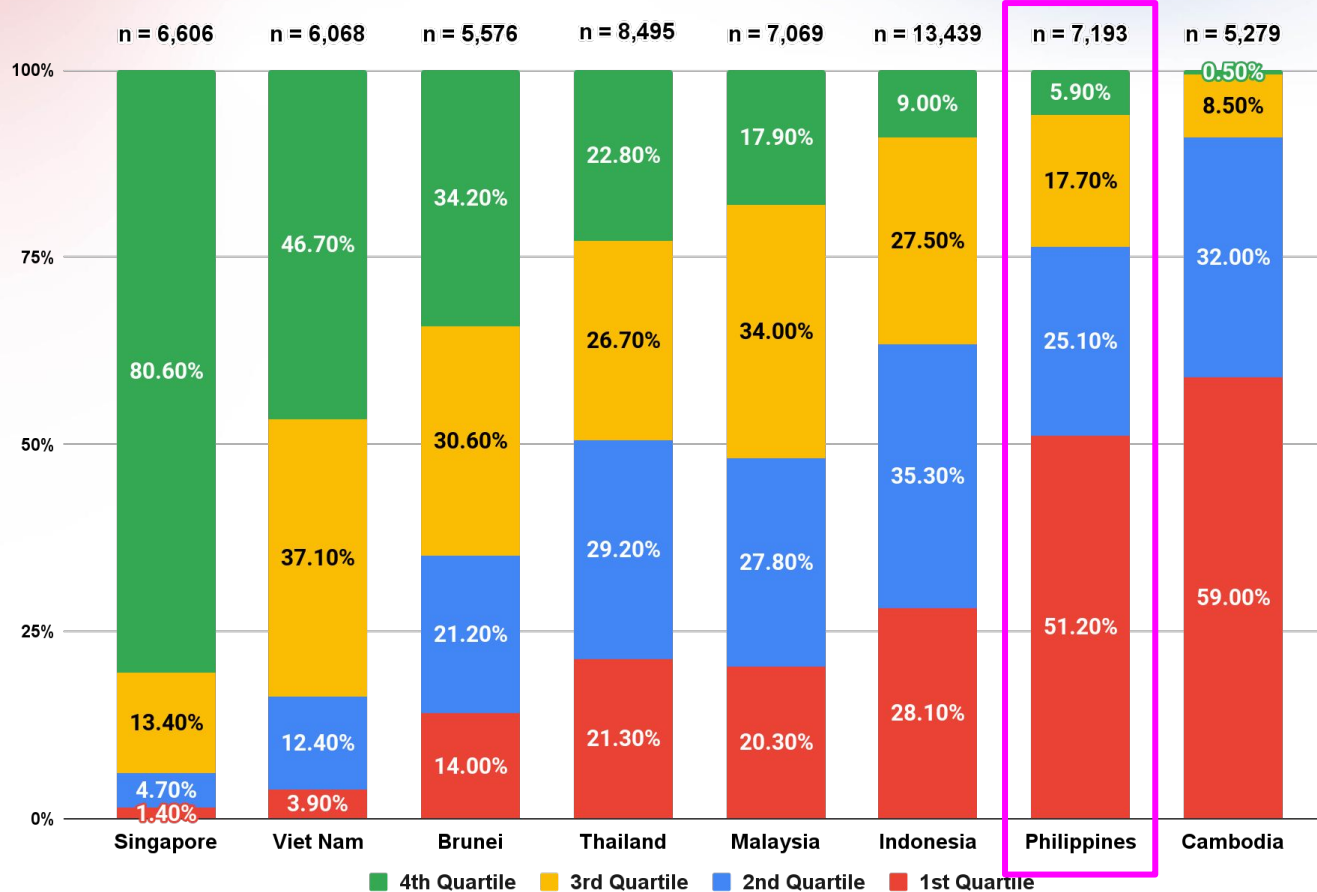


## Distribution of Scores of the Top 25% on ASEAN Countries in PISA 2022 Overall

The data also shows that **our best learners are comparable only to the average student in Malaysia, Thailand, Brunei and Vietnam, and correspond to the worst performers in Singapore**



# Quartile Distribution of 2022 PISA Participants in ASEAN

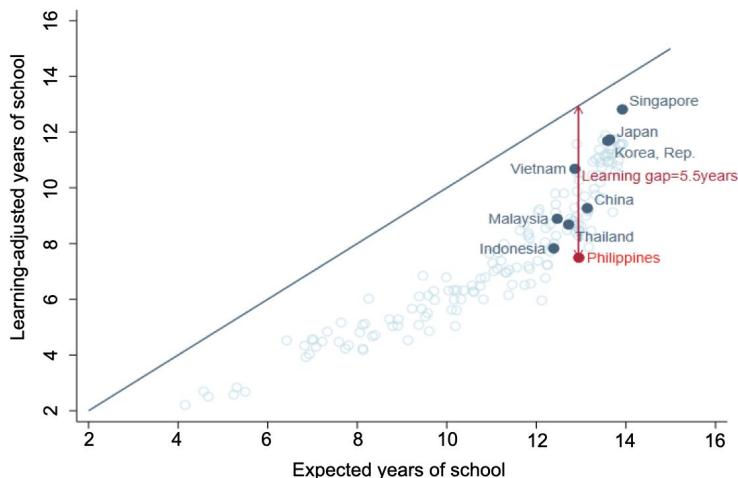


The average score across all subjects of **more than half (51.2%)** of Grade 10 Filipino students in PISA 2022 were among the **bottom 25% of all ASEAN participants, landing them in the 1st Quartile.**

This proportion is far worse than any other neighboring ASEAN countries, excluding Cambodia.

