

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

Index Score	82%
Governance	91%
International Framework	100%
National law	100%
Plan of Action	100%
Monitoring and Reporting	100%
Financing	62%
Data Availability	85%
Availability	73%
Classrooms	31%
Sanitation	77%
Teachers	86%
Textbooks	100%
Accessibility	83%
Free Education	82%
Discrimination	98%
Participation	69%
Acceptability	85%
Aims of Education	95%
Learning Environment	75%
Learning Outcomes	85%
Adaptability	78%
Children with Disabilities	56%
Children of Minorities	100%
Out of School Education	66%
Out of School Children	88%

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' overall Right to Education Index Score¹ generated is 82, a weighted average of Governance (91) and the 4As of education: Availability (73), Accessibility (83), Acceptability (85), and Adaptability (78) respectively. The governance, availability and adaptability of education are highly present in the country but accessibility and acceptability of education is a major concern especially for marginalized, excluded and vulnerable sectors.

Philippines' sub-theme scores for both national law and plan of action are at 100. This indicates that the country has developed and adopted comprehensive laws and policies,

aligned with international laws for ensuring the promotion, protection and fulfillment of the right to education of every Filipino. The Philippine is low score for the sub-themes of classrooms, out of school education and financing for education as well as cross-cutting themes of regional disparities, opportunity and indirect costs of education and SDG4 mainstreaming.

Interrelation of all themes and subthemes suggest that there exists an implementation gap between laws and practice. Although there are enabling laws and policies but it does not always translate 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.

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).

♦ 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.



The right to education has not been fulfilled for many Filipinos particularly the poorest and most excluded groups. Low government financing has adversely affected education inputs that crucial to the provision of quality education – teachers, per pupil spending, learning facilities. This is 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 out-of-school education and financing for education is discussed in the succeeding sections.

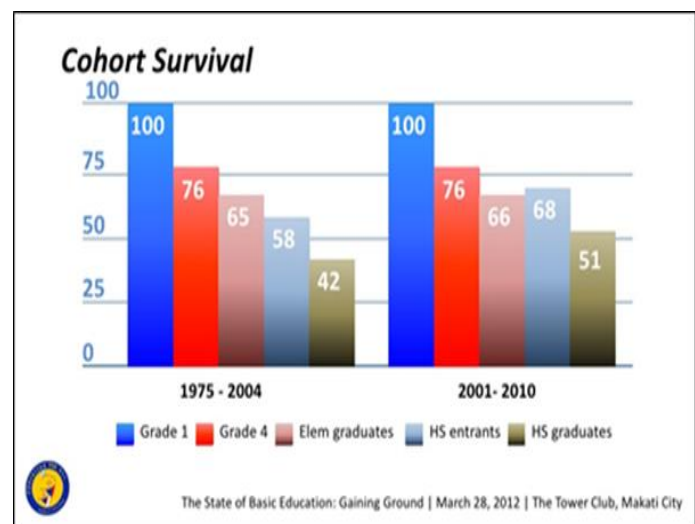
Issue Area 1: *Out of School Education*

RTEI score for out of school education is at 50. Data measurement is primarily based on the enrolment rate and completion rate which also determines the cohort survival. The 2014 DepEd data on completion rate for primary and secondary is 83.04% and 78.70% respectively.

In the same manner based on the reports presented by the Department of Education, a typical progression of a cohort of pupils shows that for every 100 children enrolled in Grade 1 in 2004, only 68 survived to Grade 6 and only 47 reached year 4 (or Grade 10) in 2013. The situation has remained 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.

The primary reasons for dropping out of school are economic in nature, followed by early marriage, and then lack of personal interest. The phenomenon of children looking for job is attributed to high poverty rate while lack of interest is a combination of the state of learning environment plus children's health and mental conditions. PSA data showed that from 2009-2013, the number of working children, aged 5 to 17, did not go below the 2 million ranges.

The students fall out of the formal education system added up to already alarming number of out of school children. The Philippine Statistics Authority (PSA) report in 2013 revealed that children 5-17 years old not attending school is at 3.249 Million.



Age Group	2009	2010	2011	2012	2013
PHILIPPINES	4,344	4,153	3,660	3,500	3,249
5-9 years old	1,646	1,477	1,175	909	812
10-14 years old	771	763	649	688	628
15-17 years old	1,927	1,913	1,836	1,904	1,809

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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 Alternative Learning System (ALS) was established as a parallel to formal learning system which is consisting of both non-formal and informal education to cater to the out of school children and youth as well as to adults who were not completed basic education. The program intends to address learners in various circumstances including prisoners, working people and internally displaced people. However, the program has serious backlog- underfunded, issues on targeting, and low learning outcomes among others.

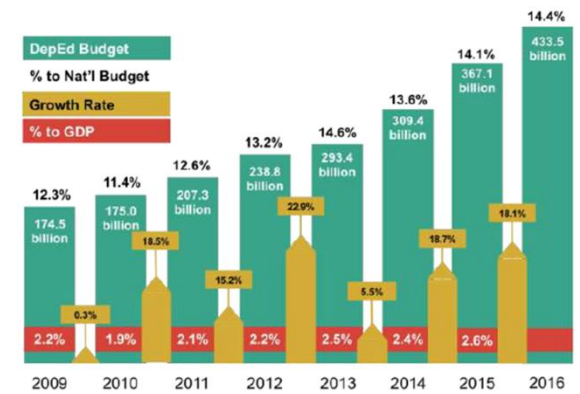
Issue Area 2: The State of Financing for Education and the Hidden Cost of Education

For the past 20 years, the budget of the Department of Education as a percentage of GDP never went beyond the level of 3% of GDP, way below the 6% benchmark. Compared with other ASEAN countries, the Philippine government spends the least per student with only a 9.3% average per pupil spending as a percent of GDP per capita.

The failure of the State to use its maximum available resources to finance education adequately and address the high cost of education infringes upon the right to free mandatory education. The decades of underfunding have resulted to problems of shortages and lack of necessary resources i.e. classrooms and school buildings, teachers, textbooks and learning materials, chairs, etc. – all relevant to the delivery of accessible quality education.

Although the law stipulates that basic education is free, there are hidden costs that make it unaffordable, thus, often inaccessible especially to the disadvantaged. As per case study of E-Net Philippines, 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 25 percent Filipinos family to send their children to school.



Data Availability

Most of the data required to answer 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 weather 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. The reporting of these data is in aggregate which do not provide clear picture of the situation in the ground. For instance, report on teacher figure has included the volunteer or locally paid teachers. 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 understanding the situations in schools is a powerful tool to inform education policy.

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Recommendations and Call for State:

- Ensure the full implementation of the normative framework for education such as K-12 law, kindergarten act, and other policies that contribute to children's participation, learning and retention to school;
- Strengthen the alternative learning system by improving the targeting of beneficiaries, expansion of the coverage of the program, and increase funding allocation.
- To substantially increase the education budget consistent with the international benchmark of at least 6% of country GDP to be at par with international standards and, thus, address the education gaps that infringes on the right to education especially for the poor and disadvantaged children, youth and adults;
- To regularly collect and make public available the administrative data in relation to the implementation of the Executive Order on Freedom of Information. Also, ensure data segregation on gender, disability, economic and social situation, urban and rural setting, ethnicity, and quintile levels.



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