

# EDUCATION and LITERACY

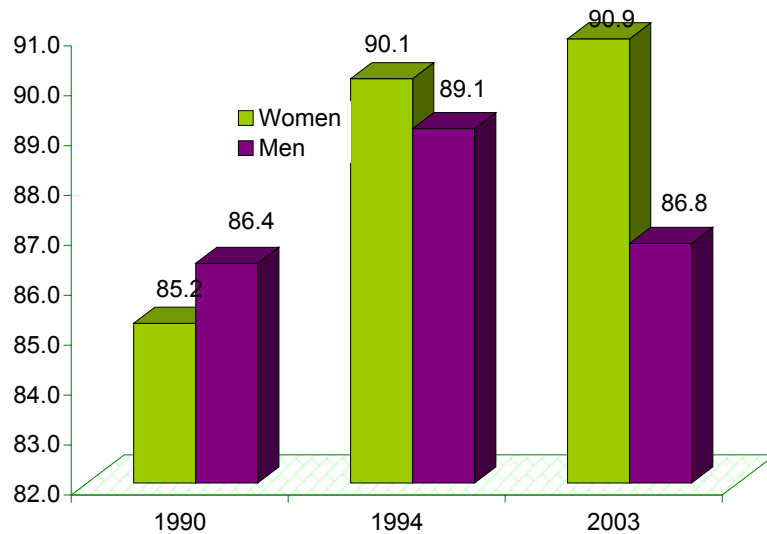
Education opens the door to choices that are not bound by tradition and enhances a woman's sense of control over her life. With education and training, women step beyond the confines of marriage and motherhood. Moreover, the quality of life in the family of an educated woman becomes a priority. Below are the priority issues concerning women in the sector:

- Inequitable access of women to services and opportunities in some area of education and training;
- Need to promote gender-fair education; and
- Non-responsiveness of education and training to the improvement of women's status.

To address the issue of accessibility to quality education, the Philippine government joined the worldwide movement, **Education for All** (EFA). Specifically, the government formulated the Philippine Plan of Action for EFA, a set of clear policy and program directions to achieve the goal of basic education for all by the year 2000:

- A **Women's Studies Consortium** was established in 1990 among six (6) major universities, namely: St. Scholastica's College, Philippine Women's University, Miriam College, University of the Philippines, De La Salle University and Ateneo de Manila University. The consortium is aimed to accelerate the development of women's studies as a field of study.
- To address the issue of gender tracking in professions, the Technical Educational and Skills Development Authority (TESDA) has institutionalized a program called the **Women in Non-Traditional Trade (WINT)**. The WINT is aimed at training and involving women in various non-traditional courses such as automotive, refrigeration and air-conditioning, electricity, welding, plumbing, masonry, carpentry, etc.

**Figure 4.1**  
**Simple Literacy Rates of Women and Men Aged 10 Years**  
**Old and Over: 1990, 1994 and 2003**



Sources: 1990 Census of Population, National Statistics Office (NSO) ;  
 1994 and 2003 Functional Literacy, Education and  
 Mass Media Survey (FLEMMS), Department of Education  
 (DepEd) and NSO

*Literacy rates for both women and men continued to improve from 85.2 and 86.4 percent, respectively in 1990 to 90.9 and 86.8 percent, respectively in 2003. However, literacy rate of men from 89.1 in 1994 decreased to 86.4 in 2003. While more men were literate in 1990, this has changed in 2003 where more women had become literate. The difference in literacy rates, however, increased from 1.2 percentage points in 1990 to 4.1 points in 1994.*

