

# Achieving Universal Education in 2015: An Impossible Dream?

Synthesis of the NAST Social Science RTD  
and Other MDG-related Documents

# Threads for this synthesis were woven from:

- 2 presentations at the February 2010 NAST Roundtable Discussion (RTD)—Alba M. and Maligalig, D, R. Caoli-Rodriguez, A. Martinez, Jr., and S. Cuevas;
- 3 materials submitted to the RTD organizers—Nebres B. ; Maligalig D and J. Albert, and J. Albert,

# Threads for this synthesis were woven from pertinent documents from the following:

- Philippine Institute of Development Studies;
- NEDA,
- the UP Population Institute;
- the World Bank;
- The ADB
- the Human Development Network (HDN), and
- the ADB/ESCAP/UNDP Asia Pacific MDG assessment

# Organization of the Presentation

- A. the discursive and practical context of MDG2;
- B. current assessments of Philippine progress along the indicators of MDG2;
- C. factors that enable or constrain the achievement of universal primary education by 2015; and
- D. recommendations that may result in achieving MDG2 by 2015




# **I. Background: Practical and Discursive Context of MDG2**

# The Education Condition

- 70% to 80% of Grade 1 entrants do not continue to post-secondary school;
- over 50% of Grade 1 entrants do not go on to high school;
- over 30% of the Grade 1 entrants do not even finish their elementary schooling.
- Issues of access and retention are exacerbated by poor education quality as reflected in low academic achievement

# Erosion of the Philippine education advantage: Some Indications

- the proportion of Filipinos aged 15-34 with primary education is now lower than Indonesia, Malaysia and Thailand
- the proportion of younger Malaysians aged 15 to 24 who completed upper secondary education have exceeded that of the Philippines.
- Even Laos and Cambodia have overtaken us on some indicators in 2006

<div> <div>Source: 2008 World Bank Education</div>  </div>	Primary Net Enrolment Rate	Primary Completion Rate
	(in %), 2006	(in %), 2006
Lao PDR	83.70%	75%
Cambodia	89.90%	87%
Thailand	94.20%	na
Indonesia	95.50%	99%
Malaysia	99.90%	95%
Philippines	83.20%	72%



# DISCURSIVE SHIFT

- **From education as schooling to education as functional literacy (broadly conceived)**

# Implications Of Functionality and Learning centeredness

- Context specificity
- Language sensitivity
- Diversity, flexibility
- Decentralized delivery of programs

# Goals of Philippine EFA2015 Action Plan

- Universal coverage of out-of-school youth and adults in the provision of learning needs;
- Universal school participation and total elimination of drop-outs and repetition in Grades 1 to 3;
- Universal completion of full cycle of basic education schooling with satisfactory achievement levels by all at every grade or year; and
- Commitment by all Philippine communities to the attainment of basic education competencies for all



