

**T.C. KOCAELİ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
EĞİTİM BİLİMLERİ ANABİLİM DALI
EĞİTİM YÖNETİMİ TEFTESİ PLANLAMASI VE EKONOMİSİ
BİLİM DALI**

**THE HIGHER EDUCATION POLICIES OF THE PHILIPPINES;
ITS SUCCESS AND FAILURE IN TERMS OF GENDER EQUITY
AND EQUALITY**

(YÜKSEK LİSANS TEZİ)

Khairia ANGAS MALUSAY

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Sosyal Bilimler Enstitüsü
Eğitim Bilimleri Anabilim Dalı
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ABSTRACT

This research aims to investigate the major higher education policies and reforms of the Philippines; their successes and failures in terms of the gender equity and equality in access to higher education specifically in the ARMM region. Theoretical research methodology was applied in this study; accordingly, first, studies in the related literature were located, and then, they were compared and contrasted as they fit to the purpose of the study.

The results of the critical literature review showed that the Philippines higher education policies and reforms have both successes and failures to reach gender equity and equality in the ARMM region; one of the major findings of the study is that cultural and ethnic characteristics in the region introduce specific challenges for the implementation of the selected policies and reforms. Hence, to increase success of education reforms, policy makers were recommended to be sensitive to the cultural and ethnic realities of the region and take necessary cautions in the design and implementation of the policies accordingly.

Keywords; Autonomous Region in Muslim Mindanao (ARMM), gender equity and equality, ethnicity, cultural diversity

DEFINITION OF TERMS

ARMM; Autonomous Region in Muslim Mindanao. One of the eighteen regions in Philippines, where majority of the Filipino Muslims are settlers.

HEIs; Higher Education Institutes. Composed of universities and colleges both public and private who are implementing and offering higher education and short/ vocational courses.

MRAs; Mutual Rational Arrangements. An agreement with the local higher education to the ASEAN in internationalization of the curriculum.

ASEAN; Association of Southeast Asian Nation. It's an association composed of ten Southeastern countries including Philippines.

AFAS; ASEAN Framework Agreement on Services. A framework that the ASEAN-MEMBER countries are following in terms of offered services.

PISA; Programme for International Student Assessment. It's an assessment for the students who aiming of study abroad.

CHED; Commission on Higher Education. A government- wing agency overseeing the higher education institutions.

DepED; Department of Education. A government appointed agency to oversee on the basic education of the Philippines.

TESDA; Technical Education and Skills Development Authority. A government agency administering the short and vocational courses.

UNICEF; United Nations International Children's Emergency Fund. An international organization who are facilitating aid in different countries.

GDP; Gross Domestic Product. Rate of the local product of a certain country which helps indicates its economic status.

UNESCO; United Nations Educational, Scientific and Cultural Organization. An international organization monitoring and sending aids in terms of education and economic status of a country.

IAU; International Association of Universities. An international association of universities worked together in overseeing the higher education.

CEDAW; Convention on the Elimination of all forms of Discrimination against Women. An association that care the rights and protect the women by observing and implementing these rules.

INTRODUCTION

This paper is focusing in the higher education reforms of the Philippines as general and of the Autonomous Region and Muslim Mindanao (ARMM) as selected region example. The reforms that this paper is giving emphasized are The Association of South East Asian Nations (ASEAN) integration in 2015, the Republic Act of 1994, the Republic Act No.10931, the Higher Education Modernization Act of 1997 and the Republic act of 1996.

In every aspect of life and views, gender, ethnicity and culture are the center and globally an important part to gain development and to strengthen one country. By focusing and improving these three aspects through developing, awareness of gender role, differences and diversity of the cultures and ethnicity, will sustain all the other remaining aspects differences that are facing or might face by a country. The access to education specifically in higher education, the equality and equity among the gender, gender role, diversity of ethnicity and cultural are focused globally.

The Autonomous Region in Muslim Mindanao (ARMM) is one of the eighteen regions in the Philippines. In pursuance with a constitutional mandate to provide autonomous area in Muslim Mindanao, the Aquino administration enacted Republic Act no. 6734 (otherwise known as Organic Act) on August 1, 1989 that established the ARMM (Republic of the Philippines, 1990). The region has five provinces including Maguindanao, Lanao del Sur, Basilan, Sulu, and Tawi-Tawi. As of 2015, it has a population of 3, 781, 387 which composed of Muslim- Filipinos (Cadir, 2018). The region has large rural areas with unexploited natural resources. However, the region is suffering from poverty that escalates armed conflicts, and thus results in a biased image of Moro to the Philippine society.

The Philippines once dominated by a civilization which recognized the power and importance of men as a part of the society which women have not been look as an equally proportionally. But in terms of responsibility and other opportunities, men and women have their own and separated level, based on their capacity level, men are regarded as the provider of the family while women are the one who taking care and looking after the children and home as a whole (Nasser, 2016) which are the exact definition of the gender inequality and inequity that this paper is about to point out and

given into emphasize.

Being treated equally in the society is a fundamental right for both men and women. An equal access to the services and opportunities in the society regardless of the gender are among fundamental rights. In today's society, as the men are foreseen as the major breadwinner of the family, the practice of educating men is highly prioritized compared to women in some societies. And women's opportunities to develop skills and to access opportunity are limited. But without even notice that educating a woman, will give an opportunity to have an excellent skills and capacity to raise and look after their own future family. Empowering women as half of the society equates with empowering the society. The role of the women among men has been discussed all over the world, but despite of these discussions and studies, the gender gap still exists especially among the third world country (UNICEF, 2007).

The next point that this paper is trying to point out is the culture. A Culture is a certain point that unified and shared by people's belief, perceptions and standards of behavior. It is the bases of the people to accept commands interpret and perceive throughout the life- course (Thomas, Norma, 2001). In the field of education the culture plays a vital role and shared a very important impact to both people and the society. In both urban and rural area, most of the higher rate of students enrolled are male. The access to the higher education is always pertaining to male students. This is because of the cultural belief and effects that the male should be develop more because they are the provider and bread winner of the family. While on the other hand, the women are expected to look after the family and become a home maker. This culture is prominent and dominantly known globally (James Jacob, 2009).

The last aspect to be examined and focused is the examination of the success and failures of higher education policies to respond to the equity and equality of women belong to different ethnic backgrounds. In the Philippines, there are 135 ethnic groups of people who speaks different dialects with different ethnicities, diverse beliefs, and practices (Abubakar, 1992). Like in the other countries, this ethnicity brings diversity and differences. But despite of this diversity and differences, there is in need to create a common ground and to understand each other to bring prosperity and economic growth.

Through the passage of the Republic Act No. 7722 or known to be the Higher Education Act of 1994 the Commission on Higher Education (CHED) was governed the Higher Education of the Philippines. As part of this was the formation of the three-governing bodies of education; the Department of Education (DepED) for basic education, Commission on Higher Education for tertiary and the Technical Education and Skills Development Authority (TESDA) for the vocational and short courses (Scholaro.pro, 2018). Then to widen the reforms that the country's government was implemented the CHED was initiated and formed, it is basically aligned into the patterned that created by the Congressional Commission on Education (EDCOM) in 1992.

The Higher Education System of the Philippines consist of High school Diploma (6 years), upon finishing this level the students will require to undergo an entrance exam to prepare for their Associate degree (2-3 years) or Certificate Degree (1 month-3 years) or they may undeviatingly take Bachelor's Degree (4-5 years) in universities and professional Institutions, then Master's Degree (Minimum of 3 years) or a maximum of 5 years (Mallow, 2016).

The congressional Commission on Education or EDCOM reenacted the overview of the Philippine Educational System and Organizational Chart. The Office of the Secretary as the overall framework, under are the administrative services, Financial and management services, Human Resources Development Services, Planning Services, Technical Services and Procurement Services. Then the Educational Development Projects Implementing Task Force down to the Regional Offices and then School Division Offices which ends the organizational charts.

CHAPTER I

1. INTRODUCTION AND BEGINNING OF THE RESEARCH

1.1 Statement of the Problem

The Philippine Higher Educational system has experienced vast and recent educational reforms that challenged its diversity in terms of ethnicity and cultures, equal access to the higher education and the equality and equity in terms of gender. This research will examine these policies and will answer the following questions.

1. How do recent higher education policies unravel the hindrances of gender inequality in higher education regarding to the different ethnic groups in Philippines, particularly in the ARMM region?
2. Are there any gender, social- economic status and ethnicity biases pertaining to the access of the higher education in the Philippines?
3. What are the current problems that are facing by the Philippine educational policy makers in the higher Education of the country?
4. And how does the educational policy maker addressed and resolved these identified problems?

Aside from the problems stated above, this paper specifically discussed the higher education of the Philippines; its success and failure in terms of gender equity and equality. In order to determine this success and failures, it focused on the educational reforms and policies that authored and that changes, effects and centralized the educational system in the Philippines.

The Autonomous region in Muslim Mindanao used as an example region it is because of the fact that this region declared as the poorest region of the country. The Philippines are striving more to eradicate the equality in terms of the access of education and other services that are preventing the Filipino's drastic development. The ARMM region among other regions in the Philippines is used, to identify the difference measurements of economic status, diversity and culture. This region also needs to be focus not only in terms of the armed conflicts that are rampantly happening

but also because of its status in terms of the attention by the national government and the people itself within the region. These mentioned reasons are enough to notice the difference of the ARMM region among other regions in the Philippines.

1.2 Purpose of the Study

The main objective of this study is to examine the major and recent higher educational policies and reforms and its success and failure to bring equality of education opportunities despite of the diversity of ethnicity and cultures among the people in the Philippines.

1.2.1 Investigate the gender equity and equality in higher education in the past and present.

1.2.2 To identify how the gender inequality in (higher) education intersect with issues of ethnicity and culture

1.3 Need to Study

In the Philippines, the private universities are more preferable than the state universities in terms of quality; this remained the country among the few countries in Southeastern who has the same situation. In fact, the leading university in the Philippines is private, the University of Santo Tomas, which was established hundreds of years before the state universities- although most of the Filipinos had no access to this education until 19th century.

Although the country recently records that the national government budget for the education sector has risen into 12.2%, the mentioned budget is still below compared to the international benchmark of 15- 20%. In 2017, to subsidize the tuition fees in the state universities and colleges reflects the national government's effort to increase equality of higher education opportunities for socio-economically disadvantaged, but unfortunately the students still have a need to pay for the extra expenses and miscellaneous fees.

Despite of the reforms that the government of the Philippines has implemented the need to investigate its success in terms of implementation, measurement to what

extend the reforms has been reach and its effects on the gender equality and equity along with the ethnicity and cultures. More researches focused on the mentioning and enumerating these policies but not have been gone into examining further to an evaluation of these policies. The Philippines has been also subjected in many researches as an armed conflicts areas being focused. The higher education of the Philippines is being challenged. The Philippines, strived to eradicate the gender inequality, but the equity and equality in the access to higher education among gender remained deficient in some regions of the country. The Region of ARMM selected as an example as to express its different situation among the other regions in the Philippines.

1.4 Background of the Study

As for the present, the Philippines basic educational system has been changed and reformed. From the basic education of 10 years, the reform adds up 2 more years. This reform in the basic education of the country has been enhanced the system effectively in 2016 (Ang, 2017). But however, these reforms appeared challenging within the Higher education of the Philippines. It is because the transition was not as easy in the Higher Institutions to have no enrollees in the school year 2016- 2017 and for not having students in their first and second year in the year 2017- 2018. According to Ang (2017), this brought a drastically fall to the higher education of the Philippines.

