

**EDUCATIONAL PROFILE OF THE PHILIPPINES
AND BEST PRACTICES IN FILIPINO SCHOOLS AND CLASSROOMS**

**Ms. Alethea M. Florido
Garinger High School
Charlotte Mecklenburg Schools**

I. Background Profile of the Philippines and the Filipino Culture

The Philippines is an archipelago of 7,107 islands. It stretches from the south of China to the northern tip of Borneo. The country has over a hundred ethnic groups and a mixture of foreign influences which have molded a unique Filipino culture. It is the third largest English-speaking country in the world. The country is divided into three geographic areas: Luzon, Visayas and Mindanao. It has 14 regions, 73 provinces and 60 cities. The capital is Manila.

The Filipino is basically of Malay stock with a sprinkling of Chinese, American, Spanish, and Arab blood. The Philippines has a population of 76.5 million as of May 2000, and it is hard to distinguish accurately the lines between stocks. From a long history of Western colonial rule, interspersed with the visits of merchants and traders, evolved a people of a unique blend of east and west, both in appearance and culture.

The Filipino character is actually a little bit of all the cultures put together. The bayanihan or spirit of kinship and camaraderie that Filipinos are famous for is said to be taken from Malay forefathers. The close family relations are said to have been inherited from the Chinese. The piousness comes from the Spaniards who introduced Christianity in the 16th century. Hospitality is a common denominator in the Filipino character and this is what distinguishes the Filipino. Filipinos are probably one of the few, if not the only, English-proficient Oriental people today. Pilipino is the official national language, with English considered as the country's unofficial one.

The Filipinos are divided geographically and culturally into regions, and each regional group is recognizable by distinct traits and dialects - the sturdy and frugal Ilocanos of the north, the industrious Tagalogs of the central plains, the carefree Visayans from the central islands, and the colorful tribesmen and religious Moslems of Mindanao. Tribal communities can be found scattered across the archipelago. The Philippines has more than 111 dialects spoken, owing to the subdivisions of these basic regional and cultural groups.

The country is marked by a true blend of cultures; truly in the Philippines, East meets West. The background of the people is Indonesian and Malay. There are Chinese and Spanish elements as well. The history of American rule and contact with merchants and traders culminated in a unique blend of East and West, both in the appearance and culture of the Filipinos, or people of the Philippines.

