

Performance of Secondary Schools from 2005-2012: An Input to Implementation of Education for All (EFA) in Region 10

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ABSTRACT

The educational system of the Philippines aims to empower all Filipino children with access, equity and quality education. Thus, the conduct of this study gathers the profile of the public secondary schools in Region 10 in terms of enrolment both male and female, number of drop outs, number of graduates and NAT MPS Scores as an input to evaluate the performance of secondary schools on its implementation of Education for All (EFA) from year 2005-2012 in comparison to the EFA targets geared towards 2015. Data subjects for statistical treatment using Mean and Percentage rate to determine the average performance of the secondary schools in Region 10. Results have shown that the schools showed drastic increase in enrolment with a greater number of females than males. Meanwhile, NAT MPS Scores increased with 55.46 MPS in year 2012, however, secondary schools still have to work out to reach the regional EFA target

of 75 with a difference of 19.54 from the actual score in 2012. Dropout Rate decreased to 4.32 and yet to work for to attain 0 dropout rate in 2015. Number of Graduates generally increased but showed a slight decrease in some school years. This shows that secondary schools in Region 10 have performed well compared to previous years, but still have to work out more towards achieving the goals of Education for All (EFA) by 2015.

Keywords - Education, Education for All, EFA Implementation, Secondary Schools, Mean, Region 10, Philippines

INTRODUCTION

According to World Bank, the world recognizes that education is one of the most fundamental building blocks for human development and poverty reduction. It is the key to attaining the Millennium Development Goals. (The World Bank, 2013)

Education for All (EFA) came out to be a topic for discussions for any course of action in most of the International fora due to the findings on the achievement of primary education worldwide. Rich countries have given strong support to education. Education for All (EFA) is a call for the head of the state or countries worldwide to expand more on education especially on the financial aspect to uphold development in the system. (Mundy, 2006)

Education for All (EFA) was first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to “every citizen in every society.” A broad coalition of national governments, civil society groups, and development agencies like UNESCO and the World Bank were committed to achieving six specific education goals in order to achieve this goal. The international community reaffirmed its commitment to EFA in Dakar, Senegal, in April 2000 and in September of that year because of a decade of slow progress. 189 countries and their partners reaffirmed and adopted the two EFA goals that are also Millennium Development Goals (MDGs). The World Bank recognizes that achieving these goals requires supporting the full EFA commitment. (Goldstein, 2004)

According to UNICEF, in 2006, 93 million children were not in school. For many children, Basic right to education is a dream for many children that had never become a reality. The aim of EFA is not just giving children the access to education but giving emphasis to quality education. Children will not just enroll in school but they must complete it. (UNICEF, n.d.)

Achieving Education for All goals is a critical means for attaining all 8 MDGs due to the direct impact of education sector to attain the 2015 targets. Today, there are about 77 million children of school age, including 44 million girls, who are still not in school due to financial, social, or physical challenges, including high fertility rates, HIV/AIDS, and conflict. Developing countries has improved access to education since 1990. 47 out of 163 countries have achieved universal primary education which is a concern of MDG 2 and an additional 20 countries are estimated to be “on track” to achieve this goal by 2015. However, huge challenges remain in 44 countries, 23 of which are in Sub-Saharan Africa. Girls are still at a disadvantage when it comes to access and completion of both primary and secondary school even if the gender gap in education is still narrowing. Poor learning outcomes and low-quality education remain overriding concerns in the education sector. In many developing countries, less than 60 percent of primary school pupils who enroll in first grade reach the last grade of schooling. Additionally, pupil/teacher ratios in many countries exceed 40:1 and many primary teachers lack adequate qualifications. (The World Bank, 2013)

Philippines together with Sri Lanka, Thailand and South Korea, used to be the top education performers in Asia. Today, the country is among the lowest performers in Asia and the rest of the developing world. According to the Asian Development Bank (ADB), net enrollment ratio has deteriorated over the past two decades while survival hardly improved. The report noted that “For many years, the Philippines had higher enrollment rates at all levels of education than those of other countries with comparable or even higher levels of income. Recently, several countries in the region, notably Malaysia and Vietnam, have gained an edge over the Philippines even in basic education achievement.” The report further revealed that the out-of-school ratio for primary school-age children in the Philippines was worse than in Indonesia and Vietnam. Unesco’s Global Monitoring Report for 2007 generated the EFA Development Index or EDI for 125 countries. The index is used to gauge the overall accomplishment of countries in terms of meeting the EFA goals. It is a composite measure based on enrollment ratio, adult literacy rate, EFA gender-specific index and survival rate up to grade 5. Of those surveyed, 47 countries had high EDI marks (.95-1.00); 49 countries including the Philippines had medium EDI (.80-.95); and 29 countries had low EDI. (Raya, 2007)

