A Critical Study on the Applicability of the K+12 Education Program of the Aquino Administration and its Possible Impact on the Unemployment Rate in the Philippines

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For the Degree of Bachelor of Arts Major
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CHAPTER I

Background of the Study

Since the time of his candidacy President Benigno Aquino III has kept basic education reform at the core of his campaign. His 10-point agenda for education in the Philippines include: The Universal Pre-school; The Madrasah Education; Technical-Vocational Education in Senior High School; Every child a reader by Grade 1; Proficiency in Math and Science; Assistance to Private Schools; Multilingual Education; Quality Textbooks; Covenant with Local Government Units (LGU’s) to Build More School and finally; The Expansion to a 12-year Basic Education Cycle (K+12).

By the time the Aquino administration had assumed office in 2010, the one thing that it is very excited to push for is the reform of the basic education cycle, which would expand the basic education in the country from a 10-year period to a 12-year cycle. In a speech by the Commission on Higher Education Chairperson (CHED) Patricia Licuanan (2012) which officially launched the program, she said, “The K to 12 initiative is probably the boldest innovation embarked on by the education sector that is meant to address several issues in education”.
President Aquino’s 10-point agenda on education, particularly the K+12 Program, revolves around fortifying the foundation of the country’s workforce. The government is making efforts to address the country’s problems on employment. The education reform agenda promise to alleviate the country from its unemployment woes that it has been experiencing over the past decades. However these programs, particularly the K+12 Program, have invited a number of criticisms since the time of its inception.

According to the data from the International Monetary Fund (IMF) in 2011, there is a relative decrease in the unemployment rate in the Philippines from 2009 to 2011 from 7.5% to 7.2% respectively. The Philippines is placed 30th among the 67 countries which was ranked by the CNN (2011) from the lowest to the highest in unemployment rate. The number seemed to decrease statistically, but nominally, given the total population of the Philippines, there are still 2.9 million Filipinos who are unemployed. Even in the Southeast Asian region, the Philippines still performed worse compared to Thailand, Singapore, Malaysia and Vietnam which unemployment rates are amongst the lowest in the world which are all below 3%.

According to the Department of Education (DepEd) (2010), a large portion of the unemployed Filipinos are from the high school graduates which is about 70.9% and 80% from the age bracket 15-34 years old. Therefore, our high school graduates are inadequately prepared for the world of work (DepEd, 2010). DepEd (2010) however confesses that there is a lack of available economic opportunities in the country but there is also a mismatch between the labor and the education markets. In essence, the government is arguing that the Philippines is
underperforming in the world of work because Filipinos lack the job-specific technical skills, emotional maturity, initiative and creativity, among others, due to the short period that is allotted for basic education.

All these facts considered, studying if the recently-introduced K+12 Program could address the unemployment problem that it promises to lessen became a subject of interest to the researcher.

Research Objectives

The general objective of this research is to find out if the recently-introduced basic education reform program K+12 will be able to address the worsening problem of unemployment in the Philippines.

Specifically, this research seeks to:

1. Determine the factors that contribute to the perennially high unemployment rate in the Philippines

2. Determine the level of intellect of Filipino high school graduates
   a. Is the educational training of high school graduates from the current system not enough for them to be absorbed in the work force?

3. Assess the performance of the non-K+12 graduates
   a. How are the graduates from the current system performing in the work that they choose?
4. Provide experts’ view of the problems of education in the Philippines and their views on K+12

5. Determine the pros and cons of K+12 and the challenges that it will be facing upon its implementation

6. Provide possible alternatives to K+12

Significance of the Study

This study, at the minimum, seeks to inform the readers about the status of the Philippine education, its problems and challenges as it enters a reform, as well as the unemployment issues that the reforms promise to overcome.

At the average, the study aims to contribute in the field of policy review. This study may be helpful to students who are taking undergraduate and graduate degrees and researchers in the field of education policy review.

Ultimately, the study is envisioned as the catalyst for progress in the education (major) as well as labor (minor) sector. This could effect change in the way policy-makers view the problems of education and unemployment in the country.
Research Method

Critical Social Science – “defines social science as a critical process of inquiry that goes beyond surface illusions to uncover the real structures in the material world in order to help people change conditions and build a better world for themselves” (Neuman, 1994).

According to Neuman (1994), “a critical researcher conducts research to reveal the underlying mechanisms that account for social relations and to empower people, especially less powerful people. The purpose of research is to change the world. More specifically, social research uncovers myths, reveals hidden truths, and helps people to change the world for themselves”. Fay (1987) adds that, the purpose of social science is to “explain a social order in such a way that it becomes a catalyst which leads to the transformation of this social order” (as cited in Neuman, 1994).
A critical social scientist is “action-oriented” (Neuman, 1994). He or she is not satisfied with the status quo and continues to seek and provide dramatic improvement from the current order. Offe (1981) states that, “a critical researcher may seek to create problems by intentionally raising and identifying more problems as the ruling elites in politics and administration are able to accommodate, much less to solve” (as cited in Neuman, 1994).

The critical social science approach sees social reality as continually changing overtime. It (reality) may also be misleading on its surface and structurally generated by the occurring system. According to the critical approach, social realities have multiple layers which hide deep structures and mechanisms behind immediately observable surface. And only through exhaustive efforts can these structures be uncovered. This process requires intense questioning and appropriate theorizing to be able to explain how realities work.

Finally, Neuman (1994) explains that, “the critical approach separates the good from the bad through praxis: by putting theory into practice and using the outcome of practical applications to reformulate theory. Praxis means that explanations are valued when they encourage people to take action that helps them to understand and change the social world”.

Theoretical Framework
Human-Capital Theory – It is believed that education is a key element in the progress of the national economy. McGinn, Snodgrass, Y. Kim, S. Kim, and Q. Kim (1980) enumerate the ways in which education can be contributive to the economy:

1. It could improve the quality of labor through the increase in skills, efficiency, and work knowledge.
2. It could increase labor mobility, promote division of labor and increased labor force participation.
3. It could increase scientific and technical knowledge to promote technical progress through invention, discovery, and swift adaptation.
4. It could increase entrepreneurial ability to improve management and allocation of factors of production.
5. It could make people more responsive to economic change, removing social and institutional barriers to economic growth.