In many researches and studies, the conflict between the government of the Philippines and the armed forces, basic educational reforms and economic problems of the Philippines has gained more attention. In the case of the higher education and reforms that took place has been less focused and recognized.

The Philippines higher education is both offered in government and private higher institutions within the country. The higher institutions under the government are autonomous while the private are owned by any private sectors but still within the system of the Commission on Higher Education (CHED) in general. The formal higher education of the Philippines starts and has been well organized in 1994. This year marked the creation of the Commission on higher Education which oversees both public and private higher Education in the country (The International Association of Universities) (2016).

The coming of the Spaniards change the educational system of the Philippines from vocation- oriented education to religion- oriented education. Following the fall of the Philippines to the hands of American, the education system was modified into Schuman Commission and introduced and used English as a medium of instruction (Cadir, 2017, p. 3). Then when the WW II broke up the love to work was again introduced by the Japanese settlers added Cadir (Cadir, 2017, p. 3). Throughout the different eras, the educational system of the Philippines was greatly changed.

The reforms and educational policies that the Philippines' educational system was framed was weak and not suitable for its people. These policies started from the formation of the Commission on higher Education in the year 1994 up to the declaration of the Republic act 10931 or the ‘ ‘ equal access to higher education through free tuition in the state universities and colleges’ ’ in 2017, that abrupt changes in the system was huge and dramatically.

The changed in the Educational system and the effects of the policies throughout the years define that the country had been into a generation of colonialism and imperialism in the hands of its main colonizers; the Spaniards, Japanese and American (Durban, 2012). Durban (2012) added, these changes in the educational system did not suit the high expectations of the Filipino people. The implementation of these policies are main problem as identifies by the head of the Commission on Higher Education Salcedo, as quoted “This seriously undermines the financial capacity of public tertiary institutions in pursuing and implementing their programs and projects in infrastructure, innovations.... Moreso, such fiscal instability presents clear and present danger for these institutions to collecting and configuring student fees in gray areas, thus defeating the overarching intent of the law for free tuition and other school fees,” said Salceda (Cepeda, 2018) and “*As principal author, sponsor, and advocate of universal access to quality tertiary education, this dismal turn of events deprives ordinary Filipinos of a major step to achieving their aspirations and does not bode well for the contribution of this law to nation-building and national development, particularly if the flaws in implementation are not remedied decisively and expeditiously*” he added.

As keenly observed, the need to briefly and examine what are those educational policies and how they were framed and implemented are highly sufficient. The

diversity of the people in the Philippines are challenged to the policy makers and its government.

1.5 Assumptions

The main assumption of this study is that the researcher has located all the relevant researches and books on the topic.

1.6 Limitations

This research will explore the higher educational reforms and policies between the year 1994- 2017, but the necessity to use some previous studies for the purpose of gaining and connecting information, ideas, notes and theories as a part of the compilation to complete the research.

The paper focused on the educational reforms and policies that have been renowned by the policy makers of the country. The policies are as follows; The ASEAN integration in 2015, the Republic Act of 1994, the Republic Act No. 10931, the Higher Education Modernization Act of 1997 and the Republic act of 1996. These policies play a vital role in improving and developing the higher education of the Philippines. It is also given attention on how these policies affecting the success and failure of the higher education in terms of the gender equity and equality despite of the diversity and unique cultures for the diverse ethnic groups in the country. The Autonomous Region in Muslim Mindanao has been the main focus of this research. It is because of the fact that this region will give variety of information that will give different ideas among the other region or the Philippines as a whole.

CHAPTER II

2. BRIEF HISTORY OF THE HIGHER EDUCATION IN THE PHILIPPINES

In the chapter II, the ideology of the Filipino people about the education and the gender related to equity and equality is explained. The standing of the women and men in the Philippines during and after the colonization in terms of access to the higher education is also discussed. The transformation of the higher education of the Philippines throughout its educational historical background will open and revealed the root and framework of its educational system.

2.1 Literature Review

Education was mentioned as fundamental rights of everyone, regardless of its ethnicity, the group where they identified to be belongs to. As the Chinese minister stated that “educational equity is an important problem, the educational administrative departments must determine how to plan and coordinate the delicate relationship between the quick educational fix on the one hand and overall educational equity on the other” (W. James Jacob, 2009).

In addition, continued effort by the government and HEIs to include national minority students is an essential element in achieving equality in the higher education. It will bring equal services to all the students that have low income and for those who came from different ethnicity.

Issues relating to language, ethnic background, and the rural-urban divide all are significant factors that determine an individual’s opportunity to access and succeed in the secondary and higher education subsector levels of the education system.

In 1970, the population of the Philippines is just about forty million (40M), during these times, the Philippines as same as the United State includes both the private and non- private institutions of higher education. The public institutions of higher education support and includes different and various organization and functions.

The Philippines have an approximately 2, 300 higher education institution

within its more than 7,000 islands. And out of these universities and colleges only 30% of them are public institutions while the 70% are private higher institutions. These higher institutions are under Commission on Higher Education (CHED) (The Educational System of the Philippines, 2015).

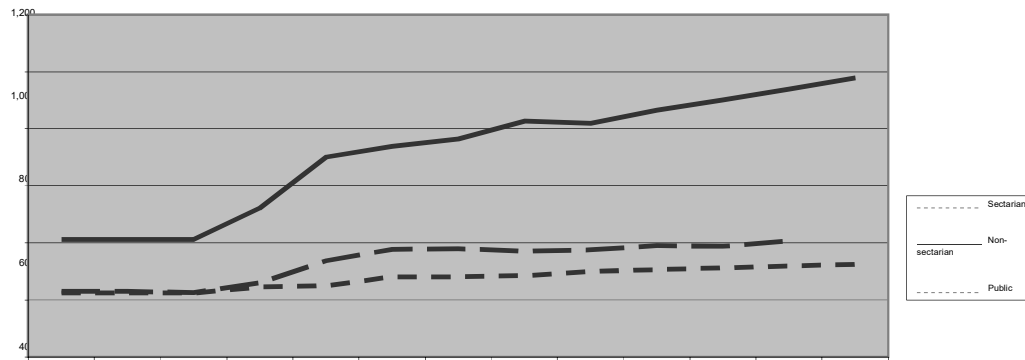
The public higher education institutions are all non- sectarian entities or among the category of Local College and University (LCU) or State University and Colleges (SUC). In this categorization, the SUCs are fully under the national government. And as the University of the Philippine recognized as the “national university” of the Philippines the amount of funds from the national government is highest among the other universities and colleges (Musa, 2012). Musa (2012) added that among the LCUs are under and governed by the local government, so the Pamantasan ng Lungsod ng Maynila (University of Manila) as the first and largest higher education institutions receives the highest funds.

On the other hand, these days there are some prestigious universities and colleges in the Philippines, these universities are either religion- based, sectarian or non- sectarian institutions. It is also either profit- making or non- profit institutions. These universities are; Ateneo De Manila, Adamson University, De La Salle University, San Beda Colleges, University of Santo Tomas (The oldest university in the Philippines) and the Colegio de San Juan de Letran (Ziatdinov, 2012).

During the American control of the Philippines (1898-1946) the state colleges and universities were founded. It is because of these era, these universities and colleges are patterned to the American system and that collectively represented by the Philippine Association of State Universities and Colleges. There are over 460 million estimated growing investments by the government in the year 1975 up to 1976.

One of the interesting higher educations in the world is the higher educational sector of the Philippines. Based on the Higher Education Institutions or HEI it has 2, 300 institutions, which is opposite and higher to the secondary and primary education in terms of number. In the year 2018, there are estimated 70% are composed of the private HEI’s of the total higher education institutions.

Figure 2.5. Number of Institutions by Type



Source: CHED.

Figure 2.5 show that most of the recovery of the private HEIs during the 90's comes from the contribution of the non-sectarian institutions.

As Monsod and Monsod 2003 have explained, the Philippines is composed of many various regions which is each region has substantial difference among other regions. And due to these reasons, poverty gaps and income gaps greatly vary from region to region, province to province in all over the Philippine archipelago. And there is a great view that among the 3 main islands of the country, Luzon gets fairer share to Visayas and especially Mindanao (Balisacan and Fuwa, 2003).

Knowingly, the inequality in education opportunities in the Philippines is a great representative of the large welfare decrease of the society. As the Philippine Human Development Report (2000) points out, "insufficient or poor education deprives a person of the means of doing and becoming." While education increases productivity and creativity, unequal access to schooling opportunities may create greater inequities (Alonzo, 1995). As the Philippines is also known to its diversity in terms of culture, norms and also various religions, the certain group of people who have no access to the education and failed to improve their capability and capacity will not be suitable for a well-paying job which might considered a disadvantage economically. Hence, those countries that has low and poor educational attainment has a proportion low economics. It is because of the great socioeconomic diversity of the Philippines educational inequality is necessary to explore these issues of inequality among regions to regions or within regions, provinces to other or within provinces.

It is also important to explore the inequality of access to education within genders, because although the country has already achieved gender equality in education, and gender statistics show that the Philippines is one of the countries where the little disparity in education generally favors females, the dispersion of education within males and females has been rarely, if not at all tackled.

In Philippines, the household income is concentrated mainly on the inequality (Goldberg and Pavcnik, 2004; Chen and Fleisher, 1996). And the equity to the access of the education is not equal in terms of education performances in the provinces are not more if not limited among enrolment ratios, literacy rates, average years of schooling, cohort survival rates, drop-out rates and test scores of cognitive performance (Balisacan et al., 1995). As Thomas et al (2001) has been pointed, these indicators will not determine the characteristics of a country's capital.

The economic growth of the Philippines is averaging about 5% of its economic growth; hence its average rate 7.2% in terms of GDP is remarkable during the year 2013 according to the Philippine National Statistical Board. This increase in the GDP is attributed to the growing investment to the country's economics and the confidence that perceived for the current Aquino administration. This challenging economic growth is part of the preparation process of the country to the incoming ASEAN Economic Community 2015, which is the region will be sharing some of the resources to gain the standard services, resources and products. As a part of this event, the integration of not only about the economic by its nature but it will also include the education sector (Nangpuhan II, 2013).

Currently, there are 2, 299 total of higher education institutions that are actively operating all over the Philippines (CHED, 2013). In Asia during the last three decades the number of the HEIs has been striking. Based on the World Bank Report in 1993, the 23 economies of East Asia has been growing faster than all other region in the world between 1965 and 1990. And within the East Asia the top eight (8) high- performing Asian economies countries are; Japan, Hong Kong, China, Republic of Korea, Singapore, Taipei, Philippines, Indonesia, Malaysia and Thailand. These countries achieved twice faster than any other regions in the world and about even three times faster than the Latin America and South Asia, and even five times faster than Sub-

Saharan Africa (Lee, 2002).

2.2 Religion and Education in the Philippines

This part of the paper will start in the question “In a predominantly Catholic Philippines, how do young Filipinos develop an understanding of religion?” (Del Rosario, 2017). All over the country there are about 80% Filipino who identified themselves as Roman Catholic based on the NSO file in 2014, about 11% as Islam follower as stated and certified by Commission on Muslim Filipino in 2011 (Rappler,2015).