**Table 4.1**  
**FUNCTIONAL LITERACY RATES OF WOMEN AND MEN AGED**  
**10-64 YEARS OLD BY SEX: CY 1989, 1994 and 2003**

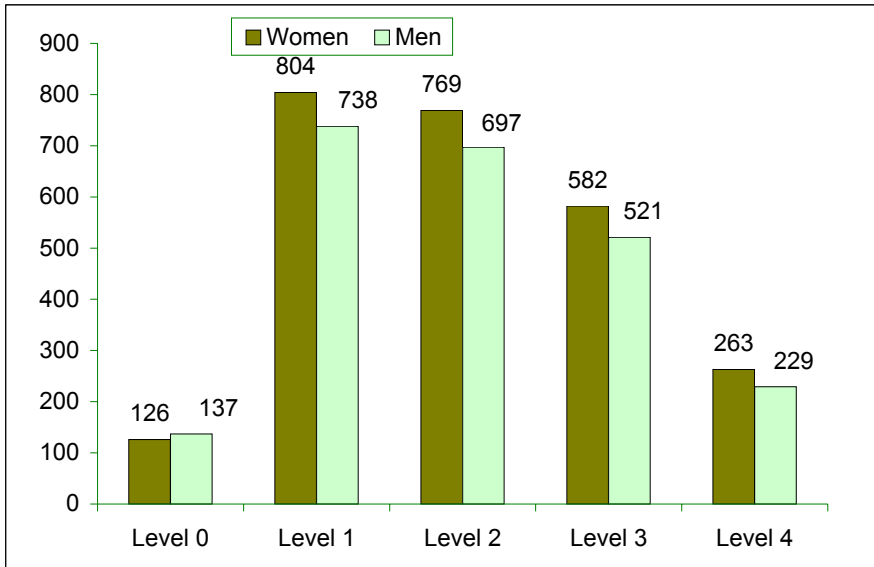
Year of Survey	Women	Men
1989	58.1	57.3
1994	78.1	72.6
2003	79.8	69.8

Source: Functional Literacy, Education and Mass Media Survey (FLEMMS),  
 Department of Education (DepEd) and  
 National Statistics Office (NSO)

*The functional literacy of women in the region reached 79.8 percent, higher by 10.00 percentage points over the rate for men of 69.8 percent in 2003. This means that for every 100 persons in the region, approximately 80 women while 70 men are functionally literate.*

*Functional literacy is a significantly higher level of literacy which includes not only reading and writing skills but also numeracy skills.*

**Figure 4.2**  
**Household Population 10-64 Years Old by Literacy Level and Sex, Region IX: November 1994**



Notes: Level 0 - Cannot read and write;  
 Level 1 - Can read and write;  
 Level 2 - Can read, write and compute (with numeracy skill)  
 Level 3 - Can read, write, compute and comprehend (with comprehension skill)  
 Level 4 - High school graduate or higher

Source: Functional Literacy, Education and Mass Media Survey (FLEMMS), Department of Education (DepEd) and National Statistics Office (NSO)

*The highest number of women than men in the region had literacy level 1 and there were more women than men who were in the literacy levels 1, 2, 3 and 4. However, there were more men than women in the lowest literacy level, level 0, outnumbering the women by 11 thousand.*

*At the highest level, level 4, females outnumbered males by 34 thousand or by 12.9 percent.*

**Table 4.2**  
**COMPARATIVE FUNCTIONAL AND SIMPLE LITERACY RATES OF HOUSEHOLD POPULATION 10-64 YEARS OLD BY AGE-GROUP: NOVEMBER 2003**

Age Group	Women		Men		Both Sexes	
	Func-tional	Simple	Func-tional	Simple	Func-tional	Simple
<b>All Ages</b>	<b>79.80</b>	<b>90.90</b>	<b>69.80</b>	<b>86.80</b>	<b>74.80</b>	<b>88.90</b>
10-14	76.00	95.90	59.80	89.30	67.70	92.50
15-19	87.00	97.60	74.40	90.70	81.00	94.30
20-24	90.80	97.20	79.00	91.40	84.90	94.30
25-29	85.30	96.50	78.70	91.30	81.70	93.70
30-39	81.60	92.50	72.40	88.50	77.20	90.60
40-49	74.70	85.60	70.10	86.50	72.30	86.10
50-59	65.40	79.90	64.20	80.30	64.80	80.10
60-64	60.40	70.50	50.90	69.60	55.20	70.00

Source: 2003 FLEMMS, NSO and DepEd

*Comparing functional and simple literacy rates of women and men aged 10-64 years old in the region, the rates were usually highest between the ages of 15-24 years*

*Among the men, functional literacy and simple literacy rates were both highest in the 20-24 years age-group at 79.00 percent and 91.40 percent respectively.*

*Among the women, functional literacy was highest in the 20-24 years age-group at 90.80 percent while simple literacy rate was highest in the 15-19 years age-group at 97.6 percent.*