# Our **learning crisis**: Filipino students have a “learning gap” of **5.5 years**

**Figure 3b. Learning-adjusted years of schooling and GDP per capita**



World Bank. 2020. *Human Capital Index 2020 update*. Washington, DC: World Bank Group.



## Intervention Camp (Grade 8)

- Addition
- Subtraction

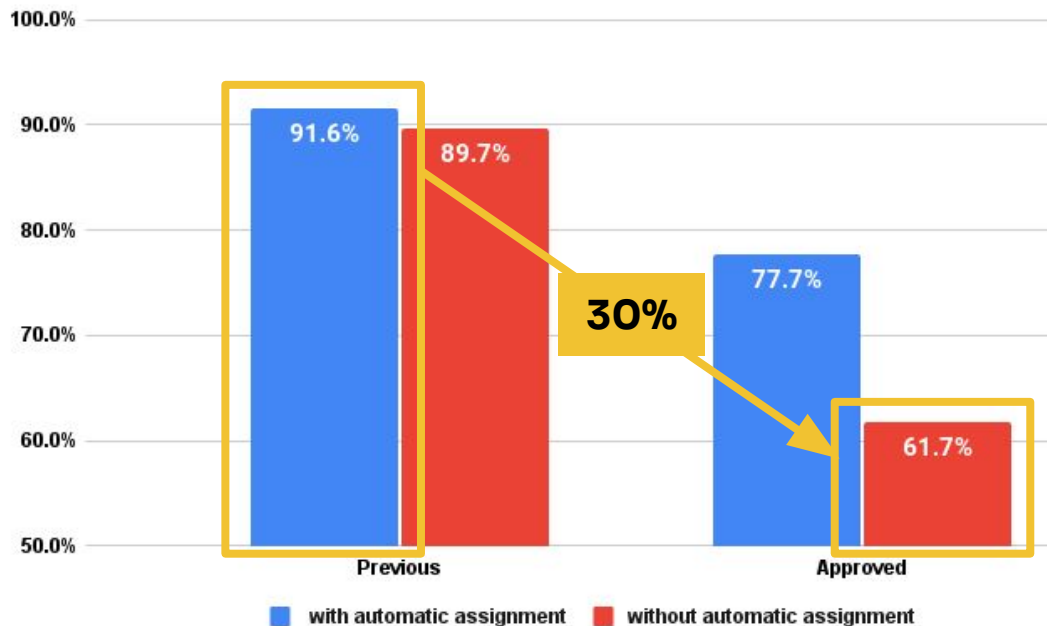
*These should have  
 been learned in Grade 4*

## Incoming Grade Level Competencies (Grade 9)

- Quadratic equations
  - Inequalities and functions
  - Rational algebraic equations
- These lessons are for  
 the 1st Quarter alone**

# FLEMMS 2024 Functional Literacy Recomputation

## FLEMMS 2019 Functional Literacy

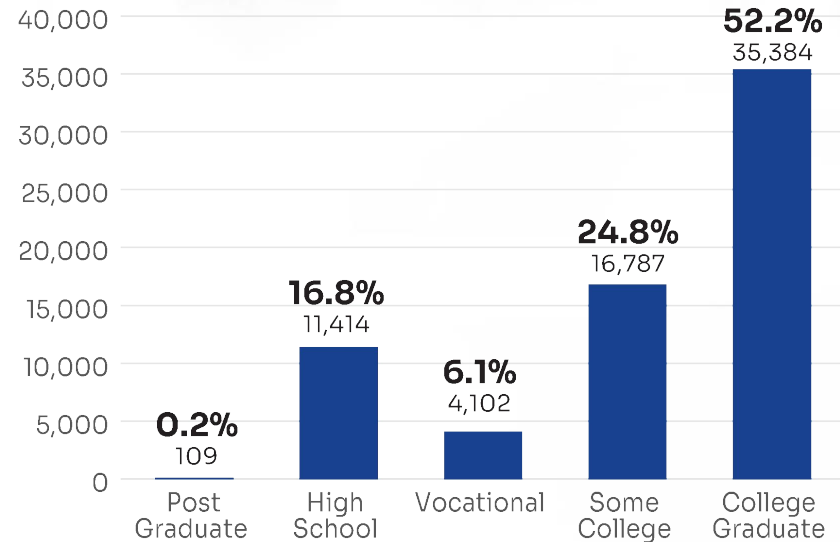


**PSA Board Resolution No. 2024-13** redefined **functional literacy** as the ability “**to read, write, compute, and comprehend**” and **removed the automatic assignment of high school graduates** as functionally literate effectively decreasing the Functional Literacy by **30 percentage points**.

