

Philippine Education Indicators: *An Update*

Human capital investment is considered as one of the driving forces in the process of development. It is also acknowledged to be very important in helping to alleviate poverty. With quality education, appropriate skills training and corresponding job opportunities, a country's manpower becomes more productive and useful for society.

Resource Allocation and Utilization in the Education Sector

In the 1998 report on human development index (HDI),¹ the Philippines was ranked number 77. Its performance in terms of human development was measured by HDI through, among other factors, education. The government has, through the years, acknowledged the value of improving the educational status in the country. As mandated by the Philippine constitution, the education sector should receive

the highest priority in the central government budget. However, while education indeed continues to garner the biggest chunk of the budget, its share only reached 18.3 percent in 2000. In 1998, the budget allocation for education grew by 12.0 percent. Then, in 1999, it increased by only 3.4 percent and eventually rose by 9.7 percent in 2000. Taking into account inflation, last year's increase in the education budget is thus minimal compared to the 13.0 percent and 15.0 percent increases in the budgets for peace and order, and debt service, respectively.

With a number of national concerns competing for a greater share of the limited government budget over time, a greater call for efficiency and transparency in the utilization of the budget is being advocated in each sector. Given the

available resources vis-à-vis the growing requirements of each sector, it is important to regularly monitor how these resources are being allocated to various needs.

In this regard, how did the education sector make use of its budget?

Recent data reveal that from the period 1995-2000, a big proportion of the education sector's total budget was allocated to personal services which include salaries and wages for permanent, contractual, casual and emergency personnel. In particular, almost 90.0 percent of the budget was allocated to personal services in 2000 while only 8.8 percent was earmarked for maintenance and other operating expenses (MOOE). For the maintenance and

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¹HDI is a measure of empowerment which indicates the level of the three basic indicators (life expectancy, education and income) that people have which would help give them a long and healthy life, knowledge, and the ability to have access to the resources needed for a decent standard of living. It is computed by getting the simple average of the three indices (life expectancy, educational attainment and the adjusted real GDP per capita).

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IMAPE project holds workshop in Palawan

The Impacts of Macroeconomic Adjustment Policies on the Environment (IMAPE) Project-Philippines, in cooperation with the Palawan Council for Sustainable Development (PCSD), hosted a technical workshop on the impact of macroeconomic policies on the mining and quarrying sector in the province of Palawan. Held at the Palawan Tropical Forestry Protection Program (PTFPP) conference hall in Puerto Princesa, Palawan on May 28, 2001, the workshop had, as resource speaker, Dr. Danilo Israel, Senior Research Fellow at the Philippine Institute for Development

Studies (PIDS), who presented the findings of his IMAPE study entitled "The Environmental Impact of Macroeconomic Policies on the Mining and Quarrying Sector in Palawan Province." In particular, the study, which was jointly conducted with Ms. Aida Torres and Ms. Adel Sandalo, heads of the Technical Services Division and the Policy Research Division of the PCSD, respectively, looked into the impacts of financial, foreign exchange and trade liberalization on the sector.

Among the significant findings of the study are:

❖ Financial liberalization had a minimal economic impact on the mining and quarrying sector of Palawan. Most of the firms and households did not use the banking system to source money for their operations and needs. Those who did, thought that interest rates have been high in recent years.

❖ Foreign exchange liberalization has a positive economic impact on the single mining firm as devaluation improved its foreign exchange earnings. However, devaluation also negatively affected mining and quarrying firms by raising their cost of operations and the households by increasing their cost of living.

❖ Trade liberalization has been beneficial to the mining firms by lowering the cost of some of their production inputs but has no significant impact on quarrying opera-

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Various experts from the Micro Impacts of Macroeconomic Adjustment Policies (MIMAP) Project Network on economic modelling convened in a workshop hosted by the International Development Research Centre (IDRC) last April 30 to May 5 in Singapore.

The workshop featured the findings on the effects of trade liberalization using computable general equilibrium (CGE) analysis. Among the participating MIMAP country teams were Bangladesh, India, Nepal, Pakistan, Philippines and

Modellers' workshop in Singapore

Vietnam. Each participating team presented its analysis of the reforms in its respective country situation.

