

## Chapter 5. Social Sector

### Education

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research (Wikipedia). It equips an individual with the necessary knowledge and skills he/she needs to become a functional member of a society. According to the World Bank, education can also be one of the strongest instruments for reducing poverty, thereupon improving the well-being of the people. However, proper investments must be made to establish and maintain a high-quality education system.

In the Philippine perspective, education remains a top priority. As part of the efforts of the present administration to respond to the perceived needs of the education sector, the Department of Education (DepEd) had pushed for the implementation of the “Enhanced K to 12 Basic Education Program.”

In a discussion paper on the “Enhanced K to 12 Basic Education Program” prepared by the DepEd in the last quarter of 2010, it was pointed out that K to 12 is an effective cure to the deteriorating quality of the Philippine education system. The low achievement score of Filipino students in the National Achievement Test (NAT) is one of the indicators of a defective education system. The DepEd also noted that the present ten-year curriculum is congested wherein students are forced to absorb all the knowledge and skills necessary in a short and limited span of time. As a result, high school graduates are often unprepared for employment, entrepreneurship, or even higher education. They do not yet possess the basic competencies or even emotional maturity essential for the world outside the school. High school graduates who do not pursue higher education are thus unproductive or vulnerable to exploitative labor practices. In the same context, those who may be interested to put up their own business cannot enter into legal contracts yet. This partly explains why the number of unemployed Filipinos is increasing at an alarming rate. The short duration of the basic education system is also a disadvantage for the overseas Filipino workers (OFWs), especially the professionals, and those who intend to study abroad. DepEd further claims that the Filipino graduates are not automatically recognized as professionals abroad because the ten-year curriculum is usually perceived as insufficient. The DepEd therefore strongly believes that the K to 12 program will give every learner the opportunity to receive quality education based on an enhanced and decongested curriculum that is internationally recognized and competitive.

As a flagship education program of the Aquino administration, K to 12 has been proposed to be implemented by phases. Universal kindergarten has already become mandatory beginning school year (SY) 2011-2012. The new curriculum for Grade 1 and first-year Junior High School (Grade 7 JHS) students were already implemented in SY 2012-2013. This scheme gives the administration ample time to prepare and provide the necessary infrastructures, materials, and trainings for the Senior High School (SHS) education which is to be launched by SY 2016-2017. By SY 2018-2019, all students would have already finished 12 years of basic education and would therefore be ready to enter college.

In this profile, the basic education performance indicators will be discussed as well as the different education statistics such as number of schools, students, teachers, graduates and educational infrastructure. A clear view of the province’s educational system will be described using these information.

### Basic Education Performance Indicators

Performance Indicators refer to the several key indicators that can be computed and utilized for evaluating the educational system’s performance at various levels.

The set of performance indicators embodied in the Enhanced Basic Education Information System (e-BEIS) measures the internal efficiency of the DepEd. The e-BEIS is a web-based system that maintains a database of public and private schools’ education statistics. Pursuant to DepEd Order No. 39, s. 2011, the system was developed due to the urgent need to improve the collection of data from schools and streamline data management process to deliver timely, relevant and accurate information to effectively support planning, budgeting, formulating policies and other decision-making activities at various levels of the education system i.e school, division, regional and national levels.

The e-BEIS Performance Indicators System calculates education for all (EFA) and other related education indicators (e.g., participation rate, cohort-survival rate, gross enrolment ratios, etc.). Some indicators such as teachers-pupil or student ratio, number of teachers, number of schools measure the inputs of the system while net enrolment ratio, dropout rate, cohort survival rate are measures of outputs. These indicators, however, can only assess whether the target outputs have been reached given the level of inputs. They do not indicate the reasons why such levels or trends have occurred.

The basic education performance indicators in this 2013 Socio-Economic and Physical Profile are presented by schools division. Cavite Province is now composed of five DepEd Division Offices. Unfortunately, each division has differing set of indicators submitted for analysis as follows:

**Table 5.1. Basic Elementary Education Performance Indicators by Schools Division, Province of Cavite: SY 2013-2014**

Education Indicators	Cavite		City of Dasmariñas		Cavite City		Bacoor City		Imus City	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Participation Rate					107.75%		94.14%			
Graduation Rate					99.60%		99.17%			
Simple Drop-Out Rate	0.62%	0.36%			0.10%		0.77%		1.08%	0.13%
School Leaver Rate									2.16%	0.86%
Cohort Survival Rate					79.00%		79.55%			
Completion Rate					75.20%		76.49%		87.57%	94.91%
Transition Rate					89.00%		89.18%			
Repetition Rate	0.44%	0.04%			0.31%		0.49%			
Retention Rate					98.20%		87.67%			
Promotion Rate	97.27%	91.86%			99.70%				98.51%	
Net Enrolment Ratio					93.87%					
Gross Enrolment Ratio					101.60%					
Percentage of Grade 1 Pupils with ECD Programs					85.87%				81.90%	
Net Intake Rate					66.40%					
Apparent (Gross) Intake Rate					105.00%					

Sources: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor, Dasmariñas and Imus

Participation rate is an indicator that measures the ratio between the enrolments in the school-age range to the total population of that age range. In the public elementary education, the Division of Cavite City obtained the highest participation rate among the schools divisions in the province at 107.75%. City of Bacoor also has high participation rate with 94.14%.

The percentage of Grade 1 pupils with ECD Program is the indicator that measures the level of participation of young children in the Early Childhood Development Programs. District of Cavite City recorded an average of 85.87% and City of Imus has 81.90%. There is still huge room for improvement in the implementation of ECD programs. This calls for a more intensified campaign in order to increase the number of pupils that undergo the program. This will be addressed by integrating kinder in the basic education system wherein the entry of all students will be kinder.

The apparent/gross intake rate reflects the general level of access to primary education and the capacity of the education system to provide access to grade 1 for the official school-entrance age population. Divisions of Cavite City obtained remarkably high rating under this indicator at 105%. The number of grade 1 enrollees surpassed the school entrance-age population.

Net Intake Rate gives a more precise measurement of access to primary education of the eligible, primary school entrance age population than the apparent intake rate. Division of Cavite City has net intake ratio of 66.40%. This indicates that there is low degree of access to primary education for the primary school-entrance age children. This further verifies the effectiveness of universal primary education. This implies that the education system should be improved in order to give a 100.00% access to education especially among new school entrants.



High promotion rates illustrated in the table above reflects that pupils who were enrolled got promoted to the next grade level. Likewise, the percentage of pupils who completed the academic requirements for elementary level in the stated school year is also high with graduation rate of no less than 99% in the two divisions.

The extent by which pupils are able to move to the next higher level of education – from primary to intermediate is assessed by the transition rate. The Division of Cavite City and City of Bacoor have transition rates of 89.0% and 89.18%, respectively. Similarly, the retention rates or the degree of pupils in a particular school year who continue to be in school in the succeeding year are generally high.

The gross enrolment ratio is defined as the total enrolment in a given level of education, regardless of age, as a percentage of the population who according to national regulations should be enrolled at this level. The indicator is used to show the general level of participation in elementary and secondary education. It is used in place of the Net Enrolment Ratio (NER) when data on enrolment by single year of age is not available. In the Division of Cavite City, the general level of participation in the elementary education (101.6%) shows that the number of enrolled pupils surpassed the school-age population.

The cohort survival rate computes the percentage of pupils who are able to reach grade 6. Cohort rates in Cavite still has rooms for improvement considering that their achievement is only 79.0% in the Division of Cavite City and 79.55% in the City of Bacoor. Cohort survival ratio is a good indicator on the effectiveness and

efficiency of educational system because it measures the proportion of enrollees at the beginning grade who reach the final grade at the end of the required number of years of study.

Meanwhile, despite the efforts of the educational institutions to maintain their enrollees, along the way, the students are faced with various challenges which cause them to leave the school even if they have not finished the elementary curriculum yet. In the end, only a portion of them are able to complete the curriculum. For school year 2013-2014, this portion pertains to 75.20% in Division of Cavite City, 79.55% in the City of Bacoor and 87.57% in City of Imus. These percentages are referred as Completion Rate.

There are minimal percentages of enrollees who are not able to finish the school year. The simple drop-out rates for the different divisions are 0.62% for Cavite, 0.10% for Cavite City, 0.77% for City of Bacoor and 1.08% for City of Imus. On the other hand, the rates of those who repeat the year level are 0.44%, 0.31%, and 0.49% in Cavite, Cavite City and City of Bacoor, respectively. These are referred as repetition rates.

The transition from the previous educational system to K to 12 brought about the incomplete elementary education performance indicators. The system that they are using can no longer generate other indicators, according to DepEd.

Generally, elementary institutions are performing satisfactorily except their capability to impose schooling among school-age goers. This is affected by a wide-range of reasons varying from economic, social and personal willingness of the students.



Table 5.2. Basic Secondary Education Performance Indicators by Schools Division, Province of Cavite: SY 2013-2014

Education Indicators	Cavite		City of Dasmariñas		Cavite City		Bacoor City		Imus City	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Participation Rate					92.5%		59.41%			
Graduation Rate					99.5%		94.18%			
Simple Drop-Out Rate	4.43%	1.01%			0		4.96%			
School Leaver Rate									4.0%	
Cohort Survival Rate					71.0%		80.02%		96.02%	
Completion Rate					56.0%		64.88%		92.0%	
Transition Rate					99.0%					
Repetition Rate	1.54%	0.18%			6.6%		1.97%		1.0%	
Retention Rate					95.2%		84.22%		93.0%	
Promotion Rate	90.19%	91.82%							96.0%	
Net Enrolment Ratio					87.0%				53.53%	
Gross Enrolment Ratio									75.65%	
Net Intake Rate									45.79%	
Apparent (Gross) Intake Rate									29.56%	

Sources: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor, Dasmariñas and Imus

The performance of the secondary education system is measured using indicators the same with elementary education system. The table below shows the ratings of the different DepEd divisions in the Province of Cavite.

The gross enrolment and net enrolment ratios are showing scenarios that indicate that there are problems that need to be addressed among high school students, the reasons behind on why they are not being able to attend secondary school. Almost half of the elementary graduates are not admitted in high school.

The Divisions of Cavite and City of Imus both have high promotion rates. This indicates that the enrolled students are given enough attention in order to maintain their presence in the school. This also leads to high graduation rates.

Retention rates are also high which means that majority of the students who completed a year level enroll to the following year level during the following school year. This is also in congruence to the high transition rate.

Studying in secondary level is much more challenging than elementary considering that they are faced with more requirements and are affected so much by their environment. Another factor is their capacity to finance their education. Some students are forced to work while studying and still some others are prompted to stop schooling. Environmental factors also include peer pressure, wherein misguided students are engaging to things that will hinder them from finishing school like vices and teenage pregnancies for young women. For varied reasons, the completion rate, or those who complete the entire secondary education curriculum, is only pegged at 56.0% in Division of Cavite City, 64.88% in City of Bacoor. However, there is a better scenario at City of Imus with 92.0% completion rate.

Parallel to this, the cohort survival rate, the rate that indicates the percentage of students who enrolled at first year and have reached the final year on the 4<sup>th</sup> year is also low in Cavite, City of Bacoor and high in City of Imus.

Education is one of the top priorities of the government. A significant amount of budget is allocated to education every year. Despite these efforts, there is presence of various challenges that lead to inefficiency of education system. This is further validated by the different education indicators reported by the education sector.

With the advent of K to 12 Curriculum, the challenge is further amplified considering the additional two year levels of the senior highschool. However, this also is expected to improve the quality of basic education graduates of our province, highly competitive and industry ready.

### **Cavite Educational School System**

The educational school system in the Philippines is managed and regulated by the Department of Education (DepEd) for elementary, junior highschool and senior highschool as well as non-formal education; Technical Education and Skills Development Authority (TESDA) for post-secondary middle level education training; and Commission on Higher Education (CHED) for college and graduate academic programs and degrees (higher education programs).

In 2011, the country started its transition from its old 10-year basic educational system to a K-12 educational system, as mandated by the Department of Education. The new 12-year system is now compulsory, along with the adoption of new curriculum for all schools. The transition period will end with the 2017-2018 school year, which is the graduation date for the first group of students who entered the new educational system.

Like in any other province in the Philippines, the educational system in Cavite, is generally being shared by the public and private sector. The private sector holds the majority of educational institutions as well as it dominates in terms of enrollees. In 2013, there are 1,998 educational institutions in Cavite. Among the schools, 23.97% are being run by the government and the majority of 76.03% are from the private sector.

There are five DepEd Division offices in the province. These are the Divisions of Cavite City, Cities of Dasmariñas, Bacoor and Imus and Cavite (office located in

Trece Martires City) which covers the rest of the province. With the implementation of K to 12 Curriculum, schools that offer both pre-elementary and elementary levels is now counted as one elementary school. However, a school that offers both elementary and secondary levels is counted as one elementary and one secondary school. Moreover, the higher education institutions that offer both technical and vocational courses are counted each under TESDA and CHED.

