

UDC 378

Features and Historical Aspects of the Philippines Educational system

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Abstract. This article deals with the features of the Philippine educational system. Additionally, brief and concise information will be given on how the educational system came into existence, the organization and the structure of the system itself. This paper also tackles the obstacles and problems observed in the past and up to the present, and gives possible solutions to these. We also made sure to give some useful recommendations and suggestions on how the education system can be improved, which were enlightened by the steps taken by some wealthy neighboring countries in the region. Based on the study, further understanding of the shortcomings of the country, not only in education but also in the essential aspect of nationalism, were found. The originality of this work can be seen in the brief explanation of the Philippine educational system, as well as its historical aspects, and the detailed comparison of different eras of the educational system.

Keywords: education system; organization and structure; Philippines; history of education.

1. Introduction

The educational system of the Philippines has a long and complicated history. Probably the first comprehensive research conducted dealing with the supposed medium language of teaching was accomplished by Andrew Gonzalez (1992, 1998), who also discussed the educational system of the Philippines and its historical aspects, together with the interlocking conflicts and resulting problems of higher education in the Philippines. Catherine Young (2002) discussed the Pilipino language as the medium of instruction in the country's educational system, as well as proposed an alternative, ideological model of literacy which develops the critical thinking skills of Filipino students, builds cognitive and affective domains, and values their local language experience and culture. The absence of detailed comparisons (see Table 1) of different stages of development of the educational system, and a brief and concise explanation of the challenges in the educational system, was a great opportunity for us to undertake this research.

Curriculum policies, such as the 1987 Constitution of the Republic of the Philippines Article XIV, are usually set forth by the Department of Education, Culture and Sports of the Philippines with different bulletins, circulars, memoranda, orders and plans. These bodies of government are sorted by national priority and contribute to the success of development goals (Mariñas & Ditapat 1995). However, few of the laws passed by the national legislation regarding the school curriculum: Section 3(10), Article XIV of the Constitution mandate the study of the Philippines Constitution; Section 6, Article XIV, implement Filipino as the main language of instruction; Section 19(2), Article XIV, declares that: "*All the educational institutions throughout the country shall undertake regular sports activities in cooperation with athletic clubs and other sectors*". Republic Act No. 4723 ordered the teaching of music in schools. The newly curriculum-specific laws designate:

a) Lengthening of the school calendar from 185 to not less than 200 school days per school year;

b) Integration of concepts on human rights, the environment, dangerous drugs and computer education.

Table 1. Comparison of the present study with the previous work in the same field.

Authors/Year	Paper title	Concise view of the study (Problems/Findings)	Conclusion
Present	Features and historical aspects of the Philippine educational system.	The educational system of the Philippines has been greatly influenced by events in the past thus resulting in the different challenges and problems in the present.	If stabilized and well-carried out curricula are present in the whole country with the full backing of the government, this might lessen the insufficiencies in the educational system.
Catherine (2002)	Young First language first: literacy education for the future in a multilingual Philippine society	The language challenge of the country based on most Filipino socio-linguistics is the problem of reconciling the competing necessitates of ethnicity, nationalism and modernization. Embedded in so many unfamiliar things such the textbooks depicting other cultures and most crucially, even the language used in teaching is foreign.	Whether or not the language and culture will continue as components of a dynamic, viable society is a complex process of which education is a potentially significant factor.
Andrew (1998)	Gonzalez The language planning situation in the Philippines	The presence of languages in various domains, especially in the area of education, is described and today's policy on the country's version of bilingual education is emphasized and evaluated. This is followed by a historical sketch of language planning from laws enacted, revised and mandated.	The language condition in the Philippines has been both a positive and negative factor in providing the education and the communication needs of Filipinos.

Andrew (1992)	Gonzalez	Higher education, brain drain and overseas employment in The Philippines: towards a differentiated set of solutions	The continued mismatch of the graduate students to their intended workplaces is aggressively increasing every year. Unfortunately, some scientists along with others who have attained a high degree of education on their respective fields migrate to other countries, thus making the shortages even more acute.	The analysis of the Philippine case will provide some insights into more general characteristics applicable to other developing countries added with the supply of manpower within the country, especially in the areas of high-level scientists, academics and well-trained technicians between engineers and skilled craftsman.
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1.1. Main results

In this paper, we look at the past in order to ascertain the background on how the educational system came to be in its present form. It started from the early Filipino settlers, followed by the various changes in the different eras, covered by the Spaniards, the Americans and the Japanese. After exploring the history and dealing with respective changes, this will allow us to pinpoint the problems of the present.

Our work has the following features:

- The previous works in this field have been compared with the present one in a very thorough way;
 - The summarized view of the advantages and disadvantages of the educational system have been researched from the early Filipino settlers, during the reign of the colonizers through to today's current conditions;
 - The rankings of the country's leading universities among all the universities around the globe and Asia are shown in the context of different individual areas.
- There are also however several deficiencies:
- This work describes the educational system in general, but does not deal with problems in specific areas like science and engineering education, which are highly-developed in neighboring countries;
 - The impact of information technologies on educational systems is not discussed at all, despite the fact that it is very important in education these days;
 - Since progress is observed in the country's neighboring countries, we lack further explanation on that, and how to be 'like them', without becoming non-nationalistic.

1.2. Organization

The rest of this paper is organized as follows. In Section 2, we briefly discuss the management system and structure of the Department of Education in the country. Section 3 narrates the history of the formation and development of the educational system. Then in Section 4, the organization and structure of the education is emphasized. While in the Sections 5 and 6 we tackle the problems then give the possible solutions and recommendations. Finally, we conclude our study and future work in Section 7.

2. Department of Education (DepEd) Management Structure

From 2001, the Department of Education, Culture and Sports became the present Department of Education (DepEd)* (see Table 2). The Department is categorized into two major components to fulfill its mandates and objectives. The overall administration of basic education at the national level is maintained by the Central Office. The Field Offices are in charge of the regional and local coordination, and administration of the Department's authoritative order. Republic Act 9115 grants that the Department should only have at most four Undersecretaries and four Assistant Secretaries with at least one Undersecretary and one Assistant Secretary who are career service officers selected from the staff of the Department.

Currently, the Department functions with four Undersecretaries in the areas of:

- Programs and Projects;
- Regional Operations;
- Finance and Administration;
- Legal Affairs.

Four Assistant Secretaries in the areas of:

- Programs and Projects;
- Planning and Development;
- Budget and Financial Affairs;
- Legal Affairs.

