

# **The Role of Private Educational Institutions to Human Capital Development**

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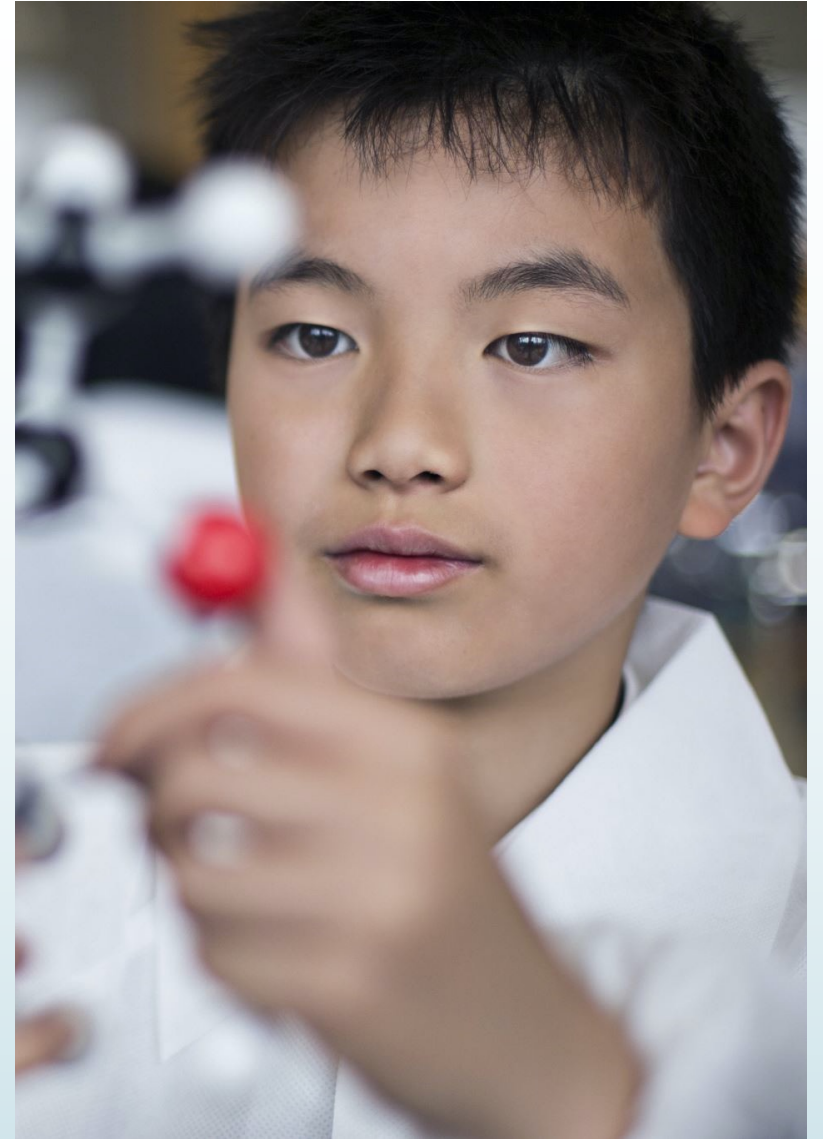


- ❑ According to the Worldbank: **Human Capital Index.**

*"A child born in the Philippines today will be 52 percent as productive when she grows up as she could be if she enjoyed complete education and full health. This is lower than the average for East Asia & Pacific region but higher than the average for Lower middle income countries."*



*In the Philippines, a child who starts school at age 4 can expect to complete **12.9 years** of school by her 18th birthday.*




- ❑ Education in general, contributes to the country's economic, social, and cultural development through the development of its human capital.





❑ Education in our country, is composed of two sectors- public and private sectors to form one Philippine Education System.



❑ Private education assumes a complementary role in the delivery of education, and therefore deserves State support.



# Constitutional Complementarity in Education

“The State recognizes the complementary roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions.”