In SY 2013-2014, there are 1,193 elementary institutions in the province. Out of the total, 820 institutions which account to 68.73% are being run privately. For secondary education, there are 547 secondary schools in the province in which only 15.36% or 84 schools are government-owned. In terms of higher education, Cavite has seven government-run colleges and universities such as Cavite State University with eleven campuses and Polytechnic University of the Philippines with two campuses among others. It is complemented with fifty-seven high caliber private universities and colleges. Cavite's higher education sector has wide-range educational field coverage such as medicine, science, arts, education, engineering, accountancy and finance, business, agriculture, technology and information and communications technology. There are also schools that offer theology and divinity. On the other hand, 183 institutions offer technical and vocational courses. These are TESDA accredited institutions in which four are run by the government and the 179 majority are private. (Table 5.3).

**Table 5.3. Number of Educational Institutions, Province of Cavite: SY 2013-2014**

Level of Education	Public	Private	Total
Elementary	373	820	1,193
Secondary	84	463	547
Technical/Vocational	4	179	183
Higher Education	18	57	75
<b>Total</b>	<b>479</b>	<b>1,519</b>	<b>1,998</b>

*Sources: Department of Education, Technical Education and Skills Development Authority, Commission on Higher Education and Higher Education Institutions*

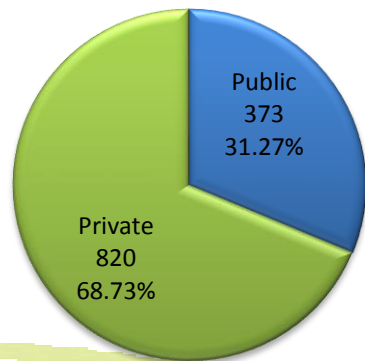
## Elementary Education

Elementary education in the Philippines is free and compulsory. Section 2, Article IV of the 1987 Constitution specified that the “state shall establish and maintain a system of free public education in the elementary and high school levels without limiting the natural rights of parents to rear their children”.

The implementation of K to 12 program institutionalized kindergarten as part of the basic education system in the country. In the 2013 Socio Economic and Physical Profile, pre-elementary education particularly kindergarten is included in the computation of elementary education data.

For SY 2013-2014, the number of elementary schools totaled to 1,193. Out of this total, 373 schools or 31.27% are government-run and 820 or 68.73% are privately-owned. The city of Dasmariñas has the most number of schools at 206 followed by the cities of Bacoor and Imus with 185 and 136, respectively. This can be attributed to the large population in these areas.

Figure 5.1. Distribution of Elementary Education Institutions by Type, Province of Cavite, SY 2013-2014



With regards to public schools, the municipality of Silang has the most of it at 44. Next to Silang is the city of Dasmariñas with 28, followed by the City of Bacoor with 27. The high number of public elementary schools in Silang can be attributed to geographical location considering that Silang has the second largest land area in Cavite next to Maragondon which is dominated by protected lands. The dispersed residential areas make it impossible for elementary students to attend schooling at other barangays (Table 5.4).

Moreover, the dominance of private elementary schools in the province signifies that the government schools can no longer cope up with the increasing demand for education.

Table 5.4. Number of Elementary Institutions by Type by City/Municipality, Province of Cavite, SY 2012-2013 and SY 2013-2014

City / Municipality	Public		Private		Total	
	SY 2012-2013	SY 2013-2014	SY 2012-2013	SY 2013-2014	SY 2012-2013	SY 2013-2014
<b>1<sup>st</sup> District</b>	<b>38</b>	<b>38</b>	<b>42</b>	<b>41</b>	<b>80</b>	<b>90</b>
Cavite City	12	12	12	19	24	31
Kawit	11	11	17	17	28	28
Noveleta	7	7	8	10	15	17
Rosario	8	8	5	6	13	14
<b>2<sup>nd</sup> District</b>	<b>27</b>	<b>27</b>	<b>155</b>	<b>158</b>	<b>182</b>	<b>185</b>
City of Bacoor	27	27	155	158	182	185
<b>3<sup>rd</sup> District</b>	<b>26</b>	<b>26</b>	<b>105</b>	<b>110</b>	<b>131</b>	<b>136</b>
City of Imus	26	26	105	110	131	136
<b>4<sup>th</sup> District</b>	<b>28</b>	<b>28</b>	<b>171</b>	<b>178</b>	<b>199</b>	<b>206</b>
City of Dasmariñas	28	28	171	178	199	206
<b>5<sup>th</sup> District</b>	<b>61</b>	<b>61</b>	<b>95</b>	<b>105</b>	<b>156</b>	<b>166</b>
Carmona	9	9	12	13	21	22
Gen. M. Alvarez	8	8	30	33	38	41
Silang	44	44	53	59	97	103
<b>6<sup>th</sup> District</b>	<b>64</b>	<b>64</b>	<b>127</b>	<b>144</b>	<b>191</b>	<b>208</b>
Amadeo	10	10	7	10	17	20
Gen. Trias	26	26	54	65	80	91
Tanza	16	16	29	33	45	49
Trece Martires City	12	12	37	36	49	48
<b>7<sup>th</sup> District</b>	<b>129</b>	<b>129</b>	<b>65</b>	<b>73</b>	<b>194</b>	<b>202</b>
Alfonso	18	18	9	11	27	29
Gen. Emilio	10	10	2	2	12	12
Indang	26	26	11	12	37	38
Magallanes	10	10	4	4	14	14
Maragondon	15	15	2	2	17	17
Mendez	7	7	9	9	16	16
Naic	22	22	13	17	35	39
Tagaytay City	16	16	15	16	31	32
<b>Total</b>	<b>373</b>	<b>373</b>	<b>760</b>	<b>820</b>	<b>1,133</b>	<b>1,193</b>

Source: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor, Dasmariñas and Imus

Looking at Figure 5.2, it is remarkable that private institutions dominate the provision of elementary education in almost all of the seven districts in Cavite except in the 7th District which is composed of nine city/municipalities located in the upland Cavite area. There are only 73 private elementary schools in the district versus the 129 public elementary schools. Municipalities in the 7th District are less populated compared to those in the other districts.

Figure 5.2. Number of Elementary Education Institutions by Type by District, Province of Cavite, SY 2013-2014

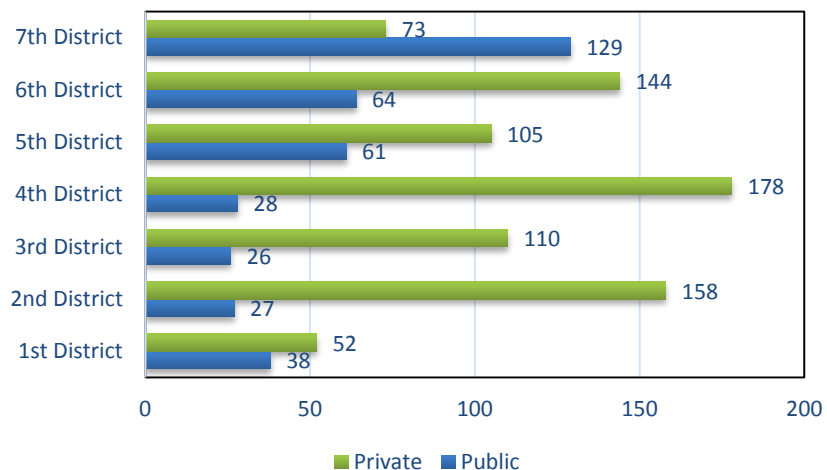
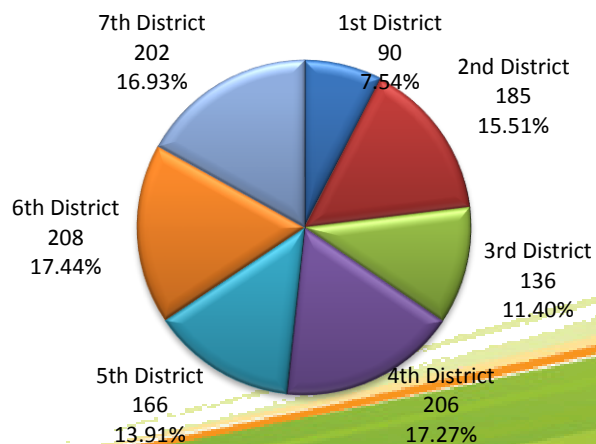


Figure 5.3. Distribution of Elementary Education Institutions by District, Province of Cavite, SY 2013-2014



The 6th District recorded the highest number of elementary schools with 208 or 17.44%. This is followed by the 4th and 2nd Districts which accounted to 17.27% (206) and 16.93% (202), respectively (Figure 5.3)

The number of public elementary schools remains unchanged at 373 from SY 2012-2013 and SY 2013-2014. However, private elementary schools showed a remarkable increase of 7.89% (60 additional schools) from 2012 to 2013.

## Enrolment and Other Statistics

Several private elementary schools are present in the province. However, enrolment in elementary education in SY 2013-2014 is still dominated by the government/public institutions. 77.08% (413,036) of elementary pupils in Cavite are enrolled in public elementary schools while only 122,805 which account to 22.92% are enrolled in the private schools. The escalation of enrollment in government elementary institutions could be attributed to high education cost in private schools versus free public elementary education (Figure 5.4).

Figure 5.4. Distribution of Enrolment in Elementary Education Institutions by Type of School, Province of Cavite, SY2013-2014

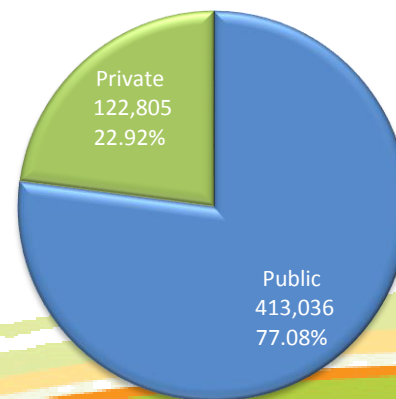


Table 5.5. Enrolment in Elementary Education Institutions by City/Municipality, Province of Cavite, SY 2013-2014

City / Municipality	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>1<sup>st</sup> District</b>	<b>23,820</b>	<b>21,908</b>	<b>45,728</b>	<b>2,302</b>	<b>2,213</b>	<b>4,515</b>	<b>26,122</b>	<b>24,121</b>	<b>50,243</b>
Cavite City	7,784	7,216	15,000	569	550	1,119	8,353	7,766	16,119
Kawit	5,359	4,809	10,168	855	833	1,688	6,214	5,642	11,856
Novelita	2,492	2,329	4,821	593	569	1,162	3,085	2,898	5,983
Rosario	8,185	7,554	15,739	285	261	546	8,470	7,815	16,285
<b>2<sup>nd</sup> District</b>	<b>28,086</b>	<b>25,930</b>	<b>54,016</b>	<b>15,574</b>	<b>14,663</b>	<b>30,237</b>	<b>43,660</b>	<b>40,593</b>	<b>84,253</b>
Bacoor	28,086	25,930	54,016	15,574	14,663	30,237	43,660	40,593	84,253
<b>3<sup>rd</sup> District</b>	<b>19,723</b>	<b>18,361</b>	<b>38,084</b>	<b>11,016</b>	<b>10,575</b>	<b>21,591</b>	<b>30,739</b>	<b>28,936</b>	<b>59,675</b>
Imus	19,723	18,361	38,084	11,016	10,575	21,591	30,739	28,936	59,675
<b>4<sup>th</sup> District</b>	<b>35,716</b>	<b>33,914</b>	<b>69,630</b>	<b>11,924</b>	<b>10,870</b>	<b>22,794</b>	<b>47,640</b>	<b>44,784</b>	<b>92,424</b>
City of Dasmariñas	35,716	33,914	69,630	11,924	10,870	22,794	47,640	44,784	92,424
<b>5<sup>th</sup> District</b>	<b>33,005</b>	<b>30,536</b>	<b>63,541</b>	<b>7,101</b>	<b>6,741</b>	<b>13,842</b>	<b>40,106</b>	<b>37,277</b>	<b>77,383</b>
Carmona	5,585	5,035	10,620	1,041	899	1,940	6,626	5,934	12,560
Gen. M. Alvarez	11,079	10,355	21,434	2,547	2,338	4,885	13,626	12,693	26,319
Silang	16,341	15,146	31,487	3,513	3,504	7,017	19,854	18,650	38,504
<b>6<sup>th</sup> District</b>	<b>43,813</b>	<b>40,383</b>	<b>84,196</b>	<b>10,858</b>	<b>10,437</b>	<b>21,295</b>	<b>54,671</b>	<b>50,820</b>	<b>105,491</b>
Amadeo	2,226	1,977	4,203	697	668	1,365	2,923	2,645	5,568
Gen. Trias	17,570	16,103	33,673	5,199	4,984	10,183	22,769	21,087	43,856
Tanza	14,759	13,725	28,484	2,767	2,684	5,451	17,526	16,409	33,935
Trece Martires City	9,258	8,578	17,836	2,195	2,101	4,296	11,453	10,679	22,132
<b>7<sup>th</sup> District</b>	<b>30,282</b>	<b>27,559</b>	<b>57,841</b>	<b>4,460</b>	<b>4,071</b>	<b>8,531</b>	<b>34,742</b>	<b>31,630</b>	<b>66,372</b>
Alfonso	3,765	3,381	7,146	749	672	1,421	4,514	4,053	8,567
Gen. Emilio Aguinaldo	1,275	1,153	2,428	149	97	246	1,424	1,250	2,674
Indang	4,137	3,796	7,933	490	445	935	4,627	4,241	8,868
Magallanes	1,702	1,519	3,221	294	278	572	1,996	1,797	3,793
Maragondon	3,000	2,789	5,789	126	147	273	3,126	2,936	6,062
Mendez	1,954	1,860	3,814	530	507	1,037	2,484	2,367	4,851
Naic	7,959	6,949	14,908	1,054	974	2,028	9,013	7,923	16,936
Tagaytay City	4,712	4,450	9,162	1,068	951	2,019	5,780	5,401	11,181
Ternate	1,778	1,662	3,440			-	1,778	1,662	3,440
<b>Total</b>	<b>214,445</b>	<b>198,591</b>	<b>413,036</b>	<b>63,235</b>	<b>59,570</b>	<b>122,805</b>	<b>277,680</b>	<b>258,161</b>	<b>535,841</b>