The theory is called “Human-Capital” approach because of the fact that education is seen as a critical element in economic success through the improvement of the quality of the labor force. “Education possessed by the workers is treated as analogous to physical capital, that is, as a factor of production” (McGinn et al., 1980). On a same note, according to Kuhnen and Oyer (2011), in a lot of ways, firms as well treat investment in employee similar to investment in physical capital. The term was first coined by Schultz (1961) which suggests that “firms’ choice of employees, as well as employee skills and knowledge, are the result of deliberate investment” (as cited in Kuhnen & Oyer, 2011).
Becker (1962) provided that in the past, the focus tends to be on the physical capital. But in the recent years, it has been increasingly evident that there are other factors which contribute to economic growth aside from physical resources. In fact, less tangible resources, such as knowledge, are as integral a factor – sometimes more important – as physical resource in the progress of economy.

McGinn et al. (1980) argues that, in most countries, people who receive higher wage are usually the people who attain higher level of education. The human-capital theory asserts that the high wages that the people (with higher education) receive are a result of their energy and productivity and because their abilities are recognized in a competitive labor market system. Gilroy (1975) adds that, “employers rely on educational credentials as important proofs that an individual possesses the skills and knowledge necessary for economic production” (as cited in McGinn et al., 1980, p. 103).

According to Olaniyan and Okemakinde (2008), the theory is most responsible for the “wholesome adoption of education and development policies”. Based on the work of Schultz (1971), human capital theory assumes that formal education has a positive impact to the improvement of the production capacity of a population. Therefore, a population which possesses a highly educated working class is a productive population.
This theory asserts that investing in the human resource would effect in an increase in the “cognitive stock” of the workers. As a result, there would be a significant increase in the productivity and efficiency among the economically productive populace.

Conceptual Framework

Figure 1.
The research problem is founded on the assumption that changing the educational system would provide better education for the workers so that they would be more productive in the economy. The hypothesis therefore of this study is that the quality of education, perhaps,
has a positive impact on the productivity and efficiency of the workers. However, to be able to solve the problems of unemployment through education there must be a marriage in the quality of education and the availability of jobs. The research infers that the problem of unemployment would not be resolved by the change in the system of education but rather in the ability of the government to provide jobs. The quality of education may better and the pool of workers may become more efficient, energetic and productive, but so long as there is less opportunities in the country for work, the pool of highly skilled workers would be useless and this would not contribute to the progress of the national economy.

Operational Definition of Concepts
Quality Education – Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.¹

Unemployment – Unemployment is the state of an individual looking for a paying job but not having one. It does not include full-time students, the retired, children, or those not actively looking for a paying job.²

Skilled worker – Skilled worker is an individual that is knowledgeable about a specific skill or trade. An auto mechanic is one example of a skilled worker because they posses extensive knowledge about repairing an automobile.³

¹ Defining Quality in Education, United Nations Children’s Fund (UNICEF), 2000, p. 4
² http://economics.about.com/od/economicsglossary/g/unemployment.htm
³ http://www.businessdictionary.com/definition/skilled-worker.html#ixzz1u3PSxOfm
Efficiency – Efficiency is concerned with the optimal production and distribution or these scarce resources.⁴

Economic Efficiency – Economic efficiency is the situation in which it is impossible to generate a larger welfare total from the available resources. In other words, the situation where some people cannot be made better-off by reallocating the resources or goods, without making others worse-off. It indicates that a balance between benefit and loss has been achieved.⁵

Productivity – Productivity is a measure relating a quantity or quality of output to the inputs required to produce it. It often means labor productivity, which is can be measured by quantity of output per time spent or numbers employed.⁶

Economic Progress – Increase in a country's productive capacity, as measured by comparing gross national product (GNP) in a year with the GNP in the previous year. Increase in the capital stock, advances in technology, and improvement in the quality and level of literacy are considered to be the principal causes of economic growth.⁷

⁴ http://www.economicshelp.org/microessays/costs/efficiency.html
⁵ http://www.businessdictionary.com/definition/economic-efficiency.html
⁶ http://economics.about.com/od/economicsglossary/g/productivity.htm
⁷ http://www.businessdictionary.com/definition/economic-growth.html
CHAPTER II

Review of Related Literature

“Philippine education is patterned after the American system, with English as the medium of instruction. Schools are classified into public (government) and private (non-government)” (Florido, n.d.).

Generally, the basic education in the Philippines consists of (a non-compulsory) kindergarten, six years of primary education (elementary level), and four years of secondary education (high school level) (Florido, n.d.).

Over the years there have been many attempts to assess and reconfigure the system of the Philippine education. From time to time, there would be studies that will be conducted which would try to address the problems of education in the Philippines so that the government may be able to construct an education policy which would deal with the problems these studies expose.

However according to the Philippine Human Development Report (2009), since 1925 the key problems in the Philippine basic education which were identified by Yale professor George

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8 “Nursery and Kindergarten are offered in most private schools” (Florido, n.d.).
Counts still resonate today. The number of children that could not reach school was half the total pool of children. The performance of students in subjects that are English-reliant was considered generally sub-par, even though they do fairly well in Science and Math subjects.

On another note, “unemployment has remained high in the Philippines at almost twice the level of neighboring countries” (International Monetary Fund (IMF), 2002). The IMF states that, the growth of employment was not enough to reduce unemployment due to the surge in the population growth and labor force participation.

The review of literature presented: the history of education assessment in the Philippines, the government’s rationale about the implementation of K+12, studies about the relationship of education and unemployment, articles about the experience of neighboring countries regarding education and unemployment (e.g. Singapore, Malaysia), and the limited transformative effects of some significant education reform.

History of Education Assessment in the Philippines

A. Monroe Survey (1925). The Philippine legislature created the Board of Educational Survey in 1925. It appointed Paul Monroe as the head of the board. The Board of Educational Survey later appointed an Educational Survey Commission which was also headed by Paul Monroe. Hence, the first formal assessment for Philippines education started. This aimed to look into the educational status of the Philippines.
This commission observed and recorded the different activities from different schools across the Philippines (Magno, 2010). The survey observed that the problem of low levels of student achievement can be attributed to the use of English as the medium of instruction, teaching qualifications, educational facilities, and lack of adaptation to the needs of the Filipino people (“Philippine Human”, 2009).