The MIMAP-Philippines Project Team was represented by Dr. Caesar Cororaton, Senior Research Fellow at the Philippine Institute for Development Studies

(PIDS) and the principal consultant of the MIMAP-Philippines' computable general equilibrium (CGE) modelling component.


The research papers presented during the workshop are available online at <http://www.mimap.org>. *BEM*

MIMAP

MAP-Gender Project Director visits the Philippines

Ms. Swapna Mukhopadhyay, Project Director of the Macroeconomic Adjustment Policies (MAP)-Gender Network and Director of the Institute of Social Studies Trust in India, visited the MIMAP-Philippines Project Management Office on April 3, 2001 to discuss a possible joint research of the network and MIMAP-Philippines.

In particular, Director Mukhopadhyay is proposing a short-term research component to be incorporated in the ongoing poverty monitoring work of MIMAP-Philippines. The proposed component specifically seeks to examine the gender-differentiated impacts of policies on households in the Philippines. It

also seeks to examine the following areas of wellbeing: (a) access (and control of) to resources within the household; (b) autonomy; (c) stress/mental wellbeing; (d) work and leisure; (e) marriage (i.e., conditions of women within the bounds of marriage); and (f) household decisionmaking. *BEM* 

MIMAP-Palawan collaboration update

The second quarter of the year ushered in a number of significant developments in connection with the joint endeavor between the MIMAP-Philippines Project Management Office (PMO) and the provincial government of Palawan through its Planning and Development Office on improving project benefit monitoring and impact evaluation in the province.

Among the activities done during the period are:

- ❖ Preparation of the final

draft of the Palawan Human Development Report,

- ❖ Validation of the community-based monitoring system (CBMS) survey results, and

- ❖ Groundwork for the installation of the CBMS data boards in the various municipalities and barangays (villages).


The provincial government of Palawan has likewise sought MIMAP's financial assistance for the setting up of the CBMS data boards and the publication of its human development report. The installa-

tion of the data boards and the publication of the report are among the mechanisms to disseminate the welfare conditions in the various areas of Palawan as indicated by the results of the recently conducted CBMS survey.

Meanwhile, aside from the technical assistance being provided in the aforementioned activities, the MIMAP-PMO also has its hands full with the following CBMS-related activities:

- ❖ Revision of the CBMS manual of survey operation and data processing;

- ❖ Documentation of the development planning and CBMS implementation in Palawan; and

- ❖ Processing of the CBMS results in selected barangays in the municipality of Quezon, Southern Palawan to be used for a focused study. 

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other operating expenses, part of the costs went to the training and seminar expenses of teachers and school administrators and the acquisition of library books and materials. When combined with the capital outlay on furniture, fixtures, equipment and books, this component had a share of 1.5 percent in the total budget in 2000, showing

Enrolment Rate

Data from the Department of Education, Culture and Sports (DECS), as gleaned in Table 2, show that from SY 1993-1994 to SY 1998-1999, elementary enrolment rose, on the average, by 2.6 percent. In SY 1993-1994, it grew by a measly 0.6 percent but went up by 5.4 percent in SY 1995-1996. In the succeeding years, the percentage increases continuously became smaller except for SY 1997-1998 when it increased by 3.2 percent.

Table 2 also shows that during the same period, secondary enrolment was increasing at an average of 2.2 percent. The highest percentage change was recorded in SY 1994-1995 when enrolment increased by 3.8 percent.