Source: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor, Dasmariñas and Imus



**Table 5.6. Enrolment, Teachers and Classroom Statistics of Public Elementary Schools by City/Municipality, Province of Cavite, SY 2013-2014**

City/Municipality	Enrolment	No. of Teachers	Teacher-Pupil Ratio	No. of Classrooms	Classroom-Pupil Ratio
<b>1<sup>st</sup> District</b>	<b>45,728</b>	<b>1,143</b>	<b>1:40</b>	<b>597</b>	<b>1:77</b>
Cavite City	15,000	512	1:29	105	1:143
Kawit	10,168	216	1:47	184	1:55
Noveleta	4,821	99	1:49	91	1:53
Rosario	15,739	316	1:50	217	1:73
<b>2<sup>nd</sup> District</b>	<b>54,016</b>	<b>1,166</b>	<b>1:46</b>	<b>597</b>	<b>1:90</b>
City of Bacoor	54,016	1,166	1:46	597	1:90
<b>3<sup>rd</sup> District</b>	<b>38,084</b>	<b>1,806</b>	<b>1:21</b>	<b>485</b>	<b>1:79</b>
City of Imus	38,084	1,806	1:21	485	1:79
<b>4<sup>th</sup> District</b>	<b>69,630</b>	<b>1,475</b>	<b>1:47</b>	<b>746</b>	<b>1:93</b>
City of Dasmariñas	69,630	1,475	1:47	746	1:93
<b>5<sup>th</sup> District</b>	<b>63,541</b>	<b>1,424</b>	<b>1:45</b>	<b>1,061</b>	<b>1:60</b>
Carmona	10,620	247	1:43	240	1:44
Gen. M. Alvarez	21,434	484	1:44	303	1:71
Silang	31,487	693	1:45	518	1:61
<b>6<sup>th</sup> District</b>	<b>84,196</b>	<b>1,850</b>	<b>1:46</b>	<b>1,290</b>	<b>1:65</b>
Amadeo	4,203	119	1:35	136	1:31
Gen. Trias	33,673	742	1:45	516	1:65
Tanza	28,484	588	1:48	403	1:71
Trece Martires City	17,836	401	1:44	235	1:76
<b>7<sup>th</sup> District</b>	<b>57,841</b>	<b>1,500</b>	<b>1:39</b>	<b>1,587</b>	<b>1:36</b>
Alfonso	7,146	191	1:37	212	1:34
Gen. Emilio Aguinaldo	2,428	78	1:31	95	1:26
Indang	7,933	243	1:33	272	1:29
Magallanes	3,221	99	1:33	107	1:30
Maragondon	5,789	141	1:41	156	1:37
Mendez	3,814	95	1:40	91	1:42
Naic	14,908	357	1:42	338	1:44
Tagaytay City	9,162	214	1:43	237	1:39
Ternate	3,440	82	1:42	79	1:44
<b>Total</b>	<b>413,036</b>	<b>10,364</b>	<b>1:40</b>	<b>6,363</b>	<b>1:65</b>

Source: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor, Dasmariñas and Imus

The number of teachers in public elementary schools totaled to 10,331 in SY 2013-2014. This gives a provincial teacher-pupil ratio of 1:40 that implies that the province is within the manageable ratio. The municipality of Rosario is the only municipality that shows severe shortage of teacher having a teacher-pupil ratio of 1:50. However, seven municipalities indicate moderate teacher shortage. These are Noveleta (1:49); Tanza 1:48); Kawit and City of Dasmariñas, (1:47); city of Bacoor (1:46); and Silang and Gen. Trias (1:45). Within the manageable ratio (40.00-44.99) are Gen. Mariano Alvarez and Trece Martires City (1:44), Carmona and Tagaytay City (1:43), Naic and Ternate (1:42), Maragondon (1:41), and Mendez (1:40). Schools within the national mean ratio of 35.00-39.99 are located in Amadeo (1:35) and Alfonso (1:37). Generous teacher provision (30.00-34.99) is observed in Gen. Aguinaldo (1:31), and Indang and Magallanes (1:33). Cavite City has surplus teacher provision of 1:29 while the City of Imus has excessive surplus teacher provision at a ratio of 1:21 (Tables 5.6 and 5.7).

**Table 5.7. Teacher Deployment Analysis**

Pupil:Teacher Ratio	Remarks
Less than 25	Excessive surplus teacher provision
25.00-29.99	Surplus teacher provision
30.00-34.99	Generous teacher provision
35.00-39.99	National mean ratio
40.00-44.99	Manageable ratio
45.00-49.99	Moderate teacher shortage
More than 50.00	Severe teacher shortage
No Teacher Available	No nationally funded teachers

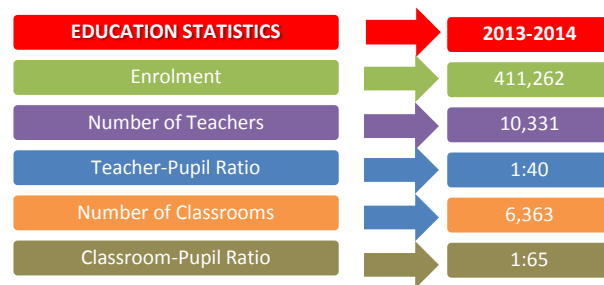
**Table 5.8. Instructional Room Analysis**

Classroom:Pupil Ratio	Remarks
Less than 46	Meet Republic Act 7880* with one shift
46.00-50.99	Fails to meet RA 7880 with one shift
51.00-55.99	Does not meet RA 7880 even with double shifting
More than 56	Does not meet RA 7880, schools with severe shortage of classrooms**
No Classroom Available	No existing instructional rooms

\* *REPUBLIC ACT NO. 7880: An act providing for the fair and equitable allocation of the DepEd budget for capital outlay*

\*\* *Classroom shortage: refers to the number of classrooms whose construction, in considering the number of students divided by the existing number of classrooms, shall result in a student-classroom ratio of 45:1, classroom shall mean those exclusively used for instructional purposes and shall exclude offices, libraries, laboratories, workshops and the like*

Figure 5.5. Summary of Public Elementary Education Statistics Province of Cavite SY 2012-2013 and SY 2013-2014



There are 6,363 instructional classrooms in Cavite in SY 2013-2014 giving a provincial classroom-pupil ratio of 1:65. This ratio means that Cavite does not meet the provisions of Republic Act No. 7880, an act providing for the fair and equitable allocation of the Department of Education budget for capital outlay. To meet the provisions of the Act, student-classroom ratio should be 45:1.

Among the cities/municipalities in the province, ten city/municipalities met the standard. Gen. Emilio Aguinaldo got the lowest classroom-pupil ratio of 1:26, followed by Indang (1:29), Magallanes (1:30), Amadeo (1:31) Alfonso (1:34), Maragondon (1:37), Tagaytay City (1:39), Mendez (1:42), and Carmona, Naic and Ternate (1:44). It could be noticed that all of the municipalities in the 7<sup>th</sup> District met the RA 7880. This could be attributed to the low population in the areas.

Schools with severe shortage of classrooms (more than 50 students per classroom) are Cavite City (1:143), City of Dasmariñas (1:93), City of Bacoor (1:90), City of Imus (1:79), Trece Martires City (1:76), Rosario (1:73), Gen. M. Alvarez and Tanza (1:71), Gen. Trias (1:65), Silang (1:61), Kawit (1:55) and Noveleta (1:53).

The province of Cavite needs to construct at least 2,816 additional classrooms to meet the standard. However, when the ratio is computed per school, it will result to higher backlogs on both classrooms and teachers.

The graduates in elementary level resulted to a total of 49,490 individuals composed of 24,625 male and 24,875 female. The most number of graduates can be found in City of Dasmariñas. In terms of District, 6<sup>th</sup> District has the most number of graduates (Table 5.9).

Table 5.9. Number of Graduates in Public Elementary Schools by City/Municipality, Province of Cavite, SY 2012-2013

City/Municipality	Male	Female	Total
<b>1<sup>st</sup> District</b>	<b>2,661</b>	<b>2,617</b>	<b>5,278</b>
Cavite City	943	962	1,905
Kawit	585	600	1,185
Noveleta	288	246	534
Rosario	845	809	1,654
<b>2<sup>nd</sup> District</b>	<b>2,599</b>	<b>2,931</b>	<b>5,530</b>
City of Bacoor	2,599	2,931	5,530
<b>3<sup>rd</sup> District</b>	<b>2,389</b>	<b>2,266</b>	<b>4,655</b>
City of Imus	2,389	2,266	4,655
<b>4<sup>th</sup> District</b>	<b>4,750</b>	<b>4,784</b>	<b>9,534</b>
City of Dasmariñas	4,750	4,784	9,534
<b>5<sup>th</sup> District</b>	<b>3,752</b>	<b>3,868</b>	<b>7,620</b>
Carmona	687	634	1,321
Gen. M. Alvarez	1,296	1,312	2,608
Silang	1,769	1,922	3,691
<b>6<sup>th</sup> District</b>	<b>4,889</b>	<b>4,891</b>	<b>9,780</b>
Amadeo	294	266	560
Gen. Trias	1,870	1,943	3,813
Tanza	1,658	1,715	3,373
Trece Martires City	1,067	967	2,034
<b>7<sup>th</sup> District</b>	<b>3,575</b>	<b>3,518</b>	<b>7,093</b>
Alfonso	463	425	888
Gen. Emilio Aguinaldo	146	126	272
Indang	535	520	1,055
Magallanes	210	202	412
Maragondon	359	383	742
Mendez	224	217	441
Naic	861	894	1,755
Tagaytay City	567	558	1,125
Ternate	210	193	403
<b>Total</b>	<b>24,615</b>	<b>24,875</b>	<b>49,490</b>

Source: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor, Dasmariñas and Imus

## Secondary Education

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g. university, vocational school) for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States, Canada and Australia primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1–13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in profession (Wikipedia).

With the implementation of K-12 Program in the Philippine Educational System, the Secondary Educational System now starts with Grade 7 up to Grade 10, which will be followed by Grades 11-12 under Middle School. Considering that this is the second year of implementation of the said program, little is felt yet with regards to its operationalization. In effect, the first year level is just converted to Grade 7. The full effect of the program is expected to be felt upon acceptance of enrollees for Grade 11.

### Secondary Schools

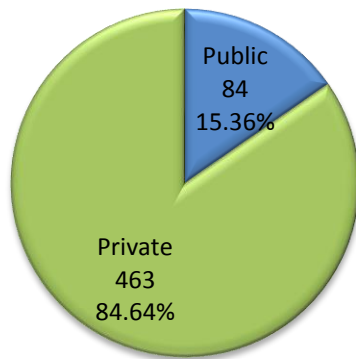
The total number of secondary schools in Cavite increased from 534 in 2012 to 545 in 2013. The increase was largely contributed by the private sector. The total public secondary schools accounts only to 15.36% while private secondary education institutions accounts to 84.64% (Figure 5.6). The City of Dasmariñas has the most number of public high schools, with 10 schools. This is followed by Silang with 7 while both Gen. Trias and Alfonso have 6. All of the municipalities/cities in Cavite have their own public high school which is a good indication of good education provision system in the province. However, it is noticeable that private secondary schools thrive most highly populated areas such as cities of Dasmariñas, Bacoor and Imus (Table 5.10).