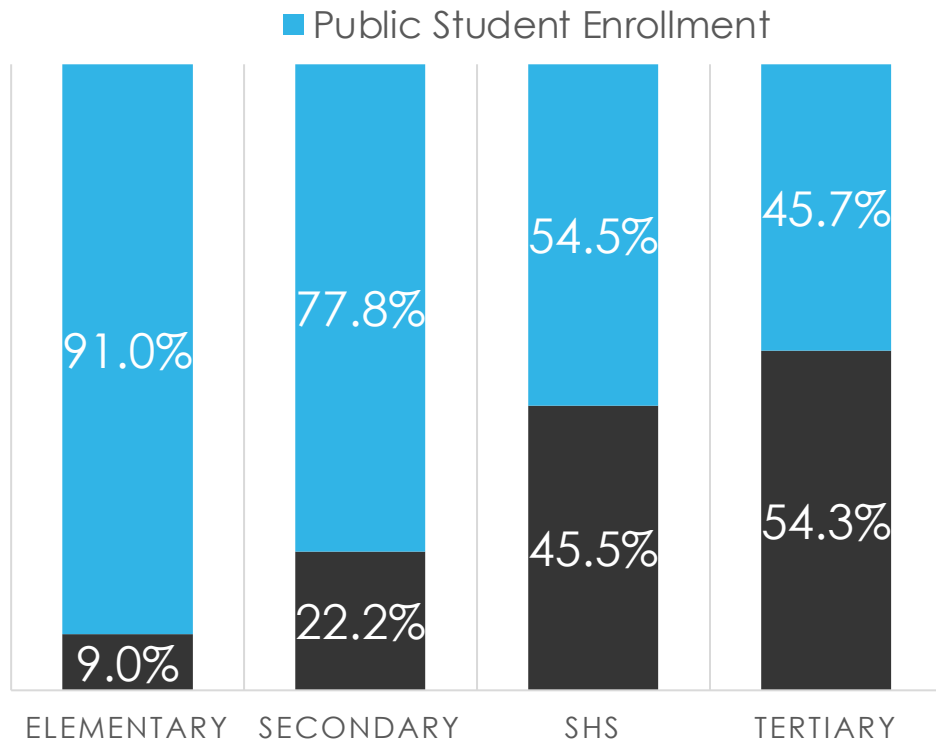
(Art XIV, Section 4, 1987 Philippine Constitution)



## □ Access:

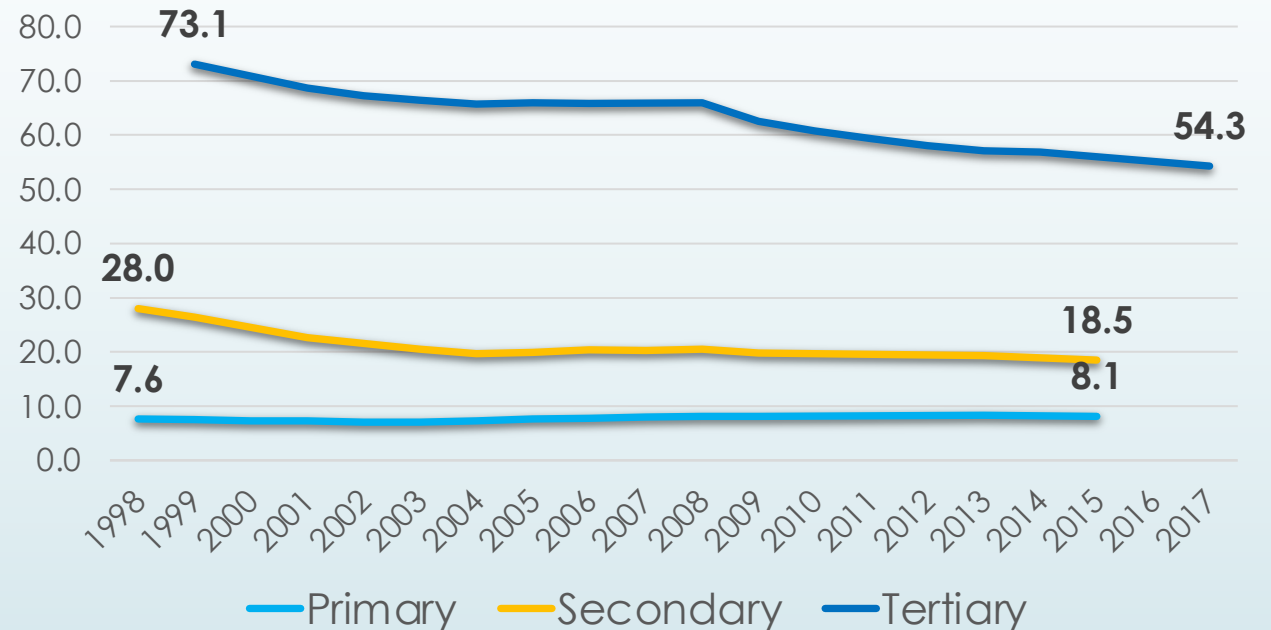
Private education accounts to 9% of enrolment in elementary, 22% in Secondary Education, and 45% in SHS, of the total enrolment in K to 12; and 54% of total enrolment in higher education.