The Philippines ranked 75th, falling behind most Asian countries such as China, Malaysia, Indonesia and Vietnam. In terms of education quality, using survival rate as proxy indicator, the Philippines ranked 101st of 125 countries. At

this level, it fared no better than some of the poorest countries in Asia and Africa such as Burkina Faso, Ethiopia and Myanmar. The deteriorating state of Philippine education may also be seen in its poor rating in international competitive tests. The 2003 Third International Mathematics and Science Study (TIMSS) participated in by 45 countries ranked the Philippines 41st in mathematics and 42nd in Science. The country trails the Asian countries that participated in the 2003 TIMSS, including Malaysia and Indonesia. (Raya, 2007)

The Philippine Education for All (EFA) 2015 is a vision and a holistic program of reforms that aims at improving the quality of basic education for every Filipino by 2015. (Manlangit, 2013)

The overall goals & objectives of Philippine EFA 2015 are universal coverage of Out of School Youth (OSY) and adults in the provision of essential learning needs; universal school participation and elimination of dropouts and repetition in firsts three grades; universal completion of full cycle of basic education schooling with satisfactory achievement levels by all at every grade or year. (Manlangit, 2013) Universal aspect of education means “a comprehensive education”. All children specifically free primary school should be given to all children as their fundamental right. This complies with the commitment of governments under the 1989 Convention of the Rights of the Child. Quality basic education for all, gives an emphasis on gender equality and eliminating disparities of all kind. Addressing both human and material needs, buildings, books and teachers and the organic requirements of getting all children into school and ensuring they complete a quality education is an indication that all children are invited to be in school. These include gender equality in society, good health and nutrition, and the strong backing of governments and communities. (UNESCO, n.d.)

The educational system of the Philippines is now facing a very significant challenge in achieving the six goals of Education for All (EFA). In order to serve the Filipinos nationwide into becoming globally competitive individuals as well as producing quality graduates, these goals were made.

In October 2007, the Philippine Government released its Midterm Progress Report on the Millennium Development Goals (MDG). As shown in the Midterm Progress Report of the Government on the Millennium Development Goals (MDGs) the country is on track to meet 2015 targets on reducing child mortality, promoting gender equality, combating HIV/AIDS, malaria and other diseases, and increasing access to safe drinking water and sanitation. However, the country needs to increase its efforts to meet universal primary education and maternal health goals. (UNESCO, n.d.)

According to the report, progress is not sufficient to meet MDG 2 which access to primary education. This represented a decline in the net enrolment rate from the 2000 level of 96.8 percent to 84.4 percent, thereby setting back the 2015 target of universal access. (UNESCO, n.d.)

Gender equality is quite high in the Philippines, the net enrolment rate (NER) for girls in elementary education in school year (SY) 2005-2006 was 85.4 percent, exceeding that of boys, which was 83.6 percent. The relative sizes of these enrolment rates by sex were maintained at the secondary level, 63.5 percent for females versus 53.7 percent for males. Achievement rates by sex generally favored girls. (Raya, 2007)

Earlier in July 2007, the Department of Education (DepEd) presented its preliminary report on the Mid-Decade Assessment of Education for All (EFA). The reports presented the trends in basic education, admitting that progress has been slow and uneven, and that the key targets will most likely be missed. The target of achieving universal primary education by 2015 has now become the most threatened goal among the eight MDGs. The midterm reports on the MDG and the EFA indicate that enrollment rate in basic education has been growing consistently at a rate of 2.5 percent per year over the past two decades. Estimated 20 million students were enrolled in some 53,000 schools around the country by 2007. About 6.5 million were in secondary schools. The government admitted that while enrolment figures have risen over the years, key performance indicators have been declining consistently since 2001, falling way short of the EFA targets for the corresponding years. Net enrolment, cohort survival and completion rates for both elementary and secondary levels were all down. Dropout rates posted record levels in secondary schools is 15.81. The erratic and consistently low scores obtained by pupils in achievement tests administered by the Department of Education over the years indicate poor quality education. The increase in test results show only marginal improvement and the scores fell far short of the desirable level. The low quality of education delivered by the public school system can also be gleaned from the poor performance of teachers in assessment tests. (Raya, 2007)

Basic education in the Philippines takes a large portion of budget by the government. The Department of Education has made its strong effort in order to enhance the learning environment through the provision of sufficient facilities, enough classrooms and competent teachers. However, the budget is still insufficient that leads into resource shortages in many areas in the Philippines. Enrolment continued to rise and poor budget allocation exists that makes it

a problem in public schools nationwide. This can be a hindrance in attaining Education for All (EFA) goals. (UNESCO, n.d.)

The Department of Education together with National Education and Development Authority has specified its targets on its performance indicators geared towards 2015. The targets are 0% for dropout rate, 75 % on the Mean Percentage Scores of the National Achievement Test, 100% Net Enrolment Rate, and 100% graduation rate.