Base on the history, the country was dominated by Catholicism, but undeniably it was also composed of different minority religions as Buddhism, Hinduism, Judaism and others even identified as unaffiliated (Del Rosario, 2017). These religions are believed to be within the other neighboring country as well.

As mentioned in the previous part of this paper, the Filipinos are religious people. So it is not really a new or even surprisingly to know that they almost integrating the religion in all aspects of their lives.

Julkipli Wadi Dean of the University of the Philippines (UP) Institute of Islamic Studies stated; *“Filipinos have been essentially religious as they have been influenced by varying faith traditions and civilizations.”*(Rappler, 2015) He added that *“more than 300 years of Spanish colonialism created a religious formulation attached to Spanish colonial tradition. At the end of it, we were*

Left with religious tradition shaped by post-colonial tradition.” (Rappler, 201)

In Asia, the religion is characterized by strong attachment of the people. Asia is believed to be the birth place of the religion in the world, like the Hinduism, Buddhism, Judaism, Confucianism, Taoism, Shintoism an others (Del Rosario, 2017).

Extending the love of the Filipino for religion, they even include it in the constitution of the country. As the 1987 constitution stated that; *“At the option*

expressed in writing by the parents or guardians, religion shall be allowed to be taught to their children or wards in public elementary and high schools within the regular class hours by instructors designated or approved by the religious authorities of the religion to which the children or wards belong, without additional cost to the Government.” (Galacio, 2017).

As an act of implementation of the said Republic Act, the Department of Education (DepED) has issued the DepED No. 26, s. 2002 and DECS No. 120, s. 1999 order that will mandate to facilitate teaching of religion in the government schools and secondary level.

In the present days, the religion has been integrated with the education. In many developing countries in southeastern specifically, development depends on the educational reforms and policies. As the religion in the contemporary days are being integrated within the education the religious leaders and organizations are promoting learning the religion within the society easier (How religion may affect education attainment, 2016).

Like for an instance, in some countries like India, the individual who learned the religion are being place in the monasteries while in the Middle East and Europe they are ask to build and administer the libraries inside the universities. And other institutions in these countries and in some South East Asia countries like the Philippines were built and managed by religious leaders like priests and nuns.

Educational parity has already reached in many of the developing countries. Educational parity defined as equality (Lewis and Lockheed, 2005). This educational parity has been in both primary and secondary level of education in the developing countries such as- Latin America, some regions in the Middle East and Caribbean. The recognition of the women’s efforts and role in the secondary level has been increased as of those boys as well.

In the article Social exclusion: The emerging challenge in girls’ education by Lewis and Lockheed (2005), the two defined the Philippines as one of the estimated one among those countries which are in the risk of not reaching its gender equality by the year 2015 in the secondary Education.

In these countries, the educational inequality existed because the women are being marginalized historically based. But this inequality also in these countries has been also related to the interpretation of the gender according to the culture.

In some reasons, the exclusion can be found in many points, the Philippines is one of the most diverse countries. The diversity itself, the gender, ethnicity are all factors that make the effect of the education low in the rate of the women. In addition, the economy of a country also affects the performances of the educational process and services (Lewis and Lockheed, 2005). If the economics of the country is poor, the services are also poor both in any sectors of the governance.

2.3 The Ideology of Education

In the community and the society, both sexes plays a necessary and important parts. Basically, women and men have different roles as a part of the society because they apparently difference biologically and socially. Both sexes have also being also affected by the law of and policy of the society, each belief and the culture and norms, hence women and men brought out different diversity in the society (Situational Analysis of Women journal).

As the former President of the Republic of the Philippines quoted *“the education is commitment to an asset of fundamental values”* he then added *“It is the theory of the society, program of action, values representing man’s aspirations for himself, the society and the world”* President Marcos (1965- 1986) (Pascual, 2018).

The education is as valuable as for the people’s key to improve themselves, their ability and to developing the unique personality, know their struggles to gain own independency and to hope for a better and contented life. It is also the way to improve the society and pursue to be a good member or citizen of a country (Cadir, 2018, p.7).

The people of the Philippines’ love for their country urged them to earn and aim for a good educational attainment. They found out that through education, they will able to mobilize their own country and the economics. This was realized after the American colonization which introduces the Filipino people the idea of democracy in which an individual can get to be ahead through good education and achievements

(Cadir, 2018, p.7).

2.4 Gender Related Equality and Equity

The Council for International Development (2012) defined gender equity as the treatment to all individuals base on their gender roles and needs to assure equal opportunities, roles according to their obligations and capacity as well as the rights that must be observed equally. The gender equality gives way to acknowledge the difference of an individual base on their capacity, weaknesses and strength. These factors may vary according to their gender. On the other hand the society including its people are subjected to have more understanding in order to act equally on both genders.

Furthermore, the gender equality defined as the designated selection of choices without boundaries set by any judgment within the surroundings and by the stereotypes and that the role of each one are valued and recognized equally. The gender equality used in human rights treaties as use by The Convention on the Elimination of all forms of Discrimination against Women (CEDAW). But this term also has been misinterpreted as it implies “equality” is the treating of all people in the same way regardless of gender recognition of their roles (2012).

The gender- related equality and equity has been pointed out and portrayed in different views. Historically, in some countries, the role of women were confined, limited and restrained into a certain boundaries and limitations.

In Japan, until the middle of 19th century, the Japanese feudal society has been dominant by males and the females’ roles were confined and limited. As of this era, the presence of women is rarely observed except in the farming works and under a family business (Gender Equality in Education in Japan, p.1).

When the political revolution took place in 1868, it marked the birth of the political authority where the Emperor was the head, it is also the collapsed of Tokugawa and Shogunate. This era give birth to the beginning of the modernization in Japan known to be the Meiji Restoration. After three years of the falling of these kingdoms, in 1871 the Ministry of education was established in Japan, and the

following year, the educational ordinance and regulations system was formally launched. As a basic ordinance, all people were ordered to attend the elementary school, regardless of sex, social status and family line^{age}. It was the first ever launched of a free and totally free education for the Japanese. The educational system of Japan followed by the American model of the time.

2.5 Women; Elope with the Culture and Ethnicity

In Mindanao generally, where the region of ARMM can be found, the ethnicity and cultures of the people are more sensitive pertaining to women's role as a part of the society. In this region majority of the original settlers are Muslims, but there are different cultures (M. Ishii, 2004). In the cases of rido (conflict between family- family) it has been recorded that 20% of this conflicts incidents involving violence against and dishonoring their families. Interrelation romantically between women and men with regards to their religious involvement are causing revenge killing by both families. The women in the ARMM region experiencing stressful thinking and worry that if their choices of picking partners will trigger a conflict between their families (L. Dwyer).

The diversity of culture that enclose women and the vital role of the ethnicity where they belongs which might cause a conflict between a family- family were not only restricting women to have a full part and participation in the society but also it is merely an intensifying violence against their rights (L. Dwyer).

The region ARMM itself enclosing three main ethnic groups which natively claimed settlers of the region. These groups are the Moro (Bangsamoro), Christian Filipino who came from the different parts of the archipelago and the Lumad people. These ethnic groups have their own variety of dialects, different traditions and norms (A. L. Strachan, 2015).

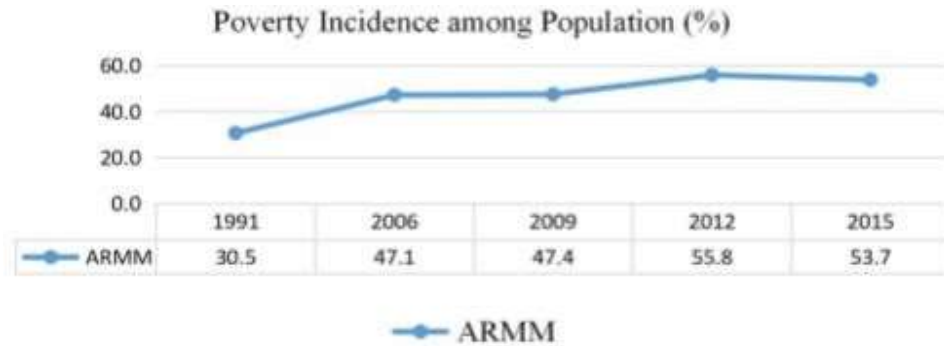
The women of the region are suffering from poverty, their families are suffering because of the conflicts that they have been into. It is because of the lack of resources and restriction of their own families to access higher education, the moro women always caught in difficult situations. The culture and the ethnicity prevented them to participate into the society.

Masako Ishii (2004) explained that way back the women are not use to send into the school to acquire education because there was a fear that sending them into schools and universities are only means for them to convert their belief. The women also are raise mostly to prepare them into a marriage life. The Autonomous Region in Muslim Mindanao (ARMM); Higher Educational background and History

The Autonomous Region in Muslim Mindanao (ARMM) is one of the eighteen regions in the Philippines. In pursuance with a constitutional mandate to provide autonomous area in Muslim Mindanao, the Aquino administration enacted Republic Act no. 6734 (otherwise known as Organic Act) on August 1, 1989 that established the ARMM (Republic of the Philippines, 1990). The region has five provinces including Maguindanao, Lanao del Sur, Basilan, Sulu, and Tawi-Tawi. It has a population of 3,781,387 as of 2015 composed with majority of Muslim Filipinos. The region has large rural areas with unexploited natural resources. However, the region is suffering from poverty that escalates armed conflicts, and thus results in a biased image of Moro to the Philippine society.

The ARMM has been suffering from poverty, armed conflict, and discrimination. The Muslim region has the poorest provinces in the country and is deprived of adequate schooling due to several armed conflicts. ARMM remains the poorest region in the country having the highest poverty incidence at 53.7% as compared to the national average of 21.6% (Philippine Statistics Authority, 2015 p.5-7). Despite the poverty incidence, population growth of the region rose to 2.89% from 2010 to 2015, compared to an increase of only 1.51% from 2000 to 2010 (PSA).

Figure 2.5.1 POVERTY INCIDENCE IN ARMM POPULATION



Source: Philippine Statistical Yearbook 2010-2016).

The figure shows the regional poverty incidence in the ARMM from 1991 to 2015 in percentage. Since 1991, poverty incidence in the region has increased. The poverty incidence among the population of ARMM has never decreased until 2015. With the Philippine poverty incidence average at 21.6% in 2015, ARMM remains to have the highest poverty incidence among the regions of the country at 53.7%. Moreover, it shows that there has also been no major increase after 2009. However, in general, there has been no significant decrease on poverty incidence. This does not give positive implications on the poverty incidence of the province, but it gives another view of perspective that educational policy still needs more improvements and implementation efforts to address the concern of poverty.

The educational article 96 stated the ARMM regional government's jurisdiction to the existing state universities and colleges within the region and the institutions that might have risen within the mentioned and identified territory of the autonomy. The enactment of the said educational policy that will implement educational reform in the region will make as a system and a sub- system relationship, where the autonomy served as sub- system under national educational system of the Republic of the Philippines (Educational Reform; Mindanao Final Agreement, 2015). This is practically means that the system of higher education in the ARMM region is as of the same basic structure as set by the national system.

2.6 Education and gender Equality in the Philippines before the colonization

The Philippines educational system in this time was based on the simple way of learning. And because the pre- colonial economics was the great contributor to its community, primitive to Asiatic community was then present during this era. By means of providing practical and also plain and simple ways the early Filipino gained their basic education. The **Alibata** was used as medium of instruction; it is the early native alphabet of the early Filipino. (Musa, Ziatdinov, 2012, p.160).