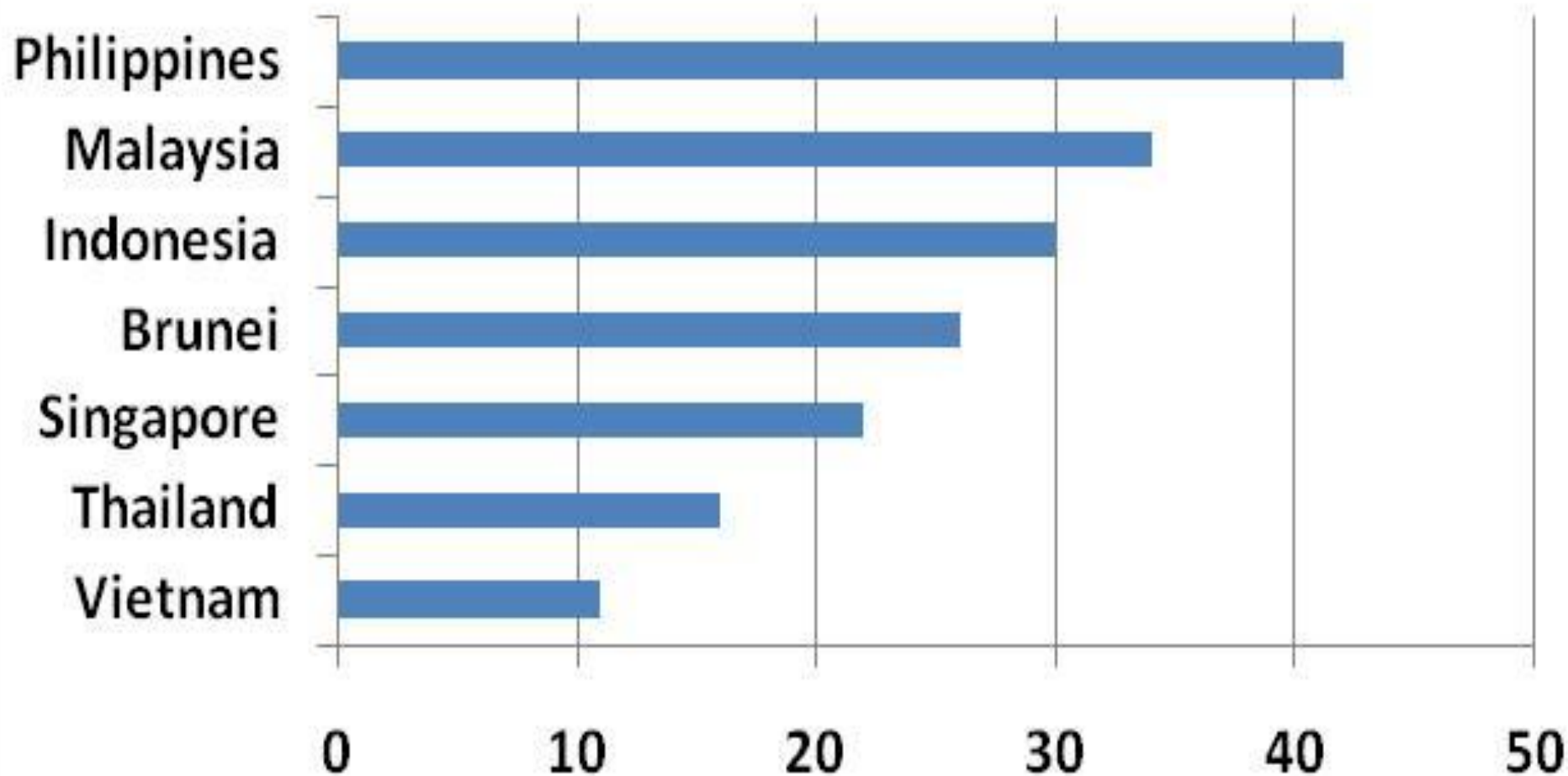
**II.**

**After 10 Years, Wither MDG  
Progress and Prognosis**

# MDG Indicators Off Track

(% of Indicators with available data)

Source: ADB, ESCAP, UNDP Asia Pacific Report 2009/2010



# ASSESSMENT OF PROGRESS ON THE MDG 2 INDICATORS

[Source: ADB,ESCAP,UNDP 2009/2010 Report]

