



BASIC EDUCATION

Situation

National Research Management Conference
November 23, 2016

SCOPE

- Development Plans
- Performance Overview
- Key Performance Indicators (KPIs)
- Issues



Development Plans



SDG 4

Inclusive Quality Education

Sustainable Development Goals



Sustainable Development Goals



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Targets and Performance Indicators



4 QUALITY EDUCATION

Targets	Performance Indicator	Means of Verification	Responsible Agency
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Percentage of children/young people at the end of each level of education achieving at least a minimum proficiency level in (a) reading and (b) mathematics.	LAPG NAT – G6, G10 and G12 CompR, CSR, NER, GER	DepEd
By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being	NER??	ECCD Council
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Participation rate of adults in formal and non-formal education and training in the last 12 months	Enrolment	CHED
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Percentage of youth/adults with ICT skills by type of skill	NC Results	TESDA, DepEd, CHED
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Parity indices (female/male, urban/rural, bottom/top wealth quintile) for all indicators on this list that can be disaggregated	GPI	DepEd
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills.	FLEMMS	DepEd

Targets and Performance Indicators



4 QUALITY EDUCATION

Targets	Performance Indicator	Measure	Responsible Agency
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development			
Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Percentage of schools with access to (i) electricity; (ii) Internet for pedagogical purposes (iii) basic drinking water and (iv) basic sanitation facilities; and (v) basic handwashing facilities (as per the WASH indicator definitions)	Basic Ratios Inventory of Resources	DepEd and partners
By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	Volume of ODA flows for scholarships by sector and type of study; Total net official development assistance (ODA) for scholarships and student costs in donor countries (types of aid E01 and E02). Data expressed in US dollars at the average annual exchange rate.	Number of recipients of scholarships through ODA	NEDA, DOF
By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	Percentage of teachers in (i) pre-primary (ii) primary, (iii) lower secondary and (iv) upper secondary education who have received at least the minimum organized teacher (i.e. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.	HR database	DepEd



REPUBLIC OF THE PHILIPPINES

NATIONAL ECONOMIC AND DEVELOPMENT AUTHORITY

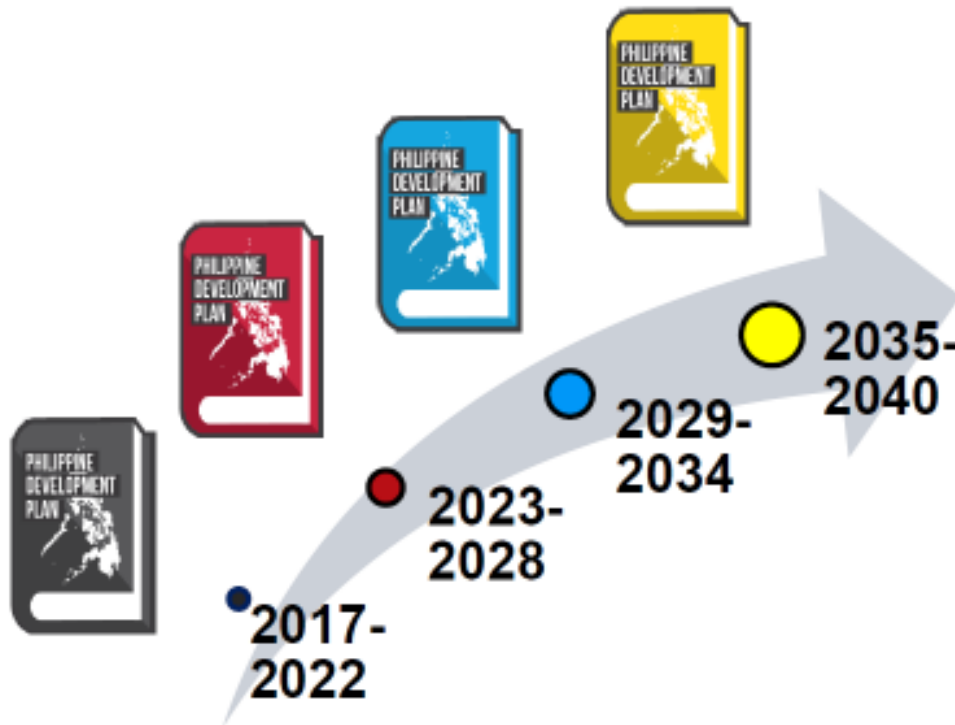
AMBISYON  NATIN
2040

The Life We Want



AmBisyon Natin 2040

From vision to action



By 2040, Philippines will be:

1. A prosperous, predominantly middle-class society where no one is poor;
2. A healthy and resilient society;
3. A smart and innovative society, and
4. A high trust society.

AmBisyon Natin 2040



NATIONAL ECONOMIC AND
DEVELOPMENT AUTHORITY

Vision of Filipinos for Self

“In 2040, we will all enjoy a stable and comfortable lifestyle, secure in the knowledge that we have enough for our daily needs and unexpected expenses, that we can plan and prepare for our own and our children’s future. Our family lives together in a place of our own, yet we have the freedom to go where we desire, protected and enabled by a clean, efficient, and fair government.”

AmBisyon Natin 2040

What is a simple & comfortable life?



NATIONAL ECONOMIC AND
DEVELOPMENT AUTHORITY

62%
Own one car



61%
Have enough money
for day-to-day needs



61%
Own a medium-sized
home



73%
Earning enough



73%
All children are
college-educated



30%
Business
owner



30%
Relax with family
and friends



21%
Able to take occasional
trips around the country



AmBisyon Natin 2040

What is a simple & comfortable life?



NATIONAL ECONOMIC AND
DEVELOPMENT AUTHORITY

P 120,000

Gross Monthly Income



5,000

Own one car



10,000

All children are
college-educated



25,000

Income Tax

40,000

Have enough money
for day-to-day needs



30,000

Own a medium-sized
home



4,000

Relax with family
and friends



6,000

Able to take occasional
trips around the country

Philippine Development Plan 2017-2022



NATIONAL ECONOMIC AND
DEVELOPMENT AUTHORITY

MATATAG, MAGINHAWA AT PANATAG NA BUHAY

2040

FOUNDATION FOR INCLUSIVE GROWTH, A HIGH-TRUST SOCIETY AND
A GLOBALLY COMPETITIVE KNOWLEDGE ECONOMY

2022

“MALASAKIT” ENHANCING THE SOCIAL FABRIC



Clean, efficient and
citizen-centered
governance



Swift and fair
administration of
justice



Promote awareness
and value cultural
diversity

“PAGBABAGO” REDUCING INEQUALITY



Expand
economic
opportunities

Increase access
to economic
opportunities



Accelerate
human capital
development

Reduce
vulnerability of
the poor

Strategic trade and fiscal policy, macroeconomic stability, competition policy

“KAUNLARAN” INCREASING POTENTIAL GROWTH



Promote
technology
adoption

Encourage
innovation



Maximize demographic
dividend

Ensure security

Accelerated and strategic
development of infrastructure

Maintain ecological integrity, clean
and healthy environment

10-POINT AGENDA 2016-2022

*“Quality, Accessible, Relevant,
and Liberating Basic Education
for All”*



10-Point Agenda 2016-2022

1 We are committed to the full implementation of K to 12

2 We are responding to the directives of President Duterte to strengthen and enrich curricular reforms on anti-illegal drugs, reproductive health, and disaster preparedness

10-Point Agenda 2016-2022

**3 Intensify and expand
Alternative Learning System
(ALS) programs**

**4 We will continue the efforts to
get our school-age children to
school, and to keep them in
school up to completion of basic
education**

10-Point Agenda 2016-2022

5 Introduce curricular and non-curricular programs and undertake institutional capacity building to be responsive to the aspirations and most urgent needs of the nation

6 Foster critical thinking and enrich appreciation of culture and arts

10-Point Agenda 2016-2022

7 Put in place financial management reforms to ensure timely delivery of infrastructure and learning resources

8 We will expand the scope of employee welfare, to respond to felt and reasonable needs by our academic and non-academic personnel.

10-Point Agenda 2016-2022

9 Our leadership will be active, transparent, consultative, collaborative, and corruption-free.

10 We will continue cooperation with the private sector and communities, as well as with bilateral and multilateral institution towards the fulfillment of our vision and agenda. To harness our collective spirit, we will upgrade the department's communication strategy to be able to reach out to our local, national and even global communities.



Performance Overview



Access

Elementary



Indicator	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017*
Enrollment	13,226,888	13,259,489	13,245,848	13,301,248	13,157,333	13,208,956
NER	97.10%	95.13%	93.80%	92.57%	91.05%	89.54%
GER	114.93%	113.51%	111.20%	109.29%	106.31%	104.50%

* - Forecasted Data



Elementary NER Gap Factors

SY 2014-2015

NER Gap

7.43%

1,176,760 children of school age are not in the school system or at not the right age.



Efficiency

Indicator	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
Cohort Survival Rate	73.76%	74.24%	80.04%	85.08%	87.54%	91.65%
Completion Rate	70.99%	72.66%	77.79%	83.04%	86.66%	90.74%
Transition Rate	96.58%	96.09%	96.45%	97.32%	97.59%	97.78%

* - Forecasted Data

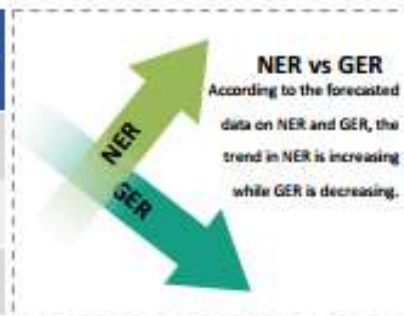
According to the forecasted data, all efficiency indicators are **increasing**



Access Secondary



Indicator	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017*
Enrollment	5,576,065	5,641,898	5,773,267	5,928,042	6,012,761	6,134,267
NER	64.38%	64.24%	64.90%	63.23%	67.60%	66.50%
GER	85.41%	84.81%	84.45%	84.18%	83.18%	82.88%



* - Forecasted Data



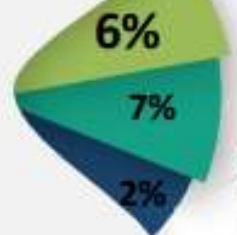
Secondary NER Gap Factors SY 2014-2015

NER Gap

36.8%

2,986,876 children of school age are not in the school system or at not the right age.

85%



Gap on Transition
228,749 Grade 6 students are not in Secondary schools.

School Leavers
252,744 Students are leaving the school system.

Repeaters
66,844 students are repeating.

Out of School Youth
2,992,925 are out of school children.



Efficiency

Indicator	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
Cohort Survival Rate	78.84%	78.20%	79.32%	81.24%	81.35%	82.21%
Completion Rate	74.26%	74.79%	75.71%	76.89%	79.53%	80.03%
Transition Rate	99.70%	98.36%	97.19%	97.19%	95.81%	94.97%