As Musa and Ziatdinov (2012) stated that **Babaylan** and the **Katalonan** were considered as the most wisdom and spiritually gifted during the era so the people of community paid them high respects and trust. Through them the people are learning their early education. And because the babaylan and katalonan were both spiritually gifted and well known, the education of the early Filipino were spiritually based. The community during this time was scientifically insufficient in terms of formal education.

The early Filipino valued much the education. Every family was expected to teach their children the basic education. The fathers teach their sons to hunt, plant and fishing and the mothers are with the daughters and expected them to teach the basic house chores like cooking, washing, sewing and etc. All of these are necessary to prepare them as a good husbands and wives of the future (Musa, Ziatdinov, 2012, p.160).

During this post- colonization the regions or islands where Muslim people are majority, the Iman (Islam Scholar) “imem” were the in charged to educate the people. They used to read, write and memorize the Qur’an and taught the children to understand Arabic in order to properly understand the Qur’an and its content. So the Education of the Philippines before the colonization were “informal” and “unstructured” and specialization in education does not exist as Musa and Ziatdinov described (Musa, Ziatdinov, 2012, p.160).

2.7 The Women of the Pre- Hispanic Period in the Philippines

During the pre- Hispanic period or the Spanish colonization of the Philippines, the Filipino had the simple culture, the education that time was taught basic and based on the alibata or baybayin (The old alphabet of the Filipino) (Saldua, 2012).

The women of this era was given and treated equally by the society. They have been even inherited a positions and important character in the society such as healers, priestesses, and even as high as a leader's roles. The Datus (Ruler) during this era treated their daughters as heirs that are subjected to replace them in their throne. Men and women were equally treated. The women have the right to engaged in the business and trading such as weaving, pottery and jewellery making industry. And has a place to trade and exchange their products with the other foreign traders such as the Chinese traders (Saldua, 2012).

The Babaylan (a woman healer) plays a very important role in the community. Because of their known wisdom, if there is in need of a man to play as her replacement, he has to dress up like a woman. The men during this era must first learn how to give value and high respect to women. If a man is to disrespect woman, the society will label him worst.

During also this era, the women were given a right to divorce their husbands because of incapability to provide for the family, infertility or infidelity. The Filipino women had the power to decide on their own and control their own selves and lives. They enjoyed free access to the knowledge, wisdom and freedom. They have freedom to learn as much as they wanted (Saldua, 2012).



But not until the beginning of 16th century, when the Spanish came and colonized the Philippines. During this colonization, they introduced the women's place to be and the limit that a woman must be observed. During this time, the education of the Philippines was changed totally and was based into Catholicism. The religion brought by the Spaniards all the way to the Philippine archipelago through sending and preaching by the Spanish Prayle (Priests).

The Spaniards occupied most of the places especially in Luzon and Visayas part of the archipelago. Their colonization of the Philippines led to establishment of formal schools and universities. During this era, the access to the prestigious universities and higher education became limited to women and more accessible for men. Although some of women are able to access vocational colleges, they also prevented by the church to further continue the university. It is because of the idea of keeping them at home, where they expected to be a good, respectful and obedient daughters, wives and mothers. The ideal woman for the Spaniards are that of typical "Maria Clara" (A very modest woman character in Noli Me Tangere written by Jose Rizal) " Dalagang Mahinhin" was an ideology brought by them in to the Filipino minds.



The pre- Hispanic colonization also marked the birth of formal education of the Philippines. In fact, the first Catholic education institution was built by the Augustinian in Cebu city in the year 1565. This catholic school offered from basic education to tertiary education.

However, this opportunity access to education was not for all. The wealthy or **Ilustrado** Filipinos only can access to this education.

The Education which the Spanish friars were offering was reading, writing and also to learn Spanish according to King Philip's law of Indies. But unfortunately, the Spanish faced problems in spreading their own language to the natives of the

Philippine archipelago. It is because of the diversity and each tribe had own language which is unique in custom and religion from each other. So by facing this problem, the friars decided to learn first the native language of the Filipino then spread their teaching especially in spreading the Christianity throughout the archipelago (Musa, Ziatdinov, 2012, p.161).

Moreover, these inclusions and less value of the women if not totally not, was even not a new to the Spaniards. Way back to their on land in Spain, during the 17th century, the women also were prevented to acquire a value as of the men. As part of their reformation, the education was privately offered at home and as the country taking off to a reformation the Education also set different access between sexes (Antolini, p.12).

“The educational objective was to accentuate the virtue for women rather than to integrate them into the social and professional categories reserved for men. The uppermost levels of education remained forbidden territory for women, as way also the case with the teaching profession and the exercise of most of the professions. The division of labour originated within the family unit; within the family, the woman is the mother and this is her function according to the natural philosophy of the time. Woman must be subordinated to man in Aristotelian terms” (Antolini, p.13).

It has been remains as a lip service in Asia that despite of the stated recognition of females’ economic participation and contribution in the high society and even in the law, but hence this achievement is considered as an improvement in the gender- related equity. As the Human Development Report in 1997 they observes that “In society, women will not be equal to men” so given with this statement that gender inequality persistent social issue that still exist and that hard to resolve, despite of the economic improvement. Thus the UNDP emphasized the unequal equity to the women than men and thus shortfall of opportunities in the areas of economic and political participation.

The Philippines, together with 192 other UN member states, committed to attaining the Sustainable Development Goals (SDGs) by 2030. The SDGs are a set of 17 goals to pursue a total of 169 targets by 2030 to eliminate poverty, protect the planet, and ensure peace and prosperity for all. Among the 17 global goals is SDG5, a global

goal to “achieve gender quality and empower all women and girls”. There are 9 targets and fourteen indicators for SDG5. Each of the SDG5 targets seeks to pursue the main goal of real and sustained gender equality in all aspects of women and girls’ lives. The targets include ending discrimination, eliminating violence against women and girls, eliminating early and forced marriage, ensuring equal participation and opportunities for leadership, and universal access to sexual and reproductive rights.

a. The Education in the Philippines after the Spanish Colonization up to present

After the Spanish colonization, the Philippines remained as the catholic country in the south Asia as the main effect brought by the Spanish colonization. But apparently, the traditional and eastern education was disappeared. After the Spanish colonized the archipelago for more than 300 years, the native embraced whole heartedly the Christianity as their religion (Sprang, 2016, p.10).

The fall of the Western colonization marked the rise of the American colonization. During the Spanish colonization, the women’s access to the education was limited, less valued and fail to give their freedom to have a voice in the society. During the American era, it opened to more formal educational system, where the women are giving the same privileged as men. In addition, the country was pioneered to educate women (Sprang, 2016).

The coming of the Spaniards change the educational system of the Philippines from vocation- oriented education to religion- oriented education. Following the fall of the Philippines to the hands of American, the education system was modified into Schuman Commission and introduced and used English as a medium of instruction (Cadir, 2017, p. 3). Then when the WW II broke up the love to work was again introduced by the Japanese settlers added Cadir (Cadir, 2017, p. 3). Throughout the different eras, the educational system of the Philippines was greatly changed.

The educational system was lifted after the introduction of the Educational Decree 1986 (Cadir, 2017). In the Philippines, the women’s predominance is now stated to be visible. The women status is in terms of education access are fair if not higher than men. Gender equality in the country has been reach its fairness between

sexes, the visibility of the women are even over the men disciplines like Engineering field and Geology.

The popularity of the Education in the Philippines drives the belief that it will be a great mobility and changes to the life of the people. For the Filipino parents, educated children will be their way out to the poverty and a great security when they get old in the future (Filipino Women in Education).

The literacy rate of the country was literally increasing from the 1960's to 1980's according to the NEDA and to the actual data gathered by the NCSO (National Census Statistics Office every ten years).

Figure 2.8.1 GENDER LITETARACY RATE IN PHILIPPINES

| Year | Both Sexes | Male | Female |
|------|------------|------|--------|
| 1960 | 76.0 | 73.6 | 70.6 |
| 1970 | 82.6 | 84.3 | 80.9 |
| 1980 | 83.3 | 83.9 | 82.8 |

Resource: The Filipino Women in Education Article

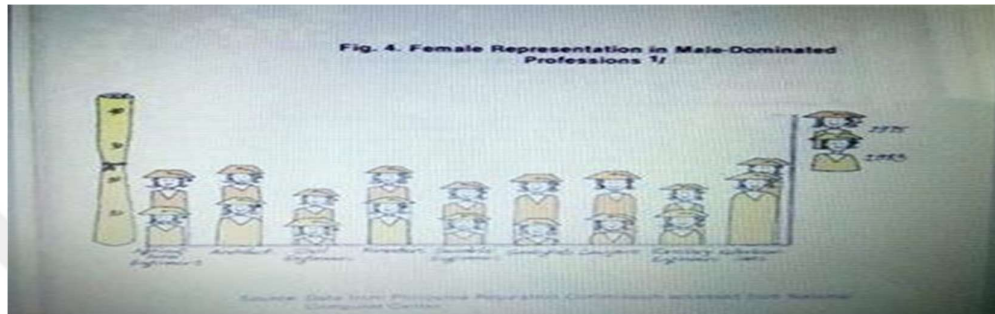
By examining this table, in many research among the developing countries, the Philippines has been repeatedly said that it reach the level of access of education between sexes.

In the school year 1970 to 1971, the education in the private higher institutions for female was fast started to increased. During this year, the enrolment and the existing of the female who are attending tertiary or higher education in the Philippines was raptly increased. And however, the male remained to be interested in the vocational courses like fisheries, agriculture and trade (Filipino Women in Education).

Although there was no available data of during the year 1980 for the education increase or decrease on the enrolment for higher education, according to Sutaria (1983) in the book Filipino Women in Education, the increased of female achievers was believed to

be high between the year 1971 to 1983, this was based on the rate of professional registration that was registered in the Philippine Regulatory Commission (PRC) even in the field of traditional- masculine courses.

Figure 2.8.2 Female rate in the field of male oriented professions



This figure was adopted in the data gathered by the PRC

This table shows that there is an equal access of the male and female in terms of education.

It is because of these changes to the Educational system of the country, the country began to implement a major structural and curricular reformation through the kindergarten act of 2012 and the enhanced basic Education of 2013. The educational system now extended from 10 years of formal and basic education to 12 years by adding a mandatory year of kindergarten and a 2-year mandatory as senior high school (Cadir, 2017). This new transition in the educational system of the Philippines will end in 2017- 2018 graduates, which will mark the new batch of completers of the new amended system.

At the present, the educational education is governed by the Department of Education (DepED) for the primary, elementary, high school up to the added Senior high school; its power is full excluded for the public institutions while nominal in private sectors. While the tertiary (4 years) governed by the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority with the vocational and short trainings (Cadir, 2017, p. 25).

CHAPTER III

3. THE SELECTED HIGHER EDUCATIONAL POLICIES OF THE

PHILIPPINES

In this chapter, the methodology used, and the policies analyzed were introduced. The importance of the policies' processes, implementation and impacts are all process of the learning and educational management.