There are issues that were considered in crafting the plan based on the Mass Media Survey (FLEMMS) which showed that there are about nine million Filipinos, 10 to 64 years old, who are not functionally literate even though there are a lot of investments made by the department in order to implement policy and programs over 20 to 30 years. The country still faces the challenge of having more than 1 million school-aged children who are not in school and 9 million Filipinos who are still functionally illiterate. The quality of learning and acquisition of human values and skills fall far short of the aspirations and needs of individuals and society. Among others, this failure can be attributed in part to the following: weak political will to pursue and sustain reforms at different levels; insufficient financial resources and inefficient use of available ones; inadequate attention to the learning needs, particularly of the poor or disadvantaged; and lack of attention to the quality of learning. (UNESCO, n.d.)

Philippine EFA Mid-Decade Assessment was made for monitoring and evaluation purposes. Based on the assessment, Philippines missed most of its key EFA 2005 targets as improvements have been very minimal to the extent that some indicators suffered regression. For instance, the net enrolment rate in the elementary sector was already at a high 96.77 percent in 2000 but fell to 90.10 percent the following year and further decreased to 84.44 percent in 2005 which is way off the target of 92.19. Dropout rate has been increasing despite efforts to expand early childhood education programs, thus there are now more students unable to complete the full 10 years of basic education. The Philippine Midterm Progress Report on the Millennium Development Goals remarked that the country is lagging behind the targets of achieving access to primary education as measured by net enrolment rate, cohort survival rate and completion rate. However, data for 2006-2008 showed a modest improvement in some indicators after the shortcomings in 2005 just like the increase in completion rate in both elementary and secondary level and gross enrolment in early childhood education. (UNESCO, n.d.) According to Statistical Indicators on Development 2006, Net enrolment ratio at the secondary level increased slightly in SY 2005-2006 but

still way below the target. Cohort survival rate at the secondary level showed minimal increase in SY 2004-2005 but decreased further in SY 2005-2006. Dropout rate at the secondary level continued to increase and still far from the target. For classroom-student ratio, target for both levels was achieved before the target period. Number of pupils per classroom at the elementary level started to improve in SY 2005-2006. Number of classrooms built increased slightly in SY 2006-2007 after a decline in SY 2005-2006 but still meeting the target every year. On textbook-student ratio, the targeted 1:1 ratio for the number of textbooks per pupil/student was achieved as early as SY 2004-2005 and on teacher-student ratio, Target was achieved as early as SY 2004-2005 for both levels. Number of students per classroom at the secondary level started to improve in SY 2005-2006. (UNESCO, n.d.)

According to the National Statistics Coordination Board, in 2006, NAT were administered by the National Education Testing and Research Center (NETRC) of the Department of Education (DepEd) to Grade 6 and Fourth Year high school students in government schools. The tests were designed to determine what the graduating students know and can do in five subject areas at the end of the school year, namely: Mathematics, Science, English, Filipino and Hekasi/ Araling Panlipunan. The National Achievement Test (NAT) results for SY 2005-2006 reflected a declining education performance of the students in the country. For secondary level, it refers to the change over time for successive batches of Fourth Year high school students. A score of 75% and above means that the student has a mastery of the subject; 50% to less than 75%, near mastery; and below 50% means low mastery Eastern Visayas topped the NAT 2004-2005 at the secondary level with an average of 58.6%.

In an article written by Quismundo (2011) in the Philippine Daily Inquirer dated September 22, 2011, almost two-thirds of the country's high schools fared poorly in the National Achievement Test (NAT) in 2010 with some 67.10 percent of schools getting below average NAT scores, the Department of Education (DepEd) said. DepEd Secretary Armin Luistro stressed that schools must give interventions and exert more effort to address the said problem. DepEd order No. 72 dated September 20 showed that of roughly 5,600 secondary schools, some 67.10 percent of schools scored within the "lower average" range (26 and 50 percent correct) in NAT for second year high school students. Some 0.35 percent of schools scored between 0 and 25 percent. Only around a third of the high schools made it to the upper score ranges: 31.41 percent of schools scored between 51 percent and 75 percent, while only 1.13 percent of schools were rated

superior, with a mean score of between 76 to 100 percent among its takers.