Various bureaus, services and centers give aid to the Office of the Secretary at the Central Office. Three staff bureaus namely: the Bureau of Elementary Education (BEE), the Bureau of Secondary Education (BSE), and the Bureau of Non-Formal Education (BNFE) are tasked with providing assistance in formulating policies, standards, programs with regard to curricula and staff development. Last 25th of August, 1999 With the Executive Order No.81 from the series of 1999, the functions of the remaining bureau, the Bureau of Physical Education and School Sports (BPES), are shouldered by the Philippine Sports Commission (PSC). While on the other hand, there are five services offered: the Administrative Service, the Financial and Management Service, the Human Resource Development Service, the Planning Service and the Technical Service.

Six centers or units connected to the Department correspondingly provide technical and administrative support concerning the realization of the Department's objectives. These are the National Education Testing and Research Center (NETRC), the Health and Nutrition Center (HNC), the National Educators Academy of the Philippines (NEAP), the Educational Development Projects Implementing Task Force (EDPITAF), the National Science Teaching Instrumentation Center (NSTIC) and the Instructional Materials Council Secretariat (IMCS). The Adopt-a-School Program Secretariat, the Center for Students and Co-curricular Affairs, the Educational Technology Unit and the Task Force Engineering Assessment and Monitoring make up the four special offices under the Office of the Secretary (OSEC). The Teacher Education Council (TEC), the Philippine High School for the Arts and the Literacy Coordinating Council (LCC) are only a few of the other attached and support agencies to the Department of Education.

At the sub-national level, the Field Offices consist of the following:

1. Sixteen Regional Offices, together with the Autonomous Region in Muslim Mindanao (ARMM), each regulated by a Regional Director (a Regional Secretary in the case of ARMM);
2. One hundred fifty-seven Provincial and City Schools Divisions, each managed by a Schools Division Superintendent. Assisting the Schools Division Offices are 2,227 School Districts, each headed by a District Supervisor;
3. Under the supervision of the Schools Division Offices are 48,446 schools, broken down as follows:
 - 40,763 elementary schools (36,234 public and 4,529 private);
 - 7,683 secondary schools (4,422 public and 3,261 private).

* Department of Education (DepEd) deped.gov.ph

The ARMM is included in the Department's funds for the:

- a) Creation of teaching and non-teaching positions;
- b) Certain foreign-assisted and locally-funded programs and projects;
- c) Funding for newly-legislated high schools;
- d) Regular school building program.

In line with the information we gathered from the DepEd's official website, below shows the clear and ordered changes of the official name of the Department, together with its legal orders mandated by the national government.

Table 2. Department of Education's (DepEd) roots.

Year	Official Name of Department	Official Nominal Head	Legal Order
1863	Superior Commission of Primary Instruction	Chairman	Educational Decree of 1863
1901-1916	Department of Public Instruction	General Superintendent	Act. No. 74 of the Philippine Commission, Jan. 21, 1901
1916-1942	Department of Public Instruction	Secretary	Organic Act Law of 1916 (Jones Law)
1942-1944	Department of Education, Health and Public Welfare	Commissioner	Renamed by the Japanese Executive Commission, June 11, 1942
1944	Department of Education, Health and Public Welfare	Minister	Renamed by Japanese Sponsored Philippine Republic
1944	Department of Public Instruction	Secretary	Renamed by Japanese Sponsored Philippine Republic
1945-1946	Department of Public Instruction and Information	Secretary	Renamed by the Commonwealth Government
1946-1947	Department of Instruction	Secretary	Renamed by the Commonwealth Government
1947-1975	Department of Education	Secretary	E.O. No. 94 October 1947 (Reorganization Act of 1947)
1975-1978	Department of Education and Culture	Secretary	Proc. No. 1081, September 24, 1972
1978-1984	Ministry of Education and Culture	Minister	P.D. No. 1397, June 2, 1978
1984-1986	Ministry of Education, Culture and Sports	Minister	Education Act of 1982
1987-1994	Department of Education, Culture and Sports	Secretary	E.O. No. 117. January 30, 1987
1994-2001	Department of Education, Culture and Sports	Secretary	RA 7722 and RA 7796, 1994 Trifocalization of Education Management
2001 – present	Department of Education	Secretary	RA 9155, August 2001 (Governance of Basic Education Act)

A bilingual policy is observed in which both English and Filipino are the instructional mediums (Mariñas & Ditapat 1995). At the elementary or primary level, the English Language, Science and Health are taught in English, while on the other hand, Art, Filipino Civics and Culture, Good manners and Right conduct (GMRC/ character education), Home Economics, Livelihood Education, Music and Physical Education are taught in Filipino. During high school or at the secondary level, subjects that are being taught in English are: English Language, Mathematics, Science, Technology and Home Economics, while Social Studies, Values Education, Physical Education, Health and Music are taught in Filipino. Though some of the private schools, especially at the secondary level, make sure they use English in almost all the subjects, the topics and lessons remain the same.

Teaching methods and learning activities are indeed very important. In implementing the curriculum, since the curriculum plan (learning competencies) does not present teaching methods and learning activities for the teachers so they have to work on their own guiding philosophy, creativity. However, teachers' manuals or guides do incorporate higher-level content areas and suggestions for teaching and assessing (Mariñas & Ditapat 1995).

3. The history of the formation and development of the educational system

In this section, we will see more about how the educational system of the Philippines came into existence, starting from the early settlers up to the present. To deal with this, we will be tracking four main stages of history which resulted in significant changes in the educational system. Firstly, education from Early *Filipinos* will be discussed followed by the *Spanish Period* then the *American Period*. Furthermore, we discuss the changes during the *Japanese Occupation* and finally the educational system in the *Present Period*.

The evolution of education in the Philippines has already been observed from the early settlers to today. In the country education has high priority and it is of national importance that education is maintained since it is the primary avenue for upward social and economic mobility. Before becoming stable, the country's educational system went through several stages of development.

3.1. Education – Early Filipinos

The economic situation during the pre-colonial times was the great contributor and a major factor in the system of education in the Philippines. Primitive Communal to Asiatic feudalism were the types of society present before Spanish colonization. With their practical and subsistent mode of production they had to provide education that was plain and simple. The medium of instruction used was *Alibata*, the native alphabet.

The educators or the teachers during the pre-colonial era were the *Babaylan* and the *Katalonan*. Gifted with wisdom and knowledge on spirituality and the system of running their own society, they were respected by the people of the society. Therefore, the type of education that was taught was one of beliefs and traditions. However, since there was insufficient scientific learning, they lacked efficient means of economic production.

Education was truly valued by the early Filipinos. The fathers trained their sons in how to hunt and other means of maintaining a livelihood. On the other hand, the mothers were in charge of their girls and instructing on household chores. The purpose of this type of education was to prepare both boys and girls to become good husbands and wives in the future. Both Filipino men and women knew how to read and write using their own alphabet called *alibata*. It was composed of 17 symbols each representing the letters of the alphabet. The symbols contained three vowels and the rest were consonants.

