

IMPACT STORIES

Showcase of good practices

Entrepreneurship education at the secondary level in Antique and Masbate

By Wilbert San Pedro and Roche Angon¹

“The assistance that the Joint Programme provided to our school has helped us in a big way especially in reducing the student dropout rate. It also has a strong effect in making entrepreneurship education more relevant to the needs of students.” This was Rodolfo Caberoy’s summation of his experience with the Joint Programme’s interventions in his home province of Antique in the last three years.

Mr. Caberoy is the principal of the Antique National School (ANS), one of the schools supported by the Joint Programme. Between 2009 and 2012, the Joint Programme has extended assistance to ANS in funding income generating projects under the Career Pathways–Technology and Livelihood Education (CP-TLE) curriculum taught in high school and in training teachers in teaching entrepreneurship, to name two specific undertakings.

Before the Joint Programme was implemented, school records show that ANS’s net enrolment rate was 91 per cent in school year 2008-2009. This has increased to 95 per cent in school year 2011-2012, at the time that the Joint Programme’s interventions were being implemented. Also, student achievement rate peaked at 70.4 per cent in school year 2009-2010 from 49.0 per cent in the previous school year. More importantly, the dropout rate of 9.8 per cent recorded in school year 2008-2009 significantly decreased to 2.35 per cent in school year 2011-2012.

Among other factors, the Joint Programme’s interventions were seen to have a substantial contribution to the reduction in dropout rates and improvement in education indicators in ANS and selected schools in Antique and three other provinces.

Interventions to support entrepreneurship education and help youth stay in school

The Spanish-funded *MDG Joint Programme on Alternatives to Migration: Decent Jobs for Filipino Youth*, implemented from 2009 to 2012, was the



Students from Barasanan High School are seen here prior to their cultural presentation during the JP YEM turnover ceremony at San Jose, Antique on October 26, 2012 (© ILO/W. San Pedro)

setting for collaborative partnerships among UN country team agencies and local stakeholders in promoting decent and productive work for young people. Under the Joint Programme’s education component, the International Labour Organization (ILO), the International Organization for Migration (IOM), United Nations Children’s Fund (UNICEF), and United Nations Population Fund (UNFPA) worked with the Department of Education (DepEd), the provincial Local Government Units (LGUs), and other government agencies in four pilot provinces in strengthening entrepreneurship education and helping youth stay in school.

The Joint Programme supported the implementation of entrepreneurship education in 15 schools in Antique, Masbate, Maguindanao and Agusan del Sur. Among the poorest of the provinces, the four pilot sites were selected due to their high dropout rates and equally high number of out-of-school youth.

Public secondary education in Antique and Masbate

Antique is a province with a well-developed sense of culture and the arts characterized by the vibrant enthusiasm of its youth for music and other artistic pursuits. As testimony to this, the vision of the youth gestated during the province’s youth summits in 2010 and 2011 affirmed that “*the Antiqueno youth unites in promoting culture and arts, is God-fearing, globally compatible, socially and economically empowered to live in a safe and sustainable environment with accessible resources and governed by responsive, transparent and dynamic leaders.*”

Overall, however, work is needed to improve the state of public secondary education in the province. The cohort survival rate of 67.5 per cent in Antique public high schools in school year 2008-2009 was lower than the national average of about 74 per cent.

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By gender, males tend to be affected more with a 5.9 per cent secondary education dropout rate as compared to only 2.6 per cent for females. The promotion rate was higher for females at 93.8 per cent compared to 82.7 per cent for males while the cohort survival rate was 70.5 per cent for females and 64.6 per cent for males (DepEd, PPDO Antique: 2010). Masbate also lags behind the national average in terms of education indicators. Data shows that the province recorded a 78.3 per cent secondary school participation rate and a 51.8 secondary level cohort survival rate while dropout rate at the secondary level was pegged at 7.7 per cent (DepEd Masbate: 2005).