# Early childhood education

Our efforts are not matching our aspirations

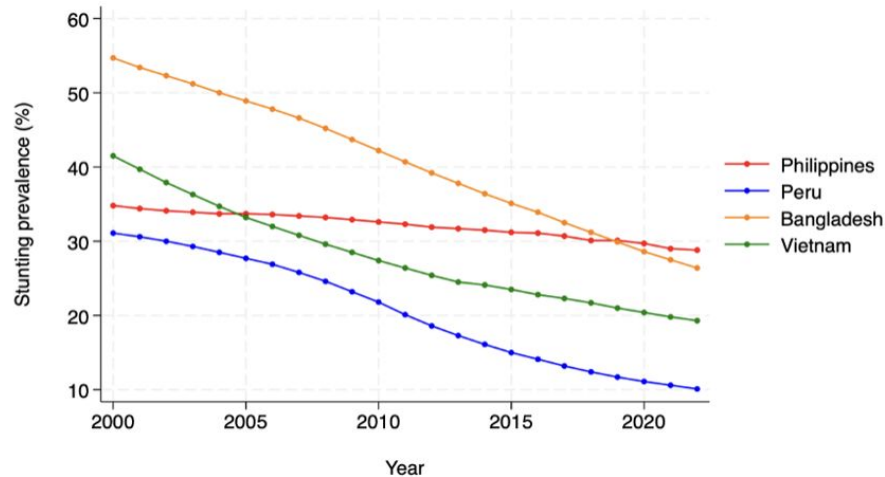
- In 2013, the Early Years Act aimed to “**achieve universal ECCD coverage**” for all children from age 0-4.
- The PDP targets an increase in early childhood participation (0-4.11 years) **from 16% in 2023, to 63% by 2028.**
- In 2023, **34% of 3-4 year old children were enrolled in public CDCs.**
- Nevertheless, EDCOM2 found that there were **no specialized training programs in TVET or at the college-level specifically designed for the country's 70,000 daycare workers and teachers.**



# Scale of poor health and nutrition:

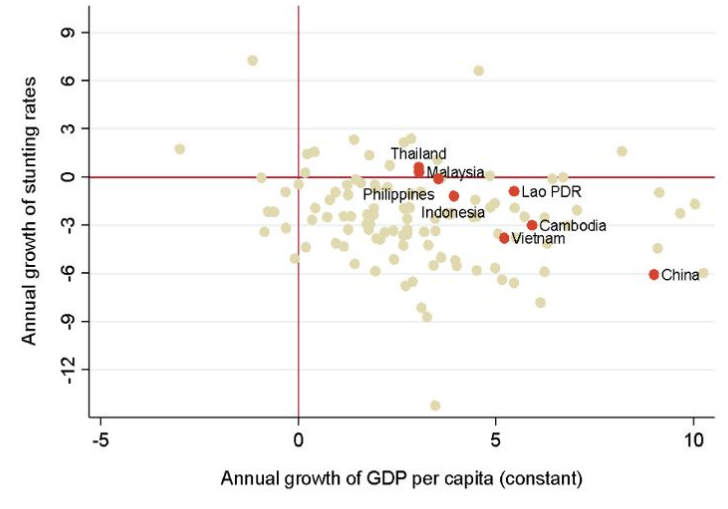
Many Filipino children suffer from chronic malnutrition or stunting. One in every three Filipino children were stunted (too short for their age).

Stunting prevalence, Philippines with comparator countries, (2000-2020)



Source: Authors' analysis and visualization of the World Development Indicators (World Bank 2024)

Annual growth of stunting rates and annual growth of GDP per capita, Philippines and comparator countries, (2000-2015)



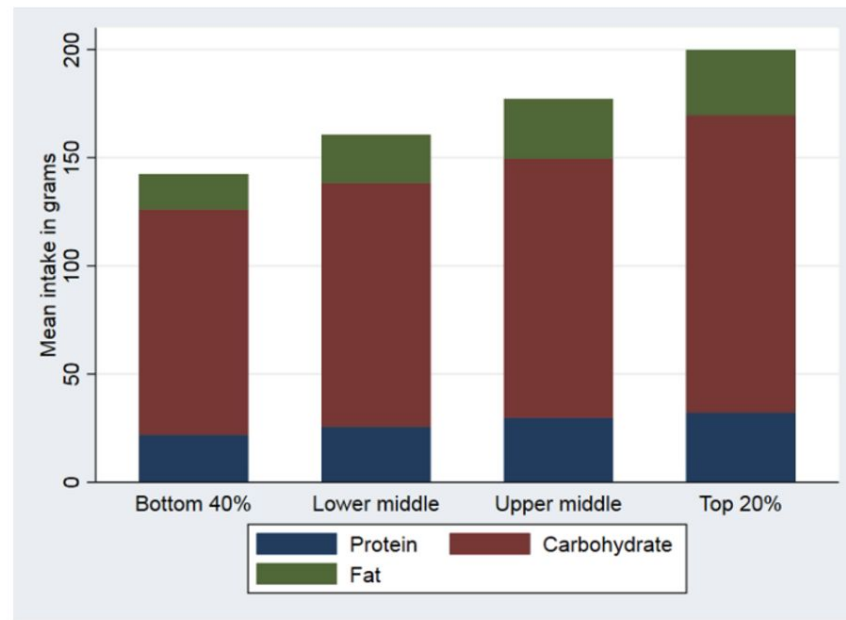
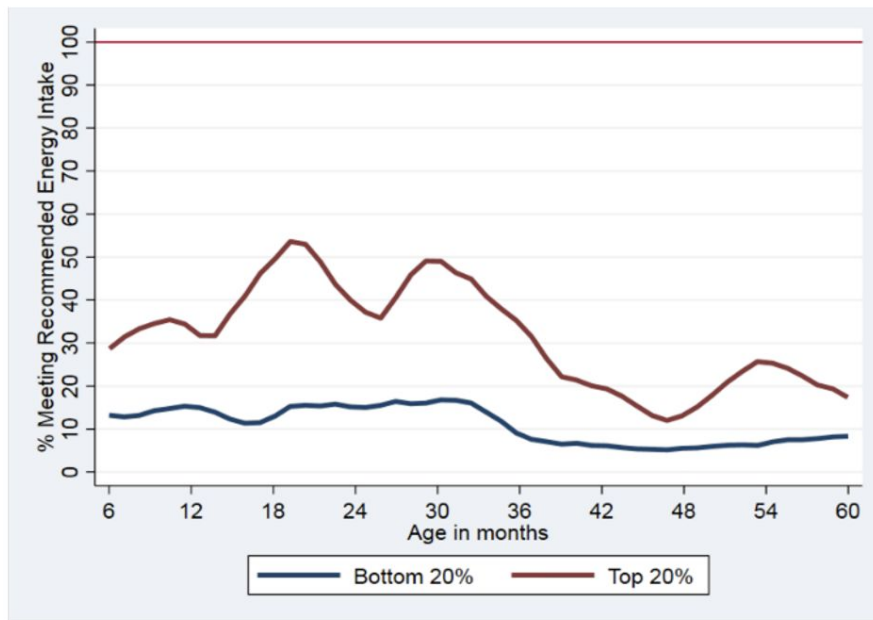
Source: Raw data from the World Development Indicators (World Bank 2018) and Philippine Statistics Authority (PSA 2018)