Share of private school in total enrollment, 2017



Declining enrollment share of private education institutions

Share of private school enrolment by level of education, Philippines



## ❑ Quality:

Private education sector contributes to national education system's efficiency in terms of high rates of return of graduates in terms of employability and meeting industry needs.





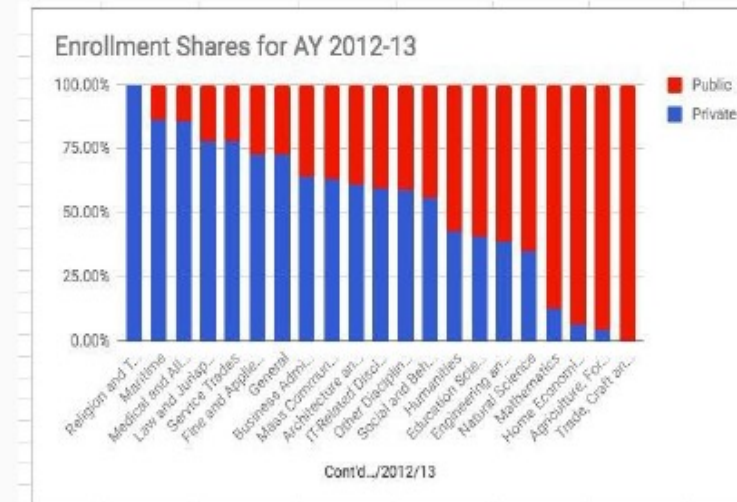
# RA 10533: Enhanced Basic Education Act of 2013

- Strengthening Early Childhood Education
- Enhancement of Curriculum for Learners (Contextualized and relevant)
- Integrated and Seamless Curriculum thru Spiral Progression
- Use of Mother Tongue-Based Multi-Lingual Education
- Senior High School Program
- Nurturing the Holistically Developed Filipino in terms of College and Livelihood Readiness, 21<sup>st</sup> Century Skills

## PRIVATE EDUCATION FILLS GAPS IN PROVISION, BY REGION AND BY DISCIPLINE

REGION	AY 2016-17 ENROLLMENT	PARTICIPATION RATE	SUCs*	PRIVATE*
3	290,434	24.59	50%	50%
CAR	96,426	45.93	29%	71%
4	386,287	25.55	42%	58%
NCR	674,958	51.74	36%	64%
10	130,512	23.40	46%	54%
11	143,608	25.46	34%	66%
12	121,284	22.32	42%	58%

**7 regions, mostly in Mindanao, depend on Private Education for access, with Private HEIs catering to more than 50% in student enrolment**



**Private HEIs also produce more than 50% of all graduates in the following areas:** Architecture, Information Technology (IT), Maritime, Medicine, Law, Fine and Applied Arts, Business Administration, Mass Communication, Religion and Theology

## 7 REGIONS, MOSTLY IN MINDANAO, DEPEND MOSTLY ON PRIVATE EDUCATION FOR ACCESS

The **28% national participation rate** masks huge disparities in regional participation rates, and the role of Private HEIs in accounting for the bulk in participation rates in key regions:

**CAR - 71%**  
**Region 11 - 66%**  
**NCR - 64%**  
**Region 12 - 58%**  
**Region 4 - 58%**  
**Region 10 - 54%**  
**Region 3 - 50%**