Several Studies has been conducted regarding the implementation of EFA. In one of the study, free education was introduced in Malawi in 1994 that led to increase in enrolment of an institution. The study gathered information from 10 schools in terms of enrolment, resources, staffing and absenteeism. Results gave emphasis on the implementation of EFA. The state had not given enough support to education especially in terms of materials and human resources. It has been observed that EFA has not been fully implemented in Malawi and increased drop-outs that led to not attaining literacy. (Chimombo, 2005)

Another study emphasized on common sense of purpose in inclusive education which is essential in EFA strategies should be more inclusive. There's more emphasis on teaching and literacy, school development, leadership and the development of education system. (Ainscow and Miles, 2008)

A study by Velasco (2004) in *Achieving Quality Education for All (EFA), the Challenges Ahead*, by year 2010, Cambodia projected to achieve universal access to and completion of primary and lower secondary education. Total enrolment at primary level have steadily increased through the years and comparably increased for boys and girls were observed 61.8 % and 72.9 % respectively is 0.87 and increasing at lower secondary levels the national enrolment rate dropped to 18.9 % and 7.4 %, girls dropped to 16.4 % and upper secondary 5.4 %.

Locally, a study was conducted to evaluate the technical and productivity performance of school divisions in Mindanao from the period of 2002- 2010. Among 48 school divisions in Mindanao 10 achieved full technical efficiency level. 38 schools division were least efficient due to lack of factors inputs like number of male and female enrollees, desk, classrooms and MOOE. The study revealed that number of the desk and teachers were the sources of inefficiencies of the school divisions. (Binag, 2012)

In 2005, the ranking of the divisions nationwide on its performance in selected EFA Indicators showed that in the top 20 divisions none of the divisions in region 10 was included but in the bottom 20, most of the divisions in Mindanao were lagging behind which includes three (3) divisions in region 10, namely; Bukidnon, Valencia and Lanao del Norte. The table below shows the performance of Region 10 in some EFA Indicators. (UNESCO, n.d.)

Table 1. Performance of Region 10 in 2005 on some EFA Indicators

INDICATOR	PERFORMANCE IN 2005
Completion Rate	Falling Further Behind
Net Enrolment Rate	Falling Further Behind
School Leaver Rate	Falling Further Behind
National Achievement Test	Falling Further Behind

Source: Philippine Education for All 2015: Implementation and Challenges UNESCO

In all of the indicators, Region 10 was falling further behind which means that the performance is below the national average.

Table 2. Performance of Region 10 in 2008 on Some EFA Indicators

INDICATOR	PERFORMANCE IN 2005
Completion Rate	Catching Up
Net Enrolment Rate	Catching Up
School Leaver Rate	Catching Up
National Achievement Test	Catching Up

Source: Philippine Education for All 2015: Implementation and Challenges UNESCO

In 2008, all of the indicators showed Catching up Performance which means that the Region had improving performance but lower than the national average and short of the 2005 or 2010 targets. Considering the EFA Development Index (EDI) of the country, Bukidnon and Lanao del Norte are included in the bottom provinces in which both of them are part of Region 10.

Taking a closer look on the comparison of the actual performance of the country versus the targets in 2005 and 2015, the table below shows the figures.

Table 3. Comparison between the actual performances of the country with EFA 2005 and 2015 targets

INDICATORS	ACTUAL PERFORMANCE IN 2005	2005 TARGET	2015 TARGET
Gross Enrolment Rate	80.53	88.34	100
Net Enrolment Rate	58.54	67.72	100
Completion Rate	61.66	63.68	100
Dropout Rate	12.5	8.1	0
National Achievement Test (NAT)	46.80	75	75

Source: Philippine Education for All 2015: Implementation and Challenges, UNESCO

In all of the indicators, Region 10 was falling further behind which means that the performance is below the national average.

With the performance in 2005, it is very far from the target except for gross enrolment rate which is a little bit closer to the target. This suggests that the country should intensify its efforts to ensure that it will recover lost ground so that the Education for All targets will be met by 2015.

The Department of Education crafted strategic plans especially the school administrators together with their teachers to design interventions necessary in attaining the goals of Education for All. (DepEd Order 36 s. 2002) Will schools be able to achieve the EFA goals in 2015?

Education for All is geared towards year 2015 in order to attain its goals. It is the aim of this study to determine the profile of secondary schools in Region 10 as an input to the evaluation of the implementation of Education for All (EFA) to find out how far the schools were able to implement these goals towards the projected achievement by 2015.

CONCEPTUAL FRAMEWORK

This study would like to find out the performance of the secondary schools in Region 10 for a period of seven (7) years from 2005-2012. It is anchored to some legal basis and worldwide declaration.

The 1987 Constitution guarantees the right to education of every Filipino. It provided that, “The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all.”

The right of every Filipino to quality basic education is further emphasized in Republic Act 9155 or the Governance of Basic Education Act of 2001. Along with Republic Act 6655 or the Free Secondary Education Act, these laws reaffirm the policy of the State to protect and promote the rights of all Filipinos by providing children free and compulsory education in the elementary and high school level.