Ulep et al (2024). Behind the Slow Start: An Assessment of Early Childhood Care and Development in the Philippines. PIDS Discussion Paper Series 2024-04. Quezon City:PIDS

## Access to services:

Only a quarter of Filipino children meet the recommended energy intake (REI), indicating challenges in addressing nutritional needs, especially among those aged 6-12 months from poor households

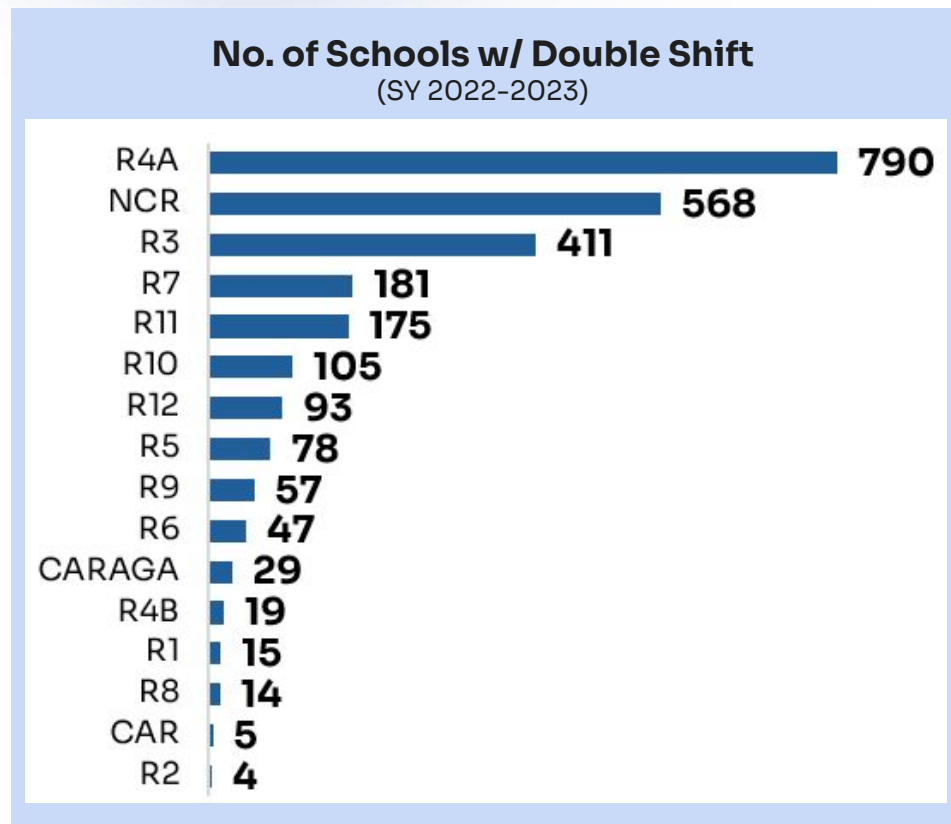
Share of children meeting energy intake of children under-five from the top 20% and bottom 20% wealth quintiles, by age in months, 2018-2019.



Authors' analysis and visualization of pooled 2018-2019 Expanded National Nutrition Survey (DOST-FNRI 2019)

## To address congestion, some schools implement multiple shifts.

- 2,591 (5.4%) of public schools have **double shifts**, with highest prevalence in Region 4A, NCR, and Region 3.
- A small number of schools implement **triple shifts** (45), or a **combination of two or more shifts** (171).