The latest data, meanwhile, as recorded in Table 3, indicate that the country's elementary enrolment increased by 1.7 percent from 12.5 million in SY 1998-1999 to 12.7 million in SY 1999-2000. Out of the

Table 1: Expenditure program, Department of Education, Culture and Sports Office of the Secretary, FY 1995-2000 (in thousand pesos)

	1995	1996	1997	1998	1999	2000
Personal Services	40,828,386	49,610,683	64,897,847	74,624,270	78,026,662	86,209,364
Maintenance and other operating expenses	5,171,574	5,391,655	6,686,932	7,758,427	7,817,888	8,406,800
Training and seminar	16,304	39,606	110,517	111,194	198,278	383,653
Library books	-	362	21	93,636	8,385	155,376
Others	5,155,270	5,351,687	6,576,394	7,553,597	7,611,225	7,867,771
Capital Outlay	448,449	282,966	1,191,885	347,674	343,605	1,130,932
Land services	32,331	39,944	263,933	29,743	19,503	7,500
Buildings outlay	283,100	164,633	16,003	180,398	147,275	237,286
Furniture, fixtures, equipment and books outlay	133,018	78,389	911,721	137,533	176,827	886,146
Loans outlay	-	-	228	-	-	-
Total	46,448,409	55,285,304	72,776,664	82,730,371	86,188,155	95,747,096
Total education sector budget	61,082,168	73,571,721	93,639,235	104,883,176	108,417,781	118,887,233

Source: Department of Budget and Management

that indeed, low priority was given to quality improvements (Table 1).

In addition to the budget utilization, it is equally important to examine core indicators of the status and growing demand for education in recent years to be able to help in the planning and program implementation at the national and local levels. The succeeding sections expound on this.

Table 2: Elementary and secondary enrolment SY 1993-1994 to 1998-1999

School Year	Elementary		Secondary	
	Level	% Change	Level	% Change
1993-1994	10,739,535	0.6	4,599,478	3.2
1994-1995	10,910,876	1.6	4,772,647	3.8
1995-1996	11,504,816	5.4	4,883,507	2.3
1996-1997	11,847,794	3.0	4,888,246	0.1
1997-1998	12,225,038	3.2	4,979,795	1.9
1998-1999	12,474,886	2.0	5,066,190	1.7
	Average	2.6	Average	2.2

Source: Department of Education, Culture and Sports

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**Table 3: Elementary and secondary enrolment by region
SY 1998-1999 to 1999-2000**

Region	Elementary			Secondary		
	1999-2000	1998-1999	% Change	1999-2000	1998-1999	% Change
Philippines	12680936	12474886	1.7	5167553	5066190	2.0
NCR	1377673	1348157	2.2	689085	700723	-1.7
CAR	241486	241084	0.2	109453	108327	1.0
ARMM	416849	413649	0.8	70826	66168	7.0
I	660750	647636	2.0	332243	338492	-1.8
II	469863	465481	0.9	206211	200235	3.0
III	1261333	1226581	2.8	546625	539353	1.3
IV	1895283	1846260	2.7	803942	778633	3.3
V	877168	876891	0.0	330907	321979	2.8
VI	1070183	1065315	0.5	460137	422291	9.0
VII	960303	924624	3.9	384564	375704	2.4
VIII	640754	627438	2.1	213401	216249	-1.3
IX	561563	553423	1.5	185041	173042	6.9
X	514050	505412	1.7	181419	178701	1.5
XI	880486	985094	-10.6	332904	362558	-8.2
XII	469058	362266	29.5	179474	141764	26.6
XIII	384134	385575	-0.4	141321	141971	-0.5
Public	11770285	11546471	1.9	3920414	3736377	4.9
(% Share)	92.8	92.6		75.9	73.8	
Private	910651	928415	-1.9	1247139	1329813	-6.2
(% Share)	7.2	7.4		24.1	26.2	

Source: Department of Education, Culture and Sports

12.7 million, 92.8 percent were enrolled in public elementary schools while the remaining 7.2 percent were enrolled in private schools. It can also be observed that private school enrolment dropped by 1.9 percent. This was in turn absorbed by the increase in public school enrolment.

In SY 1999-2000, secondary enrolment slightly rose by 2.0 percent, from 5.1 million in SY 1998-1999 to 5.2 million in SY 1999-2000. Out of the 5.2 million enrollees, 3 out of 4 students were enrolled in public schools.

Among the regions, Table 3 also shows that Region 12 registered the highest increase in elementary

enrolment at 29.5 percent. This was followed by Region 7 with a 3.9 percent increase. On the other hand, elementary enrolment in Regions 11 and 13 declined by 10.6 percent and 0.4 percent, respectively. The downward trend in enrolment in Region 11 can be largely attributed to the Mindanao conflict, which started from the Abu Sayyaf kidnappings and resulted to the all-out war staged by the military.