3.1 Methodology

The methodology used in this research are collection and recollection of information through literature review of the previous research and studies. The study is a theoretical research. Analyzing the literature reviews and used it as a tool to re-investigate in order to analyze the policies' effects in the access to higher education and its success and failure in terms of gender equity and equality in the Philippines. The ideas used as a method to collect data. The method chosen is the most appropriate to illustrate further and perfectly the higher education of the Philippines its success and failure in terms of gender equity and equality. The researcher started with the history of the education of the country to bridge the gap between the past and the present. This is important to examine the status of the women within the country from the time of the colonization and their access to higher education from then until the present.

Selection and Materials. Scanning of articles, journals and on line books used as a materials to obtain and sustain this research. These materials gained and retrieved in the following website and addresses www.google.com, kocaeliuniversitykutuphane.com.tr, www.ched.gov.ph/ , [www. researchgate.net/](http://www.researchgate.net/) and Sage Publications. Through these publications and websites the author collected the literature reviews and appropriate information that are necessary to file to complete the study.

3.2 Analysis of the Policies based on the literature review materials

The following selective policies have gone through an evaluative policy analysis. This process is referring to the policy or program evaluation. Through the reviewed literature, the impact of each policy in the success and failure in terms of gender equality and equity in access to higher education were keenly analyzed. Either the policies' success or failure related to its purposes have been met or not. Each literature review used as a material to collect the data in this article.

3.3 Selected Policies for Analysis

3.3.1 The Republic Act No. 10931 (Universal Access to a quality Higher Education)

The Republic Act No. 10931 states the following;

“ An act prompting Universal Access to a quality Tertiary Education by Providing for Free tuition and other school fees in state Universities and colleges and state- run technical- vocational institutions, establishing the tertiary education subsidy and student loan program, strengthening the unified student financial assistance system for tertiary education, and appropriating fund therefor”

The United Student Financial Assistance System for Tertiary Education has been the direct agency to oversee the implementation of this policy published that this policy known to be the Implementing Rules and Regulations or IRR will ensure the implementation of the equal access to the quality higher education of all the citizen of the state. The IRR give emphasize to the contribution and the necessary influence of the government institutions, vocational- courses institutions and the private higher education institutions.

The agency has the following objectives to enact the IRR policy

1. To increase the contribution and involvement rate of all the higher education institutions socially and to support consistently and enough the funds of the institutions.

2. To promote equal access of all the citizen of the state to a quality higher education in both government institutions and private institutions.

3. To raise an opportunity for the students who are academically competitive and those belongs to the low income family.

4. To mandate the proper use of the educational resources by the government.

5. To promote the enough and necessary guidance and rewards towards the youth Filipinos in their chosen careers and maximize used of the human resources.

6. And to compliment the vital roles that both the government institutions and the private institutions.

The policy was signed by the president of the Philippines last November 8, 2017 but it will be effectively start for the school year 2018- 2019 (Cepeda, 2018). The Commission on Higher Education (CHED) confirmed that the government will allotted 40Million pesos budget for the said higher education policy on its first year take off Cepeda added. The policy will cover 112 government universities and colleges, 78 local colleges and all the fees of students enrolled in vocational program in Technical Education and Skills Development Authority or TESDA. The IRR policy was launched formally on March 26, 2018.

3.3.2 The Republic Act No. 7722 (Higher Education Act of 1994)

This Act shall be known as the “Higher Education Act of 1994”. The state declared that:

“The State shall protect, foster and promote the right of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all. The State shall likewise ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high-level and middle-level professionals, and the enrichment of our historical and cultural heritage”. –CHED 1993

The republic act 7722 is known to be the creation of the Commission on Higher Education that will hold the improvement, strengthen and develop more the higher education of the Philippines (Pallen, 2013). Pallen (2013) added that this agency was created for the purpose of separation of the certain and appropriate budget financially for the Higher Education of the country.

The commission on higher education created as a commission and separated from the Department of Education (DepED) which hold the Secondary Education and the Elementary. The CHED will govern the higher education in universities and colleges both in the public and the private as well as any degree- granting programs (Pallen, 2013).

Pallen (2013) explained also that the commission will have at least 5 full- time members. The president will appoint Secretary as a Chairman of the commission for a period of 1 year term. Then the Chairman will appoint a Chairman of the Commission and 4 other commissioners which earned doctorate degree and has an actively engagement to the higher education at least not less than 10 years.

3.3.3 The Educational Article of 1996

The educational article of 1996 stated as part of the Republic act number 7722 known to be the creation of the Commission on Higher Education by the Ministry of Education. In this section the policy clearly stated that both public and private institutions within the ARMM region will be under and follow the same curriculum and framework of the national system set upon the higher education of the Philippines.

As part of the reforms that the Government of the Republic of the Philippines (GRP) are the implementing and providing equal opportunity access to education in the region of the ARMM pertaining to the budgeting along with other regions and places in Philippines. This means that equal, equitable and sufficient budget for the Autonomous Region in Muslim Mindanao (ARMM) considering the population rate of the region. Accordingly the GRP provide sufficient funding for the education of the people (Education Reform: Mindanao Final Agreement, 2015).

3.3.4 The ASEAN Integration of 2015

The Association of the Southeast Asian Nation (ASEAN) concluded and signed to prompt higher education institution to set professional qualification of the curriculum and accreditation based on the mutual recognition agreement (MRAs) the services in the following courses; Engineering, Nursing, Surveying, Architecture, Dentistry, Medicine and Accountancy.

As part of the ASEAN and its 10- country member; Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam primary and main steps was to develop single market, economic, services investment and high economic state within its member countries (PACU Newsletter, 2015).

Despite of the par gender gap in the ASEAN member countries in terms of women's access to quality education and increasing rate of women's enrolment the education within the countries obtained great improvement. But still, well- educated women's rate decreased. Furthermore, the ASEAN for see more and long way to run to develop these countries further (Unknown Author, 2017). The gender gap rate in the ASEAN countries were inconsistently shown by regions and economic status of the country. Given Indonesia as an example, the proportion of the girls' rate was about 1:1 which high rate, while in the other region it dropped as 0.7:1. And as per record, Cambodia had the proportion rate of women who are not in school of 7% higher of that men. It shows that even the country that has a developed economic the access to education can be unequal. In some countries like Singapore, Indonesia, Vietnam and Philippines, women are not likely to expect to obtain higher educational attainments in certain fields; Technology, Engineering and Mathematics (STEM) (Unknown Author, 2017).

3.3.5 The Higher Education Modernization Act of 1997 (Republic Act No. 8292)

Known as the republic Act No. 8292 this policy states accordingly that “ Declaration of policy; It is the declared policy of the State to establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people society” (Abaya, 1997).

The republic Act No. 8292 or the “ Higher Education Modernization Act of 1997” implementation set the Commission on Higher Education (CHED) a memorandum to give the rights to all the State universities and Colleges (SUCs) to manage and use their own financial income as a learning institutions. The implementation and execution of this law and rule regulate also the mandatory collection and utilization of the financial status of the institutions (Manasan, 2015). This republic act gave power to the SUCs board to govern their own.



CHAPTER IV

4. CONCLUSION AND RECOMMENDATION ACCORDING TO THE GATHERED DATA

In this chapter each research problem stated in the first chapter will be presented and the findings pertaining to that problem will be discussed below. Additionally, findings related to the success and failure of each selected policies will be presented. Second, the emerging issues (concepts) resulting from the literature review related to the success and failure of education policies to bring gender equity and equality in higher education are discussed. These issues are religion, dialects, cultures and ethnicity.

1. How does recent higher education policies unravel the hindrances of gender inequality in higher education with the different ethnic groups in Philippines, particularly in the ARMM region?

The findings related to the first research problem can be summarized as follows:

In general the educational system of the Philippines is affected by its great colonizers. Its whole system are designed and framed by the Spaniards, Japanese and American finally. Basically, the Philippines is more diverse which shows in terms of dialects, cultures and ethnicity and its people. This diversity became one of the factors which lead the education of the country experienced difficulty in accessing education. The geographical form of the archipelago also brought challenge both in the government and policy makers to implement educational policies and other services to its people. The people who are affected by armed conflict in the ARMM region are more deprived in accessing education. The low economic status of women although not that much are still existing in some region of the Philippines. Culture and ethnicity are continuously limiting some women in reaching their higher education in the region of ARMM. The higher educational reforms and policies are not in doubt but the implementation of these policies and reforms are facing more challenges. The higher educational policies and reforms specifically are insufficient because of the lack of

national budgetary allotted by the government especially in the remote and armed conflict area in the Philippines.

The national government of the Philippines is challenged by the implementation of these policies. In some areas in some regions, the implementation and execution of these policies are considered to be failure. It is because of the fact that the national government failed in monitoring, facilitating and if not totally no access to these areas at all.

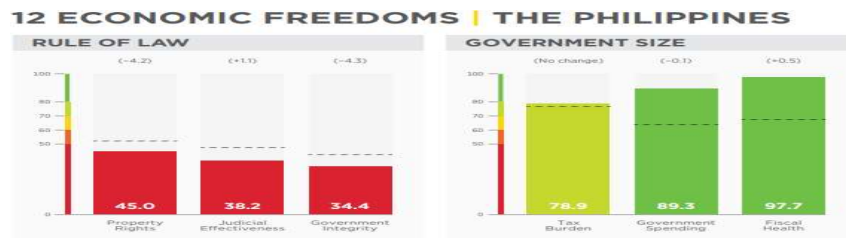
On the other hand, in the urban areas, in the big cities and capital regions, the success of these policies are at its peak. Although the ARMM region is not included for the reason that the region has a lowest economic status. The mentioned higher education policies brought many changes in the educational system of the Philippines. The creation of these policies give way to the new framework that shaped the educational structure of the country. The gender inequality became lowest if not totally eradicated in the urban areas. The recognition of both men and women in the different fields such as access to education and work place, salary rate and professional fees are equally observed.

4.1 The Impact of the mentioned Higher Educational Policies in the Gender Equity and Equality

4.1.1 The Social Economic Status of Women in the Philippines

The economics of the Philippines in the recent years have been gradually increasing. After its colonization of the Spanish and American, the Philippines became a self-government since the year 1935. And the archipelago got free to practice its diversion, with more than 182 local dialects within a more than 7000 islands. As of these days, the agricultural is the highest source of economics for the country and the industrial production; these both resources are growing rapidly (Philippine Freedom Index, 2018).

Figure 4.1.0 Economic Status of Women in PHILIPPINES



Source; Economic Freedom Index for 2018

Within this graph, it has been notice that the implementation of the law in the country happened to be poor. The United Nations Office of the High Commissioner stated that, “Women’s sexual and reproductive health is related to multiple human rights, including the right to life, the right to be free from torture, the right to health, the right to privacy, the right to education, and the prohibition of discrimination.” (Jacobsen, 2017). According to the world Economic Forum (WEF) the Philippines ranked as 7th in accordance with Gender Gap Report. But the participation of women in the economic remains low. Excelling women in the political and business field are both not common sight and still affecting the society (Jacobsen, 2017).