Communities were Muslim, similar to those on Mindanao, and education was proliferated through the religion of Islam. The Imam* or Ulema† were the declared teachers. The children were taught how to read, write and comprehend Arabic by using the Koran as their holy book.

To sum up, 'informal' and 'unstructured' are the words best used to describe the education in the Philippines during the pre-Spanish era. The type of education was not

* Imam: counterpart of a priest.

† Ulema: body of Islamic scholars.

institutionalized and separate institutions for education were not in place. Specialization in education also did not exist.

3.2. Education – Spanish Period

Compared with the system of the early settlers, during the pre-Spanish time the system changed into a formal system. The first Christian school built in the Philippines was mandated by the Augustinians and established in Cebu in 1565. The establishment of schools from the primary level to the tertiary level education came about all because of the religious congregations. Christian doctrines were the main focus of these schools and schools for boys and girls were separate. However, only wealthy Filipinos or the *Illustrados* were accommodated by the schools. More negative effects were brought about by colonial education for the Filipinos.

The Spanish authorities in the Philippines were mandated to educate the natives, to teach them how to read and write, and to learn Spanish based on King Philip II's Law of the Indies (*Leyes de Indias*). However, given the realities of the time, the last order was quite impossible. First, the number of Spaniards in the Archipelago was limited so the teaching of Spanish at that time was minimal. Next, the Philippines was inhabited by diverse tribes with different languages all with unique customs and religions. Then, the topography of the country - the seas, the mountain ranges, the lush virgin forests and the absence of enough good roads - made travel and communication difficult during these years. Faced with these problems, the friars - the vanguard of evangelization and education - found an alternative which was to learn the native languages first so that they could use them as tools to evangelize and teach the natives in the missionary schools. Nevertheless, Spanish was also taught to those who were interested. With the first movable printing press in the country introduced by Spaniard, Tomas Pinpin, the Prince of Filipino printers, made sure he published a book on how to learn Spanish. The archives of some of the published books during the Spanish era, such as the Spanish-Chinese dictionaries, are kept at the University of Santo Tomas*.

The public school system in the Philippines was born in 1863, with the passage of the Education Reform Act in the Spanish Courts. Due to the compulsory education of Filipino children, separate schools for boys and girls were established in every pueblo†. The law also implemented the training of both male and female teachers after the establishment of the *Escuela Normal*. The clergy or the friars maintained the order in the educational system during these times. They owned different schools in the country, ranging from the primary level to the tertiary levels of education. The sole responsibility of the missionaries, aside from teaching Christianity, was to maintain the rules and regulations imposed on the students. In addition, teaching and controlling them was also in their hands.

As the early part of the seventeenth century approached, there was already a system laid down for the secondary and tertiary education, but it was not directed only by Christian doctrines. As the priest and monks worked together with the civil authorities, they also began to create a network of primary schools whereby both religious and secular subjects were taught. Ever since the Spanish colonial government adopted the program of compulsory elementary education in 1863, the education became free to all children between the ages of seven and 13. Having such a fulfilling program, the Philippines were already ahead of most other neighboring Asian colonies in general education (Gunnar Myrdal 1968).

Although a systematic and institutionalized kind of education was established, unfortunately there was still inequality in attaining education. The system of education familiarized by the Filipinos was religious and patriarchal. People were also taught that social mobility was achieved through education, but sadly this manifested itself in social inequality and female subordination. The higher priority for educational attainment was placed on men rather than on women. Although the *Mestizos* and wealthy people enjoyed the privileges of entering prestigious schools, there were women only vocational schools for women. However, most women were denied their rights to education due to the patriarchal belief that women should stay only at home.

* University of Santo Tomas (UST) is one of the universities built by the Spanish friars on 1611.

† Pueblo: a town or village in a Spanish-speaking country.

With regard to higher education, the students graduated with a Bachelor of Arts (Bachiller en Artes) degree. The Jesuits established “Colegio de San Ignacio”, the first college schools for the boys in Manila in 1580. This was followed by another university, “Colegio de San Idelfonso” in Cebu in 1595. It was in 1589 when the government entrusted the “Escuela Pia” to the Jesuits, later this was called “Ateneo de Municipal” which is now the famous Ateneo de Manila University. “Colegio de San Jose” was also established in the early 1600s by the friars (de la Costa, Horacio 1967).

After the Jesuits, the Dominicans also claimed their reputation as they established one of the best universities in the Philippines, the University of Santo Tomas which was opened in 1611. Around 1630, another university was set up built especially for orphaned boys called the “San Juan de Letran”.

Compared with the boys, it took a little time to establish schools and colleges for girls. In 1589, “Colegio de Santa Potenciana” was opened for girls; this was the first school and college for girls. Following the birth of the first school for women, Colegio de Santa Isabel opened in 1632. The religious congregations instituted “beaterio”. The sole purpose of this was to provide education for orphaned girls who could not afford to educate themselves. The lessons taught were basically about household tasks such as cooking, embroidery-making, sewing and others skills necessary for good housekeeping.

Even though many universities and schools institutions were established, Science and Mathematics were not much taught to the students; the missionaries greatly emphasized teaching the Christine doctrines, the reading of Spanish books and a bit of the relevant native language.

Educational Decree 1863

The Decree of Education in 1863 established the first ever educational system in the Philippines. It required the government to provide school institutions for boys and girls in every town. Given the situation, the Spanish schools started accepting Filipino students. It was during this time that the intellectual Filipinos emerged. This also brought about the establishment of the Normal Schools which gave more opportunity to the Filipinos to attain a sound education. The Normal Schools offered a three-year teacher-lead education at the primary level.

3.3. Education – American Period

Similar to the Spaniards, the Americans brought many cultural and traditional changes to the country during their 45 years of colonization. Even today, these strong influences can still be seen in the lifestyle of the Filipinos. With their motive to spread their cultural values, specifically the English language to the Filipino people, education became a very important issue for the United States’ colonial governments and they used it as a tool to fulfill their visions.

Every child from age seven was obliged to register at the nearest school. School supplies were provided to the students for free. During the American period levels of education were divided into three. Firstly, the “elementary” level composed of four primary years and three intermediate years. Next, the “secondary” or high school level consisted of four years, and finally, the “college” or tertiary level. Unlike during the Spanish period, religion was not part of the school curriculum.

