

RTEI Aims and Objectives

The Right to Education Index (RTEI) is a new global index designed to catalyze reform across select indicators of the right to education. It is predominantly a civil society initiative aimed to track progress on key national-level right to education indicators in the areas of governance and the 4As (Availability, Accessibility, Acceptability, and Adaptability) of education.

The RTEI is to be used to help civil society hold governments accountable to their commitments on the right to education, strengthen networks of education advocates, and increase public and political support to realize the right to education. It is a long-term objective of RTEI to benefit civil society's efforts to create positive change in the quality of education in countries and globally.

Overview of the RTEI Score in the Philippines

The RTEI initiative in the Philippines was carried out by the Civil Society Network for Education Reforms or E-Net Philippines with support from RESULTS Education Fund. The answers to select RTEI questionnaire were supplied by E-Net Philippines and validated by two independent research institutions and government representative. This RTEI case study paper was further developed in consultation with members' organization and education experts.

The Philippines' Over-all Right to Education Index Score¹ generated is 82, a total of Governance² (94) and the 4As of education, Availability³ (57), Accessibility⁴ (94), Acceptability⁵ (88), and Adaptability⁶ (75) respectively. The overall score revealed that Philippine implementation of the right to education is not fulfilled with a percentage gap of 18. The governance, accessibility and adaptability of education are highly present in the country but availability of education is right on the middle of completely absent and fulfilled.

Philippines' sub-theme scores for both domestic law and plan of action are at 100. This indicates that the country has developed and adopted comprehensive laws and regulations, aligned with international laws for ensuring the promotion, protection and fulfillment of the right to education of every Filipino. The country low score are on the sub-themes of classrooms, teachers, out of school education including transversal theme of opportunity and indirect costs of education.³

	<i>Philippines</i>
Index	81.523
Governance	93.680
International Framework	91.500
Domestic Law	100.000
Plan of Action	100.000
Monitoring and Reporting	90.600
Data Availability	86.300
Availability	57.000
Classrooms	13.300
Sanitation	88.400
Teachers	26.300
Textbooks	100.000
Accessibility	94.233
Free Education	98.100
Discrimination	91.500
Participation	93.100
Acceptability	87.600
Aims of Education	100.000
Learning Environment	77.700
Learning Outcomes	85.100
Adaptability	75.100
Children with Disabilities	83.000
Children of Minorities	98.000
Out of School Education	44.300

¹ The Overall RTEI Score provides a country specific index result measuring how well a country respects, protects, and fulfills the right to education for its citizens. The overall RTEI results range from 0 (right to education completely absent) to 100 (right to education fully respected, protected, and fulfilled).

² Governance speaks to the legal structure of education in a State. This includes State ratification of international declarations or treaties, education financing, and education standards and regulations.

³ The specific quantity of educational institutions available and the conditions of such institutions.

⁴ Pertains to whether available institutions are accessible to all students regardless of their socio-economic, familial, or demographic status.

⁵ speaks on the aims and content of education both as stated clearly in government policies and programs and implemented accordingly and on the quality of learning outcomes and the cultural relevance and security of the educational environment.

⁶ the ability of education to be flexible in meeting the needs of a diverse range of students, ensuring that education is available, accessible and acceptable for all.

7 As defined in Section 3 of Republic Act 7880 or the Fair and Equitable Access to Education Act

10 Based on "Private Costs and Benefits of Adding Two Years to the Philippine Basic Education System", Roberto de Vera and Jennifer Aimee Tan; Graphics from Rappler and Convergys.

♦ The Civil Society Network for Education Reforms (E-Net Philippines) is a network of 150 organizations that came together to advance education rights of all Filipinos. It is envisioned to have a Philippine Society where quality education is a basic human right; everyone has access to multi-cultural, gender-fair and liberating life-long education.



Interrelation of all themes and subthemes suggest that there exist an implementation gap between laws and practice. Although there are enabling laws and policies but it does not translated into programs and budget that will ensure the promotion, protection, and fulfillment of the right to education. There is also a gap in terms of enforcement and monitoring of normative framework of the right to education.