Among the regions, it was also Region 12 which registered the highest increase in secondary enrolment at 26.6 percent, followed by Region 6 where enrolment rose by 9.0 percent. And just like the trend in elementary school enrolment, Region 11 experienced the biggest decline

in secondary enrolment at 8.2 percent while Region 1 and the National Capital Region (NCR) experienced a drop of 1.8 and 1.7 percentage points, respectively.

From SY 1998-1999 to 1999-2000, public secondary enrolment went up by 4.9 percent while private enrolment decreased by 6.2 percent. This could be attributed to the rising costs of private education amidst a background of slower economic growth.

Enrolment in the elementary level does not have a great disparity in terms of gender. Male enrolment went up by 1.8 percent while fe-

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male enrolment grew by 1.5 percent. However, the proportion of male enrollees was slightly higher at 51 percent compared to that of the females with 49 percent (Table 4).

If the percentage of male enrollees was higher than the females in the elementary level, the opposite can be observed at the secondary level where 51 percent of those who enrolled were female and the remaining 49 percent were male. In SY 1999-2000, male enrolment at the secondary level increased by 2.5 percent while female enrolment rose by 1.6 percent.

Participation Rate

In terms of participation rate, various results have been observed in the elementary and secondary levels. Participation rate is defined as the ratio of enrolment in the school-age range to the total population of that school-age bracket.

Table 5 shows that from SY 1993-1994 to SY 1998-1999, elementary participation rates increased by an average of 1.7 percent. From 85.4 percent in SY 1993-1994, it soared to 95.7 in SY 1998-1999.

In the same period, participation rate at the secondary level increased at an average of 1.4 percent. In SY 1993-1994, secondary participation rate was 57.6 percent, then it increased to 58.5 percent in SY 1994-1995 until it reached 65.2 percent in SY 1998-1999.

In SY 1999-2000, meanwhile, as shown in Table 6, elementary par-

Table 4: Elementary and secondary enrolment by sex SY 1998-1999 to 1999-2000

Year	Elementary		Secondary	
	Male	Female	Male	Female
1998-1999	6364817	6110069	2450415	2615775
1999-2000	6480259	6200677	2510534	2657019
% Change	1.8	1.5	2.5	1.6

Source: Department of Education, Culture and Sports

ticipation rate for the Philippines registered at 97.0 percent, 1.3 percent higher than that of the previous school year. Participation rate was higher for females at 97.1 percent as compared to 96.8 percent for males. The opposite was true a year ago when the participation rate of males was higher at 98.4 percent compared to that of the females at 93.0 percent.

Across regions, Region 7 registered the highest elementary participation rate at 99.96 percent, followed by Region 4 at 99.89 percent. The lowest was recorded by Region 9 at 92.1 percent.

In SY 1999-2000, secondary participation rate slightly increased to 65.4 percent. Female participa-

tion rate was recorded at 68.6 percent, higher than the male participation rate of 62.6 percent. This was also the same trend in the previous year.

Among the regions, the NCR had the highest secondary participation rate at 80.3 percent in SY 1999-2000. NCR also had the highest male participation rate at 79.6 percent in the same year while Region 1 registered the highest female participation rate at 82.0 percent. On the other hand, the Autonomous Region of Muslim Mindanao (ARMM) had the lowest participation rate at 31.9 percent as well as the lowest male and female participation rates at 29.0 and 35.0 percent, respectively.