If students excelled academically they were given a chance to continue their studies and to pursue their expertise in their chosen fields or professions in the United States. “Scholar” was the word used for them, as the government covered all their expenses. In return, they were to teach or work in government offices after they finished their studies. Judge Jose Abad Santos, Francisco Benitez and Dr. Honoria Sison were some of the successful Filipino scholars.

Volunteer American soldiers were the first teachers of the Filipinos. Building classrooms wherever they were assigned was part of their mission. In June 1901 these pioneer teachers stopped teaching when a group of teachers from the U.S. came to the country aboard the ship Sheridan. Around August of the same year, 600 more teachers called Thomasites arrived aboard with the ship USS Thomas (from which their name derived); 365 males and 165 females composed the original batch of Thomasites who sailed from the U.S. Around 1902 more American teachers followed the Thomasites, leading to a total of about 1,074 stationed around the Philippines.

Many elementary and secondary schools left behind by the Spaniards were recycled and new ones were established in cities and provinces, namely agricultural, business, normal and vocational schools. The following were some of the most important colleges during the American occupation and to this day they still exist: Philippine Normal School in 1901 (now a university), National University (1901), St. Paul University Dumaguete (1904), Zamboanga Normal School in 1904 (now Western Mindanao State University), the University of the Philippines (1908), the University of Manila (1914), Philippine Women's University (1919) and Far Eastern University (1933). While the Philippine Nautical School, the Philippine School of Arts and Trades and the Central Luzon Agriculture School were offering vocational education at that time.

As far as remote areas were concerned, such as the Mountain Provinces and some parts of Mindanao like Sulu, schools were also built where attention was given to vocational and health practices.

In accordance with the 1935 Constitution, free education in public schools all over the country was provided by the Commonwealth*. Nationalism was emphasized in schools – teaching the students about the deceased Filipino heroes.

Cooking, farming, sewing and some household activities together with vocational education were given importance. Discipline and proper manners were also not neglected. The Institute of Private Education aimed at observing private schools was established. In the early 1940s the student population around the country studying in the 400 private schools reached 10,000 students. Formal education was not only provided for youngsters, adult education was also present.

3.4. Education - Japanese Occupation

With the Americans out of the picture, the Japanese Occupation started on 1941. Changes in the system of education were implemented a year later. Embodied in the Military Order No. 2 in 1942 they spelled out the basic principle and guidelines of education in re-opening and operating schools. These were the following:

- To enrich the Filipino culture and to stop patronizing western countries, i.e., the United States and Great Britain;
- To recognize that the Philippines as a part of the Greater East Asia Co-Prosperity Sphere so that the Philippines and Japan could have good relations;
- To boost the morality of the Filipinos and instill cautiousness of materialism;
- To forget and to stop English language learning, and instead learn and adopt *Nippongo*†;
- To proliferate primary and vocational education;
- To foster love for work.

As soon as the Commission of Education, Health and Public Welfare was established, the opening of schools followed in June 1942. On October 14, 1943, the Ministry of Education was sponsored and created by the Japanese government. During their time, the teaching of *Tagalog*‡, Philippine History and Character Education were observed in schools. Passion for work and dignity of labor was stressed. On February 27, 1945, the Department of Instruction was now under the Department of Public Instruction.

Aside from teaching *Nippongo* and using entirely pro-Japanese books and material at all levels of education, the Japanese also showed movies and organized cultural productions. Performers such as singers and dancers were brought to the Philippines together with painters, singers and scholars, so that the Filipinos would acquire inspiration, love, sympathy, and the cooperation among them. Filipinos were keen and did not just blindly believe the excessive promises of the Japanese.

* Commonwealth: government established in the Philippines during American Occupation.

† *Nippongo*: spoken language in Japan

‡ *Tagalog*: the Philippines' native language

3.5. Education – Present Period

Among the three colonizers of the country, the Americans dominate. With English as the medium of instruction, the Philippine education is a prototype of the American system. Schools are categorized into public (government) or private (non-government). The preparatory-primary level consists of nurseries, kindergartens and preparatory schools offered in most private schools; moving on to six years of primary education, followed by four years of secondary education and college – meaning the general pattern of formal education has four stages.

Generally, college education takes four, rarely five years and in some cases, as in medical and law schools, as long as eight years. Two or more years are added for graduate schooling or schooling for advanced study, mainly offered to those who have already attained a bachelor’s degree. Classes in the country start in June and end in March the following year. Some colleges follow the two-semester calendar namely: June-October and November-March while other universities, such as De La Salle University, follow a tri-semester pattern. The first term starts in May to August, followed by the second term on September to December and for the third and final term is January to April in the new year. Foreign schools are present with study programs similar to those of the local schools. In 2003, the overall literacy rate was estimated to be 95.9 % for the total population, 96 % for males and 95.8 % for females. The majority (90 %) of all enrolments is in vocational courses with a specific work goal, most of these are in Business and Engineering, attracting over half of the student body (Estelle 1991). While only 4 % of all the students are majoring in Humanities, Mathematics, Natural and Social Sciences – the fundamentals of the arts and science curriculum in most countries. Table 3 presents a brief comparison of the advantages and disadvantages on the education system during different periods of colonization in the Philippines.

Period/Years	Advantages	Disadvantages	Notes and features
Early Filipinos 900-1521	Education was used to preserve the cultural heritage of the country. <i>Babaylan, Katalonan</i> and other teachers were highly respected.	They were not open to new changes towards the advancement of methods in teaching.	
Spanish Regime 1521-1898	Founding of a complete system of education in the country comprising elementary, secondary and college levels. The establishment of teacher training institutions.	Priority of education was on Spanish and elites. It took time for girls’ education to be established.	There were inequalities in wealth, income, power, prestige and opportunities in society at large.
American Era 1899-1943	English language was used as a medium of instruction. New subject areas were introduced - Reading, Writing, Arithmetic, Language, Good Manners and Right Conduct, Civics, Hygiene and Sanitation, Gardening, Domestic Science, American History and Philippine History. The students were given free school materials.	The Filipino language was barely used in the teaching and learning process. Filipino students felt handicapped not only because of the language barrier, but also because the system was originally designed for American students.	Schools were provided by the state and no state intends to establish schools which subvert its purpose, values and ideals.

	Students who excelled were sent to the U.S. to continue their studies and to become experts in their desired fields or professions. Remote places were not left behind instead attention was given to vocational and health practices.		
Japanese Occupation 1943-1946	Education aimed to foster a new Filipino culture based on the self-consciousness of the people as Orientals.	Nippongo served as another oppressing language on the Filipinos.	To be aware of materialism to raise the morality of the Filipinos.
Present	Education for everyone regardless of class and gender. Public schools in basic level education are not money-oriented.	Inadequate school facilities. Lack of well-trained teachers in addition to insufficient instructional materials. Low teacher salaries. Private tuition fees are increasing year on year.	The government only spends 12% of the national budget on education that is far from the suggested cut of the World Bank which is 20%. Education finance is very far from other Asian countries like Malaysia and Thailand.

