



CHAPTER 8

Education and Cultural Statistics

Introduction

Education and culture weave a common thread towards learning and human development. The synergy between education and culture takes part in the progress of society with essential values kept alive.

As one of the fundamental human rights, education is a necessary condition for human development. Education, along with training, is the key towards liberation from poverty and empowerment to fully utilize human capabilities to contribute most effectively to the economic and social development of society.

Education is under the “*Pagbabago*” pillar on inequality-reducing transformation of the Philippine Development Plan (PDP) 2017-2022. Along with long and healthy lives, and improved income-earning ability, education and lifelong learning opportunities are part of the strategic framework towards accelerating human capital development. The strategy to ensure that all Filipinos continue learning throughout their lives is in consonance with the achievement of targets under the Sustainable Development Goal (SDG) 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Culture, on the other hand, encompasses spiritual, material, intellectual and emotional features of a society or social group. It completes the overall learning of an individual by shaping consciousness and understanding of the foundation of the nation and where it is headed.

Culture is under the “*Malasakit*” pillar on enhancing the social fabric of PDP 2017-2022. The Plan recognizes promoting Philippine culture and values as a necessary condition for social inclusion and equity. The strategy to institutionalize and intensify heritage conservation plans and programs is well-aligned with SDG Target 11.4: Strengthen efforts to protect and safeguard the world’s cultural and natural heritage.

❖ **Scope and Coverage**

This chapter covers statistics that measure the performance and contribution of the sector to economic and social development.

Statistics on education include measures on participation, literacy, learner performance assessments, Technical Vocational Education and Training (TVET) and adult learning, lifelong learning, schools and institutions, and human and financial resources invested in education.

Statistics on culture fall under different cultural and related domains, such as cultural and natural heritage, performance and celebration, visual arts and artisan products, books and press, audio, visual, broadcast and interactive media, creative services, tourism, and sports and recreation.

❖ **Implementing Agencies**

The statistical development programs identified in this chapter will be implemented through close collaboration among the members of the

Interagency on Education Statistics (IACES) which is composed of the following:

- Department of Education (DepEd)
- Commission on Higher Education (CHED)
- Technical Education and Skills Development Authority (TESDA)
- National Economic and Development Authority (NEDA)
- Philippine Statistics Authority (PSA)
- National Commission for Culture and the Arts (NCCA)
- Coordinating Council for Private Educational Associations (COCOPEA)
- Early Childhood Care and Development (ECCD) Council
- Philippine Sports Commission (PSC)

As necessary, technical working groups for related sectors are established to gather key agencies and organizations that will implement programs for the development of cultural and sports statistics.

Milestones, Key Developments, Issues and Challenges

In the past years, key reforms in the education sector were enacted. The implementation of such reforms has implications on education statistics. These reforms include the following:

- The Enhanced Basic Education Act of 2013 which enacts the K to 12 Program entailing an increase in the number of years for basic education to encompass at least one year of kindergarten education, six years of elementary education, and another six years of secondary education (four years of junior high school and two years of senior high school education).
- The Early Years Act of 2013 (Republic Act 10410) which recognizes the age zero (0) to eight (8) years as the first crucial stage of educational development and strengthens the Early Childhood Care and Development System that includes: a) ECCD curriculum; b) parent education and involvement; c) human resource development program; and d) ECCD management.
- The Unified Student Financial Assistance System for Tertiary Education (UniFAST) Act which aims to harmonize, reform, strengthen, expand, rationalize, and re-focus all legislated or ongoing student financial assistance programs of the

government for greater efficiency, coherence, synchronization, effective funding, and improved coordination among implementing entities in their specific jurisdiction.

- The Universal Access to Quality Tertiary Education Act which provides free tuition and other school fees in state universities and colleges, local universities and colleges, and state-run technical-vocational institutions; and establishes the tertiary education subsidy and student loan program.
- The Philippine Qualifications Framework Act which establishes levels of educational qualifications and sets standards for qualification outcomes.