B. Economic Survey Committee. After a legislative mandate in 1927, the Economic Survey Committee headed by Gilbert Perez of the Bureau of Education was created. This study focused on the economic condition of the Philippines and evaluated the “best means by which public school graduates could be absorbed to the economic life in the country”.

The study found that vocational education is relevant to the economic and social status of the people. It recommended that school should not work merely for the development of peasantry class but rather work to train intelligent and skilled workers. Finally, it suggested that secondary education should be devoted to the study and improvement of agriculture, industry, commerce and home economics (Magno, 2010).

C. UNESCO Survey (1949). This is considered as the first comprehensive education assessment in the Philippines after the American occupation. The UNESCO, headed by Mary Trevelyan, conducted this survey to look at the educational situation in the Philippines so as to serve as a guide for “planners of subsequent educational missions to
the Philippines”. The survey was possible because of the collaborative efforts of both public and private educator from all over the country (Magno, 2010).

This survey reiterated the problems that were raised in the Monroe Survey with an emphasis on the medium of instruction as “the most perplexing problem”. It also recognized the fact that Filipinos lack the appreciation of national heritage. The survey recommended to: increase the budget of the education sector, improve the qualifications of educators, restore the 7th grade, strengthen the community school involvement, and finally resolve the issue of language (“Philippine Human”, 2009).

D. Presidential Commission to Survey Philippine Education (PCSPE). Philippine Human Development Report (2009) stated that this study reiterated a lot of the problems that were previously discussed in the prior surveys. The language problem was still one of the primary results of this study. Another significant result that the research was able to find was the mismatch between the educational output and the country needs. Therefore the study recommended for the reconfiguration of the educational system so as to address overcentralization9 (“Philippine Human”, 2009).

This survey led to the establishment of the Bureau of Higher Education (BHE), Bureau of Non-formal Education (BNFE), Educational Project Implementation Task Force

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9 Overcentralization is the process of concentrating an activity or organization under a single authority (Oxforddictionaries.com, 2012).
(EDPITAF), and the National Manpower and Youth Council (NMYC) (“Philippine Human”, 2009).

E. **EDCOM Report (1991).** Magno (2010) stated that the EDCOM report specifically surfaced the high dropout rate amongst the student in the rural areas. It was also able to show the high level of simple literacy among both 15-24 years old and 15 year-olds and above. Among the six grades of the elementary level, grade 1 transpired as the level with the highest repetitions. This reflects the lack in the skills that young students need to absorb education during the early stage of it.

According to Sta. Maria and Watts (2003), the EDCOM Report would later provide the impetus for the Philippine Congress to pass Republic Acts 7722 and 7796, which would create the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA), respectively. The CHED was given responsibility for higher education while the TESDA was mandated to train and develop secondary middle-level manpower.

F. **Philippine Education Sector Study (PESS-1999).** This study was a joint effort by the World Bank and the Asian Development Bank (ADB) which recommended: a moratorium in the establishment of state universities and colleges (SUC’s), that the tertiary education must wean from public sources of funding, and to device a more “targeted program” for scholarships in the tertiary level (Magno, 2010).
G. **Fund for Assistance to Private Education (FAPE).** With several testing programs like guidance and testing program in 1969 and College Entrance Test (CET) in 1971 and 72 as background, the project proponents collaborated with consultants such as Dr. Richard Pearson (Educational Testing Service), Dr. Angelina Ramirez, and Dr. Abraham Felipe. They then worked with the Department of Education Culture and Sports (DECS) to design the National College Entrance Exam (NCEE) which served as determinant of high school students’ eligibility to enter college (Magno, 2010).

H. **Center for Educational Measurement (CEM).** The CEM initially came as a product of FAPE. It was then headed by Dr. Leticia M. Asuzano who was executive vice-president (Magno, 2010). According to the website of CEM, “CEM is a nonprofit, non-stock, nongovernment institution. It grew out of the centralized testing program initiated by the Guidance and Testing Division of the Fund for Assistance to Private Education (FAPE). Through its present network of branches and test centers nationwide, CEM serves the assessment needs of both private and public sectors of education”. One of the 60 tests which focus on education that was developed by CEM was the National Medical Admissions Test (NMAT).

**Aquino Administration’s Rationale for Implementing K+12**
In a paper entitled “Discussion Paper on the Enhanced K+12 Basic Education Program”, which was released by the Department of Education (DepEd) (2010), the government explains the significance of K+12 and the urgency to reconstruct the Philippines’ basic education program. The discussion paper includes the rationale behind the implementation of the K+12. DepEd (2010) reports that:

1. “Enhancing the quality of basic education in the Philippines is urgent and critical. Thus, we have to come up with a proposal to enhance our basic education program in a manner that is least disruptive to the current curriculum, most affordable to government and families, and aligned with international practice.

2. The poor quality of basic education is reflected in the low achievement scores of Filipino students. Many students who finish basic education do not possess sufficient mastery of basic competencies. One reason is that students do not get adequate instructional time or time on task. The National Achievement Test (NAT) for grade 6 in SY 2009-2010 passing rate is only 69.21%. Although this is already a 24% improvement over the SY 2005-2006 passing rate, further reforms are needed to achieve substantial improvement.

3. International test results like 2003 TIMSS (Trends in International Mathematics and Science Study) rank the Philippines 34th out of 38 countries in HS II Math and 43rd out
of 46 countries in HS II Science; for grade 4, the Philippines ranked 23rd out of 25 participating countries both in Math and Science.

4. The congested curriculum partly explains the present state of education. The current basic education is designed to teach a 12-year curriculum, yet it is delivered in just 10 years.

5. The quality of education is reflected in the inadequate preparation of high school graduates for the world of work or entrepreneurship or higher education. High school graduates also do not possess the basic competencies or emotional maturity essential for the world of work. About 70.9% of the employed are at least high school graduates and about 80% of the unemployed are 15-34 years old. While the availability of economic opportunities contributes to this, it also illustrates the mismatch in the labor and education markets. The World Bank Philippines Skills Report in 2009 reveals, based on a survey of employers, serious gaps in critical skills of graduates such as problem-solving, initiative and creativity, and, to a lesser extent, gaps in job-specific technical skills.