Along with “Education for All”, the Philippines is also committed to pursue eight time bounded and specific targets under the Millennium Declaration which it signed on September 2000. Millennium Development Goals has eight time-bounded specific targets. The goals are ; Goal 1: Eradicate Extreme Hunger and Poverty, Goal 2: Achieve Universal Primary Education, Goal 3: Promote Gender Equality and Empower Women, Goal 4: Reduce Child Mortality, Goal 5: Improve Maternal Health, Goal 6: Combat HIV/AIDS, Malaria and other diseases, Goal 7: Ensure Environmental Sustainability and Goal 8: Develop a Global Partnership for Development. (UN, n.d.)

In 1990, there was a World Declaration on Education for All (EFA) in Jomtien, Thailand, which prescribed that Basic Learning Needs shall be met for all by various means. As a response, the Philippines crafted and implemented the 10-year EFA Philippine Plan of Action covering 1991-2000. The EFA plan articulated the country’s national goals, objectives, policies and strategies, as well as the regional programs for implementation for the first decade of the EFA movement. Under the 1991-2000 Plan (EFA 1), the thrusts included: Early Childhood Development, Universalization of Quality Primary Education and Alternative Learning Systems. (UNESCO, n.d.)

In 2000, the Philippines, as a reaffirmation of the vision set in the 1990 World Declaration, committed itself to the following EFA 2015 Goals at the World Education Forum in Dakar: Goal 1: Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; Goal 2: Ensure that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete free and compulsory primary education of good quality; Goal 3: Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs; Goal 4: Achieve a 50 percent improvement in levels of adult literacy by 2015 especially

for women and equitable access to basic and continuing education for all adults; Goal 5: Eliminate gender disparities in primary and secondary education by 2015, with focus on ensuring girls full and equal access to and achievement in basic education of good quality; and Goal 6: Improve every aspect of the quality of education, and ensure their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. (UNESCO, n.d.)

Based on the Dakar Framework for Action, the country came up with the Philippine EFA 2015 National Action Plan entitled “Functionally Literate Filipinos, An Educated Nation.” Like what the MTPDP does to the economy, the current EFA is the overarching framework for basic education. The EFA 2015 Plan emphasizes the need to provide basic education for all and add a dimension to what has been thus far almost exclusively school-based education. It points to an “urgent need to respond to the learning needs of youth and adults who are either have never been to school, have dropped out, reverted to illiteracy, or need basic or advanced skills to find jobs.” Thus, the EFA 2015 Plan emphasizes that educational opportunities are channels of learning which can become effective conduits of values orientation, consciousness and information useful and relevant to a wide range of social goals. (UNESCO, n.d.)

Considering all of these, and the theories cited by the authors, this study comes up with Figure 1 that shows the relationship between the independent variables and dependent variables. The goals of Education for All (EFA) were considered specifically on Goals 2 and 3 but with a twist. Goal 2 on Universal School Participation and elimination of drop outs and repetition in first three grades but in this study only secondary students in secondary schools were considered. Goal 3 on Universal completion of full cycle of basic schooling with satisfactory achievement levels by all at every grade or year and in this study, the cycle in the secondary level was considered. These goals were considered to determine the status of the implementation of Education for All through the Performance of the Secondary schools based on its profile on Number of Enrollees, Number of Dropouts, Number of Graduates and NAT MPS Score.

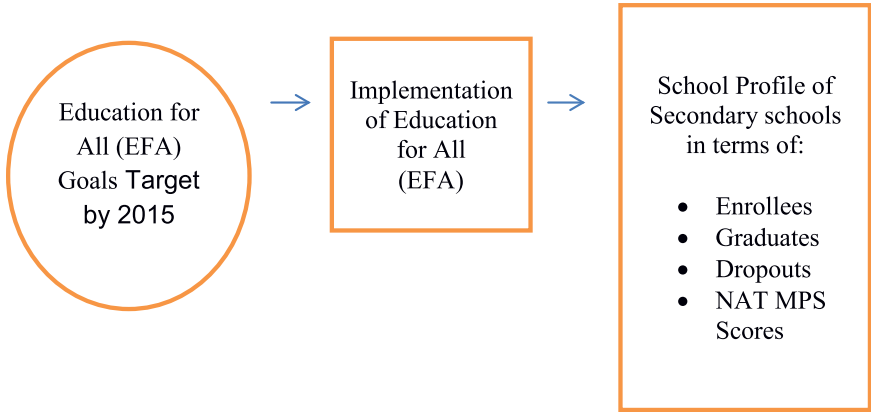


Figure 1. Relationship of concept variables in the paradigm.

Education for All (EFA) targets by 2015 were determined and these goals were used to evaluate the performance of secondary schools in Region 10 in terms of enrolment, graduates, dropouts and National Achievement Test Mean Percentage Score.