* - Forecasted Data

According to the forecasted data, all efficiency indicators are **increasing**



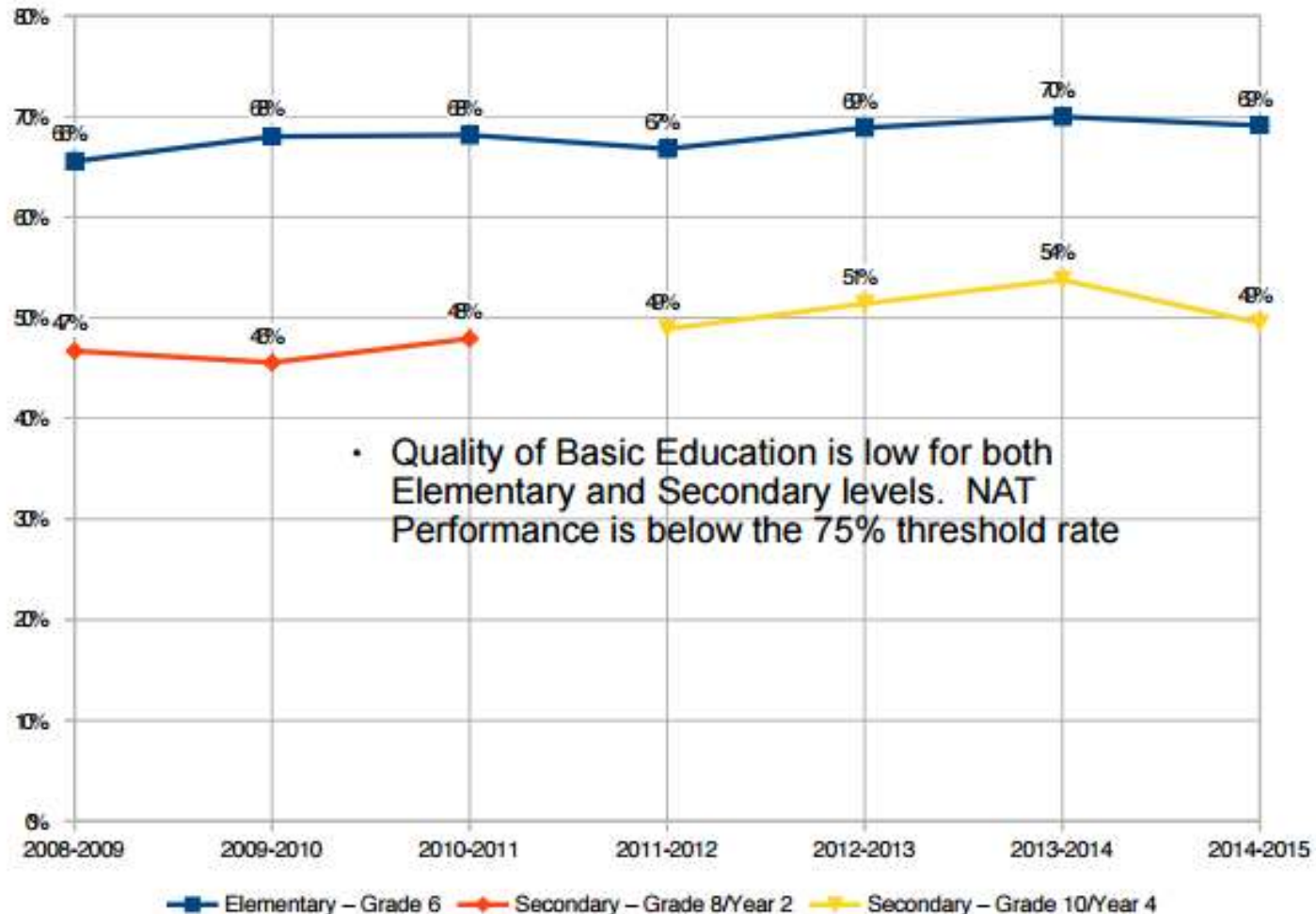


Key Performance Indicators

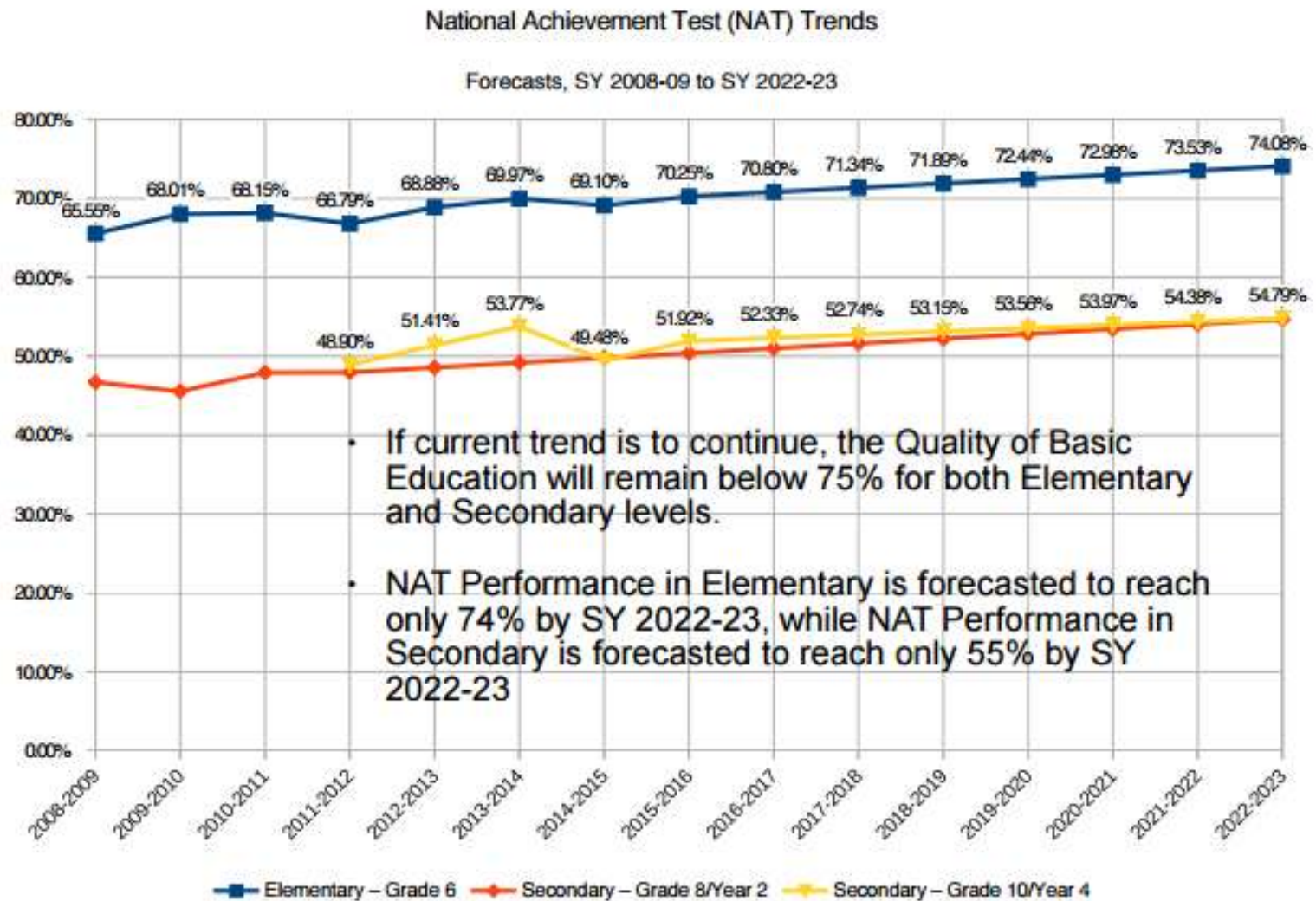
Quality of Basic Education

National Achievement Test (NAT) Performance

SY 2008-09 to SY 2014-15



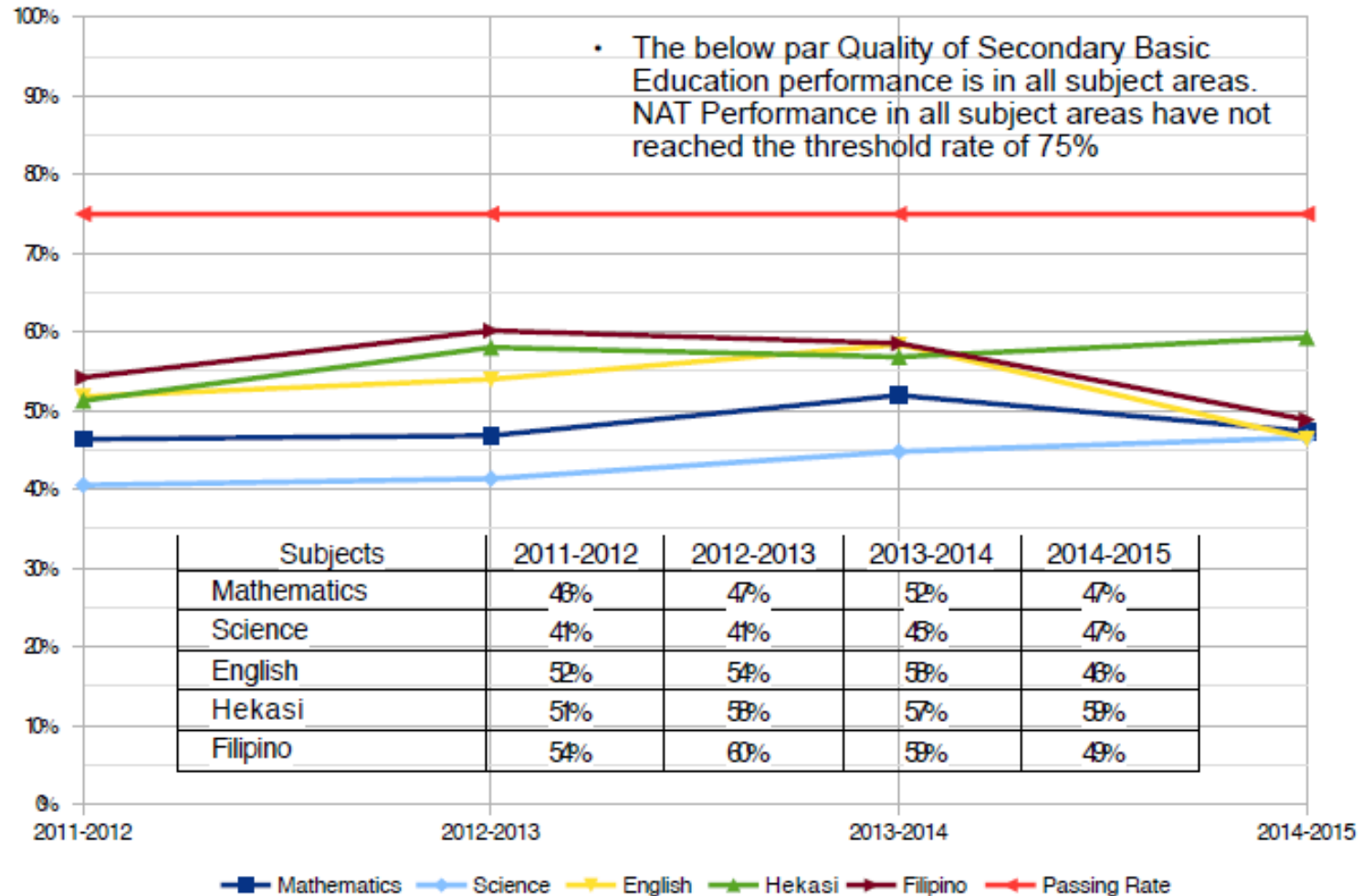
Quality of Basic Education



Quality of Basic Education

National Achievement Test (NAT) Performance

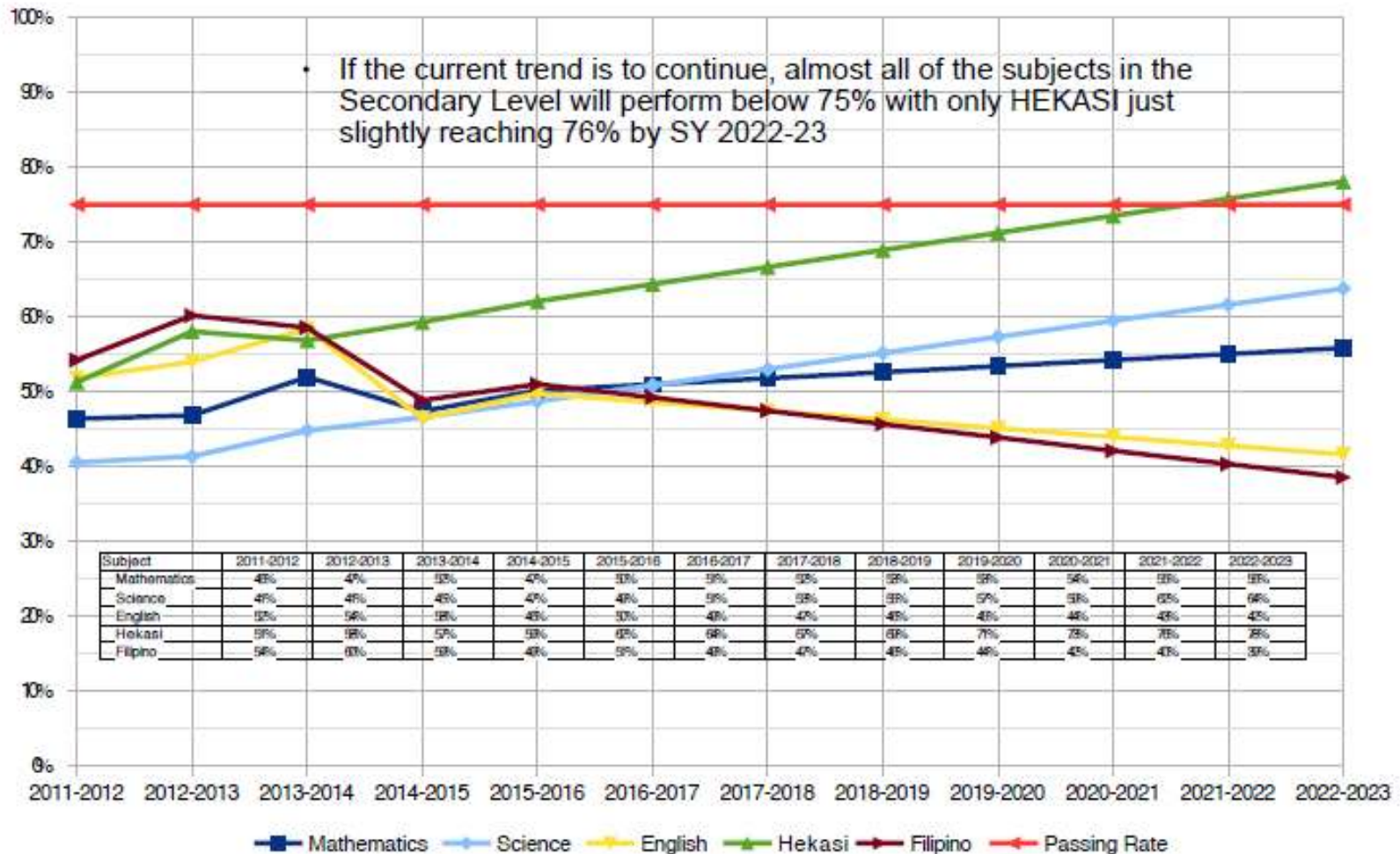
Grade 10 / 4th Year, By Subject



Quality of Basic Education

National Achievement Test (NAT) Trends

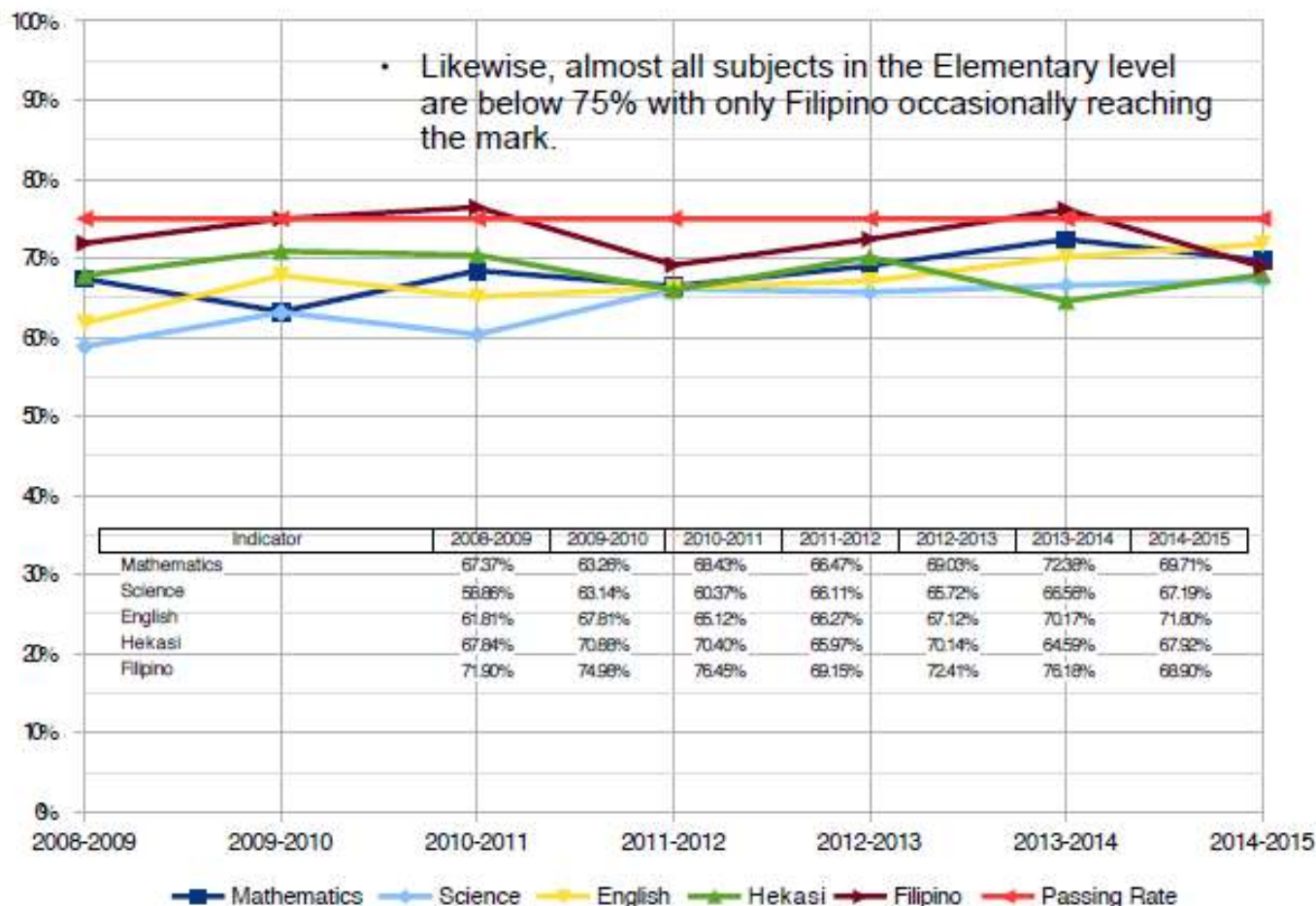
Grade 10 / 4th Year Forecasts, By Subject