Table 5.10. Number of Secondary Education Institutions by City/Municipality, Province of Cavite, SY 2012-2013 and SY 2013-2014

City /Municipality	Public		Private		Total	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
<b>1<sup>st</sup> District</b>	<b>7</b>	<b>7</b>	<b>26</b>	<b>29</b>	<b>33</b>	<b>36</b>
Cavite City	2	2	7	8	9	10
Kawit	2	2	6	8	8	10
Novelita	1	1	7	7	8	8
Rosario	2	2	6	6	8	8
<b>2<sup>nd</sup> District</b>	<b>5</b>	<b>5</b>	<b>80</b>	<b>84</b>	<b>85</b>	<b>89</b>
City of Bacoor	5	5	80	84	85	89
<b>3<sup>rd</sup> District</b>	<b>5</b>	<b>5</b>	<b>61</b>	<b>62</b>	<b>66</b>	<b>67</b>
City of Imus	5	5	61	62	66	67
<b>4<sup>th</sup> District</b>	<b>10</b>	<b>10</b>	<b>111</b>	<b>106</b>	<b>121</b>	<b>116</b>
City of Dasmariñas	10	10	111	106	121	116
<b>5<sup>th</sup> District</b>	<b>10</b>	<b>10</b>	<b>59</b>	<b>61</b>	<b>69</b>	<b>71</b>
Carmona	1	1	6	6	7	7
Gen. M. Alvarez	2	2	24	24	26	26
Silang	7	7	29	31	36	38
<b>6<sup>th</sup> District</b>	<b>19</b>	<b>19</b>	<b>69</b>	<b>70</b>	<b>88</b>	<b>89</b>
Amadeo	4	4	2	2	6	6
Gen. Trias	6	6	34	34	40	40
Tanza	4	4	16	17	20	21
Trece Martires City	5	5	17	17	22	22
<b>7<sup>th</sup> District</b>	<b>28</b>	<b>28</b>	<b>44</b>	<b>49</b>	<b>72</b>	<b>77</b>
Alfonso	6	6	6	6	12	12
Gen. Emilio Aguinaldo	1	1	1	1	2	2
Indang	2	2	10	10	12	12
Magallanes	2	2	4	4	6	6
Maragondon	5	5			5	5
Mendez	3	3	5	6	8	9
Naic	4	4	9	11	13	15
Tagaytay City	3	3	9	11	12	14
Ternate	2	2			2	2
<b>Total</b>	<b>84</b>	<b>84</b>	<b>450</b>	<b>461</b>	<b>534</b>	<b>545</b>

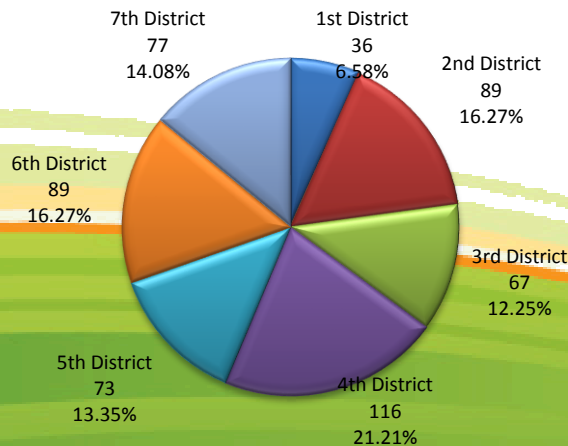
Source: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor, Dasmariñas, and Imus

Figure 5.6. Distribution of Secondary Education Institutions by Type, Province of Cavite, SY 2013-2014



The 4<sup>th</sup> District has the most number of secondary schools in the province. This accounts to 21.21% (116) of the total institutions, followed by 2<sup>nd</sup> and 6<sup>th</sup> Districts both with 89 (16.27%), and 7<sup>th</sup> District with 77 (14.08%). Having relatively low population, the municipalities of Maragondon and Ternate still do not have private secondary schools. Notably, Maragondon is home to the provincial science high school which is the Cavite National Science High School (Table 5.10 and Figure 5.7).

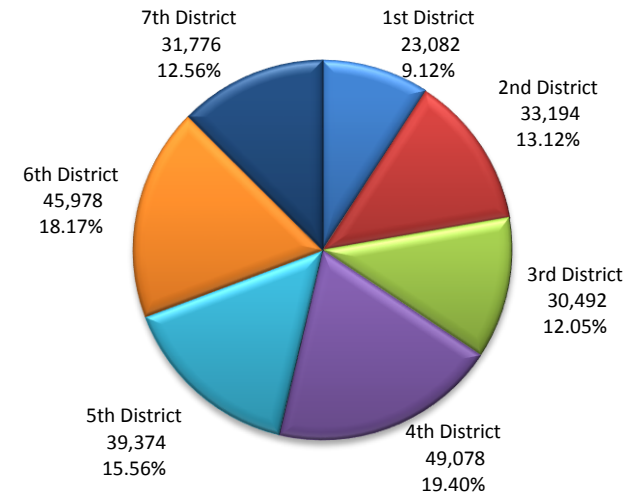
Figure 5.7. Distribution of Secondary Education Institutions by District, Province of Cavite, SY 2013-2014



**Enrolment and Other Statistics**

The highest number of enrolment in secondary education was recorded in the 4<sup>th</sup> District of Cavite at 49,078. This accounts to 19.40% of the total enrolment of 252,974 high school students. This is followed by the 6<sup>th</sup> and 5<sup>th</sup> Districts with 18.17% (45,978) and 15.56% (19,374), respectively. The figures are in consonance with the high population in the areas (Figure 5.8).

Figure 5.8. Distribution of Secondary Education Enrollees by District, Province of Cavite, SY 2013-2014



Enrolment in secondary education increased by 4,266 students from 248,708 in SY 2012-2013 to 252,974 in SY 2013-2014, equivalent to 1.72%. Increase in enrolment was observed in the 13 out of 23 cities/municipalities. The cities of Dasmariñas, Bacoor and Imus recorded the highest number of enrollees with 49,078, 33,194, and 30,492, respectively. Gen. Emilio Aguinaldo obtained the lowest enrolment of 1,124 (Table 5.11).

In private secondary schools, enrolment decreased by 544 from 75,285 in 2012 to 74,741 in 2013. This accounted to 0.72% decline.

Looking at Figure 5.10, it is very much obvious that most of the secondary education students are enrolled in government institutions despite the presence of numerous private high schools in the province.

Figure 5.9. Comparison of Enrolment in Public Secondary Education, Province of Cavite, SY 2012-2013 and SY 2013-2014

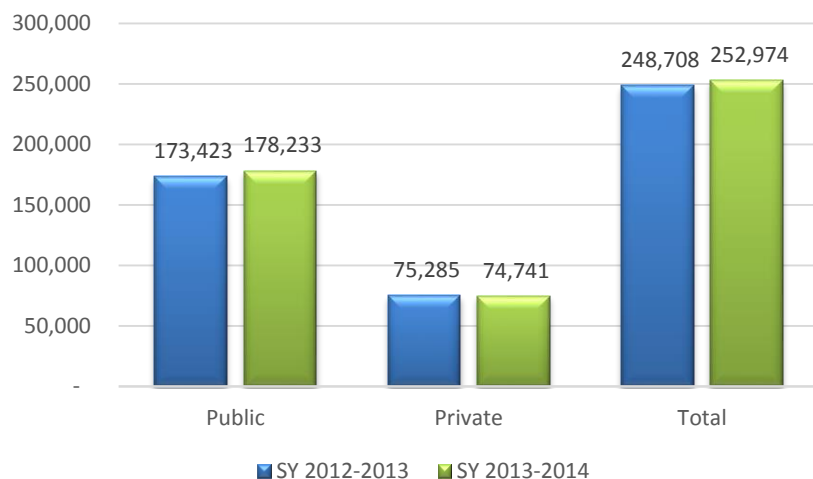
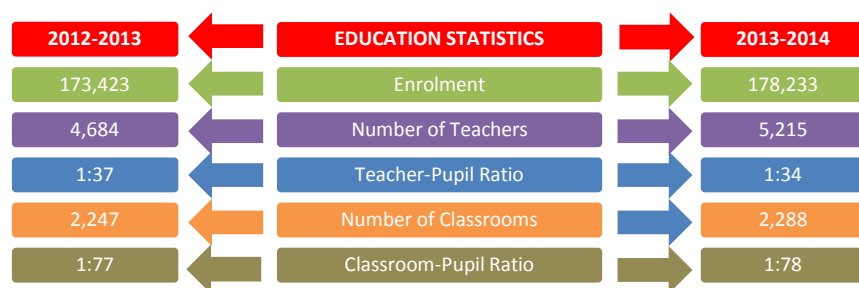


Figure 5.10. Summary of Public Secondary Education Statistics, Province of Cavite, SY 2012-2013 and SY 2013-2014



The number of teachers in public secondary schools increased by 531 or 11.34%. This causes the decrease in the over-all provincial teacher ratio to 1:34 in 2013 from 1:37 in 2012. This ratio is within the national mean ratio of 35.00-34.99. The city of Imus has severe teacher shortage ratio of 1:59. The decrease in the city's number of teachers from 396 in 2012 to 312 in 2013 caused the increase in teacher-pupil ratio from 1:47 in 2012. Municipalities within the manageable ratio (40.00-44.99) are cities of Dasmariñas and Tagaytay (1:40). The city of Bacoor (1:39) and municipality of Gen. Trias (1:36) are within the national mean ratio (35.00-39.99). Municipalities with generous teacher provision (30.00-34.99) are Gen. M. Alvarez, Silang and Trece Martires City (1:30), Noveleta (1:31), Tanza (1:32), and Rosario (1:34). Surplus teacher provision (25.00-29.99) is observed in Alfonso, Gen. E. Aguinaldo and Mendez with 1:25; Cavite City and Amadeo with 1:26; Kawit and Ternate at 1:27; and Naic (1:29). Municipalities with excessive surplus teacher provision (less than 25.00) are Indang (1:24), Magallanes (1:23), and Maragondon (1:22).

The number of classrooms in SY 2013-2014 increased by 41 which accounts to 1.82%. Despite the additional classrooms provided, the over-all provincial classroom-pupil ratio increased to 1:78 from 1:77 in 2012 due to the increase in public secondary education population by 2.77% (4,810 students). With the rate of increase in both number of students and classrooms, it is quite obvious that it will result to a higher classroom-pupil ratio. This ratio reflects that the province has to construct additional classrooms in order to cope up with the huge classroom backlog of 1,673 to meet the standard requirement of 1:45. As of SY 2013-2014, Cavite has severe shortage of classrooms, meaning provisions of Republic Act 7880 is not met.

Looking at the municipality/city level, fourteen municipalities did not meet the provisions of RA 7880. Schools with severe shortage of classrooms include the city of Imus with the highest ratio of 1:131, followed by Rosario and city of Dasmariñas with 1:116 and 1:112 ratios, respectively. Also included in the list are Noveleta and City of Bacoor (1:96), Cavite City (1:85), Kawit (1:75), Gen. M. Alvarez (1:80), Gen. Trias (1:77), Trece Martires City (1:75), Carmona (1:71), Indang (1:69), Silang (1:65), and Tanza (1:64). Only five municipalities have met RA 7880. These are the schools with less than 46 students in a classroom such as Ternate (1:44), Amadeo and Mendez (1:42), Gen. Emilio Aguinaldo (1:37), and Magallanes (1:30).

A total of 38,750 students graduated from secondary education in SY 2012-2013. The 3<sup>rd</sup> District recorded the highest number of graduates with 19.35%, followed by the 6<sup>th</sup> and 4<sup>th</sup> Districts with 17.72% and 17.29%, respectively.

For the school year 2013-2014, there are a total of 252,974 students enrolled in secondary education. Around 70.46% of which are enrolled in the public secondary schools and 29.54% are in private schools. The public schools attract many secondary students not just because of high quality of education especially among science high schools but also because of affordable school fees. The number of enrollees in the public and private schools only showed minimal changes as compared to the same data last year. Likewise, the proportion of male to female is also insignificant considering it has almost 50-50 distribution. City of Dasmariñas still has the most number of enrollees in high school and the Municipality of Gen. Emilio Aguinaldo has the least (Table 5.11). Data shows that gender equality is evident among the high school students at this time.

The increase of enrollees in the public secondary schools from SY 2012-2013 to 2013-2014 is at 2.7% only. Despite that minimal increase, there is a significant addition of the teaching force, additional 531 teachers that corresponds to 11.34% growth. This has positively improved the teacher-pupil ratio of Cavite from 1:37 to 1:34. The separation of the Districts of Bacoor brought about this change. Likewise, significant increase in the number of teachers was observed in the municipalities of Rosario, Silang, Carmona, Gen. Trias, Tanza, Alfonso, Indang, Maragondon and Naic. There is also additional 52 classrooms constructed in 2013. However, due to the increase of enrollees, there is no remarkable improvement to note in the classroom-pupil ratio (Table 5.12).