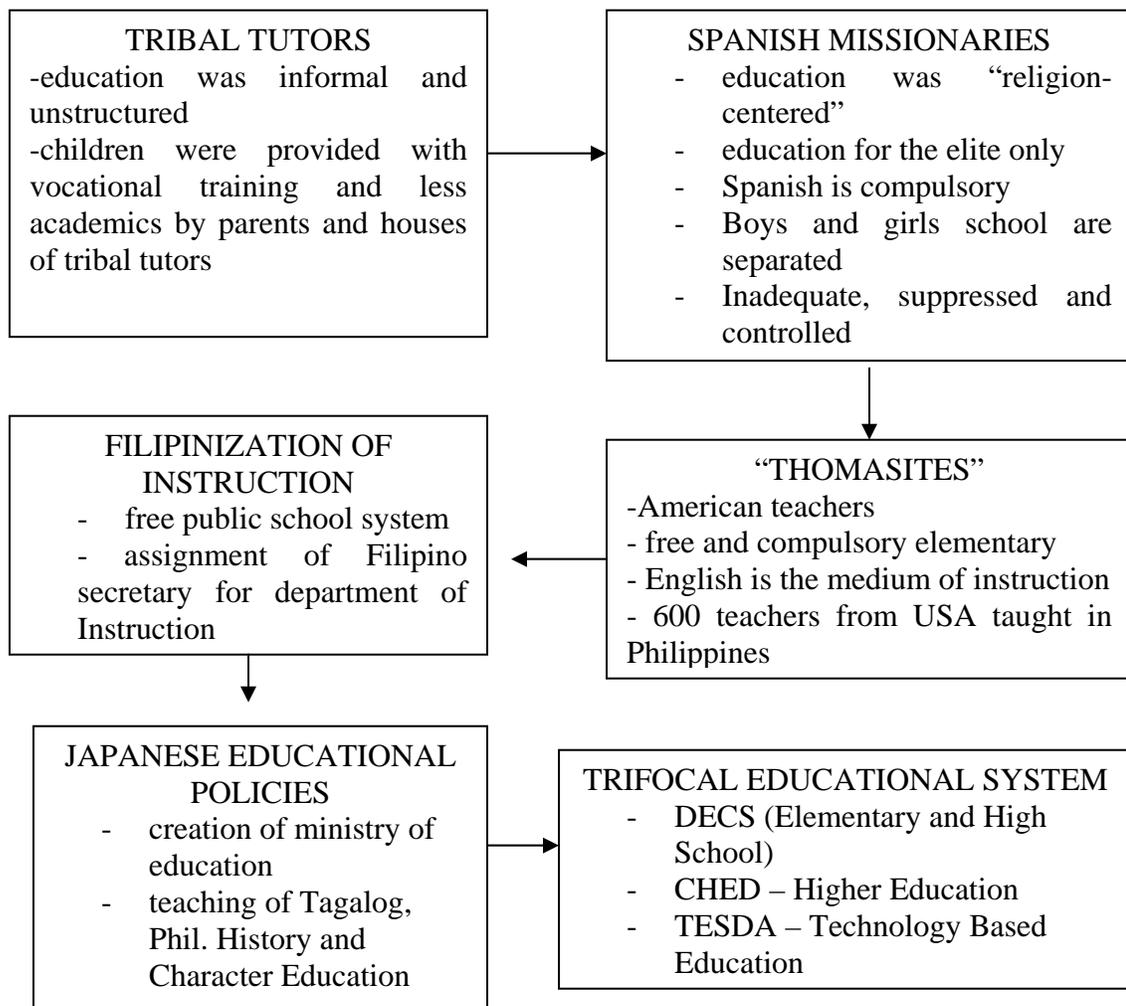
Hospitality, a trait displayed by every Filipino, makes these people legendary in Southeast Asia. Seldom can you find such hospitable people who enjoy the company of their Western visitors. Perhaps due to their long association with Spain, Filipinos are emotional and passionate about life in a way that seems more Latin than Asian.

The Spaniards introduced Christianity (the Roman Catholic faith) and succeeded in converting the overwhelming majority of Filipinos. At least 83% of the total population belongs to the Roman Catholic faith.

The American occupation was responsible for teaching the Filipino people the English language. The Philippines is currently the third-largest English speaking country in the world.

II. History of Philippine Education

Filipinos have a deep regard for education, which they view as a primary avenue for upward social and economic mobility. From the onset of United States colonial rule, with its heavy emphasis on mass public education, Filipinos internalized the American ideal of a democratic society in which individuals could get ahead through attainment of a good education. Middle-class parents make tremendous sacrifices in order to provide secondary and higher education for their children.



III. Educational Profile

Philippine education is patterned after the American system, with English as the medium of instruction. Schools are classified into public (government) or private (non-government).

The general pattern of formal education follows four stages: Pre-primary level (nursery and kindergarten) offered in most private schools; six years of primary education, followed by four years of secondary education. College education usually takes four, sometimes five and in some cases as in medical and law schools, as long as eight years. Graduate schooling is an additional two or more years.

Metro Manila has a high literacy rate of 96 percent with student population of 2,351,944.

Classes in Philippine schools start in June and end in March. Colleges and universities follow the semestral calendar from June-October and November-March.

BASIC EDUCATION IN THE PHILIPPINES

- intended to meet basic learning needs
- lays the foundation on which subsequent learning can be based
- encompasses early childhood, elementary, high school...