Quality of Basic Education

National Achievement Test (NAT) Performance

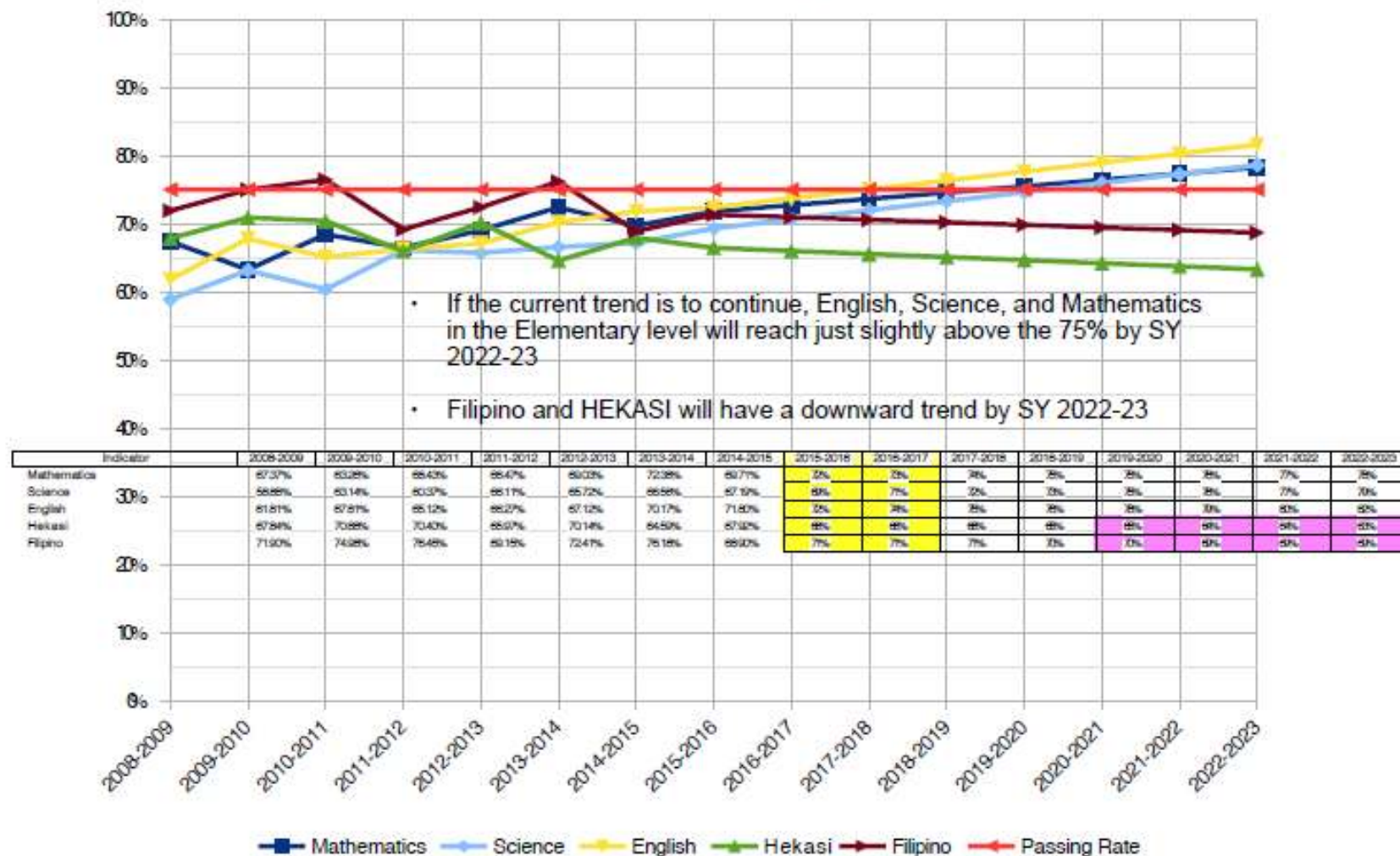
Grade 6, By Subject



Quality of Basic Education

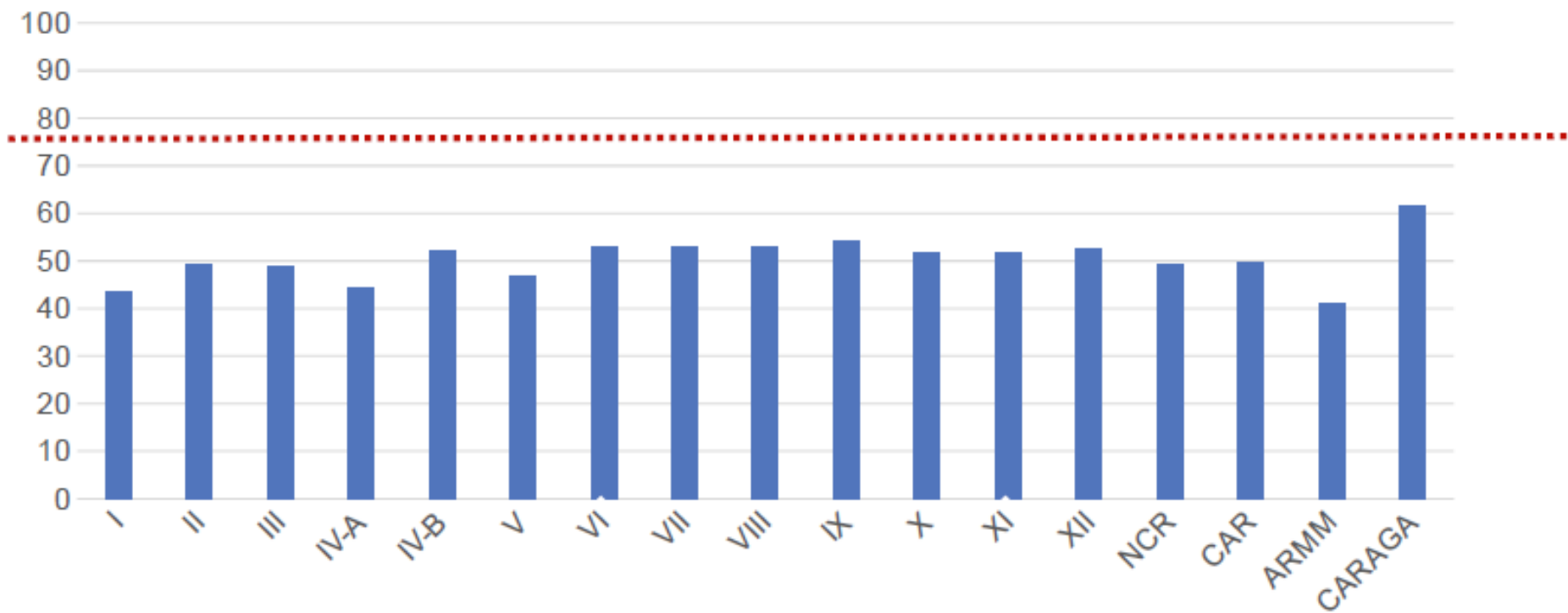
National Achievement Test (NAT) Trends

Grade 6 Forecasts, By Subject



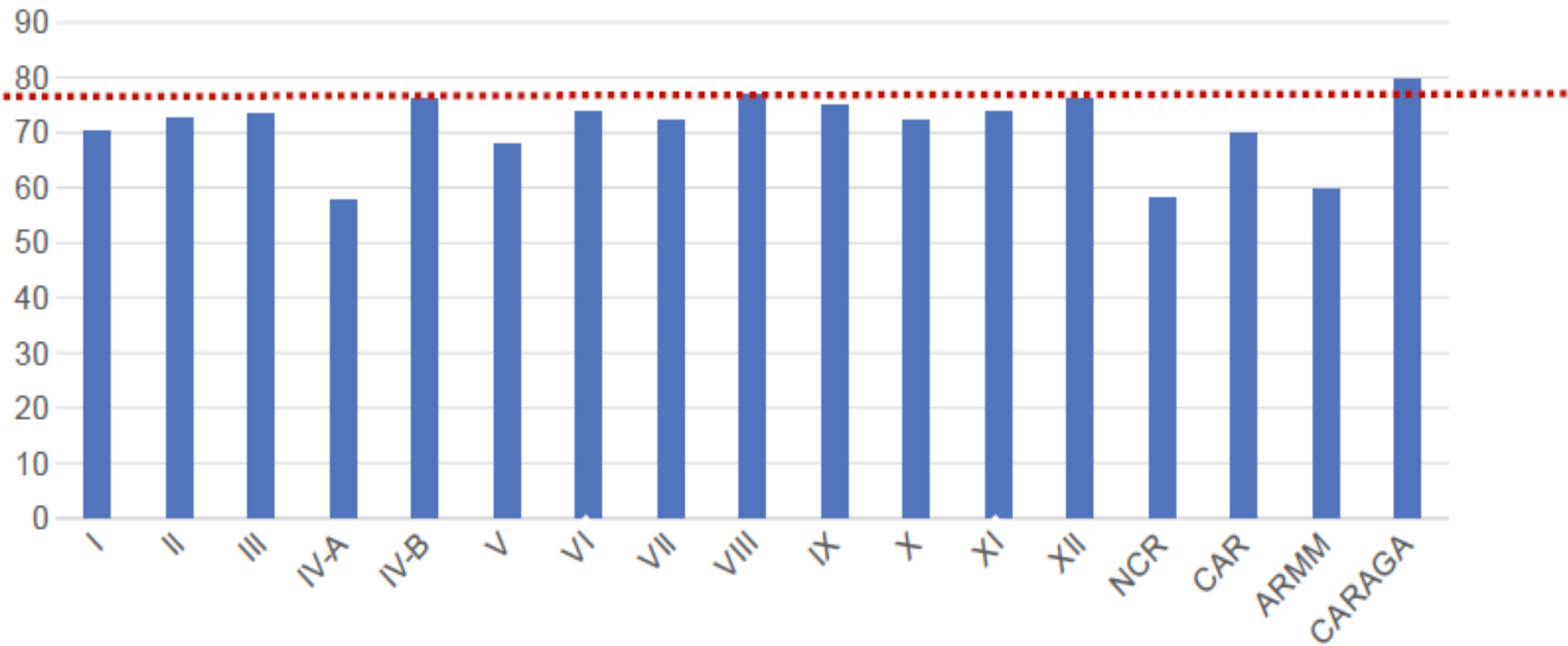
Quality of Basic Education

2014-2015 NAT Year 4



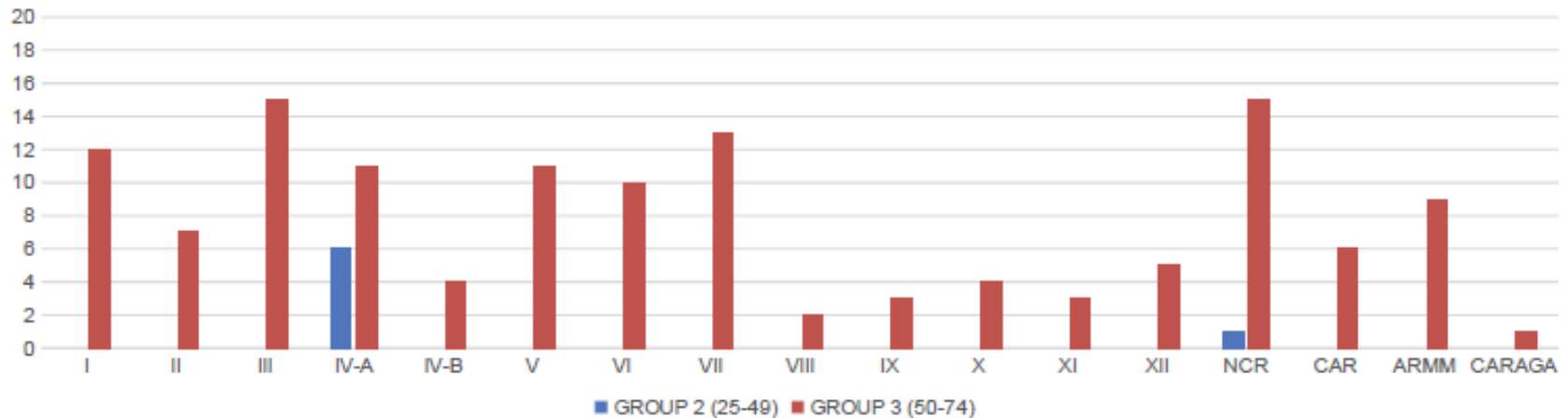
Quality of Basic Education

2014-2015 NAT Grade 6

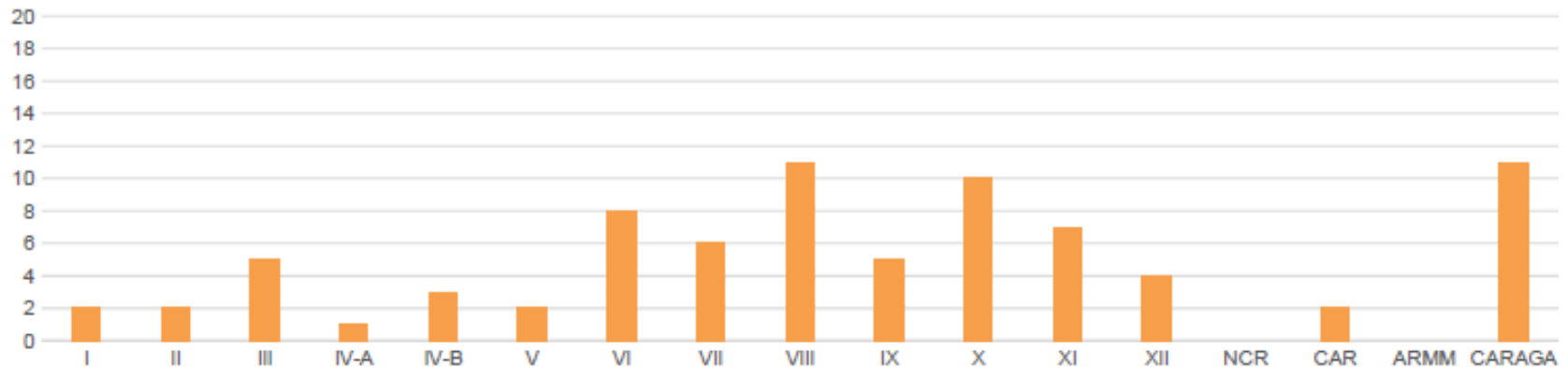


NAT GRADE 6 (2014-2015)

Number of Divisions per Group
(GROUP 2 and GROUP 3)



Number of Divisions per Group
GROUP 4 (75-100)



Pareto Analysis NAT Grade 6 2014-2015

Divisions in Groups 2 and 3

REGION	GROUP 2 (25-49)	GROUP 3 (50-74)	TOTAL # of DIVISIONS	Cumulative	Cumulative %
IV-A	6	11	17	17	12%
NCR	1	15	16	33	24%
III	0	15	15	48	35%
VII	0	13	13	61	44%
I	0	12	12	73	53%
V	0	11	11	84	61%
VI	0	10	10	94	68%
ARMM	0	9	9	103	75%
II	0	7	7	110	80%
CAR	0	6	6	116	84%
XII	0	5	5	121	88%
IV-B	0	4	4	125	91%
X	0	4	4	129	93%
IX	0	3	3	132	96%
XI	0	3	3	135	98%
VIII	0	2	2	137	99%
CARAGA	0	1	1	138	100%
	7	131	138		

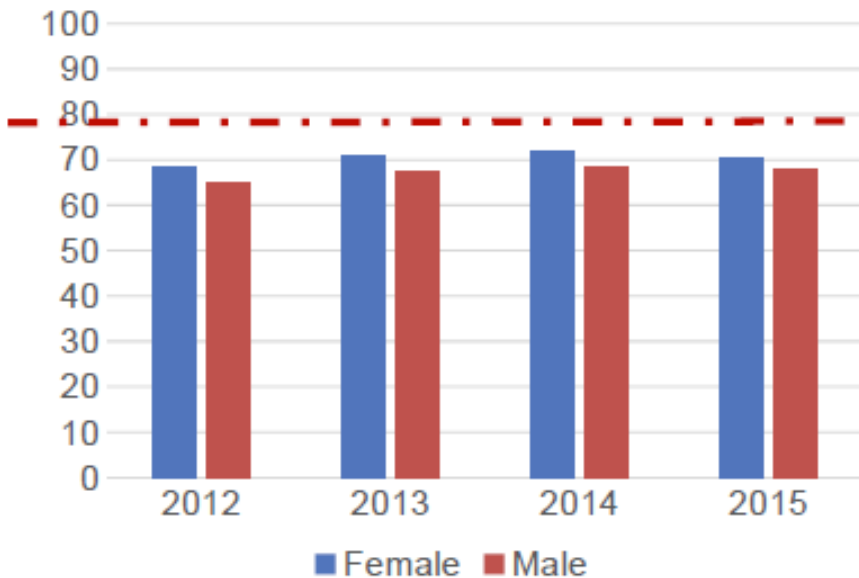
Pareto Analysis NAT Grade 6 2014-2015

Divisions in Groups 1, 2 and 3

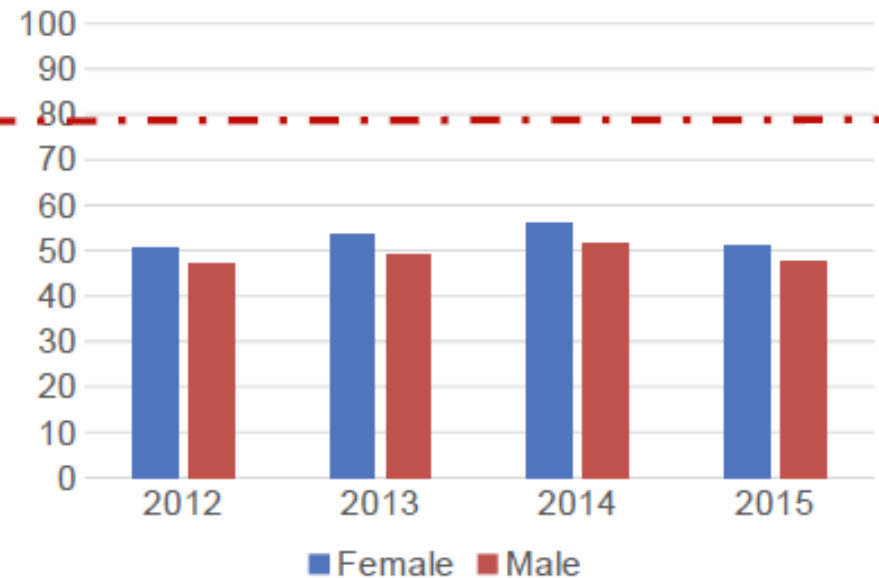
Region	GROUP 1 (0-24)	GROUP 2 (25-49)	GROUP 3 (50-74)	TOTAL # of DIVISIONS	CUM	CUM %
IV-A		744	1221	1965	1965	13%
V		323	1578	1901	3866	25%
I		169	974	1143	5009	32%
ARMM	14	311	781	1106	6115	39%
VI		84	993	1077	7192	46%
VIII		255	723	978	8170	52%
VII	5	72	831	908	9078	58%
II		141	759	900	9978	64%
III	1	156	687	844	10822	69%
IV-B		81	677	758	11580	74%
X		97	653	750	12330	79%
IX		63	641	704	13034	83%
CAR		50	592	642	13676	88%
XII		48	530	578	14254	91%
XI		62	498	560	14814	95%
NCR		132	308	440	15254	98%
CARAGA		28	334	362	15616	100%

NAT Score by Gender (2012-2015)