# Extreme congestion has forced the schools to adopt multiple shifts, relying on **modular instruction for half of the week**

Shifting Schedule from **Ciudad Nuevo Elementary School**, SY 2024 to 2025

Shift	Level	Mon	Tue	Wed	Thu	Fri	Sat
<b>AM SHIFT</b> 5:45 AM - 11:45 AM	Kinder (Set A)	Face to Face	Modular	Face to Face	Modular	Face to Face	
	Kinder (Set C)		Face to face	Modular	Face to Face	Modular	Face to face
	Grade 1		Face to face	Modular	Face to Face	Modular	Face to face
	Grade 2		Face to face	Modular	Face to Face	Modular	Face to face
	Grade 3	Face to Face	Modular	Face to Face	Modular	Face to Face	
	Grade 4		Face to face	Modular	Face to Face	Modular	Face to face
	Grade 5	Face to Face	Modular	Face to Face	Modular	Face to Face	
Grade 6	Face to Face			Modular	Face to Face		
<b>PM SHIFT</b> 12:00 PM - 6:00 PM	Kinder (Set B)	Face to Face	Modular	Face to Face	Modular	Face to Face	
	Grade 1		Face to face	Modular	Face to Face	Modular	Face to face
	Grade 2		Face to face	Modular	Face to Face	Modular	Face to face
	Grade 3	Face to Face	Modular	Face to Face	Modular	Face to Face	
	Grade 4		Face to face	Modular	Face to Face	Modular	Face to face
	Grade 5	Face to Face	Modular	Face to Face	Modular	Face to Face	
	Grade 6	Face to Face	Modular	Face to Face	Modular	Face to Face	

# Summary of Successful Procurement of Textbooks

## (2012–2023)

Subject	1	2	3	4	5	6	7	8	9	10
Araling Panlipunan										
English										
EPP/TLE										
EsP										
Filipino										
Math										
Music & Arts										
PE & Health										
Science										