The right to education has not been fulfilled for a large number of Filipinos particularly the poorest and most excluded groups. Low government financing has adversely affected inputs crucial to the provision of quality education – teachers, per pupil spending, learning facilities. This is clearly evident in the persisting Education for All (EFA) gaps as contained in the Philippine EFA Review 2015 submitted to UNESCO; the huge number of out-of-school children and youth; and the State policies and budgets that discriminate against the poor and disadvantaged.

Deeper analysis of the issues related to the sub-themes on teachers and out-of-school education, and transversal theme on opportunity and indirect costs of education as well as cross-cutting issue on data availability have discussed in succeeding sections.

Issue Area 1: The Professional State of Teachers – *Inadequate and a Condition of Low Wages, Heavy Workload, Large Class Sizes, Limited Prospects for Professional Advancement*

RTEI transversal theme on teachers refers to the professional state and requisite training of teachers in a country. Based on the structural indicators such as the percentage of the education budget allocated to teachers' salaries, percentage of teachers that are appropriately trained according to the standards set out by the State and pupil-trained teacher ratio, the RTEI result for the theme on Teachers is at low as 26.300.

RTEI revealed that teaching profession is relatively underpaid in the country. Among the professionals in the Philippines, the teachers are the lowest paid. In fact a professional teacher in a public school occupying the entry-level position of Teacher I earns only PHP.18, 549 monthly substantially less compared to a high school graduate entering the Philippine Military Academy as a cadet who receives P21, 709 per month. Relatively at far based on the Magna Carta for Public School Teachers that states teacher' salaries shall compare favorably with those paid in other occupations requiring equivalent qualifications, training, and abilities.

Another alarming issue is the contractualisation of teachers. This practice happened due to a shortage of teachers estimated 36,000 annually as a result of lack of budget for teaching positions. DepEd data in 2014 estimated 85,000-90,000 contractual teachers, mostly primary and secondary education teachers hired by local government units, volunteer kindergarten teachers hired by DepEd itself for one-year contracts, Alternative Learning System (ALS) mobile teachers and part-time faculty in State Universities and Colleges.

Filipino teachers are also among the most heavily burdened due to large class size, parental functions in schools, and compulsory election duty. The condition of enormous class sizes has not changed for many years. The actual classroom to student ratio is at 1:75 for primary and 1:74 for secondary (SY 2013-2014, DepEd) while the mandated student teacher ratio is 1:45⁷.

Though the biggest share of DepEd budget went to salaries of teaching and non-teaching staff, budget allocated for in-service training is not sufficient and teachers who wanted to avail the

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training ended up with paying registration fee. In addition, there is no systematic way of monitoring the progress of the in-service training and tracking the numbers of teachers train Vis a Vis untrained.