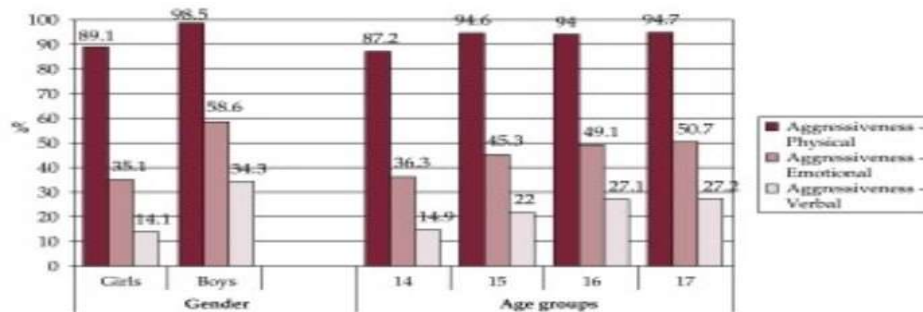
Jacobsen (2017) added, although the rights of the women seems to be protected, the women in the Philippines struggled with anti- Violence and gender-based violence which are not limited within the socioeconomic and education status. They even experienced such as sex trafficking, force labor, harassment within the school premises and in the street.

The fact that the women are given an equal right on access to the higher education, they even dominated some field of education areas in accordance but this facts does not guaranteed the standing of women in the equal opportunities of getting an equal job as the men. According to the latest employment rate, the women workers remained in the low cluster paid workers (Filipino Women Education). By looking at these data, we can conclude that the social economic status of the women in the Philippines is definitely challenged.

The island of the Philippines was not only challenged by its economy which affecting the women as part of the society. The archipelago's diversity in terms of culture, ethnicity of the people and the norms and practices are also hindrances to the equal access of the women to an equal higher education. There are 12 to 15 million indigenous people in the Philippines as per assumption by the NCIP. Although this count was not official, the National Statics Office (NSO) declared that the mentioned number almost bigger in actual (Asian Development Bank, 2002).

Bennett (unknown Year) elaborated that gender bullying also cause a decreased into the rate of the women to continue and reach their tertiary education. In some institutions during the early times, the rate of the bullied women is higher than as of the men. This bullying started with physically then verbally at the senior days, but logically becomes an emotional weakness. Women bullying causes them to loose self-esteem, isolation and even self-pettiness. The gender bullying is not only existed in the basic education but also in the universities and colleges also.

Figure 4.1.1 Bullying rate in the higher education as of 2017



Source: Literature Review of School Bullying by Carla Bennett

The indigenous people as defined in the Asian Development Bank journal (2002), "A group of people or homogeneous societies identified by self-ascription and ascription by others, who have continuously lived as organized community on communally bounded and defined territory, and who have, under claims of ownership since time immemorial, occupied, possessed and utilized such territories, sharing common bonds of language, customs, traditions and other distinctive cultural traits, or who have, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, become historically differentiated from the

majority of Filipinos. ICCs/IPs [indigenous cultural communities/indigenous peoples] shall likewise include peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, at the time of conquest or colonization, or at the time of inroads of nonindigenous religions and cultures, or the establishment of present state boundaries, who retain some or all of their own social, economic, cultural and political institutions, but who may have been displaced from their traditional domains or who may have resettled outside their ancestral domains. IPRA, Chapter II, Section 3h).” As the government of the Philippines are still trying to reach and identify the indigenous people in the Philippines, there were no tangible records of them.

Agta is one of the considered indigenous people. They are found in the provinces of Cagayan, Isabela and Quirino. In some places, they are commonly known as laborers, farmers, fishermen and vendors (Bion, 1984). Bion (1984) added on his journal, the Agta women faced many challenges and difficulties in the society. As women, they have many special challenges; the quality of life that they have, their social status including access to education and their health, they are unreachable not even the government of the Philippines. The Agta people are diverse in terms of many skills and oath for new opportunities, but unfortunately their chance become unrecognized. The Agta women are powerless and scorned cultural minority; they benefit nothing neither from the government nor from the other people. So the Agta people in general are deprived people and exploited by all means.

According to the Philippines constitution Article Nos. 11 and 14, the state provided the gender equity and equality among both sexes. And the women’s contributions are highly recognized in all fields (Abulencia, 2015). But the culture of the people of the Philippines is still remains on the belief in their culture which has been many centuries ago old. Women are still believed and expect to be as homemaker. They have been still unjustly blamed and experiencing violations such as violations physically and mentally (Abulencia, 2015).

Abulencia (2015) further stated, pertaining to the Filipino cultures, the men are more favourable rather than women. The sensitivity, conservatively virtues are

remained to be only applied for women. In the society, falsehood of men is more likely to be adopted over the women.

The economic status of the country has been preventing the policy maker and the government in reaching the whole community. The poverty can be notice mostly within the government institution, where the facilities are insufficient and do not even meet the standard precaution set for a better education. Mostly, the students in the government institutions are deprived in many materials that supposed to be around to access equal and quality education for all. The public schools and universities are lack of materials that will urge them to pursue a better education (Abulencia, 2015).

According to Weinstein (2010), approximately there are 80% of poor families lived in the rural places all over the Philippines. Some of them are even located over the mountains and distanced rice fields. The government identified these populations are low density and if not totally not available schools in these areas are of low quality, poor facilities and of totally challenged. The public schools and universities are far distances. It is all free but the families are still not able to send their children because they did not afford the expenses for transportation mainly, school expenses and other miscellaneous fees.

4.2 Summarization of the findings related to the second problem;

2. What are the current problems that are facing by the Philippine educational policy makers and the government in the higher Education of the country?

4.3 Women of ARMM; Gender Equality Study

The total island of Mindanao also in necessity of change, not only with the education but within its economics and social context. The Philippines is composed of three main island; Luzon, Visayas and Mindanao. Mindanao is where the poverty and insufficient social opportunity lies which resulted to many conflicts among its people. Despite of richness and huge resources of the region, it remained the region as the

poorest region in the Philippines. The Autonomous Region in Muslim Mindanao (ARMM) received and identified as the poorest in terms of economic status, with a poverty rate of 55.3% in 2006 and 58.9% of the women within the region suffered from low income and poverty (R.C Guiam, p8). The emphasize needs of self-recognition, economic growth and security, the gender equality gain not much attention in the conflict region of Mindanao. Despite the recognition and identification of the relationships between the local people, regional and national conflicts, the women in the region remained in the passive terms such as when they become included in the issues of adultery, sexual harassment it perceive as an insults and provoke the pride and stand of men (R.C Guiam, p8). Guiam also added that women's groups in the region have often shattered within religious, ideological and clan belongingness.

The challenges of the Autonomous Region in Muslim Mindanao (ARMM) were not just limited to its social and economic aspects, but it includes the education within the region. The education recognized as a necessary key for the future. The basic education rate of the region was about as low as 34.76%, the ever lowest rate that was recorded within any provinces in the Philippines. Furthermore, the participation of women were less than men. In ARMM region, the schools, universities and institutions are closed due to conflicts, displacement of the locals, and also poverty situation of the family that often resulted to the engagement of early marriage of women.

According to the interview conducted by the Asia Development Bank, women declared that because of the conflicts that the people are experiencing out of the displacement have been resulted to long- term emotional effects. So even though the people will return to their places, the children and women are still disturbed in their learning and education development. Generally, the youth both sexes limited access to the education will bring risk and low performances in their future participation in the civic and economic venture (Dwyer, p16).

According to one journal of M.I Buenaobra (2011), the problem of gender equality in the Autonomous Region in Muslim Mindanao (ARMM) was practically low. The region's provinces are all in the lowest status economically. In the Philippines archipelago, the women of the ARMM region have the lowest literacy rate than of men. This fact cause by the demand of culture and norms which also includes the

strong religious attachment of Muslim women which made them less opportunity to access education, health and other social engagement in the society. The women are the most affected individual in the long conflicts in the region of ARMM.

4.4 The Impact of each Policy in terms of Success and Failure related to Gender equality and equity

4.4.1 The Failures of the Policy 10931

The enactment of the Republic Act 10931 is not yet sufficient move to solve and break the gender gap. This policy is too general for all the Filipino people. According to the Philippine Star Magazine (2018), Prospero De Vera III the in charge officer of the Commission on Higher Education quoted during the launching of the said policy “This is not a license to accept everyone to universities and colleges. This is for students who are in good standing, meaning they passed the admission and retention requirements of the universities – finish their degree on time and are enrolled in the required number of units per year,”

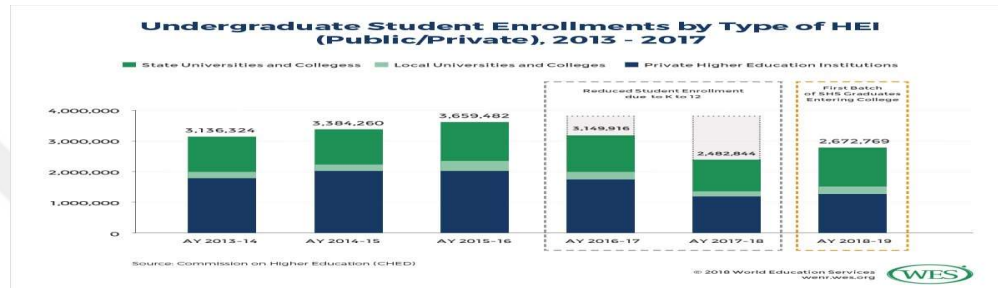
As briefly discussed by Torres (2016), the gender ideology of the first period of Feminism, is started during the American occupation in the Philippines where the Filipino women are opened to the worldly life. Although that was the case, the impression that defined the superiority of the men among women which left by the Spanish occupation was still existing up to the present. The ideology of the new generation is not even sufficient to break this gender gap but rather added to the differentiation. Torres added (2016), the discrimination of women in the Philippines was not only within the education but also in the workplace.

The value of the family that has been instilled to the minds of Filipino still exists and holds them back to the previous era. The role of women and the idea of keeping them within the home were now held as a formal training (Torres, 2016). The home making become the education for “home economics” and that the women’s ability for home making can positively use in this area.

The next table was adopted in the article education of the Philippines, which shows that abrupt decreasing of the number enrollees in the tertiary between the year

2015 and 2016 and also between 2017 and 2018; it dropped from 4.1 Million to 3.6 Million. This data was collected by the Commission on Higher Education (CHED). Basically, it was also expected the continue decrease by 2018, after the transition complete.

Figure 4.4.1 Undergraduate Enrollment rate



Source: CHED 2017

4.4.2 The Success of the policy 10931

At the present, the National Economic and Development Authority of the Philippines created the Education planning for the year 2017- 2022, the country is envision to be upper- middle income country by year 2022. By means of this plan, it is aiming to end if not totally but at least decrease the level of poverty within the country. They believe that by increasing and developing the human capital, it will also bring economic growth and opportunities especially to increase services (e.g. education and medical) education to the people of the country (Macha, Mackie, Magaziner, 2018).

Accordingly, the huge hindrance and identified problem that mostly affecting the government to produce more quality and equity services is poverty. The government of the Philippines aim to increase the quality of education within the country, especially in the higher education. They seek to participate to improve and to have more competitive graduates. In recent years, there is no doubt that the participation of the government is strongly expanded. In fact, the gross tertiary enrolment rate increased from 27.5% in 2005 to 35.7% in 2014 (Macha, 2018).

In addition to over view to this reform solutions, the declaration of President Rodrigo Duterte in 2017 which to make public universities into state institutions that are tuition- free added to the increased of number of enrolment in the higher education.

Although more experts' critics the said declaration, most people are convinced that this declaration will help boost the number of enrolment in the universities. The critics will maintain that the tuition-free will benefit the students from the low income household.

The K to 12 reforms at the same time will expect to decrease the number of tertiary enrolment because of the addition two years that they completed after the 10th grade.