OBJECTIVE OF THE STUDY

The goals of Education for All is geared towards year 2015, so it is the aim of this study to determine the profile of secondary schools in Region 10 as an input to the evaluation of the implementation of Education for All (EFA) to find out how far the schools were able to implement these goals towards the projected achievement by 2015.

METHODOLOGY

This study was conducted in the selected secondary schools of Region 10. Region 10 has 13 divisions, located in the island of Mindanao. It is considered as the eco-tourism hub of the Philippines. (Golf Living Philippines, 2006) More than 60% of Northern Mindanao’s total land area is classified as forestland. The economy in the region is mainly agricultural. It is the third largest producer of corn and banana in the country. The region’s seas abound with fish and other marine products. There is also a booming growth of industries in the region. The economy of Northern Mindanao is the largest regional economy in the island of

Mindanao. (Philippine Islands, 2010)

The following are the school divisions in Region 10 shown in the map.



Figure 2. Map of School Divisions in Region 10

Source: <http://www.google.com>

To determine the performance of the secondary schools descriptive research was conducted to gather data from selected secondary schools in Region 10 through purposive sampling.

The respondents of this study were the School Principals or School Head of the selected Secondary Schools of Region 10 during the school year 2013-2014.

The questionnaire was pilot tested to one of the secondary schools in Region 10. In each of the 13 divisions of Region 10, two schools were chosen through purposive sampling as respondent secondary schools. Performances of secondary schools in Region 10 were analyzed using the data. Education for All (EFA)

targets of Region 10 according to NEDA were compared with the results. Survey Questions was made indicating the profile of the secondary schools such as number of male and female enrollees, number of classrooms, number of graduates, number of dropouts and NAT Mean Percentage Scores.

The profile of the Secondary Schools was described using descriptive statistics specifically mean.

RESULTS AND DISCUSSION

Based on the data gathered as shown in Figure 3, there are more female enrollees than male. The average enrolment of the school year 2005-2006 is 1430.96 and in the school year 2012-2013 it has an average enrolment of 1920.65 with a difference of 489.69. It shows that enrolment of secondary schools in region 10 increased over 7 years from 2005-2012.

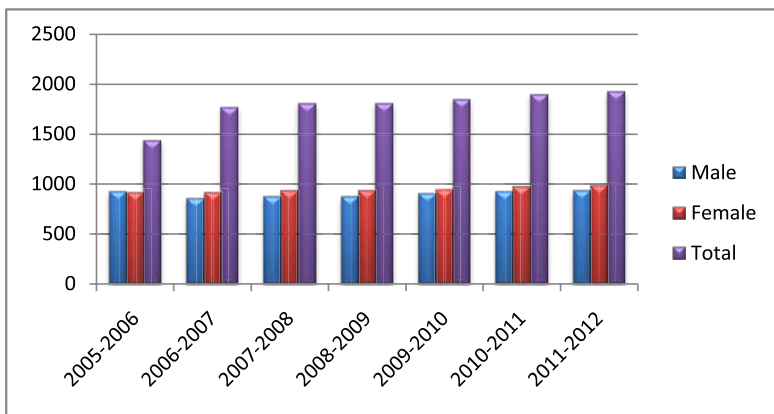


Figure 3. Male and Female Enrolment of the Secondary Schools in Region 10

In the Regional Development Plan Midterm Update given by the National Education and Development Authority, the region posted a moderate probability of attaining the commitment along the Millennium Development Goals (MDG) and Education for All (EFA) of providing universal access to quality education by 2015. They have recorded that the Net Enrolment Rate in the secondary level was 40.26 percent which is lower than the MDG target by 2015. Looking at the performance of the secondary schools based on the result of the study, the average enrolment of the secondary schools have increased over the period of 7 years which shows the schools have increased in providing the people in the

community access to secondary education. However, secondary schools still have to continue to encourage participation of the youth in the community.

According to the Gender Inputs in the SPHERE IPR Report, the gender trends are less consistent at the secondary level with rising participation rates for girls and boys and narrowing gender gaps, improving cohort survival rates, but increasing gender disparity, and declining dropout rates and gender gaps. At both elementary and high school achievement tests, girls had better results than boys. In 2008-2009, the gender gap was smallest in Elementary Science (1.22 percentage points) and High School Mathematics (1.46 percentage points), and biggest in the languages. (Illo, 2010) The result of the study showed that these gender gaps are just minimal in the secondary level.

Based on the FLEMMS (Functional Literacy, Education and Mass Media Survey) 2003, 11.6 million children and youth aged 6 to 24 years old were not attending school. About half of them or 5.6 million belong to the age group 15-21 years old. Poverty and related factors were the main reasons cited for not attending school. 30.5 percent cited employment as the reason for not attending school. One of every five (20 percent) cited the high cost of education as the reason for not attending school while another 11.8 percent cited housekeeping work.