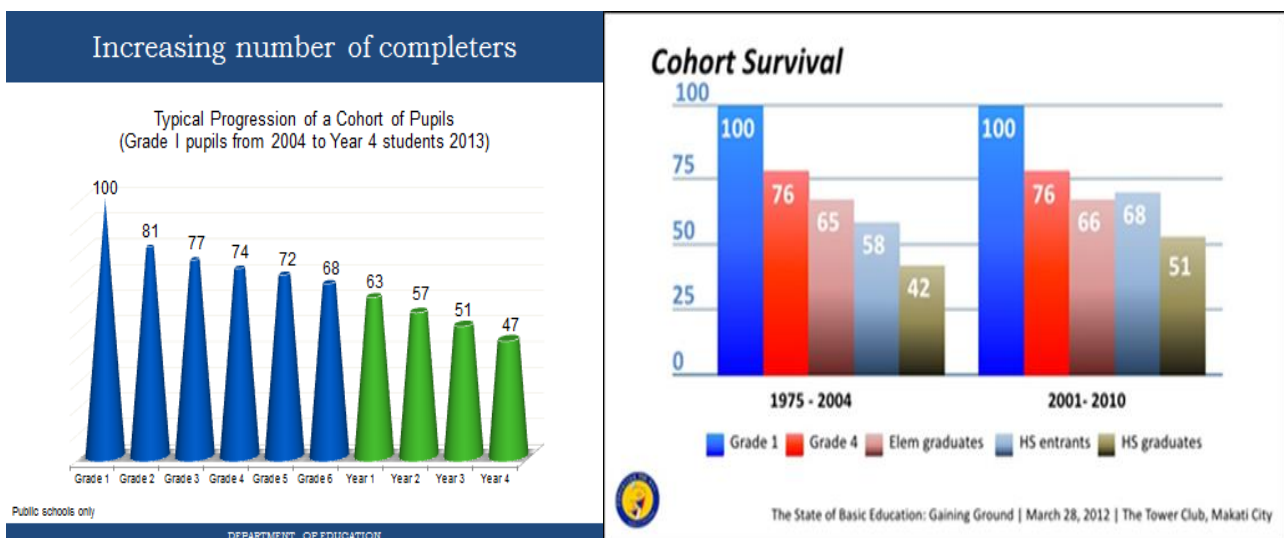
With the current state of teachers in the Philippines, due to lack of budget and commitment from state to ensure dignity and welfare of teachers, the Filipino teachers cannot exercise their profession at their best nor can they deliver the right to quality education of Filipinos, worse the teaching profession continue to deteriorate .



Issue Area 2: Out of School Education Still Prevalent

RTEI result for out of school education is at 44.300. Data for measurement is primarily based on the enrolment rate and completion rate which also determines the cohort survival. The 2013-2014 DepEd data on completion rate for primary, secondary and tertiary is 79%, 75%, 56.75% respectively. This indicates that the phenomenon of ‘drop-out’ exists in the education system.

In the same manner based on reports presented by the Department of Education, a typical progression of a cohort of pupils shows that of 100 children who started Grade 1 in 2004, only 68 survived to Grade 6 and only 47 reached year 4 (or Grade 10) in 2013. The situation has stayed virtually the same compared to 2001-2010 and to the much earlier period of 1975-2004. The fallout in secondary level schooling has in fact increased with only 47 of 100 reaching year 4 in 2013 compared to the 51 who were secondary or high school graduates during the period 2001-2010



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This makes Philippines ranked the highest in the number of out-of-school children in 2012 among eight Asian countries, even higher than Indonesia with a population double than the Philippines. The Philippine Statistics Authority (PSA) report in 2013 revealed that children 5-17 years old not attending school is at 3.249 Million. The primary reasons for not attending school are looking for job followed by lack of interest. Because of high poverty rate, students are force to drop-out of school to participate in economic activities. PSA data showed that from 2009-2013, the number of working children, aged 5 to 17, did not go below the 2 million ranges.

Not having access to education will affect a child's ability to get ahead in life and contribute to his family's betterment. That is the real cost of missing out on education¹⁰.

Issue Area 3: The Indirect Cost of Education – Becoming More and More Unaffordable

The cost of studying in Metro Manila for public school students

	Elementary	Secondary
Tuition Fee	P 0	P 0
Parent-Teacher Association	P 200	P 300
Other Fees	P 150	P 200
Books	P 0	P 0
School Supplies	P 900	P 800
Other Instructional Materials	P 200	P 260
Uniforms	P 500	P 600
Transportation	P 2400	P 2400
Total	P 4350	P 4560

Opportunity and Indirect/hidden Costs capture costs that price children out of education or opportunities that provide children with an alternative to education. The RTEI result for the Philippines is at 73.27. This account to the constitutional provision that primary and secondary education is free while tertiary education should be affordable.