4. Organization and structure of education

The education sector along with other government agencies are responsible for contributing to the success of national development goals embedded in the development plan of the country (Mariñas & Ditapat 1995). The main objectives and aims of education in the country have been mentioned in the national constitution. Section 3(2), Article XIV of the Constitution states that:

“All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency”.

These goals have been converted into educational policies and emphasized as the basic education framework, elementary and secondary education.

4.1. Early childhood education

In early years of childhood increasing attention on early childhood provision in the Philippines was greatly emphasized; to expand and improve comprehensive services is now a policy goal. Nevertheless, a handful of comprehensive studies on the effectiveness of the provision have been conducted (Lubrica et al. 2012).

A study conducted in the country by Armecian et al. (2006) indicated that children make great gains in cognitive, social and motor skills, and language development over those from less unfortunate backgrounds. Based on the study, faster rates of change in psycho-social development are seen in children below three years old compared to the older children.

The awareness and interest shown by the government and policy makers towards early childhood education was caused by the educational experiences and its development that occurred during the early years of childhood. This then followed by a law enacted in 2000, the Early Childhood Care and Development (EECD) Law, which established the essentials of early childhood including the establishment of a Council for the Welfare of Children (CWC) tasked with: setting up guidelines and criteria for early childhood programs; enhancing a national system for staff recruitment and training; monitoring the delivery of services; granting extra resources to elevate the supply of programs; and boosting the development of private sector initiatives (cited in UNESCO International Bureau of Education [IBE] 2006).

Republic Act 6972 and Republic Act 8980 are the laws which govern pre-schools in the country. The first law, also known as the Daycare Law, pursues the establishment of at least one daycare centre in every *Barangay* (village) in the country. On the other hand, the second law seeks to provide a thorough and integrated approach in the delivery, supervision and planning of early childhood care and education in the country (cited in UNESCO International Bureau of Education [IBE] 2006).

Two types of early childhood provision – graded and non-graded – make up the system of early education in the Philippines. The graded provision aims to use age as the base for a pupil's acceptance to each grade of provision and this also informs practices for the assessment of a pupil's progress. It provides a curriculum designed for all children in the same grade of provision. While the non-graded provision welcomes children of different ages in the same class, here, the criterion for the assessment is on the child's ability to do developmental tasks demanded by the school program.

Provisions for early childhood can be private, centre-based or attached to schools. The difference among these three is that private and centre-based provision operates using their own funds while the types of provision attached to schools operate under the basic education schools. All operate under the authorization of the Department of Education. School readiness is the main focus of the pre-school curriculum. The pre-school handbook which contains the instructional objectives and model or content to be tackled, suggested classroom activities and learning materials are provided to teachers (UNESCO International Bureau of Education [IBE] 2006).

With its mission to aid the accomplishment of quality early childhood education, the Department of Education has wisely situated a system that externally measures the quality of pre-school education in the country. It is said that the external assessment will pave the way to all pre-schools to continuously develop and further enhance the quality of early education provision and overall excellence of the programs offered by schools.

4.2. Basic education

The 1982 Education Act reveals the aims of both the elementary and secondary education as:

- a) To grant the knowledge and enhance the skills, manners and values important to personal development and those needed for living in and contributing to an improving and changing social ambiance;
- b) To give learning experiences which increase the child's consciousness of and responsiveness to the changes in and sound demand of society and to train him/her in productive and efficient involvement;
- c) To promote and strengthen the child's knowledge of, identification with, and passion for the nation and the nation's people to which he/she belongs;
- d) To put forward work experiences which develop a child's orientation to the busy world of work and inventiveness, and prepare him/her to be involved in honest and gainful work (Mariñas & Ditapat 1995).

The aims and objectives at the national level reflect the regional level basic education, but are modified to harmonize with local concerns and conditions. For high school education the aims are:

- a) The establishment of general education that begins at the elementary level;
- b) The readiness of students for college and/or the world of work.

Basic Education in the country is free and required at the elementary level only, while only a handful elementary and secondary schools are either government-supported or privately funded. The entire basic education lasts ten years, consisting of six years of elementary and four years of secondary education (Mariñas & Ditapat 1995). This may look too long| but closely short period of time. Usually, Filipinos graduate from the basic education at the age of 16 or 17 years. Then they can continue to institutions of higher learning to attain a post-secondary vocational/technical institution degree or a certificate.

Normally, the school years of almost all countries start on the first week of September and end on the first week of June. But in the case of the Philippine educational system, their school year starts on the first Monday of June and ends on the last Friday of March. This happens because April to early June are the hottest months in the Philippines and this is when the summer season is observed and holiday starts.

The school year for the elementary and secondary levels is made up of 40 weeks or 200 days. Classes are held Mondays to Fridays and the school year is divided into four grading periods (i.e., 1st until 4th quarter) (Mariñas & Ditapat 1995).

General, vocational and science high schools make up the types of secondary schools in the country. General high schools offer the four-year general academic secondary curriculum while vocational high schools offer the same with first added vocational courses and last but not the least science high schools provide an enriched Science, Mathematics and English curriculum together with the secondary education curriculum.

Regional science high schools offer an enriched science and mathematics program thereby students take additional Science and Mathematics subjects. Some of the most outstanding science high schools are the Philippine Science High School, the Manila Science High School and the Quezon City Science High School.

But with all such things it is sad to say that for every 1,000 entrants in grade 1, only 162 will finish basic education in 10 years, 233 will finish basic education in 16 years and 605 will not graduate. In addition, only 7 % will have at least 75 % in English, Math and Science (NSO)*.

4.3. Higher education

Colleges and universities were first established in the seventeenth and eighteenth centuries by Catholic orders and later by Protestant missionaries, both competing for students (Estelle 1991). As with many countries, the religious origin of early educational foundation meant most of them were non-profit.

The Commission on Higher Education (CHED) is a government organization which covers both public and private higher education institutions as well as degree-granting programs in all post-secondary educational institutions in the country. While the Technical English and Skills Development Authority (TESDA) is assigned to two-year vocational courses, records from CHED show that the total number of higher education institutions in the country is 2,080 as of August 2012. From this number 1,573 private institutions are present and the 607 left are state-run colleges.

Colleges or universities make up the higher education in the Philippines and are generally categorized as public or private. For the record, approximately 80% of all college and university students in the Philippines attend privately managed, privately funded institutions, both non-profit and profit making.