NAT Grade 6 –
Overall MPS



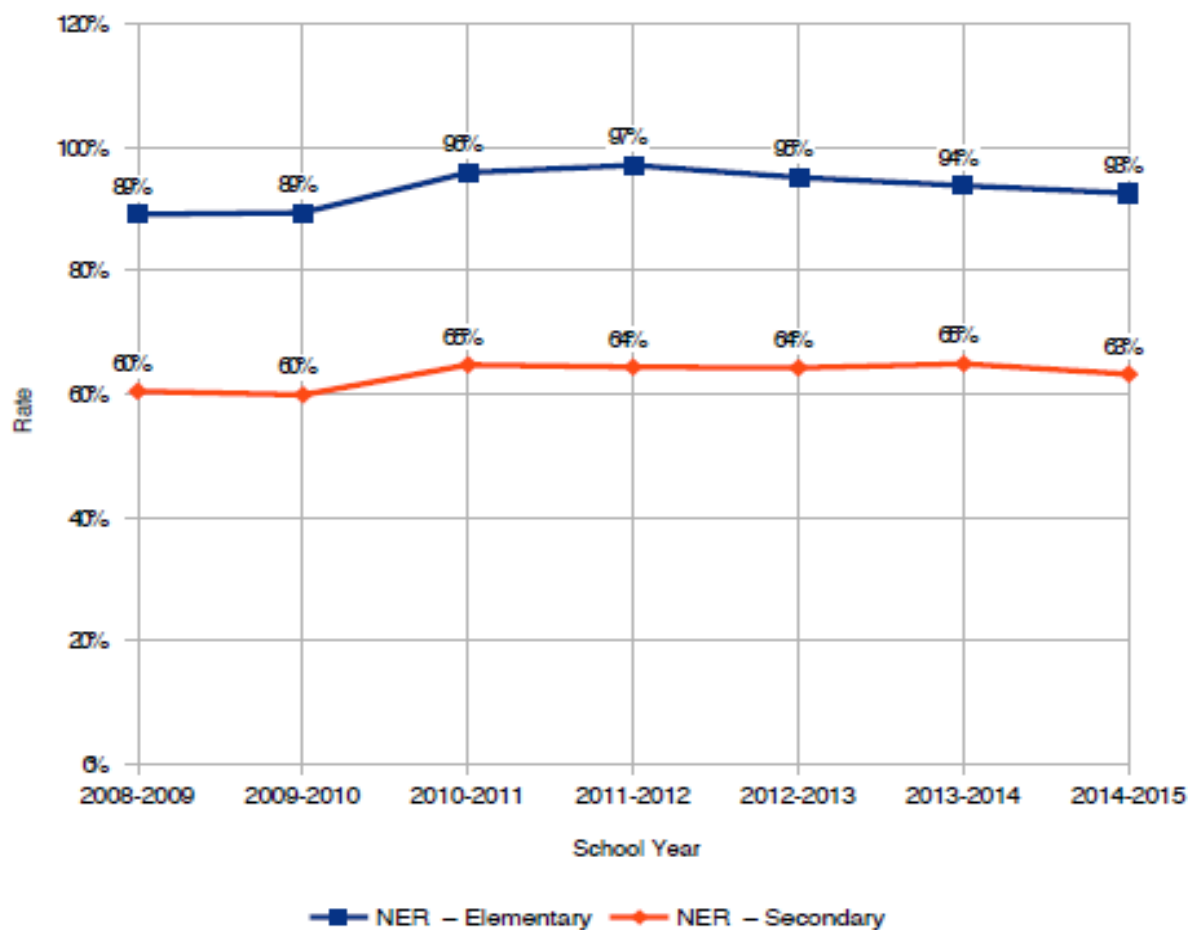
NAT Y4
Overall MPS



Access to Basic Education

Basic Education Coverage

Participation Rate / Net Enrolment Rate, 2008-2015

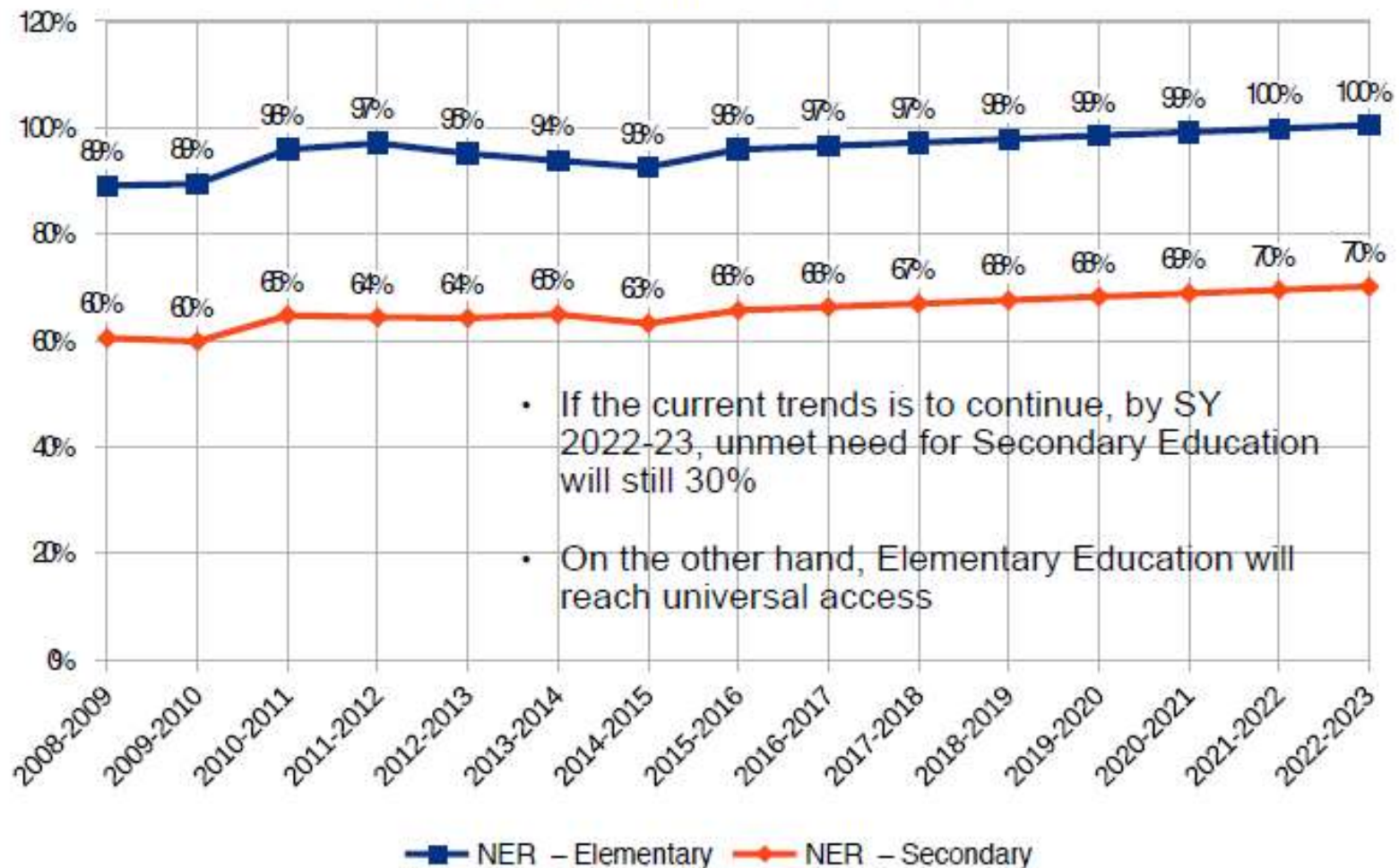


- Access to Secondary Education is big problem with almost 40% unmet need
- Access to Elementary Education is almost universal