REGION/SUB-  
REGION/  
COUNTRY

PRIMARY  
ENROLMENT

REACHING LAST  
GRADE

PRIMARY  
COMPLETION

Asia Pacific



Southeast Asia



Philippines



Indonesia



Malaysia



LaoPeopleDR



Cambodia

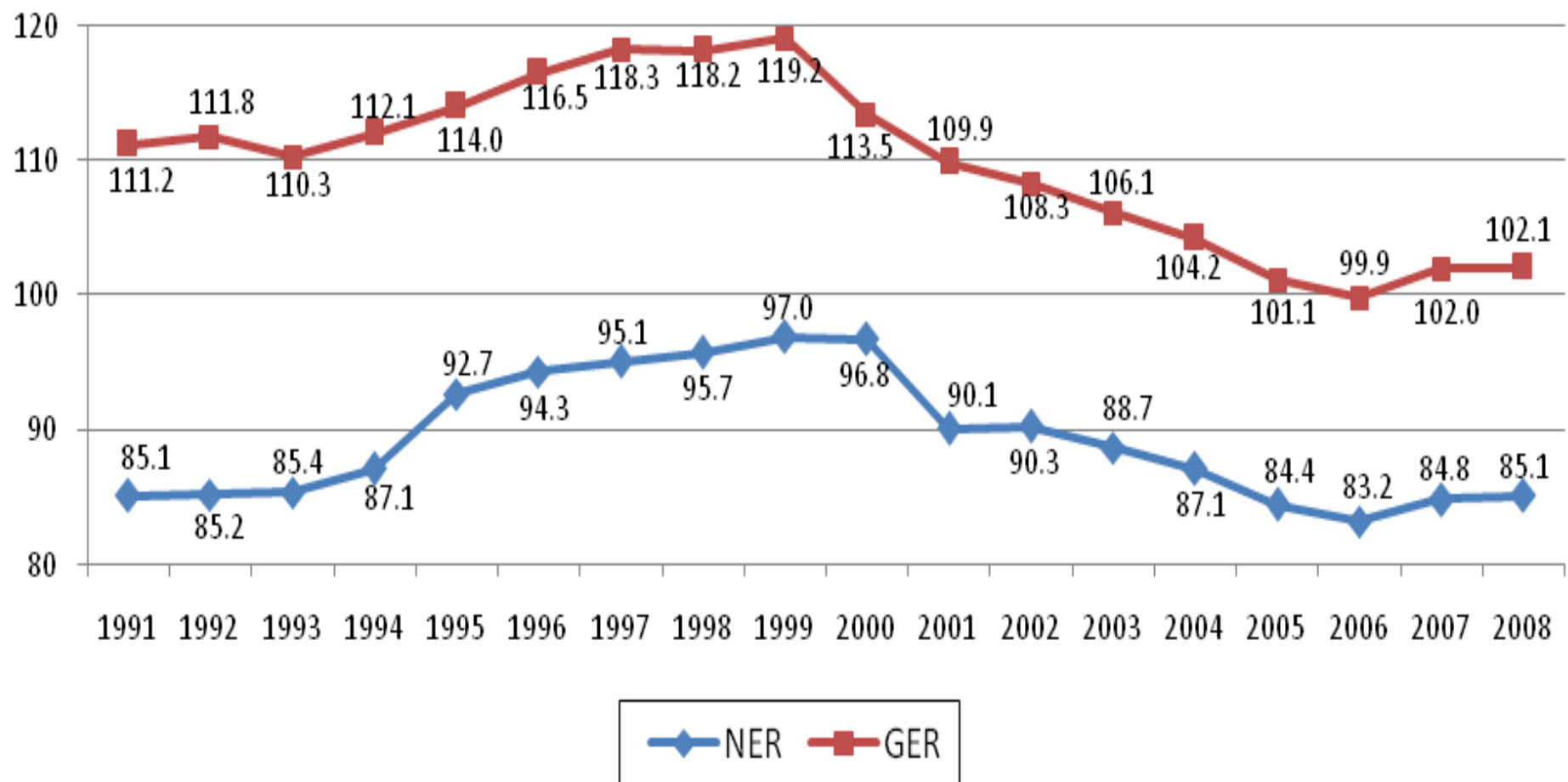


Vietnam



● Early achiever ▲ On track □ Off track: slow ▼ No progress/regressing