Table 5.11. Enrolment in Secondary Education by Type of School by City/Municipality, Province of Cavite, SY 2012-2013 and SY 2013-2014

City/Municipality	Public						Private						Total Enrolment					
	2012 - 2013			2013-2014			2012 - 2013			2013-2014			2012 - 2013			2013-2014		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>1<sup>st</sup> District</b>	<b>9,415</b>	<b>9,461</b>	<b>18,876</b>	<b>9,894</b>	<b>9,722</b>	<b>19,616</b>	<b>1,839</b>	<b>1,728</b>	<b>3,567</b>	<b>1,772</b>	<b>1,694</b>	<b>3,466</b>	<b>11,254</b>	<b>11,189</b>	<b>22,443</b>	<b>11,666</b>	<b>11,416</b>	<b>23,082</b>
Cavite City	3,209	3,269	6,478	3,483	3,584	7,067	497	476	973	450	431	881	3,706	3,745	7,451	3,933	4,015	7,948
Kawit	2,920	2,865	5,785	2,806	2,727	5,533	421	339	760	434	406	840	3,341	3,204	6,545	3,240	3,133	6,373
Novelita	753	632	1,385	781	665	1,446	544	531	1,075	510	483	993	1,297	1,163	2,460	1,291	1,148	2,439
Rosario	2,533	2,695	5,228	2,824	2,746	5,570	377	382	759	378	374	752	2,910	3,077	5,987	3,202	3,120	6,322
<b>2<sup>nd</sup> District</b>	<b>8,772</b>	<b>8,689</b>	<b>17,461</b>	<b>8,793</b>	<b>8,954</b>	<b>17,747</b>	<b>7,795</b>	<b>7,458</b>	<b>15,253</b>	<b>7,834</b>	<b>7,613</b>	<b>15,447</b>	<b>16,567</b>	<b>16,147</b>	<b>32,714</b>	<b>16,627</b>	<b>16,567</b>	<b>33,194</b>
City of Bacoor	8,772	8,689	17,461	8,793	8,954	17,747	7,795	7,458	15,253	7,834	7,613	15,447	16,567	16,147	32,714	16,627	16,567	33,194
<b>3<sup>rd</sup> District</b>	<b>9,565</b>	<b>9,015</b>	<b>18,580</b>	<b>9,338</b>	<b>9,071</b>	<b>18,409</b>	<b>6,061</b>	<b>5,986</b>	<b>12,047</b>	<b>6,043</b>	<b>6,040</b>	<b>12,083</b>	<b>15,626</b>	<b>15,001</b>	<b>30,627</b>	<b>15,381</b>	<b>15,111</b>	<b>30,492</b>
City of Imus	9,565	9,015	18,580	9,338	9,071	18,409	6,061	5,986	12,047	6,043	6,040	12,083	15,626	15,001	30,627	15,381	15,111	30,492
<b>4<sup>th</sup> District</b>	<b>16,563</b>	<b>16,989</b>	<b>33,552</b>	<b>17,076</b>	<b>17,516</b>	<b>34,592</b>	<b>8,159</b>	<b>7,583</b>	<b>15,742</b>	<b>7,425</b>	<b>7,061</b>	<b>14,486</b>	<b>24,722</b>	<b>24,572</b>	<b>49,294</b>	<b>24,501</b>	<b>24,577</b>	<b>49,078</b>
City of Dasmariñas	16,563	16,989	33,552	17,076	17,516	34,592	8,159	7,583	15,742	7,425	7,061	14,486	24,722	24,572	49,294	24,501	24,577	49,078
<b>5<sup>th</sup> District</b>	<b>12,437</b>	<b>12,412</b>	<b>24,849</b>	<b>12,599</b>	<b>12,871</b>	<b>25,470</b>	<b>6,163</b>	<b>7,678</b>	<b>13,841</b>	<b>6,195</b>	<b>7,709</b>	<b>13,904</b>	<b>18,600</b>	<b>20,090</b>	<b>38,690</b>	<b>18,794</b>	<b>20,580</b>	<b>39,374</b>
Carmona	2,431	2,371	4,802	2,584	2,676	5,260	248	204	452	244	207	451	2,679	2,575	5,254	2,828	2,883	5,711
Gen. M. Alvarez	4,212	4,032	8,244	4,239	4,167	8,406	1,439	1,376	2,815	1,378	1,332	2,710	5,651	5,408	11,059	5,617	5,499	11,116
Silang	5,794	6,009	11,803	5,776	6,028	11,804	4,476	6,098	10,574	4,573	6,170	10,743	10,270	12,107	22,377	10,349	12,198	22,547
<b>6<sup>th</sup> District</b>	<b>17,803</b>	<b>18,028</b>	<b>35,831</b>	<b>18,880</b>	<b>18,895</b>	<b>37,775</b>	<b>4,138</b>	<b>3,778</b>	<b>7,916</b>	<b>4,321</b>	<b>3,882</b>	<b>8,203</b>	<b>21,941</b>	<b>21,806</b>	<b>43,747</b>	<b>23,201</b>	<b>22,777</b>	<b>45,978</b>
Amadeo	1,292	1,364	2,656	1,249	1,306	2,555	64	63	127	64	47	111	1,356	1,427	2,783	1,313	1,353	2,666
Gen. Trias	5,445	5,516	10,961	5,938	6,060	11,998	1,984	1,803	3,787	2,148	1,907	4,055	7,429	7,319	14,748	8,086	7,967	16,053
Tanza	6,872	6,972	13,844	7,468	7,365	14,833	1,158	1,100	2,258	1,179	1,081	2,260	8,030	8,072	16,102	8,647	8,446	17,093
Trece Martires City	4,194	4,176	8,370	4,225	4,164	8,389	932	812	1,744	930	847	1,777	5,126	4,988	10,114	5,155	5,011	10,166
<b>7<sup>th</sup> District</b>	<b>12,238</b>	<b>12,036</b>	<b>24,274</b>	<b>12,336</b>	<b>12,288</b>	<b>24,624</b>	<b>3,540</b>	<b>3,379</b>	<b>6,919</b>	<b>3,635</b>	<b>3,517</b>	<b>7,152</b>	<b>15,778</b>	<b>15,415</b>	<b>31,193</b>	<b>15,971</b>	<b>15,805</b>	<b>31,776</b>
Alfonso	1,552	1,472	3,024	1,508	1,520	3,028	524	471	995	539	479	1,018	2,076	1,943	4,019	2,047	1,999	4,046
Gen. Emilio Aguinaldo	524	517	1,041	507	480	987	79	60	139	77	60	137	603	577	1,180	584	540	1,124
Indang	1,307	1,211	2,518	1,327	1,218	2,545	873	886	1,759	865	854	1,719	2,180	2,097	4,277	2,192	2,072	4,264
Magallanes	523	519	1,042	510	461	971	404	374	778	417	389	806	927	893	1,820	927	850	1,777
Maragondon	2,127	2,104	4,231	2,085	2,162	4,247	-	-	-	-	-	-	2,127	2,104	4,231	2,085	2,162	4,247
Mendez	710	685	1,395	719	704	1,423	440	378	818	402	402	804	1,150	1,063	2,213	1,121	1,106	2,227
Naic	1,700	1,655	3,355	1,817	1,820	3,637	931	922	1,853	1,002	1,018	2,020	2,631	2,577	5,208	2,819	2,838	5,657
Tagaytay City	2,943	3,069	6,012	3,065	3,191	6,256	289	288	577	333	315	648	3,232	3,357	6,589	3,398	3,506	6,904
Ternate	852	804	1,656	798	732	1,530	-	-	-	-	-	-	852	804	1,656	798	732	1,530
<b>Total</b>	<b>86,793</b>	<b>86,630</b>	<b>173,423</b>	<b>88,916</b>	<b>89,317</b>	<b>178,233</b>	<b>37,695</b>	<b>37,590</b>	<b>75,285</b>	<b>37,225</b>	<b>37,516</b>	<b>74,741</b>	<b>124,488</b>	<b>124,220</b>	<b>248,708</b>	<b>126,141</b>	<b>126,833</b>	<b>252,974</b>

Sources: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor, Dasmariñas, and Imus

Table 5.12. Enrolment, Teachers and Classrooms Statistics in Public Secondary Schools by City/Municipality, Province of Cavite, SY 2012-2013 and SY 2013-2014

City/Municipality	Enrolment		No. of Teachers		Teacher-Pupil Ratio		No. of Instructional Rooms		Classroom-Pupil Ratio	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
<b>1<sup>st</sup> District</b>	<b>18,876</b>	<b>19,616</b>	<b>586</b>	<b>681</b>	<b>1:32</b>	<b>1:29</b>	<b>249</b>	<b>220</b>	<b>1:76</b>	<b>1:89</b>
Cavite City	6,478	7,067	260	268	1:25	1:26	87	83	1:74	1:85
Kawit	5,785	5,533	187	205	1:31	1:27	89	74	1:65	1:75
Noveleta	1,385	1,446	31	46	1:45	1:31	15	15	1:92	1:96
Rosario	5,228	5,570	108	162	1:48	1:34	58	48	1:90	1:116
<b>2<sup>nd</sup> District</b>	<b>17,461</b>	<b>17,747</b>	<b>381</b>	<b>452</b>	<b>1:46</b>	<b>1:39</b>	<b>157</b>	<b>185</b>	<b>1:111</b>	<b>1:96</b>
City of Bacoor	17,461	17,747	381	452	1:46	1:39	157	185	1:111	1:96
<b>3<sup>rd</sup> District</b>	<b>18,580</b>	<b>18,409</b>	<b>396</b>	<b>312</b>	<b>1:47</b>	<b>1:59</b>	<b>138</b>	<b>141</b>	<b>1:135</b>	<b>1:131</b>
City of Imus	18,580	18,409	396	312	1:47	1:59	138	141	1:135	1:131
<b>4<sup>th</sup> District</b>	<b>33,552</b>	<b>34,592</b>	<b>872</b>	<b>873</b>	<b>1:38</b>	<b>1:40</b>	<b>318</b>	<b>309</b>	<b>1:106</b>	<b>1:112</b>
City of Dasmariñas	33,552	34,592	872	873	1:38	1:40	318	309	1:106	1:112
<b>5<sup>th</sup> District</b>	<b>24,849</b>	<b>25,470</b>	<b>678</b>	<b>822</b>	<b>1:37</b>	<b>1:31</b>	<b>345</b>	<b>361</b>	<b>1:72</b>	<b>1:71</b>
Carmona	4,802	5,260	114	153	1:42	1:34	73	74	1:66	1:71
Gen. M. Alvarez	8,244	8,406	246	279	1:34	1:30	100	105	1:82	1:80
Silang	11,803	11,804	318	390	1:37	1:30	172	182	1:69	1:65
<b>6<sup>th</sup> District</b>	<b>35,831</b>	<b>37,775</b>	<b>943</b>	<b>1,175</b>	<b>1:38</b>	<b>1:32</b>	<b>543</b>	<b>559</b>	<b>1:66</b>	<b>1:68</b>
Amadeo	2,656	2,555	100	100	1:27	1:26	52	61	1:51	1:42
Gen. Trias	10,961	11,998	246	329	1:45	1:36	155	156	1:71	1:77
Tanza	13,844	14,833	343	469	1:40	1:32	200	230	1:69	1:64
Trece Martires City	8,370	8,389	254	277	1:33	1:30	136	112	1:62	1:75
<b>7<sup>th</sup> District</b>	<b>24,274</b>	<b>24,624</b>	<b>828</b>	<b>900</b>	<b>1:29</b>	<b>1:27</b>	<b>497</b>	<b>524</b>	<b>1:49</b>	<b>1:47</b>
Alfonso	3,024	3,028	89	122	1:34	1:25	63	61	1:48	1:50
Gen. Emilio Aguinaldo	1,041	987	30	39	1:35	1:25	27	27	1:39	1:37
Indang	2,518	2,545	75	106	1:34	1:24	35	37	1:72	1:69
Magallanes	1,042	971	40	43	1:26	1:23	34	32	1:31	1:30
Maragondon	4,231	4,247	175	192	1:24	1:22	98	93	1:43	1:46
Mendez	1,395	1,423	40	58	1:35	1:25	34	34	1:41	1:42
Naic	3,355	3,637	98	126	1:34	1:29	54	68	1:62	1:53
Tagaytay City	6,012	6,256	212	157	1:28	1:40	122	137	1:49	1:46
Ternate	1,656	1,530	69	57	1:24	1:27	30	35	1:55	1:44
<b>Total</b>	<b>173,423</b>	<b>178,233</b>	<b>4,684</b>	<b>5,215</b>	<b>1:37</b>	<b>1:34</b>	<b>2,247</b>	<b>2,299</b>	<b>1:77</b>	<b>1:78</b>

Sources: Department of Education Division Offices, Trece Martires City, Cavite City, Cities of Bacoor Dasmariñas, and Imus

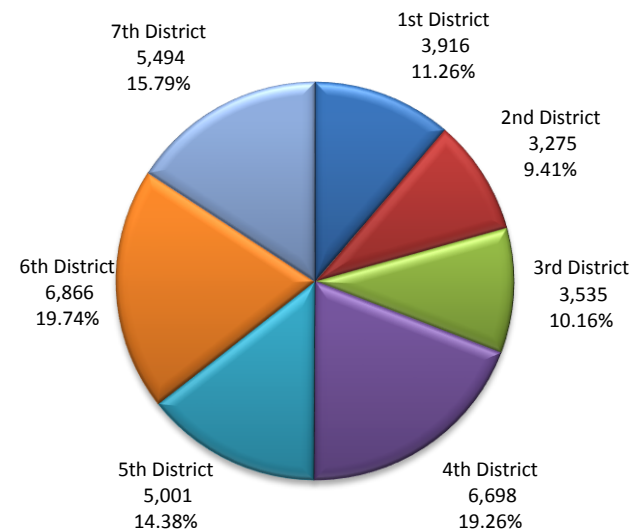


Table 5.13. Number of Graduates in Public Secondary Schools, Province of Cavite, SY 2013-2014