This is related to the study of Velasco (2004) that in Achieving Quality Education for All (EFA), by year 2010, Cambodia projects to achieve universal access to and completion of primary and lower secondary education. Total enrolment at primary level have steadily increased through the years and comparable increases for boys and girls were observed 61.8 % and 72.9 % respectively is 0.87 and increasing at lower secondary levels the national enrolment rate dropped to 18.9 % and 7.4 %, girls dropped to 16.4 % and upper secondary 5.4 %. Thus, increasing the number of enrolment helps in attaining the goals of EFA.

One thing that will affect the completion of the youth in their secondary education is the tendency in dropping out from the class. In this study, dropout rate in secondary schools have decreased from 2005-2012. The dropout rate in 2005-2006 is 9.35 % which decreased to 4.32% in 2012-2013.

According to NEDA, in the public school system, the most prevalent reasons for continued dropping out of children from school or low school participation are distance from home to school, illness, family problems, lack of interests/ distractions, hunger/malnutrition, poor academic performance, and parents' attitude toward schooling. There is still a difference of 4.32% to reach the

targeted 0 dropout rate by 2015. Schools must have to address these problems to attain the target.

One thing that will affect dropping out among students is the provision of the resources. As emphasized in the study of (Chimombo, 2005) free education was introduced in Malawi in 1994 that leads to increase in enrolment of an institution. The state has not given enough support to education especially in terms of materials and human resources. It has been observed that EFA has not been fully implemented in Malawi and increased drop-outs leading into not attaining literacy. By increasing access to education at the expense of quality education offered.

Number of graduates among secondary schools in Region 10 from 2005 to 2012 has increased. From 2005-2006, the average number of graduates, is 314.38 which increased to 326.42 in 2012-2013. Increasing trend on the number of graduates is shown n Figure 4.

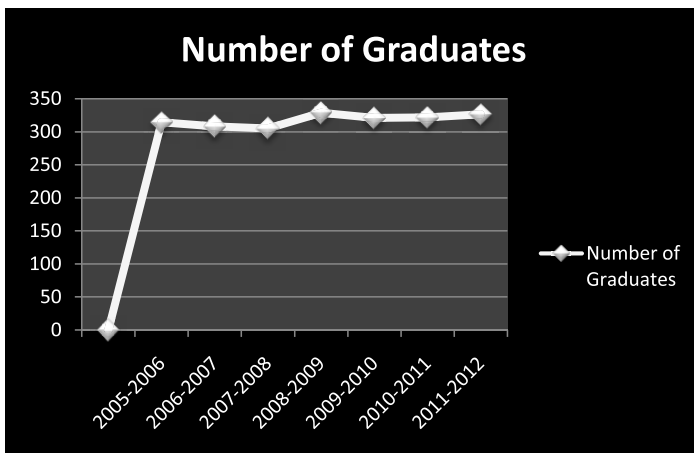


Figure 4. Number of Graduates of the Secondary Schools in Region 10

Decreasing number of dropouts means an increasing number of graduates. The targeted completion rate by the Philippine EFA Plan is 100 %. With an increasing number of graduates there a possibility that we can reach the target, however, schools have to widen their efforts to achieve to attain zero dropout rate.

Mean Percentage Scores in the National Achievement Test of the Secondary Schools have increased from 2005-2012. In 2005-2006, the average NAT MPS Score, is 39.40 which increased to 55.46 in 2012-2013.

According to National Education and Development Authority, Region 10, the EFA target by 2015 for NAT MPS Score is 75. Looking at the result there is a need to incorporate more interventions to increase achievement rate among secondary schools.

In figure 5, it shows the comparison between the average performances of the secondary schools in Region 10 from 2005-2012.

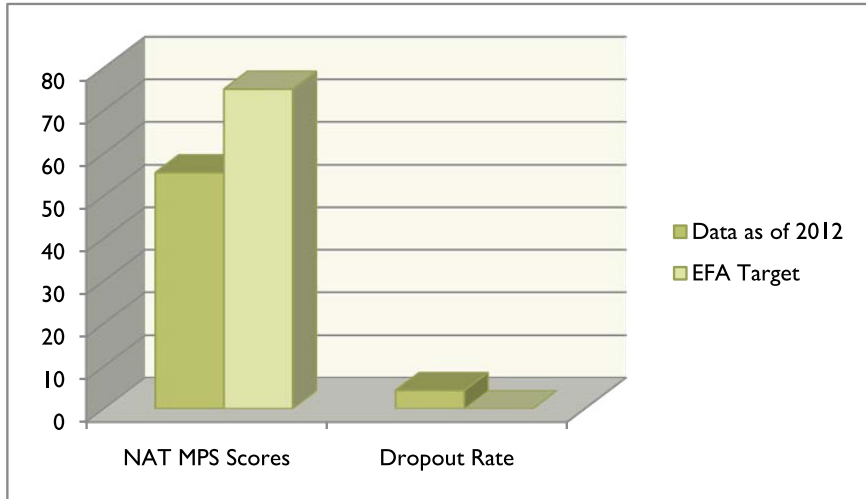


Figure 5. Comparison of the NAT MPS Score and Dropout Rate between average performance of the secondary schools in Region X and the EFA Target

The graph shows that NAT MPS Score and dropout rate have almost reached the EFA target by 2015. It is now the challenge of the secondary schools to extend more efforts to reach the said target by 2015.