As the cohort survival and school dropout rates show, many of Antique and Masbate's youth are at higher risk of dropping out of school. For youth who are not able to finish a secondary degree, this becomes a limiting factor when applying for work since most employers prefer high school and college graduates.

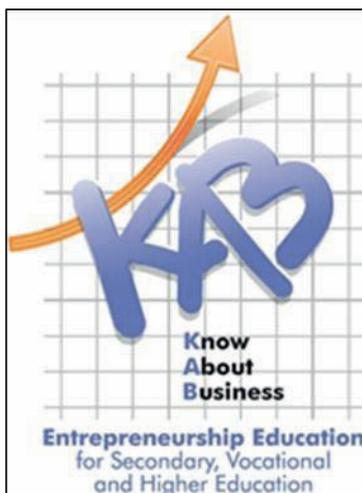
Balancing act

Through initiatives stemming from the Joint Programme, Antique and Masbate have both successfully set a balancing act wherein the youth are given the incentive to stay in school and develop their academic and cultural interests and at the same time receive education for practical skills which enable them to earn a decent livelihood after they leave high school. The Joint Programme has helped both provinces reach their objective of better preparing the youth for work through focused attention on strengthening entrepreneurship education at the high school level.

Strengthening entrepreneurship education

As one of the collaborators of the Joint Programme, the ILO has been a constant advocate of entrepreneurship as an alternative to wage employment especially in developing countries where the informal sector is strong. The ILO recognizes the importance of creating young entrepreneurs and the long term investment that this entails.

Entrepreneurship education in school is seen as a means to enhance the capacity of the youth to access employment opportunities later on. Moreover, entrepreneurship education helps develop students' problem resolution and decision making skills, risk taking attitude,



creativity, and enterprising mindset.

To propagate entrepreneurship education, the ILO relies on its entrepreneurship training packages including the Know About Business (KAB) entrepreneurship education programme. The KAB programme introduces young women and men to the world of business and entrepreneurship. The KAB programme has already been mainstreamed into the curriculum of Philippine high schools through the cooperation of the Bureau of Secondary Education of DepEd, and has contributed to the improvement of entrepreneurship

education at the secondary education level.

The Joint Programme supported the implementation of entrepreneurship education through DepEd's CP-TLE in six Antique and Masbate public high schools together with another nine pilot public schools in Maguindanao and Agusan del Sur. The nationwide roll-out of CP-TLE, a mandatory subject in public secondary high schools, began in 2010. The CP-TLE curriculum aims to provide students with opportunities for livelihood skills development and other possible options. It also aims to reduce dropout rates and increase participation rates of high school students.

Integrating KAB in the entrepreneurship education curriculum

Prior to the Joint Programme, mainstreaming of the KAB into the CP-TLE curriculum of DepEd was supported by the ILO through the CIDA-funded Promoting Youth Employment in the Philippines (PYEP). Advocacy and pilot testing of the KAB in secondary entrepreneurship education were the main activities undertaken during mainstreaming. From being only one of the components in the old CP-TLE curriculum, Entrepreneurship became an integral part incorporated into the four major components of the

new CP-TLE curriculum: Home Economics (HE), Agriculture and Fishery Arts (AFA), Industrial Arts (IA), and Information and Communication Technology (ICT).

Capacity building in entrepreneurship education

The Joint Programme through the ILO provided entrepreneurship trainings and workshops for teachers and supervisors in the first year and second year levels of CP-TLE. These trainings contributed to enriching the understanding of



Teachers discuss their output in one of the training workshops on entrepreneurship education supported by JP YEM (© ILO/R. Angon)

teachers on entrepreneurship concepts, tools, and processes. Likewise, these trainings substantially enhanced teachers' knowledge and skills in teaching entrepreneurship.