# Elementary education NER and GER (%), SY 1991-1992 to SY 2008-2009 (Source: NEDA draft 2010)

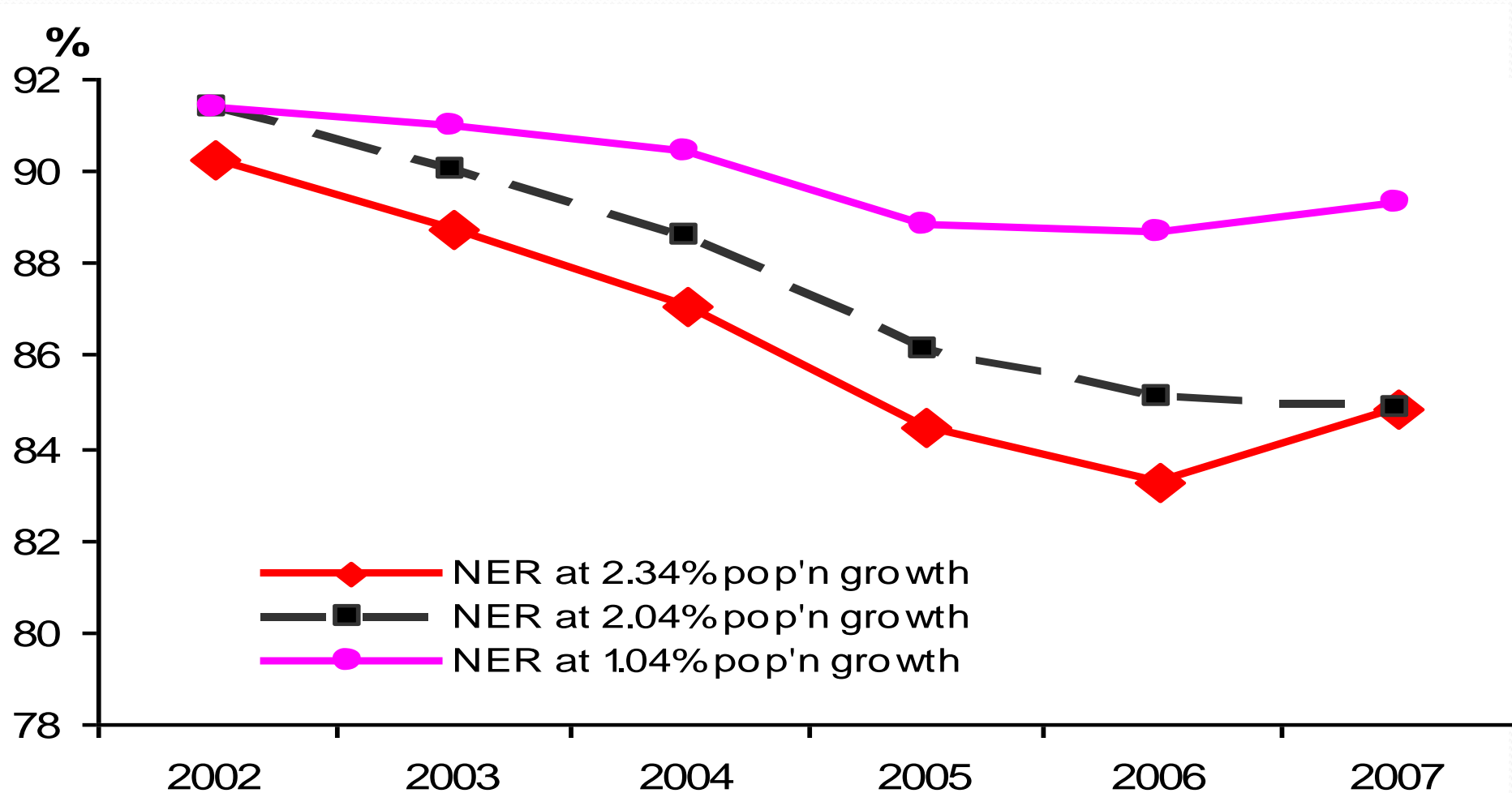


# Why are participation rates (NER) low?

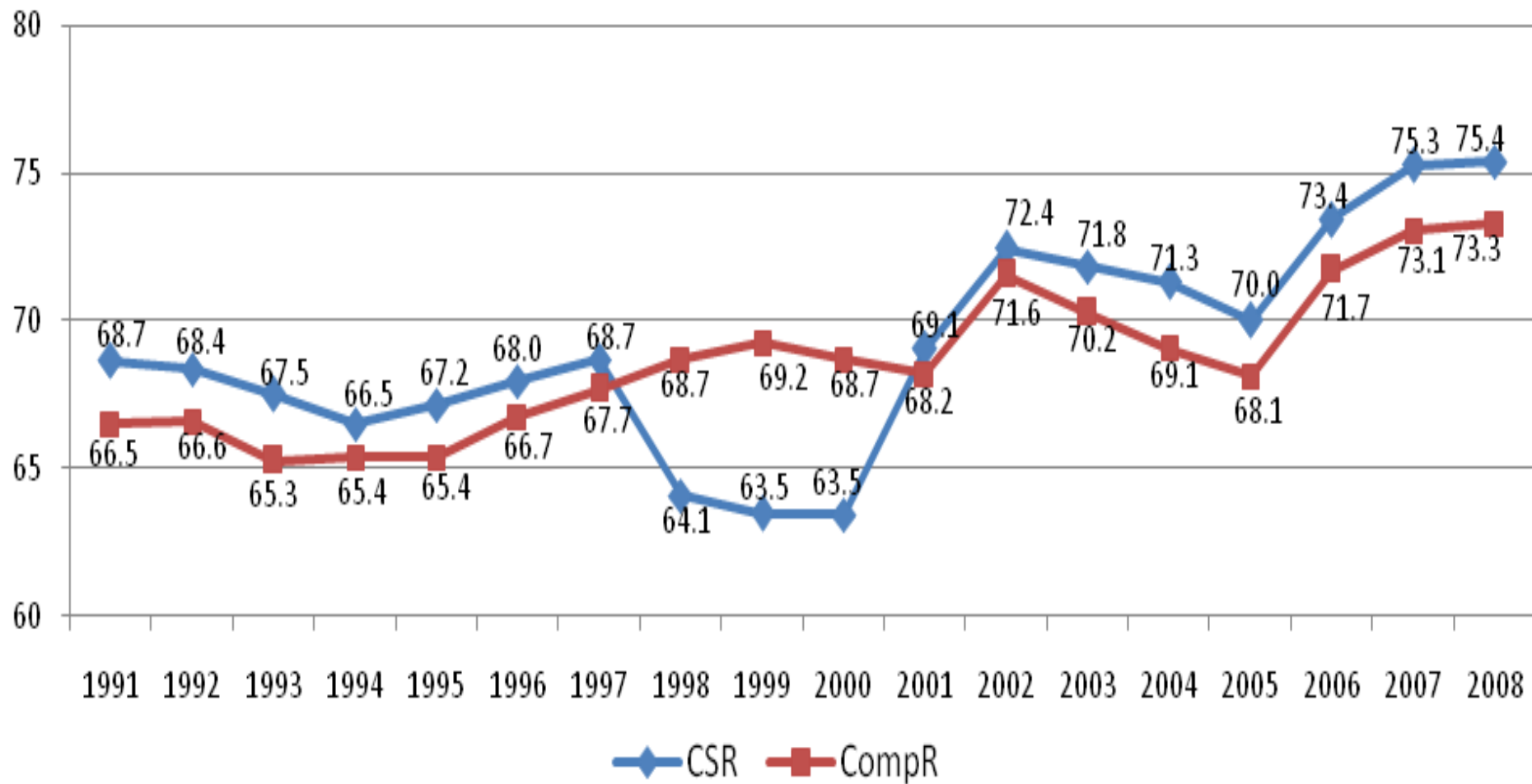
- Unimplemented policy—Age at Grade 1 is 6 years old not 7