BASIC EDUCATION CURRICULUM FOR ELEMENTARY (6 years) *Grade 1-Grade 6*

Subject Area

- 1). [English](#)
- 2). [Science](#)
- 3). [Filipino](#)
- 4). [Edukasyong Pangtahanan at Pangkabuhayan](#) (Home Economics and Livelihood)
- 5). [Mathematics](#)
 - Lesson Guides for Mathematics
 - [Mathematics I](#)
 - [Mathematics II](#)
 - [Mathematics III](#)
 - [Mathematics IV](#)
 - [Mathematics V](#)
 - [Mathematics VI](#)
- 6). [Makabayan](#) (PE, Health, Music and Social Studies)
- 7). Edukasyong Pagpapakatao (Character and Values Education)
 - [PELC - Kapayapaan](#) (Peace)
 - [PELC - Paggalang](#) (Respect)
 - [PELC - Pagmamahal 1](#) (Love)
 - [PELC - Pagmamahal \(Disiplina\)](#) (Love and Discipline)
 - [PELC - Pagmamalasakit sa Kapwa](#) (Caring for Others)

- [PELC - Pananampalataya](#) (Faith)
- [PELC - Pinagkukunang Yaman \(Pagtitipid\)](#) (Frugality)
- [PELC - Katotohanan](#) (Honesty)
- [PELC - Pangkabuhayan](#) (Love of Labor)
- [PELC - Kalusugan](#) (Value for Health)
- [PELC - Saloobin](#) (Self Reflection and Principles)

BASIC SECONDARY EDUCATION, BSE (4 years) First year to Fourth year

- Stage of free formal education following the elementary level below college level corresponding to four (4) years of high school
- Can be attained through alternative learning system

OBJECTIVES:

- To continue to promote the objectives of elementary education
- To discover and enhance the different aptitudes and interests of the student so as to equip him with skills for productive endeavor and/or prepare for tertiary education

Republic Act No. 6655

- Free Public Secondary Education Act of 1988
- It is the policy of the State to provide free secondary education to all qualified citizens and to promote quality education at all levels.

BASIC STATISTICS

- Enrolment - 6,032,440
 - Public 4,791,069 (79%)
 - Private 1,241,371 (21%)
- Schools - 7,893
 - Public 4,632 (59%)
 - Private 3,261 (41%)

PERFORMANCE INDICATORS

- Completion Rate
 - From Grade 1 48.10%
 - From Year 1 70.62%
- Teacher-Student Ratio 1:36
- Transition Rate
 - Elem to secondary 100.02%
- Dropout Rate 8.50%
- Participation Rate 66.06%
- Gross Enrolment Rate (GER) 79.49%

FUNCTIONS OF BSE

- Conducts studies and formulates, develops and evaluates programs and educational standards of secondary education
- Formulates guidelines to improve the general management of secondary schools
- Develops curricular designs, prepares instructional materials and prepares and evaluates programs to upgrade the quality of the teaching and non-teaching staff at the secondary level

LEARNING AREAS, TIME ALLOMENT, UNIT CREDITS

- Filipino: 1 hour 4x a week, 1.2 unit credits
- English: 1 hour daily 1.5 unit credits
- Mathematics: 1 hour daily 1.5 unit credits
- Science: 1 hour 20 min daily, 2 unit credits
- MAKABAYAN
 - Araling Panlipunan (Social Studies): 40 minutes daily, 1 unit credit
 - Technology & Livelihood Education: 1 hour 4x a week, 1.2 unit credits
 - Edukasyon sa Pagpapahalaga (Values Education): 1 hour, once a week (Years 1-3), 0.3 unit credit; 1 hour twice a week
 - Music, Arts, Physical Education, Health (MAPEH): 1 hour 4 times a week (Years 1-3), 1.2 unit credits; 1 hour, 5 times a week (+ CAT in Year IV), 1.5 unit credits