City / Municipality	Male	Female	Total
<b>1<sup>st</sup> District</b>	<b>1,886</b>	<b>2,030</b>	<b>3,916</b>
Cavite City	661	761	1,422
Kawit	582	605	1,187
Noveleta	156	121	277
Rosario	487	543	1,030
<b>2<sup>nd</sup> District</b>	<b>1,523</b>	<b>1,752</b>	<b>3,275</b>
City of Bacoor	1,523	1,752	3,275
<b>3<sup>rd</sup> District</b>	<b>1,711</b>	<b>1,824</b>	<b>3,535</b>
City of Imus	1,711	1,824	3,535
<b>4<sup>th</sup> District</b>	<b>3,094</b>	<b>3,604</b>	<b>6,698</b>
City of Dasmariñas	3,094	3,604	6,698
<b>5<sup>th</sup> District</b>	<b>2,363</b>	<b>2,638</b>	<b>5,001</b>
Carmona	476	489	965
Gen. M. Alvarez	727	790	1,517
Silang	1,160	1,359	2,519
<b>6<sup>th</sup> District</b>	<b>3,255</b>	<b>3,611</b>	<b>6,866</b>
Amadeo	241	280	521
Gen. Trias	1,055	1,152	2,207
Tanza	1,157	1,344	2,501
Trece Martires City	802	835	1,637
<b>7<sup>th</sup> District</b>	<b>2,727</b>	<b>2,767</b>	<b>5,494</b>
Alfonso	330	331	661
Gen. Emilio Aguinaldo	118	130	248
Indang	316	300	616
Magallanes	127	135	262
Maragondon	469	513	982
Mendez	156	156	312
Naic	333	357	690
Tagaytay City	688	658	1,346
Ternate	190	187	377
<b>Total</b>	<b>16,559</b>	<b>18,226</b>	<b>34,785</b>

Sources: Department of Education Division Offices Trece Martires City, Cavite City, Cities of Bacoor Dasmariñas, and Imus,

Figure 5.11. Distribution of Graduates of Secondary Education by District, Province of Cavite, SY 2013-2014



The graduates of the public secondary schools totalled to 34,785. A larger portion of which, around 52.4% are female and 47.6% are male. The most number of graduates can be found in the City of Dasmariñas and the least is in Gen. Emilio Aguinaldo. In terms of District, 6<sup>th</sup> District has the most number or aggregated high school graduates (Table 5.13 and Figure 5.11).



## Technical and Vocational Education

The Technical Education and Skills Development Authority (TESDA) is the government agency tasked to manage and supervise technical education and skills development (TESD) in the Philippines. It was created by virtue of Republic Act 7796, otherwise known as the "Technical Education and Skills Development Act of 1994". The said Act integrated the functions of the former National Manpower and Youth Council (NMYC), the Bureau of Technical-Vocational Education of the Department of Education, Culture and Sports (BTVE-DECS) and the Office of Apprenticeship of the Department of Labor and Employment (DOLE).

TESDA is the leading partner in the development of the Filipino workforce with world-class competence and positive work values. The agency formulates manpower and skills plans, sets appropriate skills standards and tests, coordinates and monitors manpower policies and programs, and provides policy directions and guidelines for resource allocation for the technical-vocational education and training (TVET) institutions in both the private and public sectors. (TESDA Website).

"Technical-Vocational Education and Training (TVET) is the education or training process where it involves, in addition to general education, the study of technologies and related sciences and acquisition of practical skills relating to occupations in various sectors of economic life and social life, comprises formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches." (UNESCO)

TVET programs are delivered through various modes which includes school-based, center-based, community-based and enterprise-based trainings. School-based program refers to the direct delivery or provision of TVET programs by the TESDA-administered schools. Center-based programs refer to training provisions being undertaken in the TESDA training centers. Moreover, community-based Training for Enterprise development Program is primarily addressed to the poor and marginal groups, those who cannot access, or are not accessible by formal training provisions. They have low skills, limited management abilities, and have few economic options. They have no access to capital – most of them are unqualified for formal credit programs. The program goes further than just mere skills training provision. It is purposively designed to catalyze the creation of livelihood enterprises that shall be implemented by the trainees, immediately after the training. Likewise, it is designed to assist partner agencies such as LGUs, NGOs, people organizations and other agencies organizations with mission to help the poor get into productive undertakings to help themselves and their communities. On the other hand, Enterprise-Based

Programs are training program being implemented within companies/firms. These programs can be any of the following:

Apprenticeship Program is a training and employment program involving a contract between an apprentice and an employer on an approved apprenticeable occupation. Generally, it aims to provide a mechanism that will ensure availability of qualified skilled workers based on industry requirements. The period of apprenticeship covers a minimum of four months and a maximum of six months. Only companies with approved and registered apprenticeship programs under TESDA can be hire apprentices.

- Learnership Program is a practical training on-the-job for approved learnable occupations, for a period not exceeding three months. Only companies with TESDA approved and registered learnership programs can hire learners.
- Dual Training System (DTS) is an instructional mode of delivery for technology-based education and training in which learning takes place alternately in two venues: the school or training center and the company.
- One of the strategic approaches on this program is the conversion of selected industry practices/programs registered under the apprenticeship program into DTS modality.

TVET in the province is being provided by 183 education providers whose programs are duly accredited by the Technical Education and Skills Development Authority (TESDA). Out of this total, 179 or 97.81% of TVET institutions are private and only 2.19% (4) are government-run training centers. For the year 2013, the City of Dasmariñas (4<sup>th</sup> District) recorded the highest number of TVET institutions in the province with 46 or 25%, followed by the 5<sup>th</sup> District with 31 (17%) and 2<sup>nd</sup> District at 16% (29) (Figure 5.12).



Figure 5.12. Distribution of Technical/Vocational Education Institutions by District, Province of Cavite: 2013

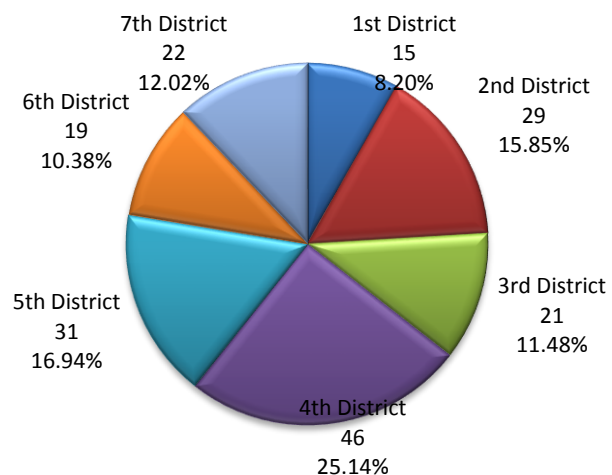


Table 5.14. Summary of TESDA Accomplishment Report, Province of Cavite: 2013

Key Performance Indicator (KPI)	Output
No. of Profiled students for TVET career	53,980
No. of Enrolled in TVET programs	61,384
No. of Graduates in TVET programs	55,809
No. of Assessed in TVET program	26,936
No. of Certified in TVET program	22,956
No. of Employed TVET graduates	33,579
No. of TVET graduates placed in wage-employment	18,471
No. of self-employed TVET graduates tracked	15,108

Source: Technical Education and Skills Development Authority  
Cavite Provincial Office, Trece Martires City

In 2013, TVET enrollees in Cavite totaled to 61,384. Graduation rate is registered at 90.92% or 55,809 graduates. Out of this number, 48.26% or 26,936 have been assessed while only 22,956 or 41.13% of the graduates are certified. Moreover, 33,579 or 60.17% of TVET graduates have been employed.

Table 5.15. Number of Technical Education and Skills Development Authority (TESDA) Accredited Technical/Vocational Institutions by City/Municipality, Province of Cavite: 2013

City / Municipality	Public	Private	Total
<b>1<sup>st</sup> District</b>	<b>14</b>	<b>1</b>	<b>15</b>
Cavite City	4	-	4
Kawit	1	-	1
Noveleta	3	-	3
Rosario	6	1	7
<b>2<sup>nd</sup> District</b>	<b>29</b>	<b>-</b>	<b>29</b>
City of Bacoor	29	-	29
<b>3<sup>rd</sup> District</b>	<b>21</b>	<b>-</b>	<b>21</b>
City of Imus	21	-	21
<b>4<sup>th</sup> District</b>	<b>44</b>	<b>2</b>	<b>46</b>
City of Dasmariñas	44	2	46
<b>5<sup>th</sup> District</b>	<b>31</b>	<b>0</b>	<b>31</b>
Carmona	3	-	3
Gen. M. Alvarez	10	-	10
Silang	18	-	18
<b>6<sup>th</sup> District</b>	<b>19</b>	<b>0</b>	<b>19</b>
Amadeo	1	-	1
Gen. Trias	9	-	9
Tanza	6	-	6
Trece Martires City	3	-	3
<b>7<sup>th</sup> District</b>	<b>21</b>	<b>1</b>	<b>22</b>
Alfonso	4	-	4
Gen. Emilio Aguinaldo	-	-	0
Indang	-	1	1
Magallanes	-	-	0
Maragondon	1	-	1
Mendez	-	-	0
Naic	5	-	5
Tagaytay City	10	-	10
Ternate	1	-	1
<b>Total</b>	<b>179</b>	<b>4</b>	<b>183</b>

Source: Technical Education and Skills Development Authority  
Cavite Provincial Office, Trece Martires City

## Higher Education

Higher education, also called tertiary, third stage, or post-secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

The Commission on Higher Education (CHED) is responsible in the formulation and implementation of policies, plans and programs for the development and efficient operation of the higher education system in the country. Its delivery is provided by private and public higher education institutions (HEIs). These HEIs are either colleges or universities, and are generally classified as public or private.

Programs in HEIs are categorized by CHED as follows: pre-baccalaureate, baccalaureate, post-baccalaureate, masteral and doctoral programs. Pre-baccalaureate refers to education and/or coursework taken before the bachelor's degree. Baccalaureate or bachelor's degree is an academic degree conferred on someone who has successfully completed undergraduate studies that generally lasts for four, or in some cases and countries, five or six years. Some colleges and universities offer programs for which a first undergraduate degree is a prerequisite, but which are usually not considered traditional graduate education. Such programs are sometimes offered under the umbrella of continuing education and may lead to a second undergraduate degree, a certificate or credential, or to a pre-medical master's degree in a field such as biomedical or health sciences. These are commonly referred to as post-baccalaureate programs. Such courses of study may be used to prepare students for graduate or professional or for a different career or profession. A master's degree on the other hand is a type of graduate/academic degree granted to individuals who have undergone study demonstrating a mastery or high-order overview of a specific field of study or area of professional practice. Within the area studied, graduates are posited to possess advanced knowledge of a specialized body of theoretical and applied topics; high order skills in analysis, critical evaluation or professional application; and the ability to solve complex problems and think rigorously and independently. They are awarded after graduation from university. Moreover, a doctorate is an academic degree or professional degree that, in most countries, qualifies the holder to teach in the specific field of their certificate (Wikipedia).

## Private Higher Education Institutions

Private HEIs are established under the Corporation Code and are governed by special laws and general provisions of this Code. Those under non-sectarian are duly incorporated, owned and operated by private entities that are not affiliated to any religious organization. Non-sectarian private schools are corporations licensed by the Securities and Exchange Commission. Some are also registered on the Philippine Stock Exchange. Those under sectarian are usually non-stock, non-profit, duly incorporated, owned and operated by a religious organization.

Generally, private HEIs are covered by the policies, standards and guidelines (PSGs) set by CHED in terms of program offerings, curriculum, and administration and faculty academic qualifications, among others. Officials or owners of private HEIs usually manage their internal organizations and implement the PSGs formulated by CHED.

## Public Higher Education Institutions

The State Universities and Colleges (SUCs) are chartered public higher education institutions established by law, administered and financially subsidized by the government. SUCs have their own charters. The Board of Regents (BOR) for state universities and a Board of Trustees (BOT) for state colleges maintain the formulation and approval of policies, rules and standards in SUCs. The Chairman of CHED heads these boards. However, CHED Order No. 31 series of 2001 of the Commission en banc, also authorizes CHED Commissioners to head the BOR/ BOT of SUCs. Implementation of policies and management are vested on the president, staff, and support units of the public higher education institutions.