6. Further, most graduates are too young to enter the labor force. This implies that those who do not pursue higher education would be unproductive or be vulnerable to exploitative labor practices. Those who may be interested to set up business cannot legally enter into contracts.
7. The current system also reinforces the misperception that basic education is just a preparatory step for higher education. For most parents, basic education is usually seen as a preparation for college education. Even this misperception falls short of expectations as most students usually have to take remedial and high school level classes in colleges and universities.

8. The short duration of the basic education program also puts the millions of overseas Filipino workers (OFW’s), especially the professionals, and those who intended to study abroad at a disadvantage. Our graduates are not automatically recognized as professionals abroad. Filipinos face mutual recognition problem in other countries that view the 10-year program as insufficient. The Philippines is the only country in Asia and among the three remaining in the world that has a 10-year basic education program.

9. The short basic education program affects the human development of the Filipino children. A Filipino is legally a child before he or she turns 18 years old. Psychologists and educators say that children under 18 are generally not emotionally prepared for entrepreneurship or employment or higher education”. (pp. 3-4)

**Relationship of Education and Work**
This portion gives the readers an idea about the relationship and significance of the level of education to the quality of work that one person receives.

Pages and Stampini (2008) reaffirms the common notion that better education would lead to better type of work. Workers who attained longer or higher education usually perform well in more sophisticated jobs. However, according to Pages and Stampini (2008), education itself may not provide access to a desired job if the labor market is segmented\textsuperscript{10}, and labor markets in developing countries usually possesses this characteristic.

Castel, Phiri, and Stampini (2010) stated that, in Malawi, the “availability of local skilled laborers” is the primary obstacle in doing business. Malawi Chamber of Commerce and Industry (MCCI, 2007) and World Bank (2006) said that “62% of large companies and 58% of foreign-owned companies identified the lack of skilled labor as the major constraint” (as cited in Castel et al., 2010, p. 2). African Development Bank (AfDB, 2009) finds that there is a scarcity in the supply of skilled laborers in the field of Engineering and Sciences when the private sector particularly demanded for it.

In the study of Sanyal (2008), it is stated that although there was a well-prepared estimation of the needs of the society for a skilled labor, there were still discrepancies in the

\textsuperscript{10} Magnac (1991) defines segmentation in the labor market as the situation in which rewards in different sectors may vary for workers of equal productivity and the entry of workers in the formal sector is rationed. (as cited in Pages & Stampini, 2008, p. 5)
available jobs. Although the education may be addressed, when then employment does not match the supply for laborers, the policies are still futile.

Education and Employment in Neighboring Countries

In this portion, the literature review focused on the experiences that neighbor ASEAN countries (which perform well in employment), such as Singapore, and Malaysia, have had which made them productive in both the field of education and labor. More than the excellence, it is also shown here how dedicated these two countries are with regard to improving the standards of education at the same time addressing the needs of their country. This also provided information about the challenges and the solutions that these countries do to address the problem in education and employment. This also tackled the level of education that Chinese child laborers are able to attain which make them capable for work.

In Malaysia, the youth is regarded as a crucial role player in the country’s development plan. Therefore, the Malaysian government gives high regard to the development of the youth in terms of education. In accordance to its commitment to the youth, the government had increased the budget for the youth programmes from RM 1.05 billion under the Sixth Malaysian Plan to RM 2.74 billion under the Seventh Malaysian Plan (UN, 2002).

The National Youth Development Policy is the manifestation of the government’s dedication in providing the Malaysian youth with quality living. “This serves as the framework
for the planning and implementation of youth programmes in the country” (UN, 2002). And
one of its core principles is to provide the youth with “broad knowledge in all relevant fields”.

The country’s educational policy is anchored to the commitment of the government in
providing knowledge that is relevant to the youth as well as to the country’s aim to be among
the developed nations by 2020. Its education system would like to make the country a pool of
highly educated and highly skilled professionals (UN, 2002).

In the past, the focus of the Malaysian government was on professional education. However, this has shifted during the onset of information technology. Under the Seventh
Malaysian Plan (1996-2000), the priority was diverted to technical education due to the
oversupply of professionals and a shortage of technicians. They, as well, adopted a Malaysian
Incorporated approach to education to encourage the private sector to invest in the
development of technical education. The private and public sector alike contribute to the
improvement of education in the desire to make Malaysia the center of education excellence
(UN, 2002).

EPU (1999b) states that the Seventh Malaysian Plan was able to allocate RM 11.1 billion
over five years. Furthermore, in the mid-term review, it was said to have been raised to RM 16.8
billion which constitutes 18.7% of the total public development budget (as cited in UN, 2002).
In Singapore, the development of human capital is one of their priorities. Considering the fact that they are a small economy country, they focus a lot attention to the development of their human resource. According to Low, Ouiarlis, Robinson, and Mei (2004), both the state and individuals in Singapore put high priority to human capital development. For them, human capital is the fuel which sustains the growth of technology-based economies (Becker, 2002, as cited in Low et al., 2004). Therefore they see the importance of keeping the human resource at-pace with the rapidly growing technology.

The commitment to the progress of the educational status of the labor force is evident in the average number of years of schooling. The number was both 10.1 years for males and females. This is a significant increase from the 1998 data which was 9.5 and a leap from the 1974 data which was 8.5. In addition to this, the degree-holders among the workforce have increased from less than 5% in 1980s to more than 17% in 2002.  

Like the Philippines, the majority of Singapore’s work force was also from the service sector (74.3%) while the manufacturing and construction sectors comprised 21% and 4.4% respectively (Low et al., 2004).

**Significant Reforms with Limited Transformative Effects**

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11 Report on Labour Force in Singapore, Ministry of Manpower. (as cite in Low et al., 2004)
Philippine Human Development Report (2009) studied the development of the educational reform in the Philippines in the past two decades. “Since the 1990s several important broad frameworks for education reform have been instituted—Education for All: The Philippine Plan of Action 1990-1999 (EFA I); the 1991 Congressional Commission on Education (EDCOM); the 2000 Presidential Commission on Education Reform (PCER); the 1998 Philippine Education Sector Study (PESS); the 2000 Education for All (EFA) Assessment; the 2006 National Action Plan for Education for All 2015 (EFA 2015); and the 2006 Basic Education Sector Reform Agenda (BESRA)”.