Table 5: Elementary and secondary participation rates SY 1993-1994 to 1998-1999

School Year	Elementary		Secondary	
	Rate	Change	Rate	Change
1993-1994	85.37	0.2	57.62	0.9
1994-1995	87.14	1.8	58.47	0.9
1995-1996	92.70	5.6	62.25	3.8
1996-1997	94.33	1.6	62.62	0.4
1997-1998	95.07	0.7	64.22	1.6
1998-1999	95.70	0.6	65.20	1.0
	Average	1.7	Average	1.4

Source: Department of Education, Culture and Sports

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Table 6: Participation rates in elementary and secondary schools by region and by sex SY 1998-1999 to 1999-2000

	Elementary			Secondary		
	Male	Female	Total	Male	Female	Total
1998-1999	98.4	93.0	95.7	63.9	68.4	65.2
1999-2000	96.8	97.1	97.0	62.6	68.6	65.4
NCR	98.4	99.9	99.1	79.6	81.0	80.3
I	97.9	97.1	97.5	76.6	82.0	79.2
II	96.0	97.1	96.5	63.7	71.0	67.3
III	99.8	100.0	99.9	68.5	73.9	71.2
IV	100.0	99.8	99.9	69.4	74.2	71.7
V	96.1	95.4	95.8	61.5	69.6	65.5
VI	98.2	94.7	96.5	68.3	77.3	72.7
VII	100.0	99.9	100.0	62.6	68.7	65.6
VIII	94.5	96.8	95.6	48.8	56.2	52.4
IX	91.7	92.5	92.1	47.7	53.3	50.5
X	95.7	96.0	95.8	47.5	52.6	50.0
XI	91.8	93.1	92.4	48.2	53.6	50.9
XII	91.4	95.0	93.1	56.3	61.2	58.8
CAR	94.4	93.8	94.1	70.4	78.7	74.5
ARMM	91.7	95.5	93.6	29.0	35.0	31.9
CARAGA	92.6	92.7	92.7	46.8	52.2	49.4

Note: Participation rate is the ratio between the enrolment in the school-age range and the total population of that age range.

Source of data: Department of Education, Culture and Sports

While elementary dropout rate has continuously declined over the years, the opposite can be observed for the secondary dropout rates. In SY 1996-1997, for instance, secondary dropout rate was recorded at 9.8 percent. It went up to 9.9 percent in the following year and then reached 10.8 percent in SY 1999-2000. Dropout rate in public schools was higher at 11.4 percent compared to private schools at 9.1 percent in the same year.

Across regions, Region 8 had the highest secondary dropout rate in public schools at 21.6 percent while Region 6 registered the highest secondary dropout rate in private schools at 21.0 percent.

Cohort Survival Rate

Another education-related indicator is cohort survival rate which refers to the proportion of enrollees at the beginning grade or year who reach the final grade or year at the end of the required number of year of study.

Dropout Rate

In addition to the two previous indicators, it is also relevant to look at the status of the dropout rates for both elementary and secondary levels. The available data, however, do not have a gender disaggregation. Data for SY 1998-1999 and SY 1999-2000 are also still preliminary.

Dropout rate is defined as the proportion of pupils/students who left school during the year as well as those who completed the grade/year level but failed to enrol in the next grade/year level the following school year to the total number of

pupils/students enrolled during the previous school year.

In SY 1996-1997, elementary dropout rate for the Philippines was 8.0 percent. This decreased to 7.4 percent in SY 1997-1998 and then further down to 7.3 percent in SY 1999-2000. For public schools in the same school year, the rate registered at 7.4 percent, higher than that in private schools at 6.3 percent. Among the regions, the ARMM recorded the highest dropout rate at 22.3 percent while Region 1 had the lowest dropout rate at 2.7 percent (Table 7).

The cohort survival rate in the elementary level has been increasing since SY 1994-1995. From 66.4 percent, it rose to 67.2 percent in SY 1995-1996 and then to 69.8 percent in SY 1998-1999. The continuously increasing figures mean that more and more elementary students who enter Grade 1 are able to finish Grade 6. It should be noted, however, that the cohort survival rate of females was higher than that of the male. For example, the cohort survival rate for female in SY 1998-1999 was 74.3 percent as compared to 65.6 percent for male (Table 8).

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In the secondary education level, meanwhile, the cohort survival rate has been declining in the past years. From 73.5 percent in SY 1996-1997, it went down to 71.3 percent in SY 1998-1999. The same situation can be said for the male cohort survival rate where it registered a 68.8 percent in SY 1996-1997 and then decreased to 65.2 percent in SY 1998-1999. On the other hand, while female cohort survival rate decreased from 78.1 percent in SY 1996-1997 to 76.8 percent in SY 1997-1998, it eventually rose to 77.3 percent in SY 1998-1999.