- Issues in Projecting the 6-11 year old Population—which growth rate to use? General growth rates or age-specific rates?



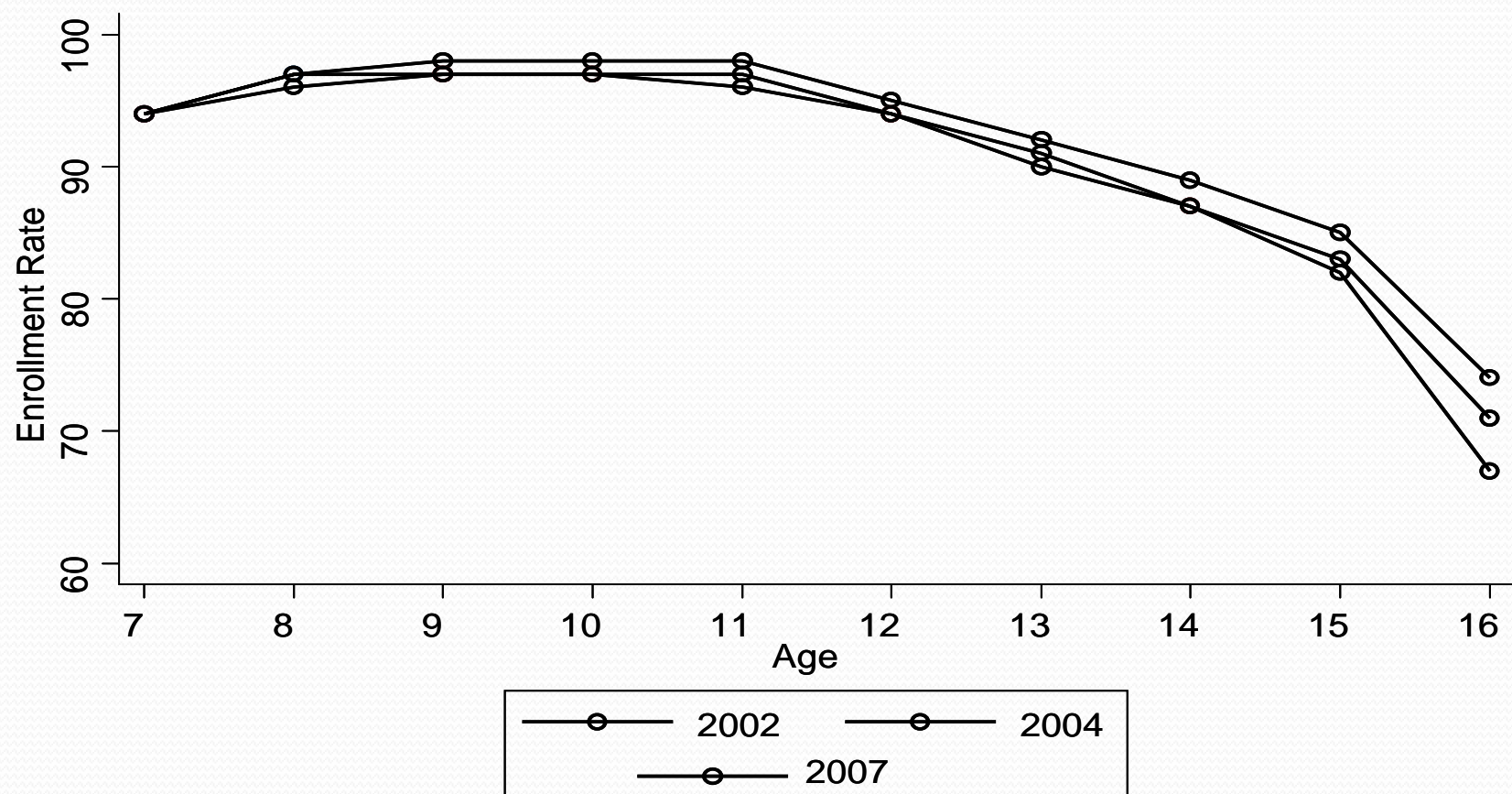
# NER Trends 2002-2007 Under Different Population Growth Assumptions [Maligalig et al, 2010]