After the implementation of these initiatives, a study which was conducted by HDN (2000) revealed that there was a significant improvement in the performance of the pupils. However, the issue of substantial education to accommodate the growing population in the Philippines still continues to plague the country. World Bank (2004) Reported that there was a 6% increase among the population (i.e. 28%-34%) who does not reach or finish grade 6. In fact the World Bank (2008) further stated that the Philippines is not performing well compared to other developing Southeast Asian Country like Laos and Cambodia (as cited in “Philippine Human”, 2009).

The World Bank’s data shows that Laos and Cambodia had higher primary net enrollment rates and completion rates than the Philippines in 2006 and 2007. “Only 72% of

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Filipinos completed their primary schooling compared to 75% of Laotian and 87% of Cambodian children” (World Bank, 2008).

The question as to why didn’t the reforms translate in education into progress was answered by the Philippine Human Development Report (2009) through three points. The primary reason is because of partial implementation. This pertains to the discontinuity in the process of implementation of education programmes. This is caused by the change in administration, ineffective leadership at different levels of organization, and the will to implement the programmes. The second reason that was tackled is the fact the Philippines was still not able to address the issues on the language of learning – which was the dilemma since the first assessment on Philippine education. Lastly, although not directly related to education, this issue is still essential in the completion of the reforms – the nutrition of the students. The World Bank and the National Nutrition Council raised that there will be no significant improvement in academics if “brain development and physical growth are stunted by the child’s unfavorable health and nutrition status” (“Philippine Human”, 2009).

**Summary of Points**

As a summary the review of literature presented: First, with reference to the history of Philippine education assessment, the Philippines still has not addressed the issues that were raised by previous assessments. From time to time, assessment would still report the same problems.
Secondly, it is evident in the world that education has a significant effect to employment. The level of education dictates the competence of the labor force in a country.

Thirdly, the literature review was able to present how emerging economies in the Southeast Asian region perform well in the field of education and how they address the problem of unemployment.

Finally, the review was able to show how much of the reforms, that were made in the education sector, have not translated into advancements in this sector.

Before the Aquino Administration completely implements the K+12 program, the researcher will first examine the strength of the Philippine education, the feasibility of the K+12 program, and the Philippines’ dire need for a change in the education system. The literatures that were presented mostly speak of lengthening the country’s education period so as to increase productiveness in education. However, the researcher would like to challenge the assumption that only through a change in the length of basic education from 10 years to 12 years would the Philippine education and employment status prosper.
CHAPTER III

Methodology

Research Design

The study is a qualitative type of research. It used both primary and secondary sources for gathering information. Primary sources include key informant interviews with individuals recognized to be knowledgeable in the field studied. Secondary sources include library research and collection of updated statistics.

It focuses on exercising critical social science approach. The design deals with the accounts of the researcher and the other experts in the field that have been interviewed are simultaneously considered.

Instrumentation
All throughout the research, the delivery of the instrument uses the English context for formal documentation in a corporate setting. The descriptive assertions about preferences and attitudes of the sample population to be handled personally by the researcher are induced through briefly interviewing the respondents with the prepared interview guide.

The semi-structured interview guide is created to gather the data that is needed for the objectives to be attained. Then it will be evaluated to see if the information is substantial enough to be interpreted.

It is composed of open-ended questions and multiple responses are used and measured for the study to justify their arguments.

The first interview guide is specifically created for the key informants to answer as it tackles supplying the quantitative data and their views about K+12.

The second interview guide pertains to the present performance of the non-K+12 graduates in the workforce to be answered by some respondents from various companies.

The purpose of the interview is further explained before the interview proper for obvious ethical considerations and is managed within the confinement of the chosen people to acquire more data about the interview.

Attached below is a Summary of the Methods for Data Collection:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>SOURCES</th>
<th>METHOD/S</th>
</tr>
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<tbody>
<tr>
<td>1. Factors for High Unemployment</td>
<td>DOLE, labor advocates, journals, reports</td>
<td>KII, library research, statistics</td>
</tr>
<tr>
<td>2. Level of Intellect of</td>
<td>DepEd, reports</td>
<td>KII, statistics</td>
</tr>
</tbody>
</table>
### High School Graduates

| 3. Assess Performance of non-K+12 graduates\(^{13}\) | Education experts, Company employers | KII |
| 4. Experts’ view on K+12 | Economists, Educationists, Development experts | KII |
| 5. Challenges of K+12 | Educationists, Economists, Development experts | KII |
| 6. Provide Possible Alternatives to K+12 | Educationists, Economists, Development experts | KII |

### Ethical Considerations

Informed consent is done by the researcher by using English language that can be understood easily by the individual. Manual debriefing was given to each respondent about the information regarding their participation about the purpose of the research, expected duration, the procedure that will be done and also whom to contact regarding the development of this research. Secondly, they are given the right to decline to being involved and withdraw once the participation has begun. The researcher needs to explain the foreseeable factors that may influence their willingness to participate: risks and discomfort which they can mention anytime during the process as well as their potential benefits. Lastly, is to explain that everything discussed regarding private matters like the personal information disclosed will be strictly

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\(^{13}\) The 3\(^{rd}\) objective will assess the manner that Filipino laborers in the Philippines and possibly abroad actually performs at work, while the 2\(^{nd}\) objective would assess the performance of Filipino High School students in school.
confidential. The researcher needs to maintain good communication with the individuals by establishing trust with them by letting the prospective participants ask questions and receive answers as well. The study will start as soon as the respondent is willing to participate by reading and signing the supplied consent form in the beginning of the questionnaire.

CHAPTER IV

Results and Discussion

Information presented below came from various key informant interviews and updated statistics that were collected to obtain the purpose of this research.