Achievement Test Performance

In terms of performance, the National Elementary Assessment Test (NEAT) and the National Secondary Assessment Test (NSAT) measure the abilities and skills of the Grade 6th and 4th year high school students, respectively. The scores in 1997 and 1998 are shown in Table 9.

The mean performance score (MPS) of Grade 6 pupils in the NEAT declined from 50.8 in 1997 to 50.1 in 1998. The MPS of females in 1998 was higher at 52.3 compared to 47.6 of the males. Across regions, Region 8 got the highest MPS at 61.0 percent while Region 12 obtained the lowest MPS at 39.0 (Table 9).

At the secondary level, the mean performance score of fourth year high school students in the NSAT declined from 48.7 in 1997 to 46.1 in 1998. In 1998, the MPS of

Table 7: Dropout rates in elementary and secondary schools, public-private, SY 1996-1997 to 1999-2000

Year	Elementary			Secondary		
	Public	Private	Both Sectors	Public	Private	Both Sectors
1996-1997	8.3	4.3	8.0	10.4	8.4	9.8
1997-1998	7.7	3.9	7.4	11.1	7.0	9.9
1998-1999*	7.4	5.6	7.3	11.2	7.8	10.3
1999-2000*	7.4	6.3	7.3	11.4	9.1	10.8
NCR	4.3	2.4	3.9	8.4	14.5	10.4
I	2.8	2.2	2.7	12.1	8.5	11.4
II	6.1	2.9	6.0	16.5	4.1	13.8
III	3.9	1.8	3.8	10.6	8.5	10.0
IV	5.6	3.3	5.4	8.0	4.0	6.8
V	7.2	29.4	7.8	11.9	4.7	10.5
VI	7.4	25.2	8.2	5.7	21.0	8.3
VII	5.0	0.0	4.7	11.6	3.1	9.3
VIII	9.6	6.6	9.5	21.6	18.0	21.0
IX	12.6	18.6	12.8	11.5	8.3	11.0
X	8.0	1.9	7.7	15.2	7.2	12.9
XI	9.2	26.2	10.3	12.9	10.9	12.5
XII	11.5	9.0	11.4	13.4	13.3	13.4
CAR	7.7	6.0	7.6	14.4	9.9	13.0
ARMM	22.5	3.4	22.3	12.4	0.8	10.3
CARAGA	10.2	5.5	10.1	20.2	5.9	17.3

Note: Dropout rate is the proportion of pupils/students who leave school during the year as well as those who complete the grade/year level but fail to enrol in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year.

*Data for School Years 1998-1999 and 1999-2000 are preliminary.

Source of Data: Department of Education, Culture and Sports

Table 8: Cohort survival rates in the elementary and secondary levels by sex, SY 1994-1995 to 1998-1999

Year	Elementary			Secondary		
	Male	Female	Both Sexes	Male	Female	Both Sexes
1994-1995	62.01	71.40	66.44	-	-	-
1995-1996	62.62	72.23	67.16	-	-	-
1996-1997	63.41	73.02	67.96	68.84	78.11	73.45
1997-1998	64.27	73.32	68.92	66.00	76.78	71.36
1998-1999	65.64	74.31	69.75	65.24	77.32	71.25

Note: Cohort Survival Rate is the proportion of enrollees at the beginning grade or year who reach the final grade or year at the end of the required number of year of study.

Source of data: Department of Education, Culture and Sports

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the males was higher at 47.5 compared to that of 44.5 of the females. Among the regions, the NCR recorded the highest MPS in the NSAT at 51.5 percent.