# Elementary education CSR and CR (%) [NEDA draft 2010]



# Age Specific Enrolment Rates [Source: Maligalig et al, 2010]



# MDG Goal 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

INDICATOR	Baseline Target		Philippine Progress Report on the MDGs			
			2003	2005	2007	2010*
Net enrolment ratio based on national growth rate 6-11	84.6 1990	100 2015	▲	□	▼	▼ PP=.01 Latest figure 2007
Net enrolment ratio based on age-specific	84.6 1990	100 2015		▼	▼	▼ PP=.26 Latestfigure 2007
Cohort Survival Rate	69.7 1990	84.67** 2015	▼	▼	▼	▼ PP=.37 Latestfigure 2008
Completion Rate	64.2 1990	81.04** 2015	▼	▼	▼	▼ PP=.46 Latestfigure 2008

▲ On track: High

□ On track: Medium

▼ Off track: Low

Rate of Progress\*\*\*> 0

Rate of progress: Between .5 and 0

Rate of Progress: < .5



# **III. With Only Five Years Left, Can a Generally Poor Prognosis be Reversed?: Enabling Factors and Constraints**

# Some determinants of education outcomes

- financial and human resources poured into education—e.g. government expenditure as percentage of the budget and gross domestic product;
- policies like the decentralization of education;
- socio-economic characteristics (e.g. per capita expenditure of the household and the highest educational attainment of the household head);

# BESRA Key Reform Areas

- KRT 1: Get all schools to continuously improve with the active involvement of local stakeholder;
- KRT 2: Enable teachers to further enhance their contribution to learning outcomes using clearly defined competency standards;
- KRT 3: Increase social support to the attainment of desired learning outcomes by defining national curriculum strategies, multi-sectoral coordination, and quality assurance;

# BESRA Key Reform Areas

- KRT 4: Improve impact on outcomes from complementary early childhood education, alternative learning systems and private sector participation; and
- KRT 5: Change the institutional culture of DepED to better support these key reform thrusts



# Some Programs that address the effects of poverty on education

- School Feeding Program
- “no collection from parents” policy
- the Multi-grade Education and the Distance Education for Public Elementary Schools (DEPES)
- Conditional Cash Transfer or Pantawid Pamilyang Pilipino Program (4Ps)
- Drop Out Intervention Programs

# **IV. Can the Philippines Get Close to or even meet its MDG2 Targets by 2015?**

- **YES we can IF....**



**THANK YOU!**