Access to Basic Education

Basic Education Coverage Trends

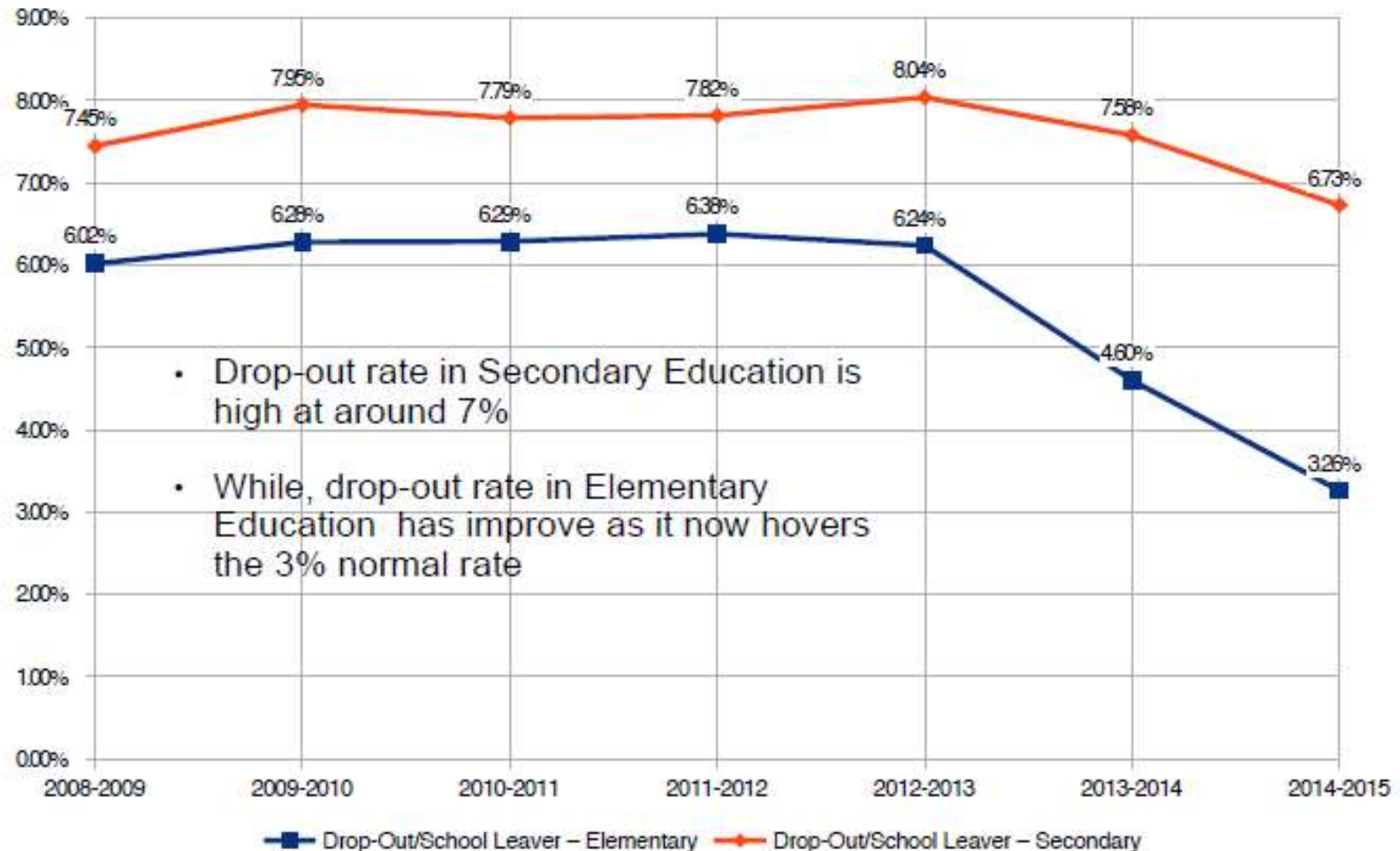
Forecasts, SY 2015-2016 to SY2022-2023



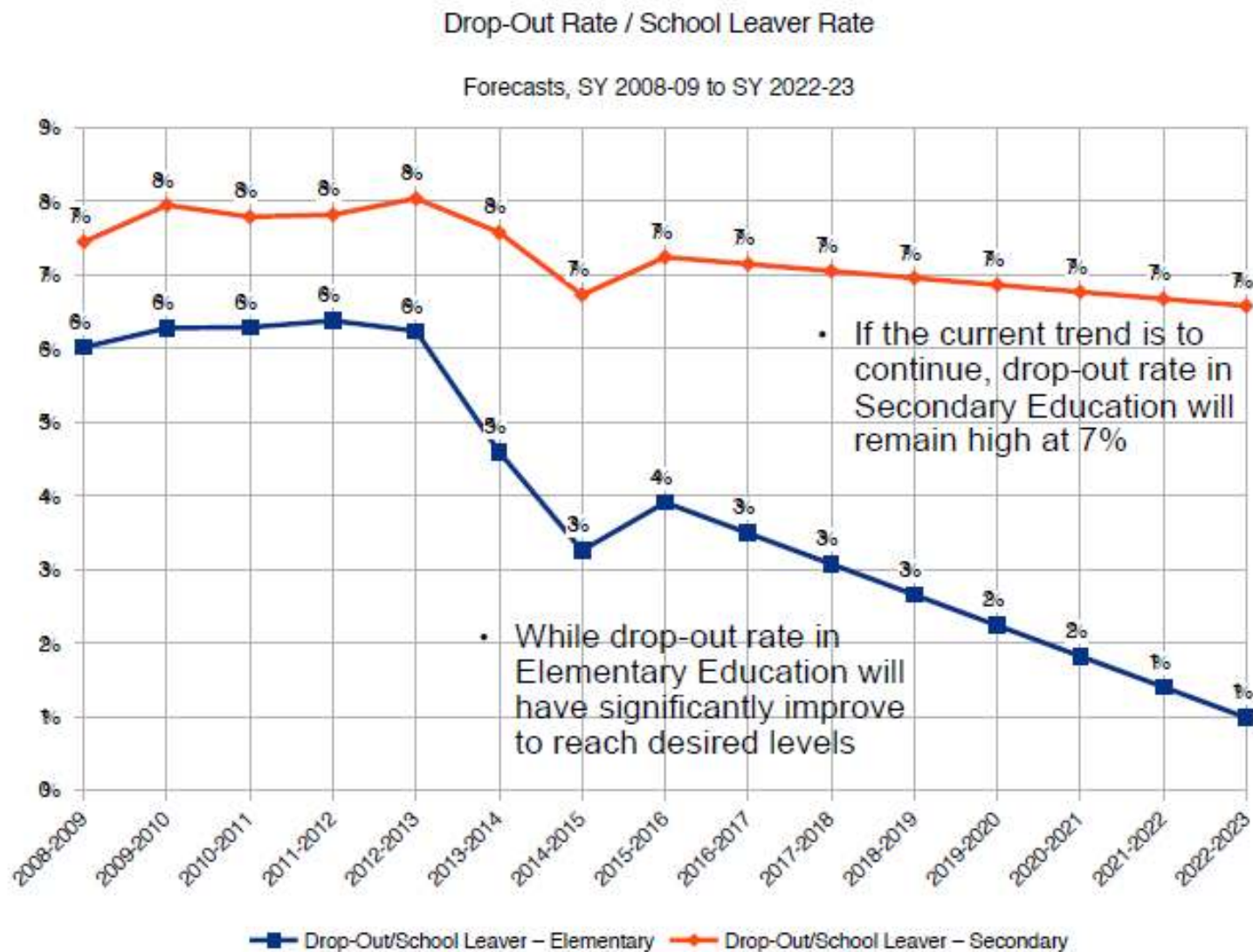
Access to Basic Education

Drop-out Rate / School Leaver Rate

SY 2008-09 to SY 2014-15



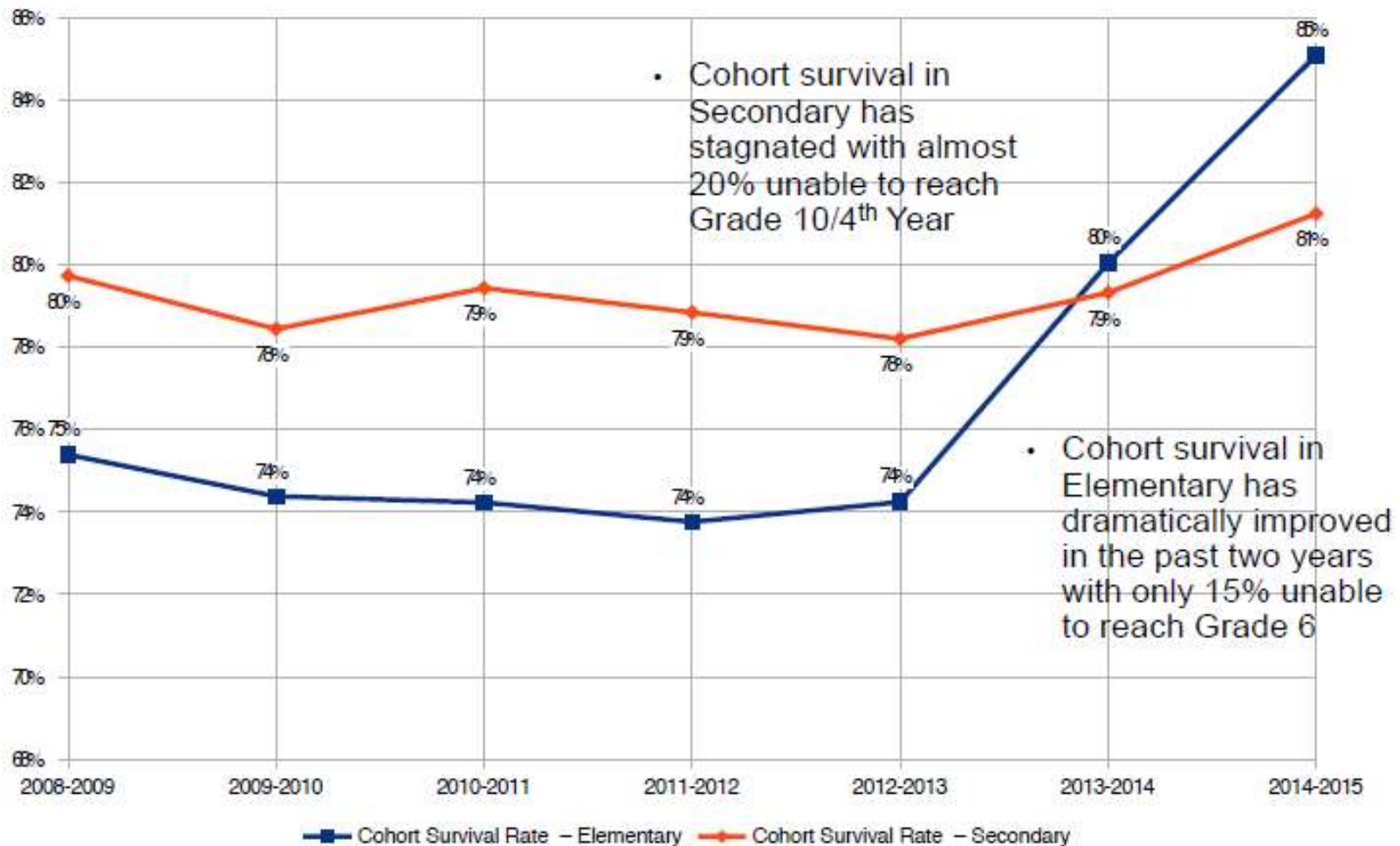
Access to Basic Education



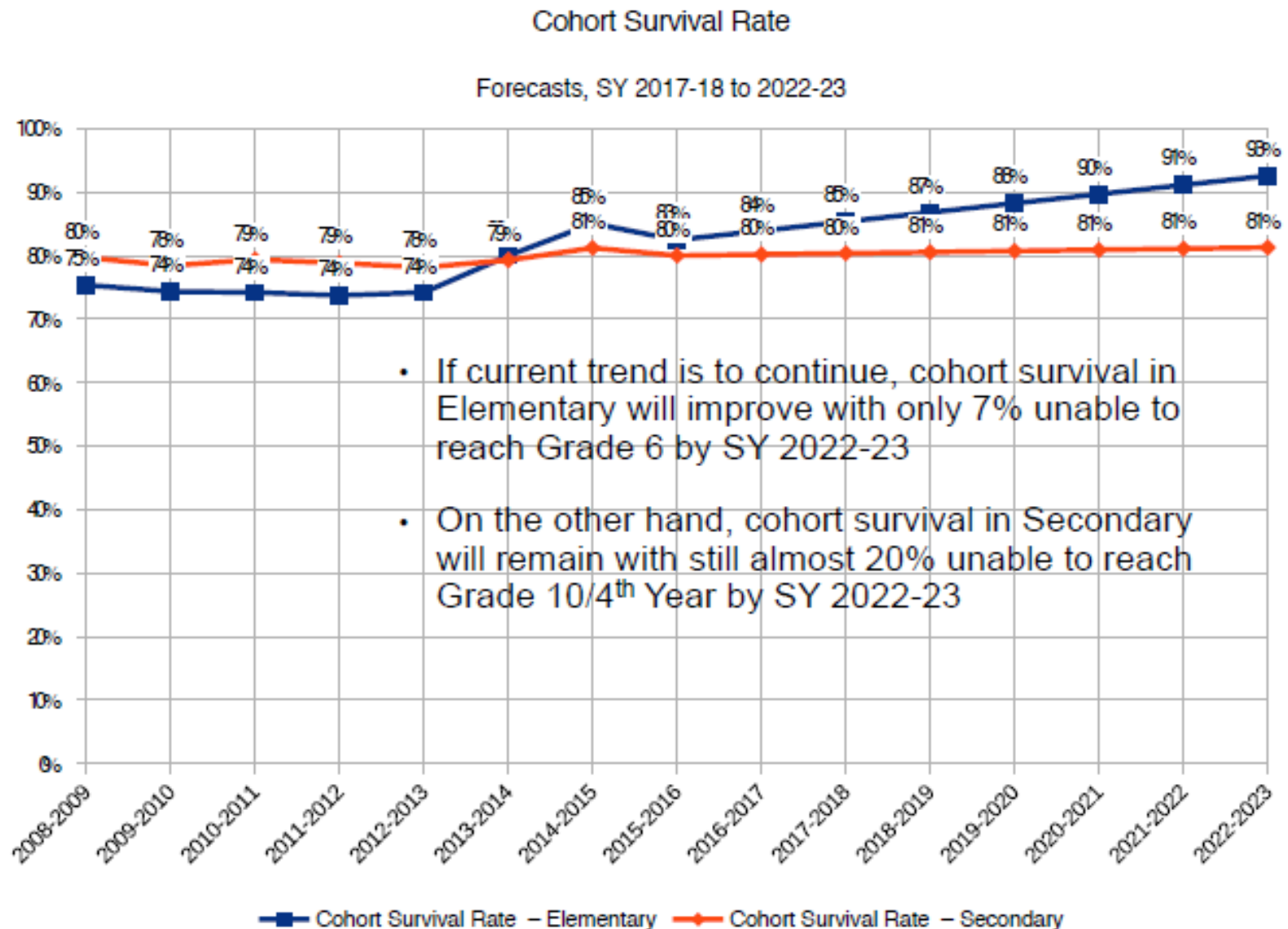
Access to Basic Education

Cohort Survival Rate

SY 2008-09 to SY 2014-15



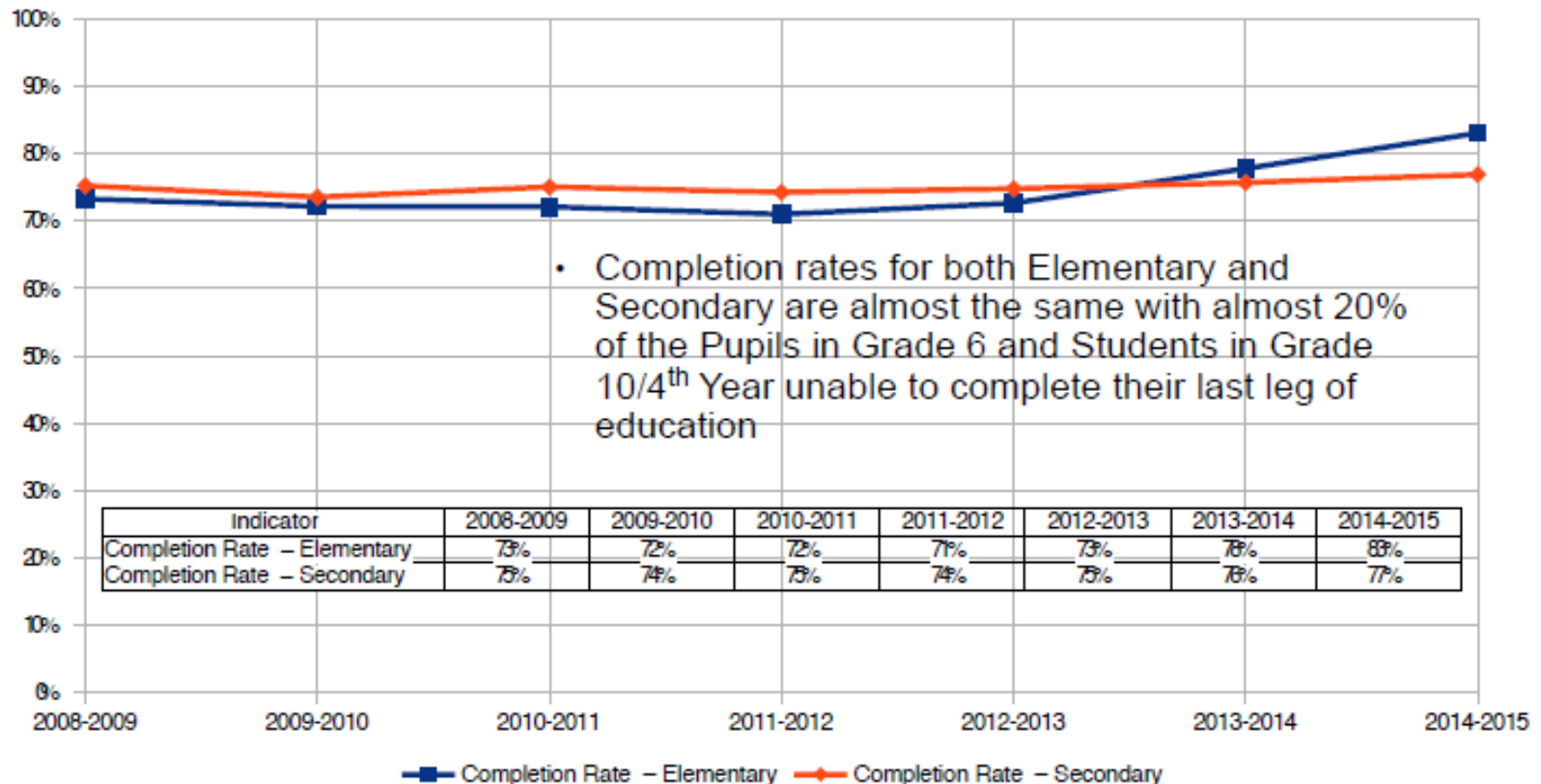
Access to Basic Education



Access to Basic Education

Completion Rate

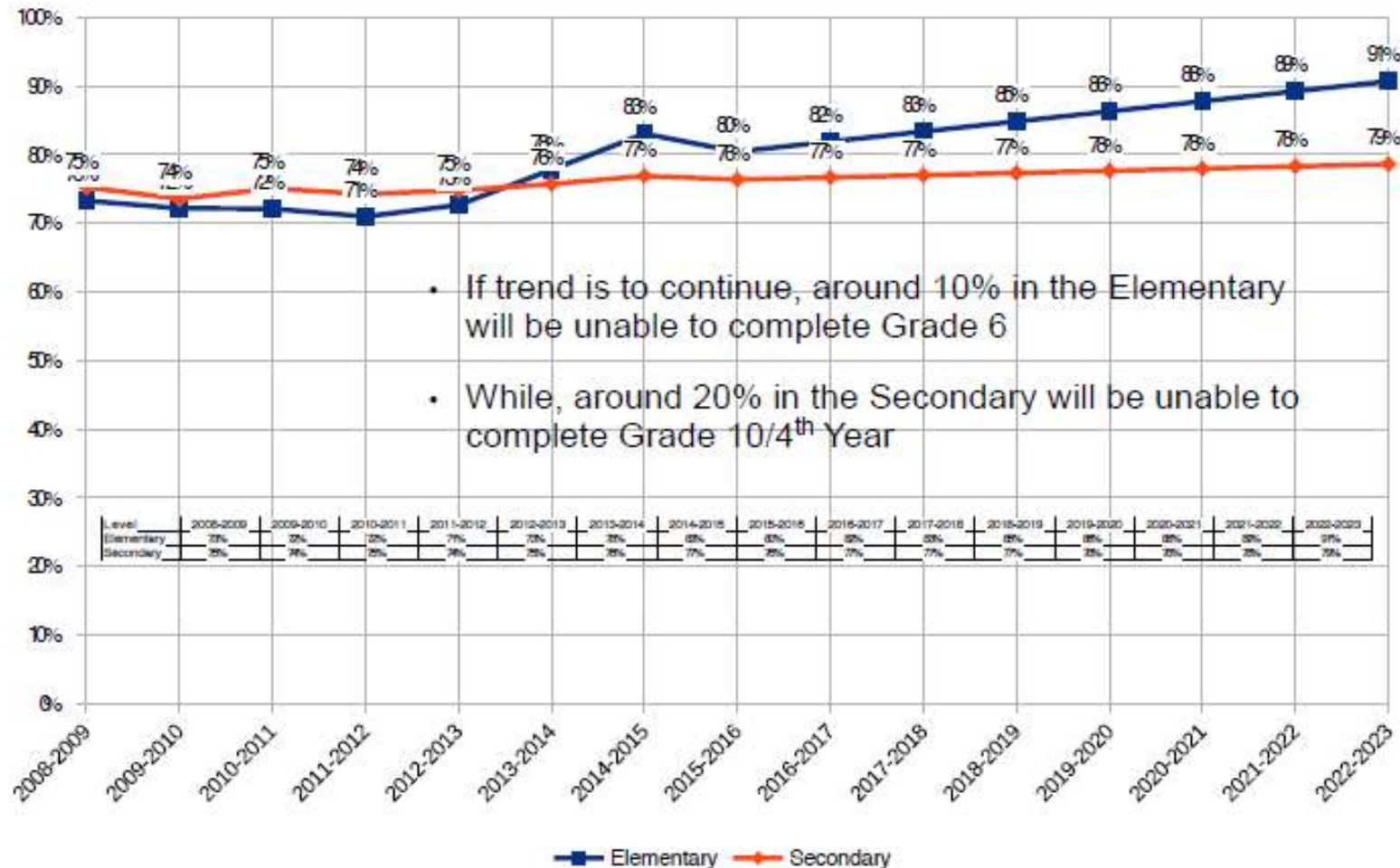
SY 2008-09 to SY 2014-15



Access to Basic Education

Completion Rate Trends

Forecasts, SY 2017-18 to SY 2022-23



Inclusive Education

Malnutrition Situation

Number of Malnourished Students			
by Region			
Region	Number of Malnourished Students		
	Wasted	Severely Wasted	Total
ARMM	47,207	15,083	62,290
CAR	9,017	2,187	11,204
CARAGA	37,854	14,646	52,500
NCR	115,487	60,637	176,124
Region I	66,859	27,848	94,707
Region II	35,922	12,761	48,683
Region III	113,211	44,266	157,477
Region IV-A	199,479	97,444	296,923
Region IV-B	54,454	20,777	75,231
Region IX	43,273	16,823	60,096
Region V	125,371	49,879	175,250
Region VI	127,191	51,642	178,833
Region VII	86,147	30,164	116,311
Region VIII	69,811	27,707	97,518
Region X	52,032	20,874	72,906
Region XI	58,236	16,493	74,729
Region XII	62,961	23,909	86,870
Grandtotal	1,304,512	533,140	1,837,652

Source: DepEd Health and Nutrition SY 2015-2016

Inclusive Education

Malnutrition Situation

No of Malnourished Students by Gender

Gender	Number of Malnourished Students		
	Wasted	Severely Wasted	Total
Male	705,342	302,346	1,007,688
Female	599,170	230,794	829,964

Source: DepEd Health and Nutrition SY 2015-2016

Incidence Rate by Gender

Gender	Number of Malnourished Students		
	Wasted	Severely Wasted	Total
Male	9.11%	3.91%	13.02%
Female	8.42%	3.24%	11.67%

Source: DepEd Health and Nutrition SY 2015-2016

Inclusive Education

Malnutrition Situation

No of Malnourished Students by Key Stage

Gender	Number of Malnourished Students		