❖ Milestones and Key Developments of 2016-2017

To achieve the goal of adequate, timely, reliable, and relevant statistics for evidence-based decision making, the following statistical development programs were undertaken during the period of 2016 to 2017:

- **Formulation and implementation of the Advance Release Calendar on Collection and Dissemination of Education Statistics.** To ensure timeliness of data and avoid confusion among users, education agencies concurred on a standard policy on collection, dissemination, and advocacy of education statistics through PSA Board Resolution No. 01, series of 2016.
- **Development and implementation of the Philippine Cultural Statistics Framework (PCSF).** To provide standard concepts, definitions and categories to facilitate the generation of comprehensive, systematic and comparable statistics, the IACES created the Technical Working Group (TWG) on Cultural Statistics to formulate the PCSF patterned after the United Nation Educational, Scientific and Cultural Organization (UNESCO) Framework for Cultural Statistics. After a series of discussions, the PCSF was approved and adopted through PSA Board Resolution No. 02, series of 2016. Subsequently, the NCCA has exerted efforts to implement the statistical framework. In particular, it hosted the *Conference on Cultural Statistics and Creative Economy* and published *Bilang Filipinas: A Primer on Philippine Cultural*

Statistics in 2017. Moreover, the NCCA had developed and continuously improved the *Philippine Cultural Statistics Portal*, the repository of cultural statistics data of cultural agencies with reference to PCSF. The online portal was developed for easier and faster data submission of annual updates on cultural statistics.

- **Updating of the Philippine Standard Classification of Education (PSCED).** To reflect new developments in education programs as well as training courses provided by educational and training institutions, PSCED 2008 was updated to its 2017 edition to align with the 2011 International Standard Classification of Education (ISCED) and the 2013 ISCED Fields of Education and Training (ISCED-F) through PSA Board Resolution No. 13, series of 2017.
- **Development and updating of the inventory/mapping of education and related statistics.** The IACES has started the inventory of education and related statistics to map out available statistics on the sector and identify possible proxy indicators to fill in the data gaps in the monitoring of the SDG. Such mapping also aims to identify and rationalize possible duplication of statistics. However, there is a need to strengthen the institutional coordination among data source agencies to facilitate the process.

❖ **Issues and challenges**

On the coordination of the Philippine Statistical System:

- No harmonized information systems among the education agencies (ECCD Council, DepEd, TESDA and CHED)
- Need for designation of statistical activities/ indicators on higher education and TVET
- Need to update definitions for some concepts for the education sector and lack of official concepts and definitions for statistical purposes for cultural and related sectors, e.g. sports

On data collection/production:

- Need to revisit the statistical framework for education and develop statistical frameworks for sports and early childhood care and development

- Need to revisit the framework for the estimation of the National Education Expenditure Accounts (NEXA) and review its use for resource planning
- Need to ensure coverage and generation of reports on TVET courses completed in the census and household-based surveys
- Need to update information on literacy
- Need for more cultural outcome indicators and lack of baseline data on identified cultural indicators
- Delayed/incomplete submission of data from primary data sources, e.g. schools, institutions
- Lack of engagement by the private sector in data collection
- Need to improve data quality and reliability
- Unclear/absence of information/data security and protection mechanisms
- Need to address data gaps in Tier 2 SDG indicators related to education and culture

On data dissemination and use:

- Need to make education and cultural statistics available to stakeholders, e.g. general public, researchers, etc.
- Lack of awareness/appreciation of statistics and its utilization

On statistical research and capacity building:

- Need for established methodologies to generate and monitor Tier 3 SDG indicators related to education and culture
- Lack of capacity building programs for data producers in the compilation, analysis and utilization of education and cultural statistics

On resources in Philippine Statistical System (PSS):

- Mismatch of competencies/ qualifications of staff handling statistical concerns and lack of plantilla positions for statisticians and data scientists
- Need to enhance knowledge and capacity of the PSS on internationally recommended standards, methodologies and practices; and strengthen relations and networking with the international community