HIGHER EDUCATION PARTICIPATION RATE (AY 2016-17) BY REGION AND BY TYPE

REGION	AY 2016-17 ENROLLMENT	PARTICIPATION RATE	SUCs*	PRIVATE HEIs*
1	139,245	25.47	55%	45%
2	111,932	30.14	69%	31%
3	290,434	24.59	50%	50%
CAR	96,426	45.93	29%	71%
4	386,287	25.55	42%	58%
MIMAROPA	75,527	21.26	91%	9%
NCR	674,958	51.74	36%	64%
5	155,238	21.09	66%	34%
6	145,179	29.00	62%	38%
7	221,848	33.03	57%	43%
8	130,206	22.26	78%	22%
9	101,836	23.03	69%	31%
10	130,512	23.40	46%	54%
11	143,608	25.46	34%	66%
12	121,284	22.32	42%	58%
CARAGA	64,521	19.40	59%	41%
ARMM	89,258	17.97	92%	8%

# Performance in Licensure Examination (Over-all) by Institution Type: 2014-2018

Institutional Type	2014	2015	2016	2017	2018
SUCs	40.57	39.91	38.45	37.49	39.41
LUCs	42.88	41.44	36.63	34.99	36.39
OGS	14.90	19.65	18.62	14.10	14.24
Private HEIs	39.02	38.68	37.04	36.56	36.89
<b>Grand Total</b>	<b>39.76</b>	<b>39.29</b>	<b>37.55</b>	<b>36.82</b>	<b>37.87</b>

- Based on the directory of higher education institutions, as compiled by OPRKM-Knowledge Management Division
- as of August 8, 2019
- Source: PRC-Educational Statistics Task Force

# Higher Education Enrollment by Program Level and Institution Type: AY 2018-19

Program Level	SUCs	LUCs	OGS	Private	Grand Total
Pre-Baccalaureate	50,813	8,427	201	27,246	86,687
Baccalaureate	1,127,895	196,735	4,372	1,528,558	2,857,560
Post Baccalaureate	8,424	382	–	1,513	10,319
Masters	102,478	4,670	657	120,340	228,145
Doctorate	13,951	501	6	15,373	29,831
Grand Total	1,303,561	210,715	5,236	1,693,030	3,212,542

– Based on the submission of higher education institutions, as compiled by OPRKM-Knowledge Management Division  
– Includes pre-baccalaureate up to doctoral programs

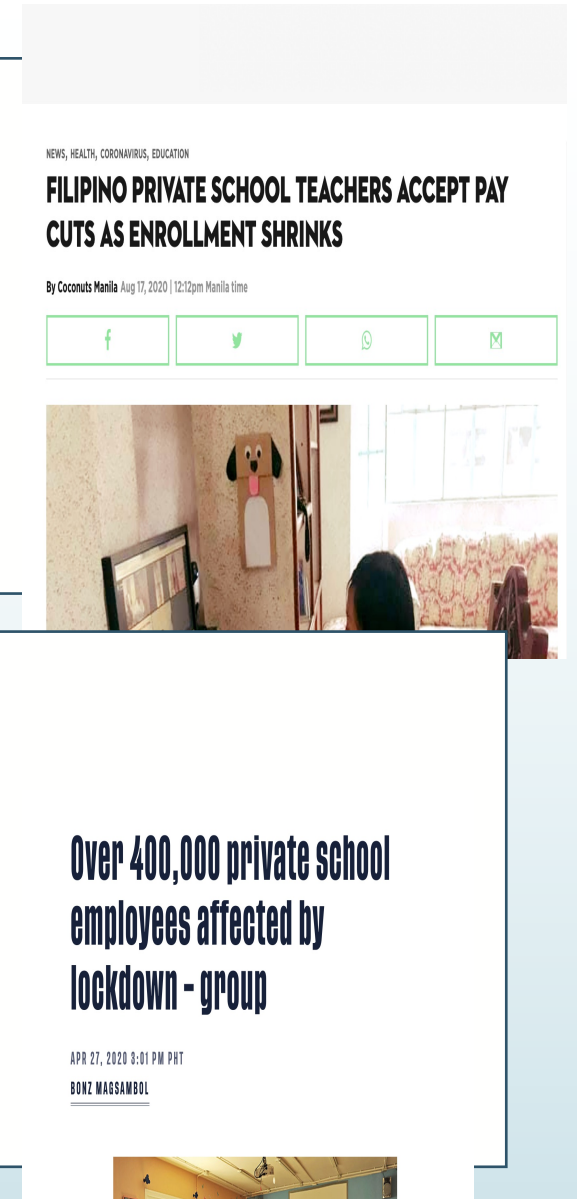
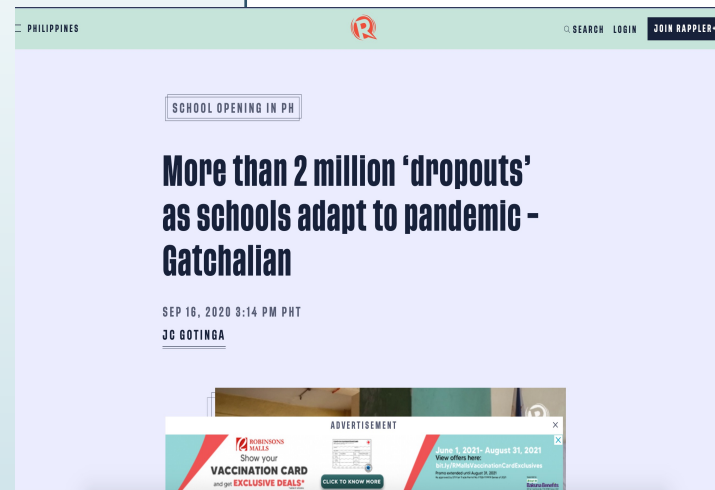
# Higher Education Graduates by Program Level and Institution Type: AY 2017-18