	Wasted	Severely Wasted	Total
K-3	733,127	318,081	1,051,208
4-6	571,385	215,059	786,444

Source: DepEd Health and Nutrition SY 2015-2016

Incidence Rate by Key Stage

Gender	Number of Malnourished Students		
	Wasted	Severely Wasted	Total
K-3	8.89%	3.86%	12.75%
4-6	8.65%	3.26%	11.90%

Source: DepEd Health and Nutrition SY 2015-2016

Inclusive Education

Working Children and Child Labor

Total Working Children and Child Laborer, 2011 by Region

Regions	Total Working Children (,000)	% Total Working Children	Child Labor (,000)	% Child Labor	% Child Labor to Working Children
Philippines	3,312	100.00%	2,097	100.00%	63.3%
NCR	159	4.8%	92	4.4%	57.9%
CAR	59	1.8%	42	2.0%	71.2%
I	126	3.8%	82	3.9%	65.1%
II	126	3.8%	92	4.4%	73.0%
III	288	8.7%	220	10.5%	76.4%
IVA	331	10.0%	174	8.3%	52.6%
IVB	162	4.9%	111	5.3%	68.5%
V	304	9.2%	218	10.4%	71.7%
VI	262	7.9%	172	8.2%	65.6%
VII	275	8.3%	155	7.4%	56.4%
VIII	238	5.0%	147	7.0%	61.8%
IX	198	5.1%	103	4.9%	52.0%
X	275	3.4%	178	8.5%	64.7%
XI	165	1.9%	99	4.7%	60.0%
XII	169	5.1%	105	5.0%	62.1%
XIII	112	3.4%	63	3.0%	56.3%
ARMM	63	1.9%	44	2.1%	69.8%

Source: NSO & ILO-IPEC, 2011 Survey on Children (SOC), Final Results

Inclusive Education

Working Children and Child Labor

Age Group	Total Working Children (in thousand)	Child Labor (in thousand)	Percentage to Total Working Children
5-9	291 (8.8%)	135 (6.4%)	46.4%
10-14	1,259 (38.0%)	741 (35.3%)	58.8%
15-17	1,762 (53.2%)	1,222 (58.3%)	69.4%
Total	3,312 (100.0%)	2,098 (100.0%)	63.3%

Source: NSO & ILO-IPEC, 2011 Survey on Children (SOC), Final Results

Inclusive Education

Working Children and Child Labor

Total Working Children, Child Labor, and Working Children in School, 2011
By Age Group

Age Group	Total Working Children (,000)	%	Child Labor (,000)	%	Child Labor Percentage to Total Working Children	Working Children in School	%	% Working Children in School to Total Working Children
Philippines	3,312	100%	2,098	100%	63%	2,139	100%	65%
5-9	291	9%	135	6%	46%	274	13%	94%
10-14	1,259	38%	741	35%	59%	1,057	49%	84%
15-17	1,762	53%	1,222	58%	69%	808	38%	46%