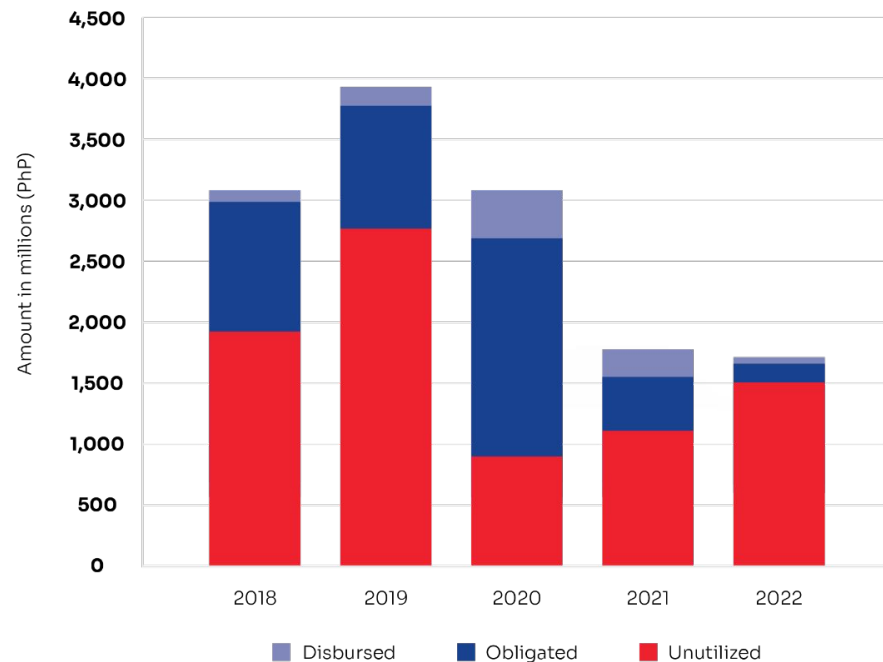
No textbooks



With textbooks

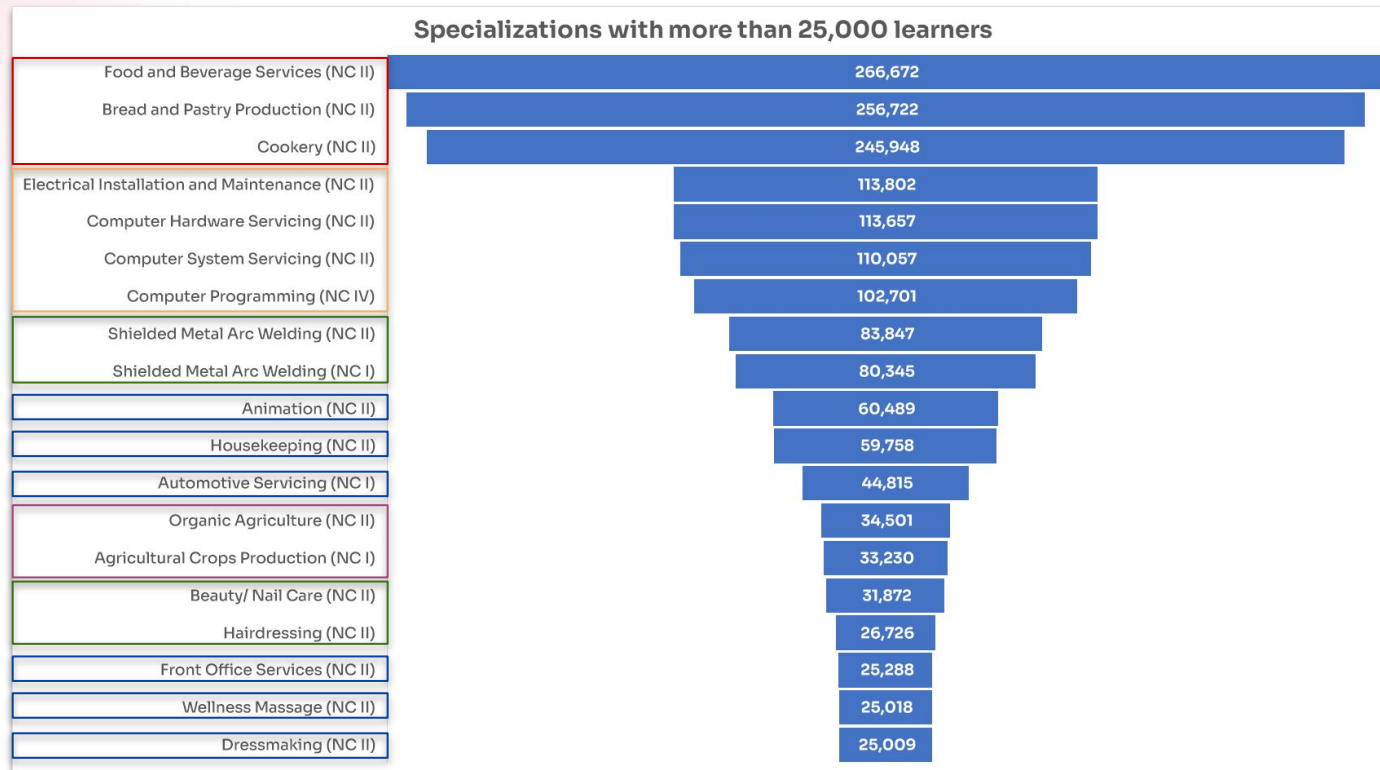
Note. Data adapted from a communication from the Department of Education submitted last August 2023.

# DepEd's budget utilization for Textbooks and Other Instructional materials



Source: Agency Budget Notes of the Congressional Policy and Budget Research Department from FY 2020 to FY 2024

# Most SHS-TVL students and in food and beverage, bread and pastry, and cookery



Notably, specializations from related industries are often offered together.

It is possible that these trends are more driven by supply-side constraints (e.g. equipment costs, availability of trainers) than by the actual interest of students.

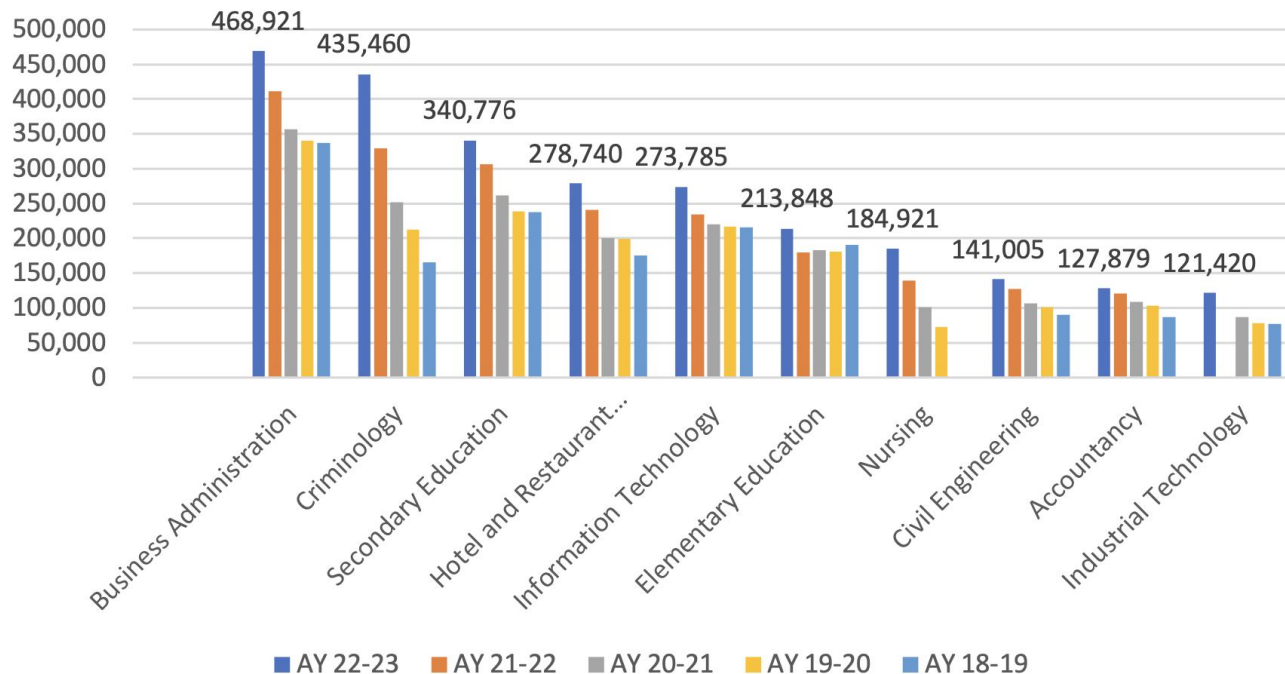
2020		
Qualification	Enrollees	%
Driving II	20,188	15.01%
Bread and Pastry Production II	18,829	14.00%
Shielded Metal Arc Welding (SMAW) II	17,121	12.73%
Organic Agriculture Production II	16,855	12.54%
Electrical Installation and Maintenance II	15,388	11.44%
Shielded Metal Arc Welding (SMAW) I	13,058	9.71%
Computer Systems Servicing II	9,602	7.14%
Cookery II	9,461	7.04%
Contact Center Services II	7,654	5.69%
Dressmaking II	6,297	4.68%
Total	134,453	100.00%