4.4.3 The Failure of the Article No. 7722 (Higher Education Act of 1994)

The Commission on Higher Education are facing more challenges. The country's issues and problem regarding education is now trying to identify and solve by this policy. Now a days the major issues that the policy is facing is as the following;

- Absence of general vision, plans for the higher education and structure.
- Decreasing of the educational quality.
- And the limited access to the higher Education.

According to the CHED studies, there are huge difference between what the students learned from school and the actual job. It is because of this fact that the rate of the students who have been accessed the higher education is still low (Igloria, 2014).

In accordance with the enactment of the Republic Act No. 7722 or the creation of the Commission on Higher Education (CHED) it is directed to implement;

- Campaign for the equal access to Education

- Offer and Promote quality education
- Safeguard the freedom of research for the continuous learning
- Fortify the progress of learning and research

To commemorate the creation of the CHED's purpose is to envision to make a constitutionalized autonomy of higher education in the Philippines. Providing an appropriate end enough fund for the higher education and to strengthening the educational system. The creation of this, separates and independently aim to organize an expert personnel which will holds different fields to offer more specific field of choices in the tertiary level. It will also sustain the development capacity to create an excellent centers offering programs that will necessary to address for the development of a world class scholarships, nation building and world class system of Education in general (Igloria, 2014).

4.4.4 The Success of the Article No. 7722

To examine the effect of this law to the development of the learning process in the country was stated in the section 8 paragraph E and F of the law. It have been stated that teachers and professors are mandated to ensure that all the programs are pre-requisite as part of the learning process in the universities and colleges. The accreditation of all the programs and projects of the commission are subjected to evaluate its efficacy and necessity for the students. The Commission on Higher Education (CHED) is responsible for evaluating and checking the performances both of the educators and the students (Igloria, 2014).

Igloria (2014) also mentioned the proper allocation of budget by the government as stated in the section 10 of the republic act no. 7722 will also a huge factors that will help in the quality of higher education in the Philippines. It will provide the necessary and standard materials for the state universities and colleges like, computer laboratories, learning equipment and also properties and other important materials that both used by the students and the teachers. In some part of the Philippine Islands public universities and some colleges are suffered from the scarcity of learning materials. So

through the enactment and the creation of the Commission on Higher Education (CHED) the government can focus on the learning necessity especially the improvement of the technology that will improve the learning process of the country. Through this policy enactment and the positive changes that it will brought to the education system of the Philippines, the quality of the higher education will not just rely on the free tuition that the government will provide but also with competency of the students. More competitive and sufficient students will provide in the future.

4.4.5 The Success of the Educational Article of 1996

According to a journal stated by Deinla (2017), there are many factors affecting the educational sector in the Autonomous Region in Muslim Mindanao, it compost of political, economic and also the siege conflict that the region are experiencing. As recorded earlier, the Marawi siege (Place in ARMM) caused more than 10,000 families that have been displaced, and women and children are both part of this phenomena. Furthermore, the fear for the young people to be enjoined to the rebel group as they are sensitive, so basically the education sector within the ARMM region deserve more attentions more than anything else. Deinla (2017) added that the poverty and challenges that the region is experiencing are results of insufficient fund from the national government, lack of coordination and mostly honest government.

The education development in the East Asia countries like Korea, Japan, Singapore, Taiwan and Hong Kong achieved already the high rates of enrolment as well the high- quality education. These countries known to be the most developed among the countries in Southeast Asian (Martin et al, 2004). In east Asian countries also strived to achieve such high rate but they still face serious educational challenges. These striving countries are Philippines, China, Malaysia and Indonesia; their challenges in educational system tried to eradicate the differences between social economic status and gender disparities (Deinla, 2017).

4.4.6 The failure of the Educational Article of 1996

In the following table it shows that the percentage of the women as a household heads is just about 7.7 percent. In all age- group, the women are less head of the household than men in the ARMM region (Philippine Statistics Office, 2015).

Figure 4.4.6 Women Overseas worker rate in the PHILIPPINES

Table 10. Overseas Workers 15 Years Old and Over by Highschool Grade/Year and by Sex, ARMM: 2015

| Highest Grade/Year Completed | Sex | | Total |
|------------------------------|--------|--------|--------|
| | Women | Men | |
| Overseas | 36,888 | 20,668 | 57,556 |
| No Grade Completed | 1,132 | 1,010 | 2,142 |
| Preschool | 21 | 10 | 31 |
| Special Education | 8 | 13 | 21 |
| Elementary | 10,813 | 5,564 | 16,377 |
| 1st - 4th Grade | 3,292 | 2,189 | 5,481 |
| 5th - 6th Grade | 4,312 | 1,732 | 6,044 |
| Graduate | 3,209 | 1,643 | 4,852 |
| High School | 15,465 | 7,137 | 22,602 |
| Undergraduate | 6,060 | 2,620 | 8,680 |
| Graduate | 9,405 | 4,517 | 13,922 |
| Post-Secondary | 613 | 312 | 925 |
| Undergraduate | 20 | 40 | 60 |
| Graduate | 593 | 272 | 865 |
| College Undergraduate | 4,098 | 2,876 | 6,974 |

Resource; Philippines Statistics Office, 2015

According to the article Situational Analysis of Women in the region of Autonomous Region in Muslim Mindanao, the women’s higher educational attainment was drastically decreased. There were 29, 991 registered educationally professional in the region, but only 55.12 are women. The number of women taking college or bachelor degree and successfully graduated was very low. Accordingly, the women in the region was not able to continue because of early marriage or they raised to take care of the family where they were born.

Figure 2 LITERACY RATE

| ARMM | Literate | | | Illiterate | | |
|------|-----------|---------|---------|------------|---------|---------|
| | Total | Male | Female | Total | Male | Female |
| | 1,207,963 | 605,608 | 602,355 | 549,551 | 262,230 | 286,921 |

Note: Excludes Davao and Marawi City

Source: Situational Analysis of Women

According to this table, it shows that illiteracy rate of the women in the region of ARMM is still lowest than men.

4.4.7 The Success of the ASEAN Integration of 2015

The ASEAN integration in 2015 challenged the Filipino Educator and the system that they were get used to. These integration open the chances to educate more exposure and increased the competency of the learners. The previous “traditional education” quoted by the educator as learning was just in the four corners of the classroom now brought them into more wide range of learning arena (Ang, 2017). The increasing demand of these days brought about rapid change into the students mobility.

As stated by Ang (2017), the educator plays a vital role in the learning process of the students or learners. Basically, the students learned from a qualified and competitive educator will expect to gain higher grades, while the students with a low, uncompetitive educator will gain low grades. In some ASEAN countries, the teachers or educators teaches the subject or field that they did not graduated or expert to.

4.4.8 The failure of the ASEAN Integration of 2015

Among the ASEAN countries, there are specific law that every state has been declared within its people regarding provisions and benefits. Within each country these provisions are varying. The women rights, provisions and benefits are specific but also varying, but generally the countries who are member of the ASEAN provide a three month maternity leave to give more emphasize in the women’s roles as part of the family and the society. But unfortunately not in Philippines and Malaysia, among all these two countries have shortest maternity leave (Ang, 2017).

As the ASEAN (2007) published and stated based on Amartya Sen argument (2001) “... in every community, nationality and class the burden of hardship often falls disproportionately on women”. In this article the ASEAN secretariat firmly mentioned the circumstances where the women has been targeted of the gender gap discrimination based on the study that was conducted by Sen (2001) as the table below;

Figure 4.4.8 Gender gap discrimination based on the study that was conducted by Sen (2001)

| Sen's Seven Types of Inequality | Selected Indicators for this Report |
|---------------------------------|--|
| Natality inequality | <ul style="list-style-type: none"> - Male-female population ratio - Presence/absence of sex selected abortion |
| Mortality inequality | <ul style="list-style-type: none"> - Male-female life expectancy - Male-female infant mortality - Maternal mortality |
| Basic facilities inequality | <ul style="list-style-type: none"> - Nutritional status by sex and age group - Nutritional status of pregnant women - Literacy rate by sex - Basic education by sex - Percentage of unmet family planning needs |

Source: Advancement of Women in ASEAN, 2007

Basically, the ASEAN countries are more profound and fascinated by cultures and norms, and apparently women are mostly the sensitive target of this discrimination more than men. The inequality among women are in many forms and concepts. The culture and norms are likely to prevent them from being fully participative in the society, in and outside of the family and as a member of the community as a whole (The ASEAN journal, 2007).

4.4.9 The Success of the Higher Education Modernization Act of 1997 (Republic Act No. 8292)

The creation of the RA No. 8292 not only widened the resources of the SUCs but also gives merely the individual high discretion in facilitating in increasing the financial income of their institutions. According to Manasan (2015) the following are the specific benefits of the RA 8292;

1. To take over in deciding of the financial resources that the institutions are making and generating. This financial generating is within the tuition fees and other charges that the institutions are implementing according to the approval of their governing body.

2. Secondly, the governing body of the SUCs are free to join into any business engagement to generate profits. They are free to manage their economic assets and convert to improve and develop their institutions.

3. And lastly, the governing body of the SUCs are entitled to have power to privatization of management, academic and non-academic services such as; health, maintenance and miscellaneous services etc. if they found it beneficial for the institution.

According to Abaya (1997) the author of the bill in his notes, this republic act are giving way to mandate the SUCs governing body that the funding for the budgetary requirements for the improving and developing their institutions are for them to set and manage. And that any governing body's provocation will not affect the implementation of the law.

The Failure of the Higher Education Modernization Act of 1997 (Republic Act No. 8292)

The creation of the Higher Education Modernization Act of 1997 appointed the SUCs governing body to appoint officials, staffs and its own board of trustees but then under the Commission on Higher Education or CHED as chairman of the board.

The CHED as an overall governing in both private and public higher institutions will be not appropriate for this agency to govern the board of the institutions. Moreover, the presence of representatives from the Filipino Congress and Senate, which provide yearly appropriation to state colleges and universities, keep these institutions reliant on financial support, which may dilute the academic freedom and independence of state higher-education institutions (Arcelo, 2003)

Conclusion and Recommendation

In this study, the researcher found out based on the examined literature reviews that the higher education policies and reforms failed to fully extend its services equally to sustain the higher education quality as it aimed. These policies' failure to execute and to render the full benefits are due to the main factors that has been identified. These factors are the culture and ethnicity, religion and economic status. The mentioned factors prevented the government and the policy makers to administer the benefits of the reforms and policies.

The Philippines metamorphosis in terms of Education System has been subjected to challenges and difficulties. From the early colonization, the education of the country has been shaking into the hands of its great colonizers. During the Spaniards era, the educational system of the Filipino changed from traditional and informal into religious system of education. The Spaniards taught the Filipino people about fearing of making sins, during this time as well the value of women fell into many restrictions and limitations. Their contributions in many aspects including as part of the society had been denied. During this era, women are trained more to prepare them on becoming a good daughter, wife to her husband and children, and a mother to her children. Women are being kept solely as a homemaker and keeper. Although during this time many universities and higher education institutions were founded, the education during the time remained for the "Elostrados" or member of the rich clans.

After the Spaniards colonization of the Philippines, the Japanese came as a new colonizers. During this time, the coming of the Japanese made the educational system of the Philippines more practical and economic concerned system. The Filipino started to study economic fields and increased the discipline aspect to strived more. But this colonization last only for less than 10 years.