A. Factors for High Unemployment
According to an interview with Anna Leah Escresa, the executive director for Ecumenical Institute for Labor Education and Research Inc. (EILER Inc., 2012), one of the factors for high unemployment rate in the Philippines is the insufficient ability of the government to support the local economy (pre-industrial and agrarian) in taking in the increasing number of people unemployed which have been the continuing problem for decades already. She also mentioned that the situation worsens as the government fails to provide appropriate solutions toward massive land-grabbing and land conversions in rural areas forcing the people to move to the crowded urban cities in luck to find better job opportunities instead only for them to find out the slim chances of getting hired (Escresa, 2012). However, with the interview with Department of Labor and Employment (DoLE) Secretary Rosalinda Dimapilis Baldoz, inadequate education is also one of the problems that Philippines is facing which contribute to unemployment. With this system of education, Filipinos are not ready for what is required from them for their possible work in the future (Baldoz, 2012). Plus, there are limited job opportunities available in the market. Job openings are mostly particularly centered to Business Process Outsourcing (BPO) companies that fit the credentials of only a number of people when it comes to assessing the acquired skills and knowledge applicable to this sector which is another causal factor towards the aggravating situation of unemployment in the Philippines (Baldoz, 2012). In addition, these BPO operations in the country that make up most of the industries nowadays are also foreign-owned which makes them more susceptible in experiencing external distress and thus Filipino workers are more prone under mass lay-offs as proven by the 2008-2009 global financial crisis (Escresa, 2012).
B. Level of Intellect of High School Graduates

In this section, the sufficiency of the educational training received by the high school graduates from the current system in relation to being absorbed in the workforce will be discussed.

In order to understand the situation of non-K-12 graduates, we must check the current status of the employment and unemployment rate here in the Philippines. To review the specifics more, Table 1 presents the updated data of the unemployed persons by Sex, Age Group and highest Grade completed here in the Philippines from 2010 to April 2012. The largest number of unemployed is the group of high school graduates but has decreased from January to April of 2012.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2010</th>
<th>2011</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ave</td>
<td>Jan</td>
<td>Apr</td>
</tr>
<tr>
<td>BOTH SEXES</td>
<td>2,059</td>
<td>2,814</td>
<td>2,917</td>
</tr>
<tr>
<td>Men</td>
<td>1,808</td>
<td>1,772</td>
<td>1,828</td>
</tr>
<tr>
<td>Women</td>
<td>1,051</td>
<td>1,041</td>
<td>1,089</td>
</tr>
<tr>
<td>ALL AGE GROUPS</td>
<td>2,059</td>
<td>2,814</td>
<td>2,917</td>
</tr>
<tr>
<td>15 - 24 Years</td>
<td>1,460</td>
<td>1,471</td>
<td>1,426</td>
</tr>
<tr>
<td>25 - 34 Years</td>
<td>847</td>
<td>835</td>
<td>890</td>
</tr>
<tr>
<td>35 - 44 Years</td>
<td>266</td>
<td>275</td>
<td>307</td>
</tr>
<tr>
<td>45 - 54 Years</td>
<td>181</td>
<td>170</td>
<td>187</td>
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<tr>
<td>55 - 64 Years</td>
<td>87</td>
<td>87</td>
<td>86</td>
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<tr>
<td>65 Years &amp; Over</td>
<td>19</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Age Not Reported</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,059</td>
<td>2,814</td>
<td>2,917</td>
</tr>
<tr>
<td>No Grade Completed</td>
<td>14</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Elementary</td>
<td>374</td>
<td>354</td>
<td>397</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>174</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Graduates</td>
<td>200</td>
<td>194</td>
<td>217</td>
</tr>
<tr>
<td>High School</td>
<td>1,293</td>
<td>1,268</td>
<td>1,273</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>363</td>
<td>323</td>
<td>349</td>
</tr>
<tr>
<td>Graduates</td>
<td>930</td>
<td>948</td>
<td>1,023</td>
</tr>
<tr>
<td>Post Secondary</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>College</td>
<td>1,170</td>
<td>1,181</td>
<td>1,140</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>621</td>
<td>613</td>
<td>576</td>
</tr>
<tr>
<td>Graduates and Higher</td>
<td>557</td>
<td>568</td>
<td>504</td>
</tr>
</tbody>
</table>

Note: Details may not add up to totals due to rounding.
* Less than 0.5
p Preliminary
r Revised
Table 1: Unemployed Persons by Sex, Age Group and Highest Grade Completed, Philippines: 2010 - April 2012

(In Thousands)

Information above is also consistent with the highlights produced by Bureau of Labor and Employment Statistics (BLES) which shows a significant decrease in the number of persons unemployed. Based on the data highlights from BLES, the national unemployment rate dropped from 7.2% in April 2011 to 6.9% in April 2012 (BLES, 2012).

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ave</td>
<td>Jan</td>
<td>Apr</td>
</tr>
<tr>
<td><strong>BOTH SEXES</strong></td>
<td>36,035</td>
<td>37,192</td>
<td>36,293</td>
</tr>
<tr>
<td>Men</td>
<td>21,921</td>
<td>22,573</td>
<td>22,193</td>
</tr>
<tr>
<td>Women</td>
<td>14,114</td>
<td>14,019</td>
<td>14,100</td>
</tr>
<tr>
<td><strong>ALL AGE GROUPS</strong></td>
<td>36,035</td>
<td>37,192</td>
<td>36,293</td>
</tr>
<tr>
<td>15 - 24 Years</td>
<td>6,016</td>
<td>6,258</td>
<td>6,883</td>
</tr>
<tr>
<td>25 - 34 Years</td>
<td>9,526</td>
<td>9,771</td>
<td>9,605</td>
</tr>
<tr>
<td>35 - 44 Years</td>
<td>8,090</td>
<td>8,484</td>
<td>8,259</td>
</tr>
<tr>
<td>45 - 54 Years</td>
<td>6,408</td>
<td>6,774</td>
<td>6,435</td>
</tr>
<tr>
<td>55 - 64 Years</td>
<td>3,479</td>
<td>3,599</td>
<td>3,333</td>
</tr>
<tr>
<td>65 Years &amp; Over</td>
<td>1,506</td>
<td>1,506</td>
<td>1,508</td>
</tr>
<tr>
<td>Age Not Reported</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>36,035</td>
<td>37,192</td>
<td>36,293</td>
</tr>
<tr>
<td>No Grade Completed</td>
<td>624</td>
<td>616</td>
<td>593</td>
</tr>
<tr>
<td>Elementary</td>
<td>10,989</td>
<td>11,177</td>
<td>11,050</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>5,502</td>
<td>5,617</td>
<td>5,528</td>
</tr>
<tr>
<td>Graduate</td>
<td>5,487</td>
<td>5,539</td>
<td>5,522</td>
</tr>
<tr>
<td>High School</td>
<td>14,181</td>
<td>14,818</td>
<td>14,470</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4,797</td>
<td>5,030</td>
<td>4,809</td>
</tr>
<tr>
<td>Graduate</td>
<td>9,384</td>
<td>9,788</td>
<td>9,612</td>
</tr>
<tr>
<td>College</td>
<td>10,231</td>
<td>10,582</td>
<td>10,179</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4,073</td>
<td>5,020</td>
<td>4,774</td>
</tr>
<tr>
<td>Graduate and Higher</td>
<td>6,158</td>
<td>5,562</td>
<td>5,405</td>
</tr>
</tbody>
</table>