2023		
Qualification	Enrollees	%
Bread and Pastry Production II	57,690	20.33%
Driving II	50,403	17.76%
Electrical Installation and Maintenance II	27,406	9.66%
Shielded Metal Arc Welding (SMAW) II	25,922	9.14%
Caregiving II	24,877	8.77%
Cookery II	23,340	8.23%
Contact Center Services II	20,956	7.39%
Organic Agriculture Production II	20,273	7.15%
Computer Systems Servicing II	18,256	6.43%
Food and Beverage Services II	14,604	5.15%
Total	283,727	100.00%

**The top TVET programs historically are driving & bread and pastry production (NC 2)**

# Most college students are in business administration, criminology, and education

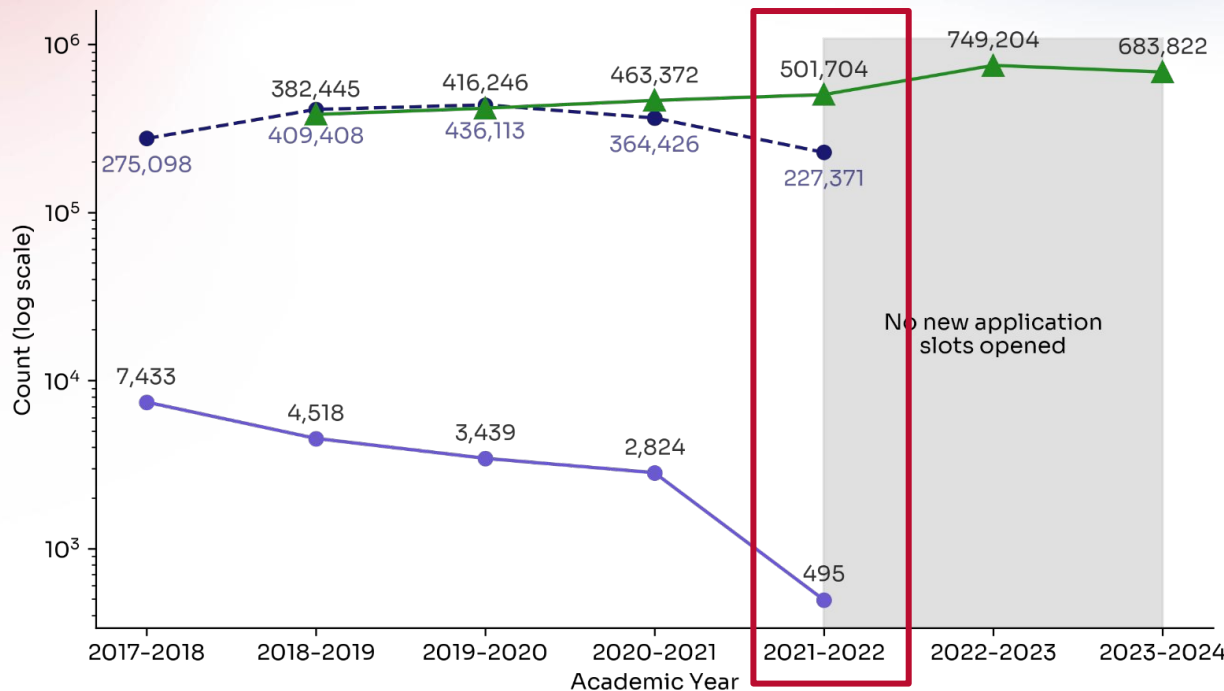
Top 10 Programs with Most Student Enrollment



**Notably, programs are rarely updated.** It took an average of 11 years to update the PSGs for the top 10 programs with the most enrollees. Teacher Education and Criminology the longest, remaining unchanged for 13 years.

**Also, attrition rate is at 40%.**

# 4Ps TES vs. Monitored 4Ps SHS Students



- ▲ 4Ps SHS
- TES Grantees<sup>[1]</sup>
- 4PS Grantees<sup>[1]</sup>

**Before, 1 in every 85 monitored\* 4Ps SHS students received a TES grant for higher education. However, by 2021, this figure significantly dropped to 1 in every 1,014 SHS students.**

In addition, the comparable levels of total TES grantees and monitored 4Ps SHS students underscore the need to refine the targeting mechanism of the program.