Colleges are classified as tertiary institutions that traditionally offer a handful of specialized courses such as in the Sciences or in Liberal Arts, or in specific professional courses, such as Computing, Maritime Studies or Nursing.

State universities and colleges (SUCs), CHED-supervised higher education institutions (CHEIs), private higher education institutions (PHEIs) and community college (CCs) to be categorized as genuine must operate at least eight different degree programs. They must present at least six undergraduate courses including a four-year course in the fields of Basic Science Mathematics, Liberal Arts, Social Sciences and a minimum of three other active and

* National Statistics Office (NSO): is the Philippine government's major statistical agency responsible in collecting, compiling, classifying, producing, publishing, and disseminating general-purpose statistics as provided for in Commonwealth Act No. 591 (www.nso.com.ph).

recognized professional courses resulting in government licensures and lastly, at least two graduate-level courses leading to doctoral degrees in addition to another seven areas of requirements as ordered by CHED itself. Compared with private universities, local government universities and colleges (LCUs) have less strict requirements. They are only expected to operate at least five undergraduate programs and two graduate-level programs.

Generally, college education takes four, rarely five years and in some cases, as in medical and law schools, as long as eight years. Two or more years are added for graduate schooling or schooling for advanced study, mainly offered to those who have already attained a bachelor's degree. Classes in the country start in June and end in March the following year. Some colleges follow the two-semester calendar namely: June-October and November-March while other universities, such as De La Salle University, follow a tri-semester pattern. The first term starts in May to August, followed by the second term on September to December and for the third and final term is January to April in the new year. Foreign schools are present with study programs similar to those of the local schools. In 2003, the overall literacy rate was estimated to be 95.9 % for the total population, 96 % for males and 95.8 % for females. The majority (90 %) of all enrolments are in vocational courses with a specific work goal most of these are in Business and Engineering, attracting over half of the student body (Estelle 1991). While only 4 % of all the students are majoring in Humanities, Mathematics, Natural and Social Sciences – the fundamentals of the arts and science curriculum in most countries. Table 3 presents a brief comparison of the advantages and disadvantages on the education system during different periods of colonization in the Philippines.

By 2015, the Philippine labor force will be 42.4 million strong, but only 3.4 million or 8 % will have a college degree or higher. Those numbers include Filipinos who will migrate (NSO).

4.3.1. Public Tertiary Education

All public universities are non-sectarian entities and are further categorized as Local College and University (LCU) or State University and College (SUC). The national government is fully accountable for SUCs determined by the Philippine Congress. The University of the Philippines, being the “national university”, among the 456 colleges and universities receives the highest amount of funds. Meanwhile, LCUs are governed by local government units. The first and largest among LCUs is the *Pamantasan ng Lungsod ng Maynila* (University of Manila).

The Accrediting Association of Chartered Colleges and Universities of the Philippines (AACCUP), and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA) are the accrediting agencies for government-supported institutions. Combined, they formed the National Network of Quality Assurance Agencies (NNQAA) bestowed as the confirming agency for government-funded institutions. However, NNQAA does not certify all government-sponsored institutions.

Together with the Securities Exchange Commission, the Technical Vocational Education Accrediting Agency of the Philippines (TVEAAP) was established and registered on October 27, 1987. The Technical Vocational Education Accrediting Agency of the Philippines (TVEAAP) was established and registered with the Securities Exchange Commission on 27 October 1987.

Both AACCUP and PAASCU are involved members of the International Network of Quality Assurance Agencies for Higher Education (INQAAHE) and the Asia Pacific Quality Network (APQN).

4.3.2. Private Tertiary Education

Unlike with the case of public higher education, private colleges and universities may either be religion-based, sectarian or non-sectarian entities. Private educational institutions may be non-profit or profit-making. The majority of private schools are not-for-profit Catholic – to name some of them: Adamson University built by the Vincentians, Ateneo de Manila University established by the Jesuits, De La Salle University founded by the Christian Brothers, San Beda College established by the Benedictines, the University of Santo Tomas and Colegio de San Juan de Letran both founded by the Dominicans. Nevertheless, non-Catholic not-for-profit sectarian institutions also exist such as the Adventist University of the Philippines constructed by the Seventh-day Adventists, Philippine Christian University erected by the

Methodist and Trinity University of Asia instituted by the Episcopalian. Non-sectarian private schools, conversely, are firm registered by the Securities and Exchange Commission. The Centro Escolar University and Far Eastern University are both registered on the Philippines Stock Exchange.

In accordance with the policies of the Commission on Higher Education, voluntary accreditation of all higher education institutions is expected. The Philippine Accrediting Association of Schools, College and Universities (PAASCU) and the Association of Christian Schools, Colleges and Universities Accrediting Association Inc. (ACSCU-AAI) make up a few of the voluntary accrediting agencies in the private sector and all function under the umbrella of the Federation of Accrediting Agencies of the Philippines (FAAP), a certified authorizing agency by CHED.

Only private institutions can be accredited by these three agencies and then certified by FAAP. Based on CHED's Revised Policies and Guidelines on Voluntary Accreditation in Aid of Quality and Excellence and Higher Education, four levels of program accreditation exist, with Level IV being the highest. Ateneo de Manila University and De La Salle University, Manila, were the first two institutions granted Level IV accreditation following the required provisions of CHED Order, CMO 31 of 1995, but this accreditation lapsed and only Ateneo was able to renew its Level IV accreditation in 2011.

The Adventist University of the Philippines, Ateneo de Manila University, Ateneo de Davao University, Ateneo de Naga University, Centro Escolar University, De La Salle University-Dasmariñas, Siliman University, and Trinity University of Asia are currently the only eight universities which have institutional accreditation. It is the highest certification that can be granted to an educational institution having successfully met the requirements such as the number of individual program accreditations and the results of an overall assessment of the quality of its facilities, services and faculty.

At present Ateneo de Manila University and Siliman University top the university ladder on acquiring both Level IV status and institutional accreditation.

CHED has also recommended guidelines for providing privileges of autonomy and deregulation to certain schools in order to rationalize its supervision of institutions of higher learning. Institution's "commitment to excellence", "long tradition of integrity and untarnished reputation", and "sustainability and viability of operations" are the general criteria contained in the guidelines examined by CHED.

Designing their own curricula, offering new programs and setting up branches or satellite campuses without having to secure permits and carry out operations without much interference from CHED are some of the privileges that come along with autonomous status. In addition to all local colleges, universities and other commissioned public universities like the University of the Philippines, Pamantasan ng Lungsod ng Maynila, Mindanao State University and the Polytechnic University of the Philippines, there are roughly 46 private higher education institutions which have been granted autonomous status – to enumerate some: Adamson University, the Adventist University of the Philippines, Ateneo de Manila University, Centro Escolar University, De La Salle University, Far Eastern University, Our Lady of Fatima University, the University of the East, the University of Perpetual Help System-Laguna and the University of Santo Tomas. CHED regularly updates its list and is very keen on autonomous institutions.