General Assessment

The continuously increasing dropout rate and declining cohort survival rate in the secondary schools as well as the still high level of dropout rate in the elementary schools

reflect the aftershock effects of the 1997 Asian financial crisis and the El Niño phenomenon that occurred in 1997-1998. In addition, the high dropout rates and declining enrol-


ment in private schools are being attributed to the rising costs of private education amidst a climate of slower economic growth.²

Table 9: Mean performance scores of grade VI pupils in the National Elementary Assessment Test (NEAT) and fourth year high school students in the National Secondary Assessment Test (NSAT) by sex: 1997-1998

Year	MPS in NEAT			MPS in NSAT		
	Male	Female	Total	Male	Female	Total
1997	48.87	52.63	50.78	47.67	49.48	48.66
1998	47.59	52.33	50.08	47.50	44.48	46.12
I	45.66	49.50	47.58	47.30	44.36	46.82
II	50.81	53.98	52.70	47.27	39.79	46.00
III	46.82	51.67	50.14	48.30	40.29	48.38
IV	46.50	51.64	48.96	46.45	39.97	46.06
V	48.75	52.96	51.10	40.96	46.00	42.58
VI	48.91	52.57	50.42	36.63	43.43	42.80
VII	48.44	52.44	50.43	42.42	46.83	46.62
VIII	57.97	61.48	61.02	46.10	49.67	49.30
IX	52.51	56.11	54.58	46.61	49.25	47.08
X	48.21	52.45	50.18	41.68	45.37	44.93
XI	42.56	47.16	45.18	41.24	41.28	40.85
XII	35.98	41.39	38.99	39.02	39.57	38.71
NCR	52.24	56.98	54.39	51.57	43.53	51.52
CAR	47.16	52.64	51.05	52.78	44.64	49.08
ARMM	42.43	45.88	46.18	38.33	41.36	42.11
CARAGA	47.01	50.22	49.32	37.34	41.99	41.60

Note: National Elementary Assessment Test (NEAT) is the national examination which aims to measure learning outcomes in the elementary level in response to the need of enhancing quality education as recommended by the Congressional Commission on Education. It is designed to assess abilities and skills of Grade VI pupils in all public and private elementary schools. National Secondary Assessment Test (NSAT) is the national examination which aims to assess abilities and skills of fourth year high school students in all public and private secondary schools.

Source: Research and Evaluation Division - National Educational Testing and Research Center.

Meanwhile, the declining performance of elementary and secondary students in the NEAT and NSAT, respectively, is one among other indicators signaling the need to assess priorities in the education sector. The trend in the movement of the sector's budget thus far shows that priority has been given to personal services which mainly cover salaries while very little has been allocated to quality improvements such as the retraining of teachers and school administrators, and the production of textbooks and other instructional materials. The data either imply the need to subsidize a growing number of employees absorbed by this sector or the need to cope with the growing demand for an increase in salary by its existing workforce. However, policymakers and program implementors should ensure that vital safety nets are properly established and monitored so as not to trade off quality improvements that may be brought about by skills training/enhancement and improvement of school curriculum with the urgent demands. RCR 

²See related article on the analysis of the social impact of the financial crisis in the Philippines in MIMAP Project Updates, March 1999.

MIMAP PROJECT UPDATES

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IMAPE workshop... (From Page 2)


tions where the inputs are mostly locally sourced.

Invited as discussants to the paper presented were Mr. Michael Cabalda, Chief Science Research Specialist of the Mining Environment and Safety Division of the Mines and Geosciences Bureau (MGB)–Central Office; Mr. Miguel Fernandez and Mr. Oscar Gianan, Officer-in-Charge and Senior Environmental Management Specialist of MGB Region IV office, respectively; Mr. Jose Saret, Vice-President for Operations of the Rio Tuba Nickel Mining Corporation; and Ms. Grizelda Mayo-Anda of the Environmental Legal Assistance Council (ELAC). The workshop also in-



Dr. Danilo Israel, shown here with co-author Ms. Adel Sandalo, presents his paper during the technical workshop held last May 28 at the PTFPP Hall, Puerto Princesa City, Palawan.

cluded representatives from the Environment and Natural Resource Office (ENRO), Department of Environment and Natural Resources

(DENR), City Planning and Development Office (CPDO) of Puerto Princesa, and selected quarrying operators as participants. JPA 

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