**Note:** Details may not add up to totals due to rounding.

**TABLE 2:** Employed Persons by Sex, Age Group and Highest Grade Completed, Philippines: 2010 - April 2012
Now in Table 2, the number of people employed by Sex, Age Group and highest Grade completed here in the Philippines from 2010 to April 2012 supports the highlight of the employment level increasing to 2.8% (1.021 million) from 36.820 million to 37.841 million according to BLES (2012).

Out of the extracted statistical data for the employed, it is important to know the details regarding the current situation of the laborers in terms of education as well. In the latest data collected from the statistics last July 2011, only 28.97% of the total employed is comprised by college graduates/undergraduates while 30.73% are elementary graduates/undergraduates and 40.3% are high school graduates/undergraduates (Escresa, 2012). The employment rate of the graduates and undergraduates for both elementary and college levels are quite the same while employment rate for graduates in high school is 66.8% which is higher as compared to the 33.19% of the undergraduates (Escresa, 2012). Also, as of October 2011 in Table 2, the highest number of people employed has the educational attainment of reaching or finishing high school. Conversely, data from last January 2012 in Table 1 illustrates that nearly half of the total unemployed are aged 15-24 years old which means, youth unemployment rate in the country remains perennially high as mentioned by Escresa (2012). She also included that 46% of the unemployed either reached or completed high school while 31.39% either reached or completed college confirming that nearly only 7 out 10 of the unemployed are high school/college graduates/undergraduates (Escresa, 2012). These data proves that under the current system of our economy, high school and college education do not guarantee the assurance of being
employed (Escresa, 2012). The question is not whether education is enough for the people to be absorbed in the workforce or if there is a definite correlation between the level of education attained and the employability of the worker because even those who are undergraduates of elementary are being employed nowadays (Escresa, 2012). What matters more is to know the strategy of the government in producing adequate jobs for the people that may lead to the national and industrial development of the economy (Escresa, 2012).

C. Assess current performance of non-K+12 graduates

The level of competency of the non K-12 graduates in the labor force has been determined through the interviews conducted with respondents from the Human Resource (HR) department of three companies in the Philippines that the researcher has conducted supported as well by the insight of the key informant from DoLE.

According to the interview conducted with the three companies, the basis of hiring employees depends on the assessment of the competencies (i.e. communication skills, comprehension, attitude, and multi-tasking abilities) of the applicants that match the qualifications of the particular job opening. It may vary in the preference of hiring when it comes to the need to hire people with expertise on a specific task needed to be done as mentioned by the respondent from IBM (2012) or from the respondent from Firetti’s position (2012), they sometimes prefer to accept people without work experience because they see the
advantage of training people with fresh minds. All the respondents also agreed in providing equal opportunities for everyone to apply without prejudice towards any discrimination.

On the Firetti and Teleperformance respondents’ perspectives, some of the employees they hire in their respective companies are non-graduates or are currently studying. The Teleperformance respondent said that a diploma does not completely validate the ability of a person to perform in their company but can be considered proof or basis of the commitment that a person is willing to give in fulfilling tasks. Also to add, Firetti respondent mentioned that they hire some undergraduates because they see that these people are very competent and willing to learn what is needed for them to be able to execute the job properly. Although the two respondents agreed that most undergraduates’ performance is similar to those who have graduated, some may even perform better according to the Firetti respondent while Teleperformance remain neutral that in some cases, it might still vary. For both Firetti and Teleperformance respondents, efficiency, work ethic and relationship with co-workers also vary and cannot be determined by the academic status of a person. However, education still matters as per Baldoz(2012) because although some job openings do not require a certain level of educational achievement, it remains highly limited as not all jobs are offered to those applicants that have not graduated. In relation to the review of related literature, Baldoz (2012) agrees that the revision of the current education received by the laborers is needed as it appears to be poorer than the quality of education given from other nations.

The respondents mentioned that they are confident in their employees in general in delivering their job well because of the subsequent trainings and evaluations that they give for them to improve their performance. IBM respondent even stated that the training they provide
as acquired by their employees develop the skills that they may need in order for them to achieve career advancements in the company or even outside work. Teleperformance respondent also confirmed the implementation of disciplinary actions to the employees as a form of corrective measure for their performance to be better but not all survive the sanctions given. For them, it is normal for employees to come and go, but the definite number of employees being laid-off work is undetermined which the respondents say may be of various reasons which all fall under not being compliant with the policies of the company such as delivering poor performance.

D. Experts’ view on the problems of education and K+12

Although the government argues that the change in the education system to K+12 would address the problem of unemployment, EILER is firm in their stand that this will not be the solution to this problem as it only focuses on enhancing the potentials of the youth’s capacity to be employed rather than working on the crisis of the low-quality nature of job opportunities available (Escresa, 2012).

But then again, DoLE begs to differ with EILER’s statement. The shortage of work employment in matching the capabilities of Filipinos in terms of skills and education must be addressed by improving the quality of education for the Filipinos to gain advantage in choosing the career path that they deserve and would want to in the same level of what other countries
can offer to their people (Baldoz, 2012). Filipinos with better educational background will then have an edge in the competitive workforce.

Because of this reasons, DoLE fully supports the implementation of K+12 modeling program as a part of decreasing the unemployment rate in the Philippines in altering the higher education and training syllabus upon re-evaluation to meet the job vacancies that the industry needs (Baldoz, 2012). In line with this program, DoLE mentioned that as each region is given P150,000, the public is highly encouraged to utilize the career guidance advocacy program to gain knowledge about the trending jobs and updates of the latest data on labor market while an approximate budget of P20 million is reserved for the continuing technical assistance provided to the Public Employment Service Offices (PESOs) (Baldoz, 2012).