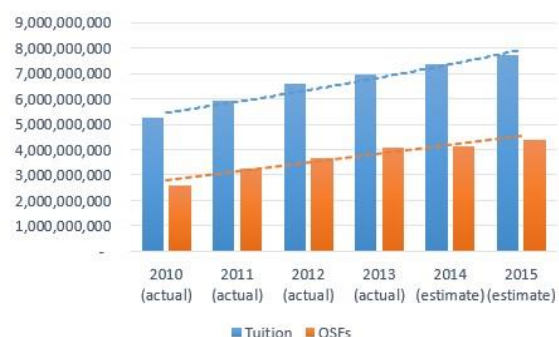
Although the law stipulates that basic education is free, there are indirect costs that make it unaffordable, thus,

often inaccessible especially to the disadvantaged. As per case study of E-Net Philippines, indirect or hidden costs of education are costs associated to uniforms, school supplies, transportation fare, project materials and meals. These costs of education impacted the capacity of the poor 30 percent Filipinos family to send their children to school. The 2012 Family Income and Expenditure Survey Results of the National Statistics Office showed that for poor families, the bulk of household expenses went to food and basic necessities, with only very little money left for education. In monetary terms, they spent an average of around 7,400 per month (\$168) and only P148 (\$3.36) per month went to education.

These costs of education account for the huge number of drop-outs and low participation rate from poor families. For typical poor student, food is most prefer than to pay the hidden costs of education and their opportunity cost going to school is very high, almost equivalent to the price of their life.

In tertiary education, the yearly budget cuts have taken its toll on State Universities and Colleges (SUCs) that they have to privatize some aspect of their operation, raise tuition fees and collect other

Tuition and OSFs Trend 2010-2015



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school fees (OSFs) to generate income for their own operation. Ultimately, the burden is passed on to public tertiary students who have shelled out a total of P38.3 billion in tuition and other school fees in the past four years.⁴

The hidden costs in primary and secondary education and the unregulated increases in tuition and other fees in tertiary education are forcing more and more Filipino children and youth out of education. Philippine education has become a privilege for those who can afford more than a right for all Filipinos.

Data Availability

Most of the data required to answer and substantiate the RTEI questionnaires were available online from researches carried out by academics and other research institutions, and government reports. In addition, some data was gathered through actual researches in relevant offices.

The most challenging issues are accuracy and comprehensiveness of data and whether data are up to date. Most of the administrative data on education like gross enrollment rate, net enrollment rate, completion rate and dropout rate for both primary and secondary education are not up to date. Also data on teachers, classrooms, water and sanitation facilities, and textbooks are not accurate and up to date. Data comprehensiveness is a major concern—status of programs, learning practices, and situations of teachers and learners are missing. Finally, there is a gap on data disaggregation by socio-economic status, urban and rural setting, ethnicity, and quintile levels.

Data availability is important for policy development, planning, monitoring progress, assessment and evaluation of the effectiveness of the programs. The documentation of the programs and situations in the schools is a powerful tool that informs policy dialogues.

Recommendations and Call for State:

- Ensure the implementation of the normative framework for education such as law and policy through programs and adequate budget;
- Ensure adequate, qualified, professionally-trained, motivated and empowered teachers that will ensure provision of the right to quality education. The affirmative actions include recruitment of more teachers, increase teachers' salary, and faithful and systematic implementation of the in-service training for teachers;
- Strengthen the alternative learning system to ensure second chance education of out-of-school children, youth, and adults;
- To substantially increase the education budget consistent with the international benchmark of at least 6% of country GDP as recommended by UNESCO and, thus, address the education gaps that infringes on the right to education especially of the poor and disadvantaged children, youth and adults. In particular, we ask for substantial budget increase and expansion of education programs that reach the unreached;
- To regularly collect and make public available the administrative data and community good practices of CSOs as well the admission policy, facilities, performance and fees charged by private schools. Also data segregation on gender, disability, economic and social situation, urban and rural setting, ethnicity, and quintile levels.

⁴ Philippine Online Chronicles; <http://thepoc.net/index.php/feature-state-schools-collected-over-p13-5-b-in-other-school-fees-in-just-4-years/>

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