MEDIUM OF INSTRUCTION

- ENGLISH for English, Science, Mathematics, Technology and Home Economics (TLE) and Music, Arts, PE and Health (MAPEH)
- FILIPINO for Filipino, Araling Panlipunan (Social Studies) and Edukasyon sa Pagpapahalaga (Values Education)

SCHOOL YEAR

- First Day of Classes – First Monday of June
- Last Day of Classes – Last Friday of March
- Not less than 200 school days Monday through Friday
- Four Grading Periods of 10 weeks each

Curriculum Development Division

PROGRAMS AND PROJECTS

TEACHER TRAINING

- Strong Republic Schools (SRS) Distance Learning Program
 - Training of Teachers on the Use of Multimedia Materials and Proj EASE Modules
- Project EASE
 - Materials Development
 - Teacher Training
- Intel Teach to the Future Program
 - Enhancement.orientation workshops for Math Trainers (MTs)
 - Cluster School Based in-service Training for Practicing Teachers (PTs)
 - Orientation Workshop for School Heads
 - Forum in Best Practices on the use of ICT in Teaching and Learning

CURRICULUM ENHANCEMENT

- w Preparation of Prototype Lesson Plans
- w Finalization of Learning Competencies
- w Development of Learning Competencies for Special Program in Journalism
- w Revisiting the Curriculum
 - Vocational Technical Education (Technology & Livelihood Ed)
 - Science & Technology-Oriented Curriculum
- w BEC Congress

BRIDGE PROGRAM

- Development of Learning Competencies and Instructional Materials
- Distribution of Materials
- Pilot Implementation

POPULATION EDUCATION

- Training of Teachers and School Heads
- Materials Development
- Population Quiz
- Search for Best Program Implementers
- PopEd Annual Convention

SPECIAL PROGRAMS

- CONSTEL
 - Video Materials Development

- Citizenship Advancement
 - Finalization of Modules
- Regional Science HS
 - Testing, Teacher Training
 - LCs and Materials Development

SPECIAL SCIENCE CURRICULUM

Special high schools for the academically gifted students in science and mathematics are provided in different regions in the country. Students are scholars of the Department of Science and Technology. This curriculum has more advance science subjects and research based.

IV. BEST PRACTICES IN SCHOOLS

SCHOOL RULES/DISCIPLINE PLAN

- Morning Assembly
 - Flag Ceremony in the morning before school starts
 - Morning Exercise
 - Prayer
 - School/ City/Nationalistic Songs
 - School Uniform (students and Teachers)
 - haircut (4x4/3x4 for boys)
 - polo shirt with school patch
 - skirts with specified length (may differ per school)
 - Identification Card
 - all faculty, staff and students
 - students will have ID number picture, signature, thumbmark, blood type, emergency contact numbers and schedule at the back of ID
 - * picture and other information – prevent trespassing, for emergency and parent contact
 - * Schedule of student at the back – prevent skipping
- * Security guard in all gates (one gate for entry and exit)
- * Late Student– Flag Ceremony, clean grounds, pull weeds in garden
- * Violators – Bring Parent, Suspension and Expulsion (*cannot enroll in any division city schools— student is out of school for a year or can enroll in the provinces*)
- * Transferee – student can move to another school only after the second quarter.
- * Seniors cannot transfer schools

* No bell to signify start and end of classes so teachers need to dismiss classes 3 minutes before time so students can move to the next class.

* Canteen/Cafeteria – Lunch of students is by class depending on schedule

* Feeding Program – Free Lunch for Selected students with low socio-economic status

* Command of responsibility in schools: Principal – department chairs - teachers

V. BEST PRACTICES IN CLASSROOMS

1. Classroom Routines

- Students clean classrooms (Cleaners of the day – students are divided into groups assigned to water plants in classroom, erase the board, arrange chairs and sweep the floor (before and after the class) – develop leadership and teamwork
- Stand and greet teachers, classmates and visitors with respect
- Common prayer to start the day
- Checking of Attendance: student secretary of the class will ask the different group leaders to report attendance by group. Leaders will check the members attendance per group. Secretary post the day's attendance.
- Recall for correlation
- Motivation
- Unlocking of Word Difficulties
- Lesson Proper
- Values Integration
- Technology/Application/Integration to other subjects
- Daily Assessment (5 multiple choice question)