On the other hand, Higher Education Institutions (HEIs) with deregulated status benefit from the same privileges as autonomous HEIs, but permits are required for new programs and campuses.

4.4. Standings and League Tables

Apart from comparisons in terms of accreditation, autonomy and centers of excellence awarded by CHED, there are no standard methods for ranking institutions in the Philippines except for the attempts to sort schools based on the results carried out in board exams supervised by the Professional Regulation Commission (PRC). Publishing reports on these results is the task of PRC and CHED.

Table 4. Top 10 universities ranked by PRC and CHED in 2007

Covered Period of 1994-1998

1 st	Xavier University
2 nd	University of the Philippines (Diliman)
3 rd	Siliman University
4 th	University of Santo Tomas
5 th	Ateneo de Davao University
6 th	Pamantasang Lungsod ng Maynila
7 th	Mapua Institute of Technology
8 th	Central Philippines University
9 th	Saint Louis University
10 th	Mindanao State University

Table 5. Top 20 universities ranked by PRC and CHED in 2008

Covered Period of 1992-2001

1 st	University of the Philippines, Diliman
2 nd	University of the Philippines, Los Baños
3 rd	University of the Philippines, Manila
4 th	Siliman University
5 th	Ateneo de Manila University
6 th	De La Salle University
7 th	University of Santo Tomas
8 th	Mindanao State University
9 th	Pamantasan ng Lungsod ng Maynila
10 th	Father Saturnino Urios University
11 th	University of San Carlos
12 th	Xavier University
13 th	Western Mindanao State University
14 th	Father Saturnino Urios University
15 th	Polytechnic University of the Philippines
16 th	Far Eastern University- East Asia College
17 th	Mapua Institute of Technology
18 th	Adamson University
19 th	Central Mindanao University
20 th	University of Southern Philippines

Both tables show the local rankings of universities in the Philippines made by PRC and CHED in the consecutive years of 2007 and 2008.

In 2009, Julito Vitriolo, CHED executive director stated that they are in the process of setting proper guidelines to rank Philippine colleges and universities for respective academic programs or disciplines.

Globally, the University of the Philippines, Ateneo de Manila University, De La Salle University and the University of Santo Tomas have consistently been listed among the region's and the world's top universities in league tables and surveys. *Asiaweek* and the THES-QS World University Rankings are responsible of these rankings internationally. Rankings based on the THES-QS Rankings are presented in Tables 6 and 7.

Table 6. World University Rankings

University Name	2007	2008	2009
University of the Philippines (UP)	Among in the top 500	276 th	262 nd
Ateneo de Manila University (ADMU)	Among in the top 500	254 th	234 th
De La Salle University (DLSU)	-	In the top 401-500 category	In the top 401-500 category
University of Santo Tomas (UST)	-	In the top 401-500 category	Below 500

A peer review survey is the main reference of the THES-QS in carrying out such a ranking while on the other hand the *Asiaweek* ranking is determined by the university's capacity and resources.

Arts and Humanities, Engineering/Technology, Natural Sciences, Life Sciences and Biomedicine and Social Sciences are known as individual subject areas and also ranked.

Table 7. Individual Subject Areas 2009

University	Arts and Humanities	Engineering/Technology	Natural Science	Life Sciences and Biomedicine	Social Sciences
UP	93 rd	281 st	176 th	171 th	123 rd
ADMU	88 th	243 rd	114 th	186 th	138 th
DLSU	-	-	-	-	292 nd
UST	-	-	-	-	-

Rankings based on the QS-Asian University Rankings (Tables 8 and 9):

Table 8. Asian University Rankings

University	TOP 200 (2009)	Top 100 (2010)
UP	63 rd	78 th
ADMU	84 th	58 th
DLSU	76 th	106 th
UST	104 th	101 st

Table 9. Individual Subject Areas

University	2009					2010						
	Top 100					Top 500		Top 100				
	A&H	IT&Eng.	NS	LS&B	SS	Int'l Student Review	Int'l Teacher Review	A&H	IT&Eng.	NS	LS&B	SS
UP	12	63	32	47	22	281	151	16	62	31	32	18
ADMU	19	64	24	52	28	70	73	14	57	22	38	25
DLSU	44	79	47	79	51	76	283	54	80	88	84	48
UST	55	75	94	85	-	183	321	69	-	-	69	83

Other styles of university ranking vary based on different criteria and methodologies. For instance, the Webometric Ranking of World Universities evaluates a university's Internet presence

and the amount of research output freely at hand online managed by a group of Spanish researchers. UP and DLSU excelled in this ranking.

5. Problems

There are many problems observable not only in the system itself, but also in the wider nature of the education system, starting with the lack of school facilities (i.e., classrooms, laboratories, etc.) to the low teacher salaries. These kinds of problems are merely seen in the public schools. With such conditions, obstacles are faced which in turn leads to a slow-down in students' learning abilities. Imagine if you will how school administrators will manage to fit into schools millions of newly enrolled students with a shortage of classrooms (NSO 2010).

Among Filipinos aged 10-64 years old, 19% are college level educated, 32% are high school level and graduate level educated, 40% are elementary school level and 9% have zero schooling (NSO).

Way back in the 1960s the Philippines was observed as the most likely to develop rapidly among the Asian country (Landé 1965; Lucas 1993; Martin 1993). The relatively improvised state of the post-war economies of its neighbors and the nature of its educational and political systems led to ideas on the country's potential (Maca & Morris 2012).

The education system in the country was viewed as one of the most developed in Asia (Cardozier 1984; Landé 1965; Swinerton 1991). It could compete with its neighboring countries, such as Hong Kong, Malaysia, Singapore and South Korea, with regard to low rates of adult illiteracy, basic education completion followed with higher education participation levels in the region (Maca & Morris 2012). Despite its competency, success was patchy due to the incapability of attaining rapid economic growth, resulting in Filipino scholars raising the question, "*If we are smart, why aren't we rich?*" (de Dios et al. 1995).

The country's inability to utilize those conditions in improving the economic well being of all Filipinos resulted in failure. Even though it had a democratic political system and high levels of educational access, the state was bound by a variety of self-interested groups and failed to give its importance to economic development or national interest (Maca & Morris 2012).