The ILO's KAB modules were used as main reference materials during the trainings conducted by the Let's Go Foundation in collaboration with DepEd. A total of 95 teachers, teacher trainers, and supervisors from 15 public secondary schools in the four pilot provinces and 17 regions across the country were trained. 74 of them were female and 21 were male. Lelan Mabaquiao, a TLE teacher of General Leandro Fullon National School in Antique, was a participant in the trainings and said that it gave him the foundational knowledge and resources to handle entrepreneurship education classes. In partnership with TESDA, UNICEF also supported technical vocational training for CP-TLE teachers of the 15 pilot schools. The training has enhanced their knowledge and skills to carry out instruction of the four major component areas of CP-TLE.

Memorandum of agreement

As a deepening mechanism, a memorandum of agreement (MOA) signed by the ILO-International Training Centre and DepEd in September 2010 institutionalized the use of the KAB modules as instructional materials on entrepreneurship within DepEd. The use of the KAB modules in CP-TLE increased and widened the access of teachers and students to educational materials on entrepreneurship. The MOA further granted DepEd the copyright on KAB modules for use as instructional materials in public secondary schools.

Mainstreaming gender sensitivity and safe migration in entrepreneurship education

The Joint Programme similarly supported the mainstreaming of gender sensitivity and safe migration in entrepreneurship education in the first year level of the CP-TLE curriculum. Modules were developed and trainings conducted for teachers by ILO, IOM, UNICEF, and IOM.

Income generating projects in pilot schools

UNICEF gave financial assistance for income generating projects (IGPs) to support the implementation of entrepreneurship education under the Joint Programme. The pilot schools were provided with equipment as learning aids in courses on Home Economics, tools and implements for use in Industrial Arts such as welding and automotive courses, sports equipment, and musical instruments including drums, bugles and lyres.

In Barasanan National High School, IGPs include coconut shell craft production, poultry-raising (broiler production), and smoked garment and accessory production. The school reported that 166 students had initially benefitted from the project. In General Leandro Fullon National School, students learned

while earning from IGPs in poultry, garments making, and furniture making. As a result of this project, 52 students at risk of dropping out from school were able to continue their education. In Antique National School, more than 2,000 students benefited from IGPs in food services, clothing and textiles, a silkscreen printing shop, and a vermin-culture project.

In Mobo National High School in Masbate, the interventions broadened the exposure of students to entrepreneurship through projects in agriculture (vegetable gardening), poultry raising, and home economics (food and food services). Garden tools and implements, food cabinets, stoves, chairs, and tables were also provided by the Joint Programme through UNICEF.



TLE students taking up an elective in agricultural arts at the Mobo National High School in Masbate prepare their vegetable garden plot (© ILO/W. San Pedro)

According to Noel Aban, principal of the Mobo National High School, vegetables grown and harvested by students are sold and proceeds distributed to them. Those enrolled in the food and food services track prepare snack items such as rice cakes, congee, bread, and pastries for sale to fellow students and teachers at reasonable prices.

Throughout the pilot schools, the IGPs helped the students realize the importance of practical skills as a viable source of income, provided valuable experience that will help them become productive individuals when they transit to life after school, augmented students' financial resources, developed values of thrift and savings through membership in cooperatives, and helped reduce dropout rates.

Good practices of Antique National School

The Antique National School (ANS) in San Jose, the capital town of Antique, has a population of 4,000 high school students. Run by the government, the school provides free tuition for all secondary level students. Its good practices in entrepreneurship education provide inspiration to other schools throughout the country.

Organic vegetable gardening. In school year 2008-2009, the school introduced a vermin-composting project and ventured into organic vegetable gardening that uses vermin-cast and vermin-tea as sources of organic fertilizer. The school was successful in growing vegetables like cabbage, cauliflower, bitter melon, eggplant and cucumber.

School records show that from August to December 2011 alone, the school's organic vegetable garden grossed more than PhP20,000 in sales and netted PhP19,000 in profits. PhP7,600 in net income was distributed to students who were directly involved in the project.