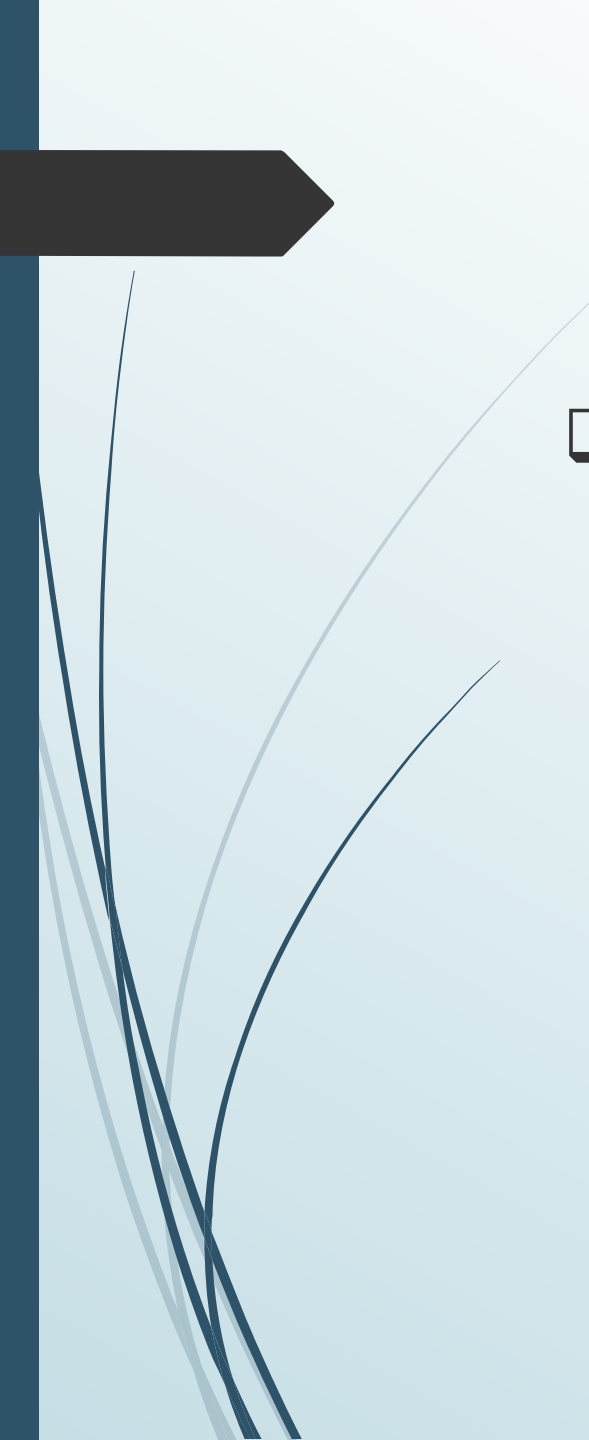
Program Level	SUCs	LUCs	OGS	Private	Grand Total
Pre-Baccalaureate	33,515	2,484	143	10,201	46,343
Baccalaureate	275,487	44,551	786	343,250	664,074
Post Baccalaureate	3,029	143	–	495	3,667
Masters	11,449	978		20,451	33,535
Doctorate	1,677	92	6	1,916	3,691
Grand Total	325,157	48,248	1,592	376,313	751,310

– Based on the submission of higher education institutions, as compiled by OPRKM-Knowledge Management Division  
– Includes pre-baccalaureate up to doctoral programs



- ❑ During the pandemic, the private education sector is one of the sectors badly hit by the economic impact on families.