Source: NSO & ILO-PEC, 2011 Survey on Children (SOC), Final Results

Inclusive Education

Working Children and Child Labor

**Total Working Children, Child Labor and Working Children in School, 2011
By Sex**

By Sex	Total Working Children (,000)	%	Child Labor (,000)	%	% Child Labor to Working Children	Working Children in School (,000)	%	% Working Children in School to Total Working Children
Philippines	3,312	100%	2,097	100%	63%	2139	100%	65%
Sex								
Male	2,083	63%	1,395	67%	67%	1258	59%	60%
Female	1,229	37%	702	33%	57%	881	41%	72%

Source: NSO & ILO-PEC, 2011. Survey on Children (SOC), Final Results

Inclusive Education

Working Children and Child Labor

Child Labor by Broad Industry Group, 2011
By Sex

Broad Industry Group	Child Labor (,000)	% Child Labor	Boys (,000)	% Boys in Child Labor	Girls (,000)	% Girls in Child Labor
Philippines	2,097	100%	1395	100%	702	100%
Agriculture	1,225	58%	957	69%	268	38%
Industry	147	7%	110	8%	37	5%
Services	725	35%	328	24%	397	57%

Source: NSO & ILO-IPEC, 2011 Survey on Children (SOC), Final Results

Inclusive Education

Out-of-School Youth

Table C.6 Percentage of population 6 to 24 years old who are out-of-school by age group, sex and region, Philippines: 2013

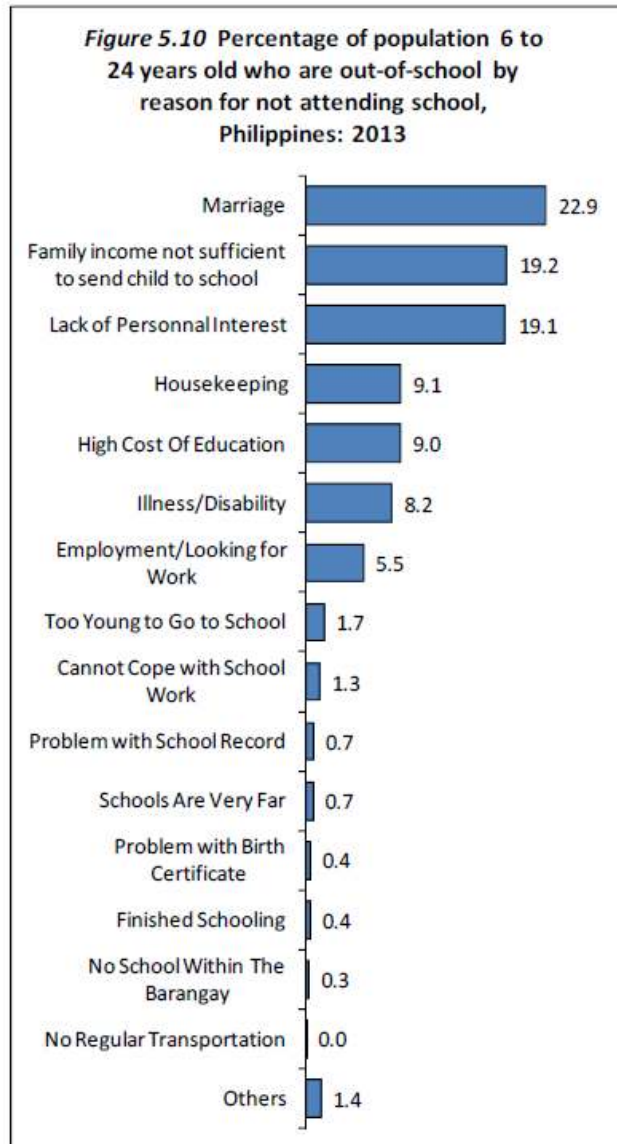
Region	Population (in '000)	Proportion of out-of-school to population	Age group		Sex	
			6-14	15-24	Male	Female
Philippines	36,238	10.6	3.5	17.5	7.9	13.3
NCR	4,556	10.3	2.4	16.9	9.9	10.8
CAR	681	7.1	2.1	11.4	4.2	10.0
I - Ilocos	1,806	9.9	1.7	18.0	7.5	12.6
II - Cagayan Valley	1,261	8.7	2.5	14.5	4.3	13.3
III - Central Luzon	4,060	11.6	3.5	19.5	8.8	14.5
IVA - CALABARZON	5,209	9.7	3.5	15.9	8.0	11.5
IVB - MIMAROPA	1,189	11.2	3.4	19.9	6.9	15.7
V - Bicol	2,344	8.6	2.3	16.0	6.2	11.2
VI - Western Visayas	2,832	10.1	3.1	16.9	7.8	12.6
VII - Central Visayas	2,776	10.6	4.0	17.1	8.6	12.7
IX - Zamboanga Peninsula	1,475	11.3	3.8	19.0	7.2	15.6
X - Northern Mindanao	1,846	9.8	2.6	17.0	6.4	13.4
XI - Davao	1,862	12.2	4.2	19.7	6.3	18.4
XII - SOCCSKSARGEN	1,791	12.3	4.9	19.7	10.0	14.8
XIII - Caraga	1,039	11.3	2.5	20.4	7.4	15.5
ARMM	1,511	14.4	10.9	18.7	10.3	18.5