IGP in food services and sewing. Teachers utilized facilities and equipment donated by UNICEF and the LGU of San Jose to start up the project. PhP2,000 in start-up capital was sourced from the savings deposit of the Home Economics Department at the Antique National School Teachers Employees Cooperative (ANSTEC). The students carried out the preparation of food and sewing of cloth and textile in the classroom. In school year 2011-2012, 564 students were enrolled in the course. These students had an accumulated net income of more than PhP44,000.

Cyber club computer laboratory. Like other public high schools in the country, the Antique National School's administration is faced with inadequate funds for the maintenance of its computer units. This has led to students taking turns in using the available working computers. The ANS Cyber Club was organized to manage the sustainability of the computer laboratories under the supervision of teachers in Computer Education. This was supported by the school administration and the parent-teacher association (PTA). Computer services are offered for a minimal fee to clients including net surfing at PhP10 per hour. Students enrolled in the course provide the services.



ATLE student at Antique National School taking up an elective in beauty care administers a foot bath to a fellow student (© ILO/W. San Pedro)

Antique National School Beauty Salon and Spa. The project was able to train 139 Beauty Care students under the supervision of two teachers with a total income of more than PhP8,000 generated from beauty care and spa services as of the third quarter of 2012. Some 91 students enrolled in Beauty Care maintain savings deposits at ANSTEC totaling more than PhP12,000. Initially, the ANS Beauty Salon and Spa received financial assistance from local NGO Let Us Care Foundation, the LGU of San Jose, and the Home Economics Department of ANS.

Youth savings programme. Students of Antique National School joining the programme are required a maintaining balance of PhP10 in their savings account at ANSTEC. The youth savings programme is seen to alleviate students' financial problems and develop the

value of thrift. The average student depositor accumulates PhP15,000 to PhP20,000 in the span of four years in the school. There are more than 2,500 student savers with total savings deposits amounting to PhP1.27 million under the youth savings programme as of March 2012.

Education subsidy

A related intervention, implemented by the Joint Programme through the IOM, provided a supplemental education subsidy fund for disadvantaged youth including children of migrant workers in the 15 pilot schools. A total of 748 education subsidy slots were provided to second and fourth year high school students during the school years 2010-2011 and 2011-2012. Of these, 641 were students at risk of dropping out, 74 were children of OFWs, and 33 were former out-of-school youth. 70 of the scholars were among the top 10 students in their class while another 10 availed of the entrepreneurship training under ILO's SIYB entrepreneurship training programme. In Antique alone, 102 high school students from the three pilot schools in the province benefitted from the subsidy.

In sum

Overall, an estimated 13,000 high school students in 15 pilot schools across the four pilot provinces have benefitted from improved CP-TLE laboratories, enhanced guidance services, and the implementation of DepEd's Dropout Reduction Programme (DORP).

Lessons learned

Innovative schemes to promote entrepreneurship education and reduce dropout rates are practical but need financial support of local governments, parent-teacher associations, and non-government organizations. An active school-based cooperative or its equivalent can assist in funding entrepreneurship projects. As a sustainability mechanism, there is an existing need to harness more partners to help the schools implement entrepreneurship education and continue capacity building of teachers on entrepreneurship education to ensure that programme gains are maintained. A projected increase in school-aged population in the next few years also indicates that the limited number of standard tools, equipment, and learning aids and facilities in public secondary schools need to be augmented. ☒

Contacts

Bureau of Secondary Education
 Department of Education
 Tel: +63 2632-1361 to 7
 DepEd Complex, Meralco Avenue,
 Pasig City, Philippines
 Website: www.deped.gov.ph

International Labour Organization
 Country Office for the Philippines
 Tel: +632 5809900
 19th Floor Yuchengco Tower, RCBC Plaza
 6819 Ayala Avenue, Makati City 1200 Philippines
 Website: www.ilo.org/manila