E. Challenges of K+12

The idea of reforming the structure of education is not always easily welcomed by all especially when people tend to be pessimistic at once without giving this idea a chance to be scrutinized (Baldoz, 2012). The subordinate programs under the implementation of K+12 will fix the disparity of jobs in the following sectors: information communications technology and outsourcing, semiconductor and electronics, infrastructure, tourism, agriculture and fisheries (Baldoz, 2012).

But the challenges that K+12 implementation is facing would be more on the negative impact of the increasing unemployment rate in the declining local economy will result to
average wages for the labor done by workers become cheaper in the long run (Escresa, 2012). Also, lengthening the time spent in education in the implementation of K+12 increase the difficulties in raising additional budget for education for Filipino families especially from the impoverished sector who barely make it through their daily needs to survive because of the rising prices of commodities they need to attend to (Escresa, 2012).

F. Provide Possible Alternatives to K+12

DoLE did not provide any stand against an alternative to K+12 in tackling the issue of unemployment but they insist that K+12 program holds a strong solution to the crisis of unemployment although they did not specify if this would be sufficient enough (Baldoz, 2012). Similar to what EILER believes on, DoLE agrees that the support of the government is highly needed (Baldoz, 2012). As EILER may add, a possible alternative to K+12 in addressing the unemployment in the Philippines would be developing genuine agrarian reform and national industrialization by the government instead of focusing the modification of the national curriculum of education (Escresa, 2012). To stress Escresa’s point more, acquisition of lands should be freely distributed to farmers who are guided with adequate supervision from the government so job opportunities for the residing population in the rural area will increase (Escresa, 2012). By strengthening agricultural sector, improvements and expansion with the existing national industries will follow (Escresa, 2012). As quoted from Escresa(2012), “With a
developed agricultural sector and an expanding industrial base, the ranks of the unemployed can be absorbed by the local economy.”

G. Integrated Discussion

High unemployment rate in the Philippines may be continuing to decline based on the retrieved statistical data conducted by BLES in the current educational program. But still, the unemployment in the Philippines is significantly high. The several factors that have been enumerated by the key informants suggest us that there are various factors that may contribute to the perennially high unemployment rate in the Philippines and the most evident in this is the government’s lack of sincerity to address this issue that can also be linked to the probability of the education program to be insufficient. Although some disregard the intellectual level of the Filipino high school graduates in being hired in a job because these companies value the capacity to perform more than the highest educational attainment of a person, K+12 education program remains promising in general as its goal is to simultaneously reform all the attributes that connect education and employment. However, immediate implementation of K+12 will rather be difficult as synchronizing all programs under it will take time to take effect notwithstanding that it has spurred diverse reactions as well from the stakeholders in the society. The key informants is a good representation of the society in which they remained apprehensive in the implementation of K-12 basic education program because this change will develop a more standardize way of teaching not only to uplift the quality of education that will
be on competitive grounds comparable to the level of education achieved by foreign countries but also to guide them for better employment after graduation. Their another concern was the receptiveness of people over the idea because of the additional expense that the education costs that surely not all can afford even in the current circumstances and the lack of government subsidy with this projects.

Integration with how Human Capital Theory supports the results of all the facts gathered to answer the main objective must be made. With the transformation of the current educational program to K+12 in its capability to address the worsening problem of unemployment in the Philippines, its implementation according to the key informants would play a huge role in altering the economy which is based on the Human Capital Theory.

All the enumerated ways in the Human Capital Theory regarding how education can be contributive to the economy will happen when the implementation advances because as improved education is obtained, the capacity of a person improves their respective work ethic and will inspire them to strive harder to reach their goals. They discover more of their ability, how to adapt to change and receive continuous learning through their experiences.

Likewise, Human-Capital theory supports the premise that skills and knowledge are considered as a good investment because it is one of the factors being gauged in salary appraisals or career advancements and education is also the reason why there are differences in
wages of laborers. By investing in the education of the society, exerted productivity of the people in the labor market system will get better.

CHAPTER V

Conclusion

This section will summarize the public opinion of the individuals that the researcher corresponded with. The recently-introduced basic education reform program K+12 is in the process of proving itself able to address the worsening problem of unemployment in the Philippines. According to the research, if the implementation of K+12 goes smoothly as planned, it may be able to address the problems that have been holding Philippine development back—low quality of education and high unemployment rate. The research also suggests that the K+12 has a high risk of being exposed to negative impacts as it is not widely accepted in the current context of the Philippines because there are a lot of other problems that need to be addressed by the government.

Over all, K+12 alone cannot solve the unemployment problem in the Philippines. It may be part of the solution but it is yet to be proven. The unemployment problem is still positively attributed to the lack of opportunity provided in the country. So long as there are not enough jobs in the market, unemployment will still prosper. As for the education, it may help in such a way that the Philippine education would be recognized in the international arena but the
people and the government alike must be in-sync when it comes to implementation of such promising policies. If the stakeholders cannot accept a program, then a forced implementation of that program would benefit nobody.

**Recommendation**

The researcher believes that this study should continuously be done from the proposal of the K+12 program until it is eventually implemented because further information is needed before the conclusion of its effectivity could be presented. Based from the research conducted, K+12 could not be done without the society and government being readily prepared. All will go through the challenges of its implementation and it achieving best results is never easy. People must learn to be patient in their determination to achieve the goal of alleviating the economy of the country which is at stake eventually if unemployment rate decreases.

As seen in this research, people may see a lot of factors in considering the success of K+12 Education but if everyone will cooperate, we can definitely reach the educational standards that we dream of. On another note, if the government knows its priorities then better programs can be introduced. The people should recognize that different programs should be interconnected with one another. If programs are fragmented, it will not address the problems appropriately. To be able to cope with the performance of other countries in terms of education,
we must develop our own way of harnessing the abilities of our people. If the government is sincere in implementing a quality program to reform education, it should make a way in arranging a more suitable plan to establish the effectiveness of the current curriculum first before thinking of adding more years of education. Once the government is able to lessen unemployment, and provide a conducive learning environment and learning facilities then embracing additional years of education will be seen as an additional burden to people and can be easily embraced by the people without forcing them to comply.

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INTERNET SOURCE

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