2. Classroom Rules

- raise hand and stand to answer a question when called
- form lines outside the classrooms and when walking on hallways
- bring parent for any violation or tardy
- excuse letters for absences

3. Practices

- Use of Objective boards
- Use of proficiency chart and attendance chart
- Assignment of Groups – cleaners,experiments, bulletin board

VI. Teaching Strategies

- Hands-on Activities
- SMILES (Simulated Multiple Intelligence Learning Environment Strategy)
- STS – Science Technology and Society
- Technology based
- Values Integration
- Cooperative Learning
- Learning Stations
- Predict, Observe, Explain
- Filipino Culture Based Learning
- Higher Order Thinking Skills Questioning
- Globalizing Classroom
- Computer Aided Instruction
- Modular Instruction
- Research Based Learning (Introduction of research subjects first to fourth year)
- TOYS (Use of toys in learning)
- Peer Tutoring
- Peer Assessment

Professional Development that works!

- Demonstration Lessons (best Practices by different selected teachers)
- Content Training (learning the content for each subject)
- Teaching Strategies (Innovative teaching strategies)

VII. Filipino Teaching Practices that I tried and worked in the US:

- Peer tutoring
- Peer Assessment per group (Teen-Rubrics!)
- Integrating Values in every lesson in Physics
- *SMILES approach*
- MI Profiling (*determining my students multiple intelligence, dominant intelligence and recessive intelligence*)
- Teaching Filipino Culture for topics of relevance to lesson
- Technology Integration in Lesson (Inquiry on Technology: How things work)
- Forming line when moving from one classroom to another
- Using music to convey lesson
- Cooperative Learning and learning stations
- Use of TOYS and indigenous instruments to teach concepts
- Explanation of the value of raising hands for Filipinos to get students to internalize raising hands to get permission
- Assignment of Leaders
- Learning Respectful words in Filipino

Values Integration in Lessons and SMILES approach

VALUES INTEGRATION IN PHYSICS CLASSROOMS

Measurement – Honesty in Business

Laws of Motion – Following rules

Inertia – Safety in Driving

Acceleration – Preventing Drag Racing

Free Fall – humility

Density and Specific Gravity – Honesty vs. value for Life and family

Projectile – Love of peace and not of war; respect for life

Circular Motion – Trust

Mirror – Self Reflection

Sound – Respect for others and places that need silence

Electricity- Conservation of Energy

Friction- Safety vs. Frugality

SMILES APPROACH

This study has been used by manila public schools in teaching different subjects in different intelligences. This helps students enhance their dominant skills and improve their weaker intelligences. Each lesson is designed to make the classroom a simulated learning environment for different intelligence to learn at the same time. The result is higher achievement, more engagement, less discipline problems, and improve attendance of students.

(see study on separate hand out)

VII. Conclusion

There are a lot of practices in the Philippine schools that have worked through the years. The Philippines, being a third world country is one of those low economic countries providing low budget for education. A classroom of 50 students may have only one textbook, may lack chairs, lack technology equipment needed for learning. But the great deprivation of a lot of things may have been one reason why Filipinos have very high regard for education. One other reason is the competition in jobs requiring college graduates to get good jobs.

Every country may have their own practices which may work in their countries and may not work for others. But the beauty of learning from each country's efforts to educate your minds and form young hearts in different methods from different cultural backgrounds is the purpose of this session. It helps us to realize that education is fundamental and essential to every person and every nation. It provides us a venue to know that what every country it is, the school brings out the need for teachers who stay and make a difference not only in the classroom, nor in his or her own country but ... makes a difference in the world.