- Absence of integrated mechanism to respond/participate in international statistical initiatives related to education

Key Statistical Development Programs and Activities

❖ Thrusts and strategies

- Improve the generation of relevant, timely, and quality statistics to address recent developments and emerging demands on education and cultural statistics
- Conduct more developmental studies to improve and update standards on education and cultural statistics
- Strengthen the coordination mechanism among producers and stakeholders of education and cultural statistics
- Strengthen the capacity building and workforce resource in the PSS as well as data users and stakeholders for better generation, dissemination and usage of statistics
- Enhance partnerships with the international statistical community through adherence to international commitments such as the SDG and the United Nations Fundamental Principles of Official Statistics (UNFPOS)

❖ Major Statistical Development Programs and Activities for 2018-2023

a. New Developmental Programs and Activities

- To enhance the management and harmonize the PSS
 - Designation of statistical activities/ indicators on higher education and TVET
 - Formulation of official concepts and definitions for statistical purposes for culture and sports sectors
- To improve the generation of relevant, timely, and quality statistics
 - Review of the framework, methodology, and data inputs for the improvement of the NEXA as well as its use for education resource planning
 - Formulation of cultural indicators that can measure outcomes of programs that promote Philippine culture

- Strengthening the public-private sector linkages through constant coordination, promotion and advocacy fora
- National and local level data validation and review mechanisms
- Consolidation and regular collection Tier 2 SDG indicators related to education and culture
- To expand data dissemination and advocacy of statistics
 - Conduct of consultations, fora, etc. including the regular conduct of the Conference on Cultural Statistics
- To advance statistical research and strengthen statistical capacity of workforce
 - Conduct of methodological studies to generate and monitor Tier 3 SDG indicators related to education and culture
 - Conduct of training and other capacity building activities for education managers and compilers of cultural and sports statistics on how to appreciate interpret, use and disseminate information gathered from raw data
- To invest on necessary statistical resources
 - Cross-posting of statistical personnel in government offices
 - Creation of a statistical unit/division and plantilla positions for statisticians and data scientists in each agency concerned
- To enhance partnerships with the international statistical community
 - Participation in and hosting of international conventions, conferences, seminars, trainings, workshops, fora, symposia, expert group meetings and committees in statistics
 - Establishment of integrated response mechanism for PSS involvement in international statistical initiatives
- Other Statistical Development Programs and Activities
 - Production and compilation of statistics related to education and culture for monitoring the programs set in the PDP

- Production and compilation of Tier 1 indicators related to education for monitoring the SDG

b. Building-up Current Efforts

- To enhance the management and harmonize the PSS
 - Harmonization of information systems across all levels of education through the adoption of common reference number to facilitate tracking transition and mobility of learners across different levels of education
 - Updating of official concepts and definitions for statistical purposes for the education sector
- To improve the generation of relevant, timely, and quality statistics
 - Review and updating of framework for education and developing of framework for sports and early childhood care and development
 - Revision of data collection instruments to ensure capturing of TVET courses completed through both TESDA and K-12 Technical-Vocational-Livelihood (TVL) Track; and regular generation of reports on TVET courses completed
 - Conduct of the 2019 Functional Literacy, Education and Mass Media Survey (FLEMMS)
 - Conduct of perception survey on baseline formation for cultural statistics: level of awareness on creativity, culture sensitivity and cultural diversity, tolerance and respect for others
 - Continuous improvement and updating of the Philippine Cultural Statistics Portal
 - Strengthening of the implementation of existing policies and guidelines on the submission of administrative data
 - Development/improvement of mechanisms to ensure information/data security and protection

- To expand data dissemination and advocacy of statistics
 - Widening of public access to education and cultural statistics by disseminating data through a web portal
- To advance statistical research and strengthen statistical capacity of workforce
 - Extension of training and other capacity building activities to local/regional stakeholders to enable generation of statistics at the subnational level