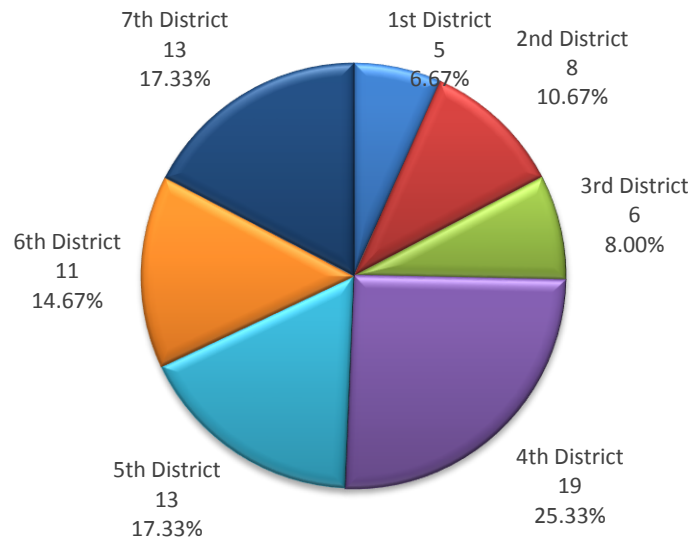
The local universities and colleges (LUCs) are those established by the local government through resolutions or ordinances. LUCs are financially supported by the local government concerned. A CHED Supervised Institution (CSI) is non-chartered public post-secondary education institution established by law, administered, supervised and financially supported by government. Other government schools (OGS) are public secondary and post-secondary education institutions, usually technical-vocational education institutions that offer higher education programs. Special HEIs are directly under the government agency stipulated in the law that created them. They provide specialized training in areas such as military science and national defense.

**Schools, Enrolment and Graduates**

Cavite is home to high caliber universities and colleges. The number of schools is continuously growing considering the incessant boost in the provincial population. According to the 2009 Family Income and Expenditure Survey, education is one of the top expenses of Caviteños which only proves that having a formal education is a major priority in the province. Tertiary education, for that matter, despite being relatively expensive, is being patronized widely in Cavite.

There are 75 higher education institutions (HEIs) in Cavite in AY 2013-2014. Like in other levels of education, the tertiary education is also dominated by the private sector with 57 schools (76%). Only 24% (18) are being run by the government. (Table 5.16)

Figure 5.13. Distribution of Higher Education Institutions by District, Province of Cavite, AY 2013-2014



Each of the 23 cities/municipalities in the province have one or more HEI in their jurisdiction which only proves that education is a major priority in Cavite. 25.33% of HEIs are located in the 4<sup>th</sup> District of Cavite or the City of Dasmariñas with 19

institutions. This is followed by the 5<sup>th</sup> and 7<sup>th</sup> Districts, each with 13 HEIs, and the 6<sup>th</sup> District with 11 HEIs.

Table 5.16. Number of Higher Education Institutions by City/Municipality, Province of Cavite, AY 2013-2014

City / Municipality	Public	Private	Total
<b>1<sup>st</sup> District</b>	<b>2</b>	<b>3</b>	<b>5</b>
Cavite City	1	2	3
Rosario	1	1	2
<b>2<sup>nd</sup> District</b>	<b>1</b>	<b>7</b>	<b>8</b>
Bacoor	1	7	8
<b>3<sup>rd</sup> District</b>	<b>1</b>	<b>5</b>	<b>6</b>
Imus	1	5	6
<b>4<sup>th</sup> District</b>	<b>1</b>	<b>18</b>	<b>19</b>
City of Dasmariñas	1	18	19
<b>5<sup>th</sup> District</b>	<b>4</b>	<b>9</b>	<b>13</b>
Carmona	1	1	2
Gen. M. Alvarez	1	1	2
Silang	2	7	9
<b>6<sup>th</sup> District</b>	<b>4</b>	<b>7</b>	<b>11</b>
Amadeo	-	1	1
Gen. Trias	1	3	4
Tanza	1	2	3
Trece Martires City	2	1	3
<b>7<sup>th</sup> District</b>	<b>5</b>	<b>8</b>	<b>13</b>
Alfonso	1	-	1
Indang	1	-	1
Magallanes	-	2	2
Maragondon	1	-	1
Naic	1	2	3
Tagaytay City	1	3	4
Ternate	-	1	1
<b>Total</b>	<b>18</b>	<b>57</b>	<b>75</b>

Sources: Commission on Higher Education and Higher Education Institutions

Sixteen state universities and colleges (SUs) are operating in the province. One of which is Cavite’s very own, Cavite State University (formerly Don Severino Agricultural College) with eleven campuses sporadically distributed all-over the province. The main campus is located in Indang. Polytechnic University of the

Philippines has two campuses, one in Maragondon and the other one is the newly opened Alfonso Campus. Other SUCs include Technological University of the Philippines in the City of Dasmariñas, Eulogio “Amang” Rodriguez Institute of Science and Technology in Gen. Mariano Alvarez, and the well-known Philippine National Police Academy (PNPA), a special HEI that provides specialized training in military science and national defense found in Silang.

Local colleges and universities (LCUs) also exist in the province, the Trece Martires City College and the City College of Tagaytay.

In Academic Year 2013-2014, the number of enrollees in the different disciplines in various HEIs in the province reached a total of 10,959 for the pre-baccalaureate, 116,037 for the baccalaureate, 318 for the post-baccalaureate, 3,046 for the masteral, and 1,909 for the doctoral programs (Table 5.17).

Among the HEIs, the top five institutions with the highest number of enrollees in the baccalaureate programs are (1) De La Salle University- Dasmariñas - 16,393, (2) Cavite State University-Main - 14,961, (3) Lyceum of the Philippines University - 9,666, Adventist University of the Philippines – 5,173, and Cavite State University-Imus – 4,777.



For the pre-baccalaureate programs, Technological University of the Philippines – Cavite recorded the highest number of enrollees at 2,182, followed by Cavite State University – Rosario and City College of Tagaytay with 1,411 and 1,063 enrollees, respectively. Moreover, in the post baccalaureate program, Cavite State

University-Main enlisted 156 enrollees followed by De La Salle University-Dasmariñas with 105 and Imus Institute with 25.

In the post-graduate program, De La Salle University – Dasmariñas topped in the level of enrolment for masteral degree with 819 enrollees followed by Cavite State University-Main and Adventist University of the Philippines with 577 and 401, respectively. However, for doctoral degree, De La Salle Health Sciences Institute has the most number of enrollees of 1,410 followed by De La Salle University-Dasmariñas and Philippine Christian University with 131 and 100 students, respectively (Table 5.17).

In Academic Year 2012-2013, the number of graduates in the pre-baccalaureate program reached to 3,019. The top three institutions with the highest number of graduates are TUP-Cavite (545), CvSU-Main (296) and CvSU-Naic (239). For baccalaureate program, De La Salle University – Dasmariñas has 2,025 graduates, followed by CvSU-Main and Lyceum of the Philippines University with 984 and 986, respectively. Few graduates are recorded in the post-baccalaureate program.

Adventist International Institute of Advanced Studies recorded the highest number of graduates in the masteral degree followed by Philippine Christian University (82) and Adventist University of the Philippines (73). Moreover, for the doctoral degree, De La Salle Health Sciences Institute recorded the highest number of graduates with 145 followed by Adventist International Institute of Advanced Studies and Cavite State University-Main with 14 and 13 graduates, respectively (Table 5.18).



Table 5.17. Number of Enrollees in Higher Education Institutions by City/Municipality, Province of Cavite, AY 2013-2014

City/ Municipality	Name of School	Pre-Baccalaureate			Baccalaureate			Post-Baccalaureate			Masteral Degree			Doctoral		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>1<sup>st</sup> District</b>		<b>1,463</b>	<b>534</b>	<b>1,997</b>	<b>4,112</b>	<b>5,570</b>	<b>9,682</b>	-	-	-	<b>7</b>	<b>41</b>	<b>48</b>	-	-	-
Cavite City	1. Cavite State University-Cavite City	308	174	482	1,261	1,862	3,123			-			-			-
	2. St. Joseph College - Cavite	18	67	85	158	351	509			-	7	41	48			-
	3. San Sebastian College - Recoletos de Cavite	5	14	19	893	1,155	2,048			-			-			-
Rosario	4. Cavite State University-Rosario	1,132	279	1,411	1,480	1,830	3,310			-			-			-
	5. STI College - Rosario			-	320	372	692			-			-			-
<b>2<sup>nd</sup> District</b>		<b>281</b>	<b>146</b>	<b>427</b>	<b>3,830</b>	<b>5,344</b>	<b>9,174</b>	<b>6</b>	<b>12</b>	<b>18</b>	-	-	-	-	-	-
City of Bacoor	6. Cavite State University-Bacoor			-	604	1,047	1,651			-			-			-
	7. ISHRM School System			-	475	739	1,214			-			-			-
	8. PIMSAT College			-	60	25	85			-			-			-
	9. Saint Francis of Assisi College of Cavite	12	4	16	72	105	177	3	3	6			-			-
	10. St. Dominic College of Asia	10	10	20	837	1,496	2,333	2	5	7			-			-
	11. STI College - Bacoor	163	80	243	448	374	822			-			-			-
	12. The Bearer of Light and Wisdom Colleges			-	57	68	125			-			-			-
	13. University of Perpetual Help of Rizal - Molino Campus	96	52	148	1,277	1,490	2,767	1	4	5			-			-
<b>3<sup>rd</sup> District</b>		<b>95</b>	<b>38</b>	<b>133</b>	<b>2,387</b>	<b>4,430</b>	<b>6,817</b>	<b>9</b>	<b>16</b>	<b>25</b>	-	-	-	-	-	-
City of Imus	14. Cavite State University-Imus	82	29	111	1,751	3,026	4,777			-			-			-
	15. Colegio de Porta Vaga			-	94	130	224			-			-			-
	16. Imus Institute	13	6	19	238	465	703	9	16	25			-			-
	17. Montessori Professional College - Imus			-	224	614	838			-			-			-
	18. Southern Philippines Institute of Science and Technology			-	61	136	197			-			-			-
	19. Unida Christian College		3	3	19	59	78			-			-			-
<b>4<sup>th</sup> District</b>		<b>2,214</b>	<b>1,217</b>	<b>3,431</b>	<b>18,520</b>	<b>17,438</b>	<b>35,958</b>	<b>33</b>	<b>72</b>	<b>105</b>	<b>368</b>	<b>842</b>	<b>1,210</b>	<b>651</b>	<b>990</b>	<b>1,641</b>
City of Dasmariñas	20. AMA Computer College - Dasmariñas			-	462	254	716			-			-			-
	21. Brookfield College			-	68	116	184			-			-			-
	22. De La Salle University - Dasmariñas	117	101	218	7,008	9,385	16,393	33	72	105	258	561	819	37	94	131
	23. De La Salle Health Sciences Institute		7	7	853	1,550	2,403			-	10	29	39	590	820	1,410
	24. ISHRM School-Dasma			-	59	147	206			-			-			-
	25. Emilio Aguinaldo College	32	51	83	1,071	1,292	2,363			-			-			-

City/Municipality	Name of School	Pre-Baccalaureate			Baccalaureate			Post-Baccalaureate			Masteral Degree			Doctoral		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	26. Far Eastern Polytechnic College			-	118	191	309			-			-			-
	27. Immanuel College of Theology			-	9	8	17			-			-			-
	28. National College of Science and Technology	284	243	527	2,467	2,138	4,605			-			-			-
	29. Oxfordian College			-	36	73	109			-			-			-
	30. Philippine Cambridge School of Law, Arts, Sciences, Business Economics and Technology	2	2	4	66	111	177			-			-			-
	31. Philippine Christian University	2	3	5	213	352	565			-	71	248	319	24	76	100
	32. PNTC Colleges			-	4,393	181	4,574			-			-			-
	33. PTS College & Advanced Studies (Presbyterian Theological Seminary)			-	37	22	59			-	29	4	33			-
	34. Rosario College of Business, Arts and Tourism, Inc.				8	13										
	35. Saint Jude College			-	45	83	128			-			-			-
	36. Southern Luzon College of Business, Maritime, Science and Technology			-	222	35	257			-			-			-
	37. STI College - Dasmariñas	260	145	405	1,166	1,237	2,403			-			-			-
	38. Technological University of the Philippines - Cavite	1,517	665	2,182	219	250	469			-			-			-
<b>5<sup>th</sup> District</b>		<b>676</b>	<b>574</b>	<b>1,250</b>	<b>7,351</b>	<b>9,724</b>	<b>17,075</b>	<b>6</b>	<b>-</b>	<b>6</b>	<b>307</b>	<b>491</b>	<b>798</b>	<b>100</b>	<b>77</b>	<b>177</b>
Carmona	39. Cavite State University-Carmona	325	173	498	860	1,413	2,273			-			-			-
	40. STI Education Services Group, Inc. (STI eCollege - Southwoods, Inc.)	42	63	105	464	368	832			-			-			-
Gen. Mariano Alvarez	41. Eulogio "Amang" Rodriguez Institute of Science and Technology		1		1,342	1,683	3,025			-	69	196	265	16	35	51
	42. University of Perpetual Help System - GMA			-	577	883	1,460			-			-			-
Silang	43. Adventist International Institute of Advanced Studies			-			-	6	-	6	76	56	132	66	12	78
	44. Adventist University of the Philippines	130	257	387	2,289	2,884	5,173			-	162	239	401	18	30	48
	45. Cavite State University-Silang	120	63	183	630	1,265	1,895			-			-			-
	46. Far Eastern University - Cavite			-	490	710	1,200			-			-			-
	47. Philippine Missionary Institute			-	52	48	100			-			-			-