Source: Philippine Statistics Authority, 2013 Functional Literacy, Education and Mass Media Survey (FLEMMS)

Note: Data excludes Region VIII for this survey round

Inclusive Education

Out-of-School Youth



Source: PSA, 2013 FLEMMS

Inclusive Education

Children-with-Disability

Household Population With Disability

By Age Group, 2010

By Sex

Age Group	Male	Female	Total
0-4	39,484	33,447	72,931
5-9	53,059	42,939	95,998
10-14	56,602	46,544	103,146
15-19	54,128	45,951	100,079
20 and Over	530,506	539,926	1,070,432
Total Philippines With Disability	733,779 (51%)	708,807 (49%)	1,442,586 (100%)
Total Approximate School Age With Disability (5-19)	163,789 (55%)	135,434 (45%)	299,223 (100%)
% Total Approximate School Age (5-19) With Disability to Total Philippines With Disability	22.3%	19.1%	20.7%
Philippine Population	46,459,318	45,638,660	92,097,978
% With Disability to Total Philippine Population	1.57%	1.55%	1.57%
% Total Approximate School Age (5-19) With Disability to Total Philippine Population	0.35%	0.30%	0.32%

Source: National Statistics Office (NSO), 2010 Census of Population and Housing.

Inclusive Education

Children-with-Disability

Grade Level	Learners under SPED	Learners in Regular Classes	Total
Elementary (Kinder to Grade 6)			
Male	10,313	55,285	65,598
Female	6,335	30,433	36,768
Total	16,648	85,718	102,366
Secondary (Year 1 to Year 4)			
Male	-	46,651	46,651
Female	-	37,581	37,581
Total	-	84,232	84,232
Total Enrolment (Basic Education)			
Male	10,313	101,936	112,249
Female	6,335	68,014	74,349
Total	16,648 (9%)	169,950 (91%)	186,598 (100%)
Total Approximate School Age With Disability (5-19) By Year 2014 (299,223x1.087939)			325,536
Estimated Basic Education Coverage of Children with Disabilities			57%

Enrolled Learners With Disabilities, SY 2013-2014
By Sex

Source: DepEd, EBEIS (September 14, 2016) and NSO, 2010 Census on Population and Housing.

Inclusive Education

Indigenous People

- Only 55% of the Indigenous People Population are in schools.

Region	Estimated Unmet IP in school age not in schools	
	Frequency	%
Region I - Ilocos Region	50,168	2.82%
Region II - Cagayan Valley	146,796	8.25%
Region III - Central Luzon	31,687	1.78%
Region IV-A - CALABARZON	11,598	0.65%
Region IV-B - MIMAROPA	137,283	7.72%
Region V - Bicol Region	11,866	0.67%
Region VI - Western Visayas	35,642	2.00%
Region VII - Central Visayas	6,887	0.39%
Region VIII - Eastern Visayas	7,118	0.40%
Region IX - Zamboanga Peninsula	182,797	10.27%
Region X - Northern Mindanao	135,995	7.64%
Region XI - Davao Region	234,362	13.17%
Region XII - Soccsksargen	192,500	10.82%
CARAGA - CARAGA	83,908	4.72%
ARMM - Autonomous Region in Muslim Mindanao	185,373	10.42%
CAR - Cordillera Administrative Region	309,300	17.38%
NCR - National Capital Region	5,659	0.32%
NIR - Negros Island Region	10,302	0.58%
Grand-Total:	1,779,241	100%

Inclusive Education

Muslim Filipinos

- Only 6.9% of the Muslim Population are not in schools.

Region	Estimated Unmet Muslims in school age not in schools	
	Frequency	%
Region I - Ilocos Region	769	0.18%
Region II - Cagayan Valley	437	0.10%
Region III - Central Luzon	2,200	0.50%
Region IV-A - CALABARZON	3,433	0.79%
Region IV-B - MIMAROPA	8,059	1.85%
Region V - Bicol Region	463	0.11%
Region VI - Western Visayas	356	0.08%
Region VII - Central Visayas	715	0.16%
Region VIII - Eastern Visayas	312	0.07%
Region IX - Zamboanga Peninsula	47,982	10.99%
Region X - Northern Mindanao	20,459	4.69%
Region XI - Davao Region	12,124	2.78%
Region XII - Soccsksargen	72,343	16.57%
CARAGA - CARAGA	796	0.18%
ARMM - Autonomous Region in Muslim Mindanao	256,949	58.85%
CAR - Cordillera Administrative Region	401	0.09%
NCR - National Capital Region	8,519	1.95%
NIR - Negros Island Region	313	0.07%
Grand-Total:	436,630	100%

Drug Addiction

Drug Addiction

- Based on the results of the survey it was estimated that there could be 1,715, 854 (Based on the 2008 NSCB population projections of age 10-64 years old) current drug users or 2.5% of the 2008 projected *Filipino population aged 10-64 years old.

By Age

- The national incidence that a Filipino ages 10 to 19 will likely into drug use is 2.07%.
- Among the youth at age 10 to 19, 7 out of 100 are into drug use.
- Among the drug users, almost two-thirds (65%) of the them are likely at the age of 10 to 19.

Students

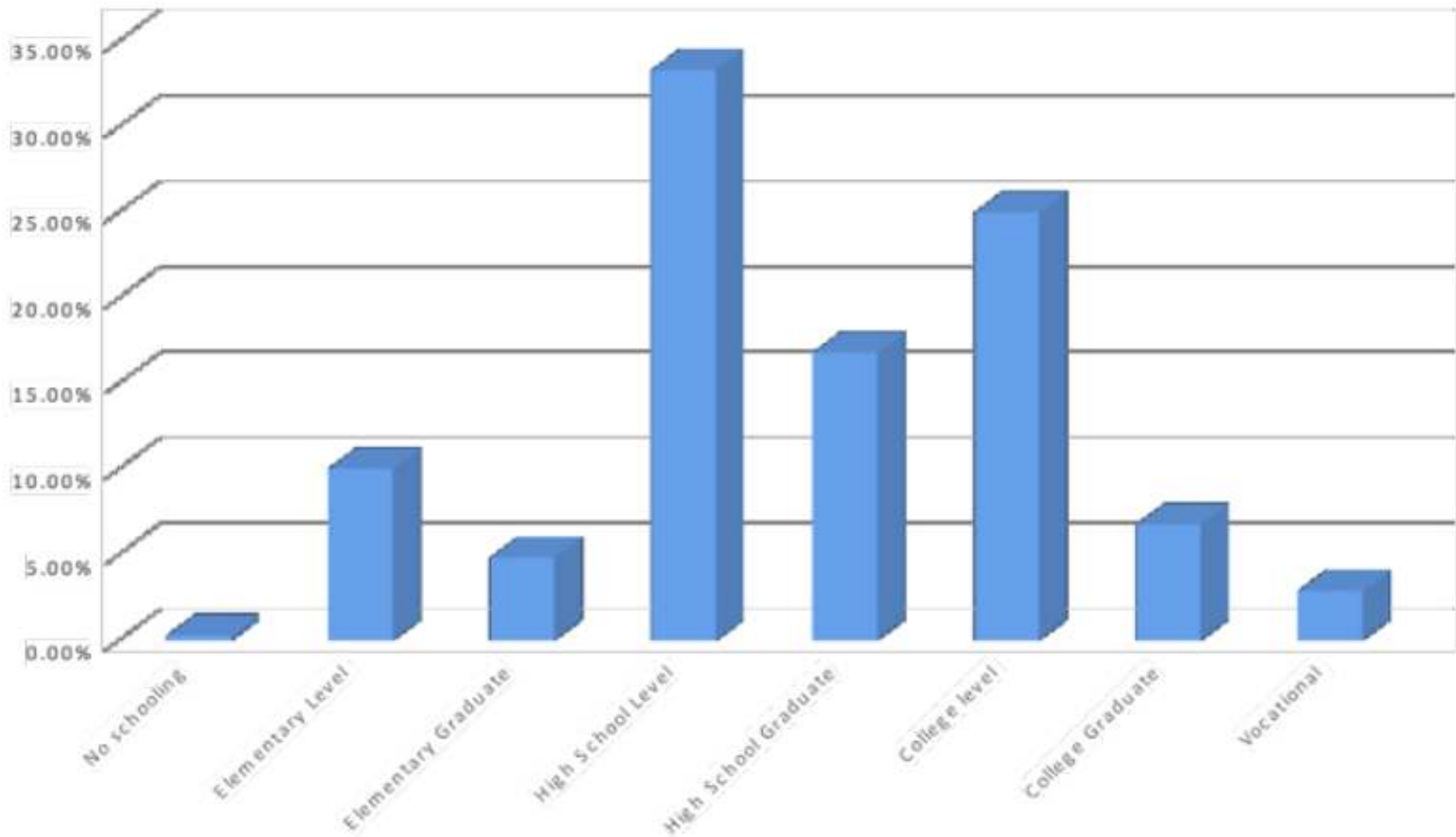
- The national incidence that a Filipino student will likely into drug use is 1.11%.
- Among the students (ages 10 and above), 5 out of 100 are into drug use.
- Among the drug users, the incidence that the user is a student is 10.49%.

Source:

Dangerous Drug Board, A STUDY ON THE CURRENT NATURE AND EXTENT OF DRUG ABUSE IN THE PHILIPPINES, 2008.

Drug Addiction

Incidence Rate: Educational Attainment



Source:

Dangerous Drug Board, A STUDY ON THE CURRENT NATURE AND EXTENT OF DRUG ABUSE IN THE PHILIPPINES, 2008.

ALS

ALS Program	Highest Education Level Attained	2008		2013	
		Ages 12-26	Ages 27-64	Ages 12-26	Ages 27-64
BLP	No Grade completed	314,492	1,048,625	211,258	790,543
A&E Elementary	ES non-completers	1,753,475	4,833,763	1,332,342	4,460,267
	ES completers	1,232,590	5,724,582	1,095,671	5,181,197
ALS Enrolment 2013-2014			Age 11 below	Age 12-25	Age 26 above
Elementary			4,256	122,123	32,018
Secondary			108	53,628	5,549
Total Enrolment			4,364	175,751	37,567
Total ALS Target Population		5,522,490	15,980,524	4,775,673	15,203,396
GAP (Estimate)				Age 12-25	Age 26 above
				4,599,922	15,165,829



Issues

Issues

- Improve access in Secondary Education (improving the transition from elementary to secondary, reducing drop-outs/school leavers, improving cohort survival and completion rates);
- Continue the efforts to reach and maintain universal access to Elementary Education;
- Improve the overall quality of basic education for both Elementary and Secondary levels (investing in teacher quality, improving contact times, coverage of curriculum content, learning absorption, and reducing significantly disruption in teaching and learning);
- If trend is to continue, the quality of elementary education will not even reach the minimum passing rate of 75% by the end of 2022

Issues

- Continue the malnutrition program for elementary pupils to address the high incidence of malnutrition
- There is a need to address the high incidence of working children and children laborer both in school (especially in Secondary level) and those out of school
- Need to reduce OSY
- Improve ALS coverage to cover more OSY
- Strengthen schools to be able to accept all children with disabilities
- Encourage girls with disabilities to go to school
- Make schools drug free especially secondary schools

Thank you!

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