Based on its failure to exercise control of the education system, the state together with powerful interest groups - the Catholic Church, private education providers and external institutions such as the World Bank, business groups and private publishers of textbooks - have negotiated for the last 60 years. The post-Marcos governments strengthen the weakness of the state which resulted in limiting the state's role. Therefore, the new constitution, developed in 1987, established decentralization of education, leading to the dismantling of the central governance of education (Maca & Morris 2012).

Moreover, the Philippines has been deprived of a strong form of national identity. There was no attachment at all in a sense of common lineage, shared ancestors or national foes; rather, it has suffered at the hands of foreign oppressors (Maca & Morris 2012).

With its failure to establish a national identity of language, Constatino (1987) labeled this as the continuing "miseducation of the Filipinos", nurturing education's role as a stepping stone for migration (Maca & Morris 2012). He argued:

"English introduced the Filipinos to a strange, new world. With American textbooks, Filipinos started learning not only a new language but also a new way of life, alien to their traditions and a caricature of their model ... [they] learned the lives of American heroes, sang American songs, and dreamt of snow and Santa Claus ... The lives of Philippines heroes were taught but their nationalist teaching were glossed over. Spain was the villain; America was the savior" (Constatino 1987).

'Linguistically heterogeneous with no absolute majority of speakers of any given indigenous language' is how Kaplan and Baldauf (1998) describe the Philippines, and as found from the Philippine National Census of Population and Housing (1995) it is clear that this is so. There are 168 living languages within the country as listed by Grimes (1996) while McFarland (1981) suggests out of 168 there are 120 spoken languages in the country.

The continued mismatch of graduate students to their intended workplaces is aggressively increasing year on year. The educational system is able to retain first degree graduates for certain professions and fields of specialization, but unable to produce enough

graduates in the famous departments of pure science, middle-level technician specializations and training courses for graduate students in research and higher education. Unfortunately, some scientists along with others who have attained a high degree of education in their respective fields migrate to other countries, thus making the shortage even more acute (Andrew Gonzalez 1992).

Way back when the motherland saw the peak of its growth and success, but as soon as Filipinos felt that they had attained victory they began almost to take everything for granted, they found themselves slowly failing and seeing the system in convulsions - one can conclude that things could just continue like this.

To date, there are growing and continued problems in the country. Some of these are: lack of well trained teachers combined with insufficient instructional materials, not to forget their low salaries which encourage them to go abroad where they know they can earn a teacher's proper privileges and high salary. The government's sluggishness in providing quality and standardized education to provinces; they rather focus on schools near to Manila. Thus, performance was poorest among students from Mindanao and somewhat better for those from the Visayan Regions, whereas the best performance was in the Central Luzon and Southern Tagalog regions.

Above all, the government only spends 12% of the national budget on education, which is far from the World Bank's suggested cut of 20%. The country's financing of education is very far from the levels of other Asian countries such as Malaysia and Thailand.

6. Possible solutions and recommendations

Andrew Gonzalez (1992) notes that no uniform solution is possible as the nature of the problem varies from one area to another. The Philippine state was never successful in harnessing education to serve either the needs of the economy or creating a common national identity unlike its neighboring countries of Hong Kong, Malaysia, Singapore and South Korea (Maca & Morris 2012). Population control, the medium of instruction and limiting the provisions of private schooling are only a few controversial policies which the Philippines inactively observed, failing to make policies or to implement them. That is why we strongly recommend and feel it is self-evident that the Philippines can learn and start putting itself together by building a nation where a true citizenship is given importance through the mother tongue. This will benefit everyone, not only in the field of education, but also in field of agriculture, business and industry. Taking the developmental states of East Asia (Singapore, Hong Kong, Malaysia and South Korea) as a guide, all of this can be done by: disposing of a weak political system; changing it to a "strong state"; and lessening the tendency of relying on the US as a model of best practice (Maca & Morris 2012).

As was noted by Mariñas and Ditapat (1995):

"In the context of international assessments, the educational performance of the Philippines still needs a lot of improvement. The need for the curriculum to develop students who are globally competitive is another factor with which the educational sector will have to contend in the future".

There is clearly a need for a national language that would develop national awareness, a sense of national community and identity, especially in a country divided by geography of more than 7,000 islands and more than 171 languages (Philippine Commission on Educational Reform 2000).

Regarding the shortages, this has been the main agenda of the government when it comes to such problems for a time. Government expenditures on education have been limited and these limited amounts have been concentrated on basic education. In 1985, 13.5% of the national budget was spent on education and only one-quarter of this was allocated to tertiary levels (Estellelle 1991). As long as the non-rational distributing of funds for agriculture, industry, education and citizens continues, future generations will live as the current generation does.

Alternatively, we could reconsider the existing system of higher education, as well as the life values of modern society. Past impetuous scientific and industrial progress of such countries like Germany, France and the Soviet Union was connected with their excellent national education systems, and nowadays these countries have deep problems in adapting the

Bologna system. These problems are connected to a decrease in student motivation to obtain knowledge, the quality of the learning process, simplifications in the programs of scientific courses, the lack of broad scientific outlook, as a result there has been at decrease in the number of great scientific discoveries among young researchers. On the other hand, all-level education in our opinion should be available for everyone and free of charge, and should be closely linked to education and the formation of personality traits.

As far as the government is concerned, we know that they are doing their best if not to eliminate, but to lessen these educational problems in the country. We look forward to a continuation of such diligent work on the problems.

7. Conclusions and future work

The purpose of this study was to present the current features and historical aspects of the Philippine educational system collectively with its new and never ending problems - backed-up with promising recommendations, suggestions and solutions.

In many developing countries today the educational system is primarily the reason for its progress. Stabilized and effectively applied curricula are essential to setting up a high-quality education system. Mentors and teachers who are highly competitive, and breath-taking school facilities, will pave the way for the success of students. In order to prosper tomorrow, one needs to work hard today. Changes and concrete reforms have to be made in order to have a better system, and with a better system a better future awaits.

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Особенности и исторические аспекты образовательной системы Филиппин

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Аннотация. В настоящей статье рассматриваются особенности образовательной системы Филиппин. Кроме того, приводятся данные о ее организации, структуре и исторических аспектах ее формирования и развития в различные этапы колонизации. В частности, подробно изучаются проблемы образовательной системы, а также предлагаются пути их возможного решения с учетом положительных примеров граничащих с Филиппинами индустриально развитых стран. Оригинальность этой работы состоит в очень подробном изложении структуры национальной системы образования, ее исторических аспектов и особенностей каждого периода с учетом колониальных процессов, а также их детального сравнения и выявления тех или иных положительных нововведений или нанесенного ущерба.

Ключевые слова: образовательная система; организация и структура; Филиппины; история образования.