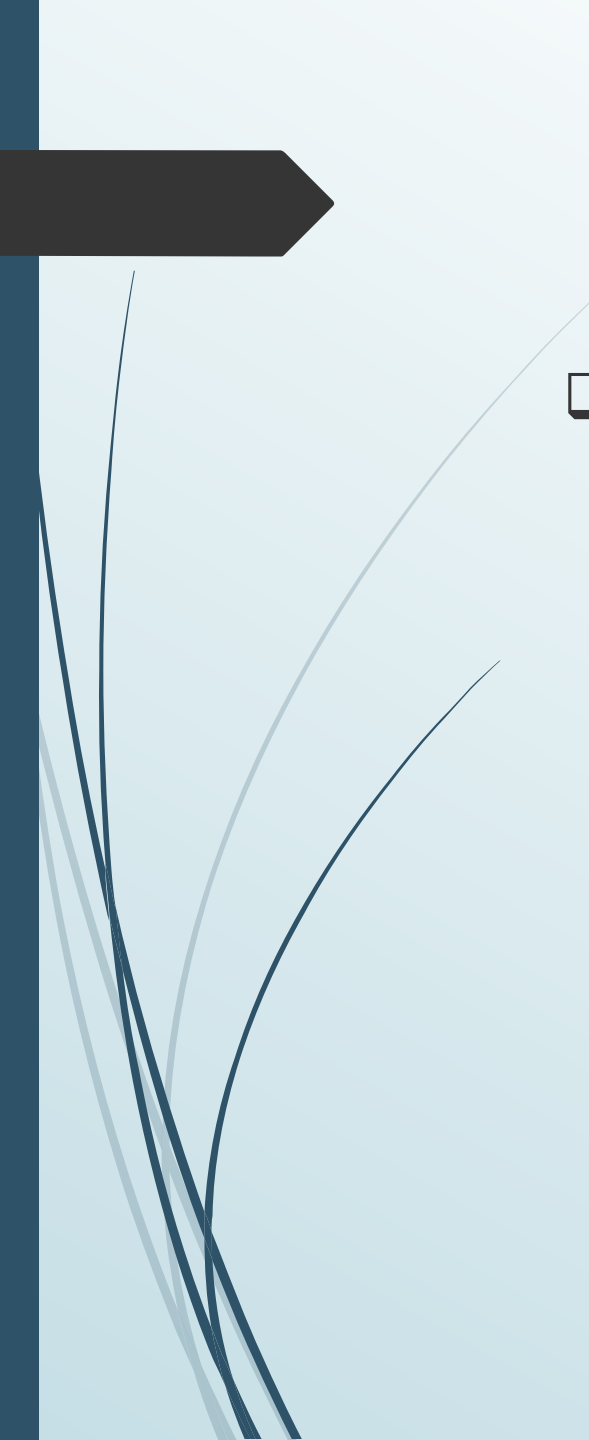
❑ 900 schools closed down; 900,000 basic education students failed to enroll; high percentage of private higher education institutions closing down with more than 50% suffering 10-50% decline in enrolment. This trend will likely continue without the necessary economic and policy intervention of the government.




More problems:



**150% increase in the Income tax rate  
of proprietary educational institutions  
would like force more schools to close.**

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- ❑ **This decline in participation rate means that the national education system on the whole would become less efficient,** as private schools are more agile, responsive and innovative in the new digital education platforms.

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- ❑ Now with the economic situation of families brought about by the pandemic getting worse, and with more schools forced to close, this looming problem on learning crisis call for the protective power of the State over the right of all citizens to quality and accessible education at all levels.



❑ Education should not only continue, quality education must thrive.

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- ❑ Quality education deserves the priority, promotion and protection of the State.