In the year 1898, the American finally took over after their defeated the Japanese during the World War II. After this successful battle, the American decided to settle in the archipelago of the Philippines. It was during this time the Higher education of the Philippines was formally organized and curriculum started to be integrated. Under the American era, the English proclaimed as one of the formal

medium of instructions along with the Filipino which is the native language of the Pilipino people in the Philippines.

The brief mentioned history above signifies the metamorphosis of the educational system of the Philippines. By means of going back through this history, the Philippines attempt to succeed in terms of equal access into education was drastically failed. Its success in terms of gender equity and equality apparently failed also.

In the present time, let us marked between the years 1990- 2017. During this years, the Philippines strived to promote and make higher educational policies that will suit its people. The government started by separating an agency who will look and oversee the higher education in both private and public known as the creation of the Commission on Higher Education (CHED). The creation of CHED brought more organized, policy observed and finally centralized the management in the higher institutions. But as implementation has been declared and observed as main problem in the education and other policies in the Philippines, although not in general, the status remained challenging.

In the recent year, the President of the Philippines Hon. Rodrigo Roa Duterte, signed the republic act No. 10931 that will make the tuition fee in the state universities and higher education institution free. The signing of this policy made the Filipino people greatly appreciate the government, but apparently because of the luck of the budgetary to fund all the higher institutions the benefit of this policy is still in its struggling era. The economic status of the Philippines struggle on its peak that the economic status of its people also remained unstable.

Accordingly, the status of women in some regions of the archipelago are still on the rocky road situation. The geographical formation of the country also fails the government and the policy makers to give an access to the services and opportunities equally among its Filipino citizens. In some regions like in the mountain province, the people are generally experiencing difficulty and deprivation of the services from the government such as health, education and other basic needs. Especially the women and the children who are more sensitive in this situation.

As of the case of the Autonomous Region in Muslim Mindanao (ARMM), the area itself in the previous years has been subjected into armed conflict and human rights crises. This region was declared as the poorest region in the Philippines. The main settlers in this region are the Muslim- Filipino of the country which composed of thirteen tribes. Generally the Filipino people are culture oriented people. They value their cultures most than any other things. The women of ARMM are mostly experienced this culture demands and rules. It is because of the diversity, different cultures and ethnicity the education opportunity for both women and men were limited if not totally denied. In some family, the women are not allowed to reach higher education because of the fear to surpass the men and their roles as a home keepers are valued most. But because of the recently programs and opportunities to increase the value and status of women through campaigns and providing projects involving them, the stereotype against women are now gradually decreasing. Though in terms of the number of women registered in the higher education, the women's education in this region are still low than men. |

Among the ASEAN country members the Philippines recognized as one of the striving countries to eliminate the gender parity among its people. The main factor that may be affecting the failure to execute the opportunities to give more services equally are the people who are implementing the laws and policies. The status of the women in the country are developing yet experiencing more challenging because of the old and traditional beliefs of the people.

The government of the Philippines are now facing also tribulations not just in making the laws and policies but within the implementation and executing these laws and policies. As of the year 2016, on the first year of the new administration of the newly elected President Rodrigo Roa Duterte at that time, the Philippines higher education started to be given more focus by the administration.

This study will recommend and suggest that since that the Philippines is full of diversity and distinct cultures the policy makers must observe it carefully, have more consideration and to use this as an assets in a positive way instead of looking at it as a negative hindrances. To elevate the status of women in general, both the government and private sectors will strive to promote understanding within the community and its

people as a whole. The success in terms of gender equity and equality will lie into the understanding and considering the gender role of both sexes. Strong campaigns within the Filipino to understand the gender role and contribution of each gender must create and promote both private and public sectors in the whole country. As the Philippines is within its first attempt again to mend and fix its economic, social and physical status, the need to focus to its people's development are the first thing to be prioritize.

The government must allot more and tangible budgetary offer to sustain its policies and continue evaluation to these policies are highly recommended by the author. As the government is the only high capable of sustaining their people, they must have an annual evaluation to each region to make sure that each policy is executed properly and continuously. As to extend the author's recommendation, a long term objectives must be apply in the selected higher education policy. In accordance to the culture and ethnicity specifically. The policy makers needs to consider culture and ethnicity, religion and economic status as main factors to supplement these policies and to attain its objectives.

APPENDIX

The following figures explained the performances of the Commission on higher Education of the Philippines since its creation known as the Republic Act No. 7722 or the “Higher Education Act of 1994”. These figures also explained and showed also the success in the projects that the agency conducted within the indicated years.

| Major Thrusts/Activities | Targets | Accomplish-ments | Percentage of Accomplishments |
|--|---------|------------------|-------------------------------|
| 1. Plans/Policies/Standards/Programs for Higher Education | | | |
| • Implementation of Medium Term Development Plan for Higher Education 2005-2010 | 20% | 20% | 100% |
| • Formulation of Medium Term Development Plan for Higher Education 2011-2016 | 25% | 25% | 100% |
| • Implementation of Information System Strategic Plan | 20% | 19% | 95% |
| • Reformulation of National Higher Education Research Plan as NHERA2 | 100% | 100% | 100% |
| • Implementation of CHED Communication Plan 2011 | 30% | 30% | 100% |
| • Implementation of the National Agriculture and Fisheries Education System (NAFES) Plan | 40% | 40% | 100% |
| • No. of policies/guidelines formulated on students' concerns | 16 | 16 | 100% |
| • Bills evaluated | 150 | 357 | 238% |
| • Position papers prepared | | 73 | |
| • Opinions rendered on legal concern | 250 | 225 | 90% |
| • No. of Policies, Standards and Guidelines developed/updated/reviewed/harmonized | 62 | 56 | 90% |
| • No. of Bilateral and Multilateral MOAs/MOUs negotiated | 12 | 17 | 142% |
| 2. Quality Assurance Services | | | |
| • HEIs Programs Evaluation/Monitoring | | | |
| ➤ No. of permits and recognition issued/processed | 55 | 192 | 349% |
| • Centers of Excellence/Centers of Development (COEs/CODs) Program | | | |
| ➤ No. of COEs/CODs | 250 | 64 | 26% |
| ○ Processed | | 59 | |
| ○ Identified | | 36 | |
| ➤ No. of COEs/CODs supported | 44 | 36 | 82% |
| • Institutional Quality Assurance through Monitoring and Evaluation (IQAME) | | | |
| ➤ No. of HEIs monitored and evaluated | 50 | 5 | 10% |
| • Legal Education Institutions (under the Legal Education Board) | | | |
| ➤ No. of HEIs monitored | 25 | 15 | 60% |
| • No. of Securities and Exchange Commission (SEC) Registration /tax exemptions evaluated | 440 | 370 | 84% |
| • Evaluation and Monitoring of HEIs with Deregulated/Autonomous Status | | | |
| ➤ No. of applications processed | 85 | 23 | 27% |
| • Evaluation and Monitoring of Universities and University System | | | |
| ➤ No. of HEIs processed | 10 | 11 | 110% |
| ➤ No. of HEIs monitored | 5 | 9 | 180% |

| Major Thrusts/Activities | Targets | Accomplish-ments | Percentage of Accom-plishments | Major Thrusts/Activities | Targets | Accomplish-ments | Percentage of Accom-plishments |
|---|------------------------------|------------------------------|--------------------------------|--|--|--|--|
| <ul style="list-style-type: none"> • Monitoring and Evaluation of Alternative Learning System • Expanded Tertiary Education Equivalency Accreditation Programs (ETEEAP) <ul style="list-style-type: none"> ➤ No. of HEIs evaluated/ deputized/monitored ➤ No. of programs evaluated/ monitored • Ladderized Education Program <ul style="list-style-type: none"> ➤ No. of developed programs • Distance Education and Transnational Education (DE and TE) <ul style="list-style-type: none"> ➤ No. of HEIs evaluated/monitored <ul style="list-style-type: none"> ○ DE ○ TE | | | | Institutes of Agriculture and Fisheries (PIAFs) <ul style="list-style-type: none"> ➤ No. of NUCAF and PIAF supported <ul style="list-style-type: none"> ○ NUCAF ○ PIAF | | | |
| <ul style="list-style-type: none"> • Quality Enhancement Programs <ul style="list-style-type: none"> • Research and Development Enhancement <ul style="list-style-type: none"> ➤ No. of faculty researchers trained ➤ No. of research centers established/supported • Faculty Development <ul style="list-style-type: none"> ➤ No. of grantees Science and Engineering Masters and Ph.D (SEMP) and Faculty Development Program (FDP) | | | | <ul style="list-style-type: none"> • Provision of support for Program Accreditation <ul style="list-style-type: none"> ➤ No. of programs supported | | | |
| <ul style="list-style-type: none"> • Provision of Support for National University/College in Agriculture and Agri-Fisheries (NUCAFs) and Provincial | | | | 3. Scholarship and Student Auxiliary Services <ul style="list-style-type: none"> • Faculty Scholarship (see Faculty Development) • Student Financial Assistance Programs (STUFAPS) <ul style="list-style-type: none"> ➤ No. of grantees (financial assistance) <ul style="list-style-type: none"> ○ Scholarship Programs ○ Grant-in-Aid Programs ○ Student Loan ➤ No. of grantees promoted <ul style="list-style-type: none"> ○ 2nd Year ○ 3rd Year ○ 4th Year ○ 5th Year ○ 6th Year ➤ No. of graduate-grantees <ul style="list-style-type: none"> ○ Scholarship Programs ○ Grant-in-Aid Programs ○ Student Loan | | | |

| Major Thrusts/Activities | Targets | Accomplish-ments | Percentage of Accomplishments |
|--|---------|------------------|-------------------------------|
| - Student Auxiliary Services | | | |
| ➤ No. of HEIs monitored in terms of auxiliary services | 100 | 13 | 13% |
| - Certification/Accreditation | | | |
| ➤ No. of Certificates of Authentication and Verification (CAVs) issued | 68,858 | 141,687 | 206% |
| ➤ No. of foreign students served | 700 | 885 | 126% |
| ➤ No. of Overseas Traineeship Certificates (OTC) issued | 2,000 | 3,885 | 194% |
| ➤ No. of Serial Numbers issued | 380,000 | 193,626 | 51% |
| - Other Services | | | |
| ➤ No. of students' complaints acted on | 332 | 180 | 54% |
| 4. Fund Administration Services | | | |
| - Project proposals evaluation/ implementation | | | |
| • Institutional Capability | | | |
| ➤ No. of proposals processed | 50 | 87 | 174% |
| ➤ No. of projects implemented | 94 | 131 | 139% |
| • Rationalization of Policies, Standards and Guidelines (PSGs) | | | |
| ➤ No. of proposals processed | 220 | 136 | 62% |
| • Research and Extension | | | |
| ➤ No. of proposals processed/ projects supported | 40 | 55 | 138% |

| Major Thrusts/Activities | Targets | Accomplish-ments | Percentage of Accomplishments |
|--|---------|------------------|-------------------------------|
| - Monitoring and Evaluation | | | |
| ➤ No. of programs/ projects monitored | 500 | 562 | 112% |
| ➤ No. of impact assessment conducted | 24 | 24 | 100% |
| - Application of State Universities and Colleges (SUCs) budget allocation system | | | |
| ➤ Percentage of SUC budget subjected to Normative Funding Formula | 100% | 100% | 100% |
| - Management of HEDF | | | |
| ➤ Percentage utilization of HEDF | 100% | 85.74% | 86% |

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