CONCLUSIONS AND IMPLICATIONS

The study shows that number of enrollees, number of graduates and NAT MPS Scores of Secondary Schools in Region 10 have increased over 7 years from 2005-2012. Dropout rate has also decreased over this period of years. Computing the difference between the performance of the secondary schools from 2005-2012 and the target projected by National Education and Development Authority (NEDA) of Region 10, NAT MPS Scores increased with 55.46 MPS in year

2012. However, secondary schools still have to work out to reach the regional EFA target of 75 with a difference of 19.54 from the actual score in 2012. Dropout Rate decreased to 4.32 and yet to work for to attain 0 dropout rate in 2015. Number of Graduates generally increased but showed a slight decrease in some school years. Secondary schools in Region 10 have almost reached the target, however, schools still have to work out more towards achieving the goals of Education for All (EFA) by 2015.

Reports reveal that disasters have adversely affected the performance of the provision of access to primary education because of the occurrence of typhoon Sendong in December 2011. The typhoon caused huge damages and losses to the education sector which includes disruption of classes and damages to school equipment and facilities. These affect the performance of the students in the National Achievement Test. There should be more efforts in order that the education system can be disaster-resilient.

This indicates progressive performance of the secondary schools in region 10. However, with the given data as of the conduct of this study and given 2 years more to hit the EFA targets with 100 % graduation rate, 0 dropout rate and 75 % NAT MPS, schools will find it hard to reach the said target.

Thus, secondary schools in region 10 are on track in attaining the EFA targets however, there is a need to triple up their efforts so as not to miss the EFA goals by 2015.

The output of this study can be an input for the evaluation of the performance of the secondary schools in region 10. Schools must continue to give their best to attain the projected target of Education for All (EFA) by 2015. The educational system must continue to serve the Filipino children with equity, access and quality education.

RECOMMENDATION

Based on the foregoing conclusion, the following are the recommendations:

1. Secondary schools together with the Department of Education must continue to tap more resources in order to strengthen their intervention programs and improve human and material resources to increase the enrolment, graduates, and NAT MPS Scores as well as decreasing the number of dropouts. There are two more years to go to hit the EFA targets. Schools must continue to heighten more efforts to keep on track in racking up the EFA goals.

2. Schools must strengthen collaboration with the local government unit, the community, parents and other stakeholders to tap more resources as an avenue of increasing the inputs which are necessary in hitting the key indicators of EFA goals. Furthermore, parents must be oriented in their respective roles with implementation of Education for All. In the same manner, the stakeholder must also be willing and open to support the programs of the educational institutions.
3. The government has designed intervention programs to achieve the goals of Education for All by 2015. These interventions should have regular monitoring in the context of evaluation of its status and improvement for sustainability. The resources provided by the government for schools should be maximized, utilized properly and accounted for to attain the EFA goals.
4. The present program of the administration in the implementation on the 4Ps Program or the Pantawid Pamilyang Pilipino Program aims to provide financial assistance to Filipino people who are facing financial difficulty. This program is supposedly an avenue of bringing the children into schools. Recipients of this program must utilize this assistance wisely ensuring that the goals of the government in providing access to education will be met.
5. The Philippine National EFA Plan has been followed by the region on the implementation of its goals. It would be better if the region down to the schools division and the schools itself will be able to craft their own action plan to create best strategies to ring up the goals of Education for All. The Philippine EFA National Plan must continually be revisited for the basis of evaluation on the status of its implementation.
6. Furthermore, further study must be conducted to focus on other goals of EFA, consider other variables which could give substantial contribution to the realization of EFA goals and widen the scope of evaluation on its implementation.
7. Moreover, the Department of Education must be consistent in programs and interventions implemented. The implementation of EFA has been monitored in schools through accreditations specifically in the School-Based Management. This accreditation must be authentic and reliable so that proper evaluation will be made and right strategies for plan of action will still be on track in reaching the goals. On the other hand the resources must continue to utilize efficiently available resources and

- exercise transparency to better serve the Filipino children. Thus, greater attention must be given to the teaching-learning process for building their total being.
8. Globally, each country must strengthen their programs in achieving EFA. There should be a link for all the countries wherein best practices can be shared to achieve the goals of EFA.

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