[1] Count of 4Ps, LISTAHNAN, & PNSL Grantees in HEIs are lagged a year from its original academic year. For example, 4Ps grantees in AY 2018-2019 are lagged to AY 2017-2018 to show that they were learners from SHS during the lagged year (i.e. AY 2017-2018)

Note: Being a monitored 4Ps member implies that the beneficiary receives a 4Ps education grant. However, families can only register a maximum of three children, implying that it is possible to have more than SHS-aged children in the household, hence underestimating the figure above.

Source: UniFAST (April 2024), DSWD (May 2024)

## Benefitting from the demographic dividend?

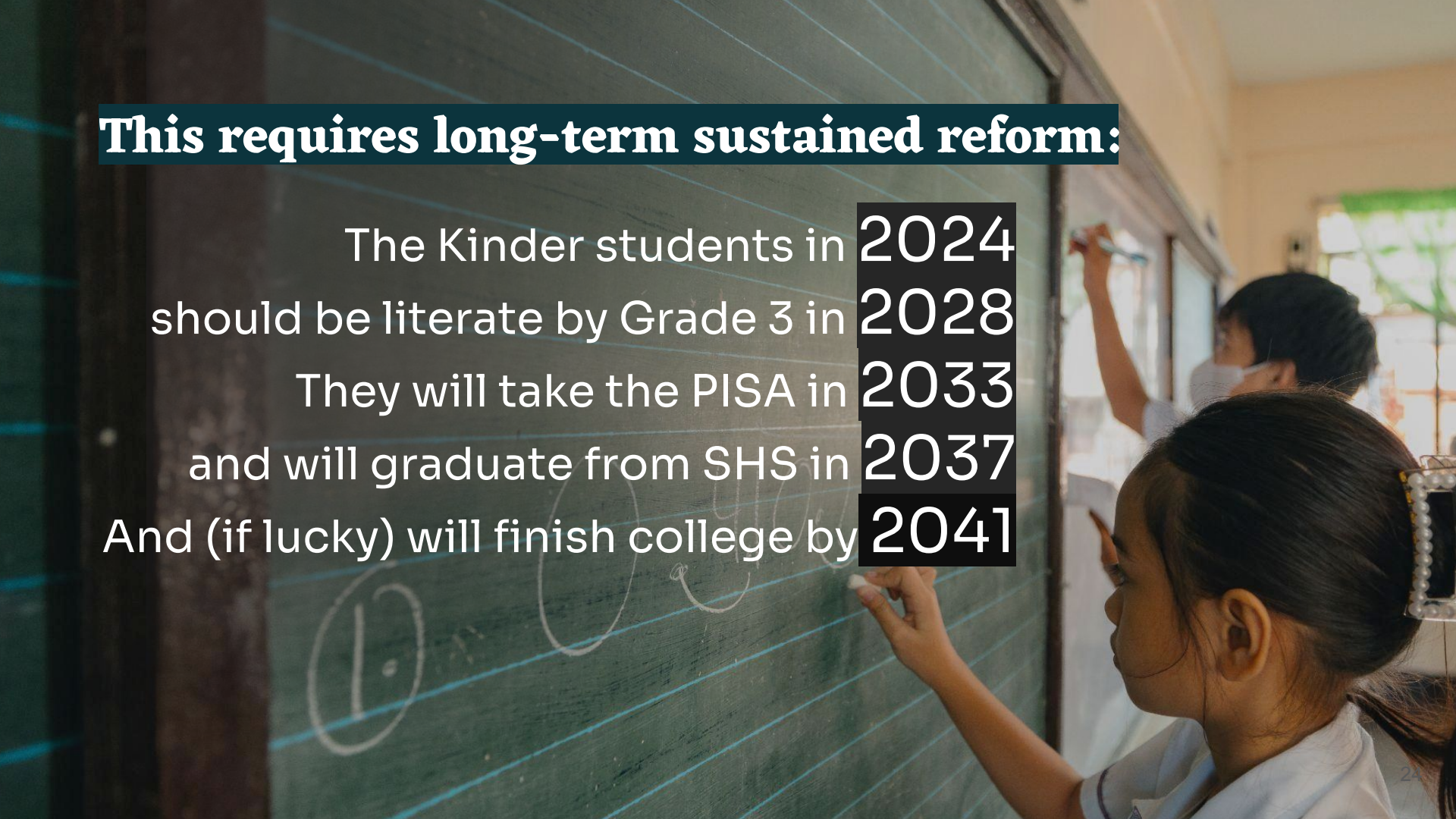
1. **We need to get our priorities right:** investing in early childhood education, nutrition, and Key Stage 1 (Kindergarten to Grade 3)
2. **This requires resolving critical gaps:** eliminating shifting, ensuring there are school principals, improving teacher quality
3. There is a need to **ramp up learning recovery efforts** to ensure that all graduates are functionally literate and numerate by the time they finish high school.
4. We need to **improve the responsiveness of our education system and post-secondary pathways**, to the needs of learners and of industry (PQF Levels 3 to 6; explore diploma/associate programs).
5. **We need to develop the structures to ensure that we do workforce development strategically and efficiently.**

## This requires long-term sustained reform:

The Kinder students in 2024  
should be literate by Grade 3 in 2028

They will take the PISA in 2033  
and will graduate from SHS in 2037

And (if lucky) will finish college by 2041







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**The success of EDCOM lies not in solving all of the problems surfaced— all of us will have to work hard to do that in the years ahead.**