# Cavite Socio-Economic and Physical Profile 2013

City/ Municipality	Name of School	Pre-Baccalaureate			Baccalaureate			Post-Baccalaureate			Masteral Degree			Doctoral		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	48. Philippine National Police Academy			-	299	69	368			-			-			-
	49. Rogationist College	59	17	76	203	376	579			-			-			-
	50. Saint Paul Seminary			-	130		130			-			-			-
	51. South Forbes City College				15	25	40									
<b>6<sup>th</sup> District</b>		<b>385</b>	<b>396</b>	<b>781</b>	<b>5,343</b>	<b>7,244</b>	<b>12,587</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Amadeo	52. Jesus Reigns Christian College-Amadeo Foundation			-	42	97	139			-			-			-
Gen. Trias	53. Ebenezer International Colleges	2	11	13	5	15	20			-			-			-
	54. Cavite State University-Gen. Trias	78	55	133	30	127	157			-			-			-
	55. Lyceum of the Philippines University			-	4,358	5,308	9,666			-			-			-
	56. Young Ji College				17	7	24									
Tanza	57. Cavite State University-Tanza	37	21	58	80	146	226			-			-			-
	58. Power School of Technology			-	54	93	147			-			-			-
	59. St. Joseph Collge - Amaya		3	3	5	22	27			-			-			-
Trece Martires City	60. Cavite State University-Trece Martires City	132	169	301	202	367	569			-			-			-
	61. Colegio de Amore			-	137	102	239			-			-			-
	62. Trece Martires City College	136	137	273	413	960	1,373			-			-			-
<b>7<sup>th</sup> District</b>		<b>1,761</b>	<b>1,179</b>	<b>2,940</b>	<b>10,430</b>	<b>14,314</b>	<b>24,744</b>	<b>44</b>	<b>120</b>	<b>164</b>	<b>298</b>	<b>692</b>	<b>990</b>	<b>37</b>	<b>54</b>	<b>91</b>
Alfonso	63. Polytechnic University of the Philippines-Alfonso Campus			-	37	77	114			-			-			-
Indang	64. Cavite State University-Main	487	257	744	6,398	8,563	14,961	42	114	156	178	399	577	37	54	91
Magallanes	65. Cavite West Point College-Magallanes Inc.	19	11	30			-			-			-			-
	66. Kurios Christian College			-	24	28	52			-			-			-
Maragondon	67. Polytechnic University of the Philippines-Maragondon	162	232	394	757	1,088	1,845	2	6	8	25	102	127			-
Naic	68. Cavite State University-Naic	415	137	552	523	816	1,339			-			-			-
	69. Granby College of Science and Technology			-	153	223	376			-			-			-
	70. Western Colleges			-	65	311	376			-	30	187	217			-
Tagaytay City	71. City College of Tagaytay	582	481	1,063	1,335	1,972	3,307			-			-			-
	72. Divine Word Seminary			-	86		86			-	65	4	69			-
	73. Olivarez College - Tagaytay	42	31	73	313	448	761			-			-			-
	74. STI College - Tagaytay			-	152	51	203			-			-			-
Ternate	75. Cavite West Point College	54	30	84	587	737	1,324			-			-			-
<b>Total</b>		<b>6,875</b>	<b>4,084</b>	<b>10,959</b>	<b>51,973</b>	<b>64,064</b>	<b>116,037</b>	<b>98</b>	<b>220</b>	<b>318</b>	<b>980</b>	<b>2,066</b>	<b>3,046</b>	<b>788</b>	<b>1,121</b>	<b>1,909</b>

Sources: Commission on Higher Education and Higher Education Institutions

Table 5.18. Number of Graduates in Higher Education Institutions by City/Municipality, Province of Cavite, AY 2012-2013

City/ Municipality	Name of School	Pre-Baccalaureate			Baccalaureate			Post-Baccalaureate			Masteral Degree			Doctoral		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>1<sup>st</sup> District</b>		<b>194</b>	<b>158</b>	<b>352</b>	<b>297</b>	<b>453</b>	<b>750</b>	-	-	-	<b>1</b>	<b>23</b>	<b>24</b>	-	-	-
Cavite City	1. Cavite State University-Cavite City	29	91	120	67	211	278			-	1	16	17			-
	2. St. Joseph College - Cavite		4	4	17	34	51			-		7	7			-
	3. San Sebastian College - Recoletos de Cavite			-			-			-			-			-
Rosario	4. Cavite State University-Rosario	165	63	228	176	176	352			-			-			-
	5. STI College - Rosario			-	37	32	69			-			-			-
<b>2<sup>nd</sup> District</b>		<b>83</b>	<b>55</b>	<b>138</b>	<b>373</b>	<b>508</b>	<b>881</b>	-	-	-	-	-	-	-	-	-
City of Bacoor	6. Cavite State University-Bacoor			-	22	47	69			-			-			-
	7. ISHRM School System			-	107	131	238			-			-			-
	8. PIMSAT College															
	9. Saint Francis of Assisi College of Cavite	3	1	4	10	16	26			-			-			-
	10. St. Dominic College of Asia			-	73	140	213			-			-			-
	11. STI College - Bacoor	65	40	105	44	29	73			-			-			-
	12. The Bearer of Light and Wisdom			-			-			-			-			-
	13. University of Perpetual Help of Rizal - Molino Campus	15	14	29	117	145	262			-			-			-
<b>3<sup>rd</sup> District</b>		<b>30</b>	<b>15</b>	<b>45</b>	<b>153</b>	<b>263</b>	<b>416</b>	-	-	-	-	-	-	-	-	-
City of Imus	14. Cavite State University-Imus	20	5	25	25	24	49			-			-			-
	15. Colegio de Porta Vaga			-	34	26	60			-			-			-
	16. Imus Institute	6	2	8	34	75	109			-			-			-
	17. Montessori Professional College - Imus			-	20	39	59			-			-			-
	18. Southern Philippines Institute of Science and Technology			-	15	28	43			-			-			-
	19. Unida Christian College	4	8		25	71	96			-			-			-
<b>4<sup>th</sup> District</b>		<b>678</b>	<b>414</b>	<b>1,092</b>	<b>1,787</b>	<b>2,272</b>	<b>4,059</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>51</b>	<b>70</b>	<b>121</b>	<b>52</b>	<b>100</b>	<b>152</b>
City of Dasmariñas	20. AMA Computer College - Dasmariñas	34	24	58	83	59	142			-			-			-
	21. Brookfield College	17	15	32	3	9	12			-			-			-
	22. De La Salle University - Dasmariñas	34	24	58	782	1,243	2,025	2	2	4	14	16	30		7	7
	23. De La Salle Health Sciences Institute	1	9	10	110	217	327			-		2	2	52	93	145
	24. ISHRM School-Dasma			-			-			-			-			-
	25. Emilio Aguinaldo College	3	16	19	68	102	170			-			-			-
	26. Far Eastern Polytechnic College	32	20	52	32	16	48			-			-			-
	27. Immanuel College of Theology			-	42	22	64			-			-			-
	28. National College of Science and Technology	82	83	165	292	254	546			-			-			-
	29. Oxfordian College			-	11	15	26			-			-			-

*Cavite Socio-Economic and Physical Profile 2013*

City/ Municipality	Name of School	Pre-Baccalaureate			Baccalaureate			Post-Baccalaureate			Masteral Degree			Doctoral		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	30. Philippine Cambridge School of Law, Arts, Sciences, Business Economics and Technology	18	8	26	54	43	97			-			-			-
	31. Philippine Christian University	2	6	8	41	75	116			-	30	52	82			-
	32. PNTC Colleges			-	55	11	66			-			-			-
	33. PTS College & Advanced Studies (Presbyterian Theological Seminary)			-	8	4	12	1		1	7	-	7			-
	34. Rosario College of Business, Arts and Tourism, Inc.															
	35. Saint Jude College			-	8	15	23			-			-			-
	36. Southern Luzon College of Business, Maritime, Science and Technology	2	6	8	33	2	35			-			-			-
	37. STI College - Dasmariñas	73	38	111	85	101	186			-			-			-
	38. Technological University of the Philippines - Cavite	380	165	545	80	84	164			-			-			-
<b>5<sup>th</sup> District</b>		<b>173</b>	<b>166</b>	<b>339</b>	<b>847</b>	<b>1,034</b>	<b>1,881</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>126</b>	<b>104</b>	<b>230</b>	<b>19</b>	<b>7</b>	<b>26</b>
Carmona	39. Cavite State University-Carmona	5	9	14	63	136	199			-			-			-
	40. STI Education Services Group, Inc. (STI eCollege - Southwoods, Inc.)	5	1	6	54	43	97			-			-			-
Gen. Mariano Alvarez	41. Eulogio "Amang" Rodriguez Institute of Science and Technology	105	109	214	120	199	319									
	42. University of Perpetual Help System - GMA			-	81	178	259			-			-			-
Silang	43. Adventist International Institute of Advanced Studies			-			-	1	1	2	96	61	157	13	1	14
	44. Adventist University of the Philippines	2	4	6	157	273	430			-	30	43	73	6	6	12
	45. Cavite State University-Silang	43	37	80	29	43	72			-			-			-
	46. Far Eastern University - Cavite			-	13	27	40			-			-			-
	47. Philippine Missionary Institute			-	11	3	14			-			-			-
	48. Philippine National Police Academy			-	236	34	270			-			-			-
	49. Rogationist College	13	6	19	68	98	166			-			-			-
	50. Saint Paul Seminary Foundation			-	15		15			-			-			-
	51. South Forbes City College															
<b>6<sup>th</sup> District</b>		<b>28</b>	<b>59</b>	<b>87</b>	<b>478</b>	<b>807</b>	<b>1,285</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>-</b>	<b>-</b>	<b>-</b>
Amadeo	52. Jesus Reigns Christian College-Amadeo Foundation			-			-			-			-			-
Gen. Trias	53. Ebenezer International Colleges	-	3	3	4	4	8			-			-			-

City/ Municipality	Name of School	Pre-Baccalaureate			Baccalaureate			Post-Baccalaureate			Masteral Degree			Doctoral		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	54. Cavite State University-Gen. Trias			-			-			-			-			-
	55. Lyceum of the Philippines University			-	352	594	946			-	4	8	12			-
	56. Young Ji College															
Tanza	57. Cavite State University-Tanza	7	7	14	7	10	17			-			-			-
	58. Power School of Technology	4	8	12	6	8	14			-			-			-
	59. St. Joseph Collge - Amaya			-	5	13	18			-			-			-
Trece Martires City	60. Cavite State University-Trece Martires City	17	41	58	47	82	129			-			-			-
	61. Colegio de Amore			-	31	36	67			-			-			-
	62. Trece Martires City College			-	26	60	86			-			-			-
<b>7<sup>th</sup> District</b>		<b>517</b>	<b>449</b>	<b>966</b>	<b>725</b>	<b>1,428</b>	<b>2,153</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>54</b>	<b>49</b>	<b>103</b>	<b>9</b>	<b>4</b>	<b>13</b>
Alfonso	63. Polytechnic University of the Philippines-Alfonso Campus			-			-			-			-			-
Indang	64. Cavite State University-Main	157	139	296	295	689	984	3	5	8	21	21	42	9	4	13
Magallanes	65. Cavite West Point College-Magallanes Inc.	26	14	40			-			-			-			-
	66. Kurios Christian College			-	8	4	12			-			-			-
Maragondon	67. Polytechnic University of the Philippines-Maragondon	18	44	62	111	241	352			-	1	13	14			-
Naic	68. Cavite State University-Naic	152	87	239	129	186	315			-			-			-
	69. Granby College of Science and Technology	19	9	28	7	15	22			-			-			-
	70. Western Colleges			-	9	38	47			-	8	15	23			-
Tagaytay City	71. City College of Tagaytay	96	136	232	43	79	122			-			-			-
	72. Divine Word Seminary				47		47			-	24		24			-
	73. Olivarez College - Tagaytay			-	30	60	90			-			-			-
	74. STI College - Tagaytay			-	5	6	11			-			-			-
Ternate	75. Cavite West Point College	49	20	69	41	110	151			-			-			-
<b>Total</b>		<b>1,703</b>	<b>1,316</b>	<b>3,019</b>	<b>4,660</b>	<b>6,765</b>	<b>11,425</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>236</b>	<b>254</b>	<b>490</b>	<b>80</b>	<b>111</b>	<b>191</b>

Sources: Commission on Higher Education and Higher Education Institutions