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EDUCATION SECTOR ASSISTANCE STRATEGIES
IN THE PHILIPPINES

Consultant Report prepared for
USAID/Manila

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Gary Theisen
S&T/ED
A.I.D./Washington

Nat Colletta
Ministry of Education
Jakarta, Indonesia

EDUCATION SECTOR ASSISTANCE STRATEGIES IN THE PHILIPPINES

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EDUCATION SECTOR ASSISTANCE STRATEGIES IN THE PHILIPPINES

I. Sector Overview

A. Historical Growth

By the early 1960s, a national system of free, public, elementary education was well-established in the Philippines. In 1960 enrollment rates exceeded 90 percent at the primary level, 30 percent at the secondary, and 13 percent at the tertiary. With a literacy rate near 75 percent, the Philippines led all S.E Asian countries in this category.

In 1985 the national elementary participation remains at 90 percent, but secondary enrollment rates have risen to 60 percent. (See Table 1.) The percentage of students enrolled in universities or colleges has grown to approximately 30 percent. In the last twenty years, the number of elementary schools in the national system have increased by 50 percent, secondary schools by 114 percent, and tertiary institutions by 148 percent (Table 2). To keep with population growth, the system has undergone considerable quantitative expansion in the past 20 years. Performance indicators, however, indicate that quality improvements have not kept pace with physical expansion.

B. System Shortfalls

Despite assistance to the elementary sub-sector provided by the World Bank-assisted Program for Decentralized Educational Development (PRODED), increases in absolute enrollments fall short of increases in the size of the school age population. In SY 1983-84, 21 percent of seven years olds were not enrolled in school. Wide disparities persist in both educational attainment and achievement levels between and within regions. (See Tables 3 and 4.) Students from NCR and Regions I, III and IV enjoy considerable advantage over their peers (in terms of both access to education and performance) from Regions II, VIII, and IX.

Despite the recent 44 percent increase in teacher salaries, compensation for nearly half the teaching force remains below the official poverty level. Teacher quality, especially in math and science, is low resulting in high student dropout and repetition rates. (See Table 5.)

Inefficiencies at both the elementary and secondary levels produce cost burdens that the educational system cannot afford for either economic or political reasons. USAID's Budget Support Program I provided as much as \$300 million of the Department of Education, Culture and Sports budget for SY 1986. Ultimately these expenditures will have to be absorbed by the GOP. The provision in the new Constitution legislating free, universal secondary education adds considerably to the financial burden the government bears in the education sector. The Department of Education has yet to develop a comprehensive scheme for providing funds for the capital and recurrent costs associated with broad-scale secondary school expansion, and continued growth of primary education.

C. Department Targets 1987-1992

Government development efforts will concentrate on the secondary sub-sector for the five year plan period. Secondary participation rates are slated to rise by five percent with a total enrollment increase of 4.6 million students. Internal efficiency is scheduled to improve with the greatest reductions in repetition and dropout rates targetted for the Regions with lowest efficiency rates: Regions V, VI, VII, VIII, IX, X, and XI.

To improve the quality of the system, the government hopes to realize substantial increases in mean achievement scores on mean tests for both elementary and secondary students. Improvements to existing facilities, development of new facilities, improved student-textbook ratios, and teacher upgrading programs are expected to bring about improvements in system quality and subsequent student performance.

The GOP has an auxiliary outreach program planned for out-of-school youth and adult illiterates. The program expects to reach 597,000 adults and 200,000 unemployed school-age dropouts. Strategies for accomplishing this outreach program and for developing a much needed system of norms and standards for higher education are planned but have yet to be developed.

II. Sector Assistance Issues

A. Policy Analysis and Management

The critical constraint to expansion/development of the education sector is lack of funds. Planning and careful management of existing resources and exploration of ways to reallocate funding to maximize effectiveness among sub-sectors is essential to realizing target objectives. Since the revolution, the GOP has outlined ambitious sectoral goals but has not had the luxury of time or resources to develop comprehensive, integrated strategies for implementing policies. A set of highly-focused policy papers are needed to examine resource investment options. Studies examining finance and subsector issues are especially important. Although the central Ministry has a well-utilized computer-based management information system (MIS) in place, the system does not extend into the regions or beyond. The GOP has stressed the importance of decentralization in its national development plan. Extending MIS to the regions would facilitate empirically-based decision-making and monitoring at more decentralized levels of the system.

The Philippines has a number of talented social science researchers who have written about education development problems. The press of post-revolution reorganization, however, has left little time for DEC career personnel to engage in system-wide policy analysis, and to develop integrated implementation strategies. The GOP needs to develop a preparatory in-service institute to ensure a steady procession of policy-oriented civil servants. A

sector assessment focusing on budget, finance and resource reallocations among subsectors is needed as a prerequisite to the formulation of future donor assistance strategies.

Primarily recommendations for improving policy analysis and management capabilities are:

1. Sector assessment
2. Sub-sector policy studies
3. Design and implementation of regional/provincial level MIS.

B. Finance

1. Textbooks

In the last decade the government has produced and disseminated approximately 76 million primary school textbooks. The 1987 production target for the Instructional Materials Corporation (the parastatal responsible for DEC approved publications) is 23 million books. Production costs have been funded largely through World Bank support of the PRODED project and through Canadian paper subsidies. Both assistance arrangements terminate in 1988. The GOP has no strategy or earmarked resources for maintaining production past that date. Textbooks have a life cycle of three years. Unless replacement texts are produced, students will be without them and thus be deprived of a learning resource which has a demonstrated, large impact on learning.

The government's commitment to secondary expansion through its 5-year Secondary Education Development Program (SEDP) may increase secondary enrollment to 2.4 million by 1992. Total estimated cost is approximately \$200 million. Thirty-six books are required at the secondary level for the 9 official subjects. Based on the government's goal of a 1:1 student-textbook ratio, a total of 22 new million secondary texts and 185,000 teachers' manuals need to be produced in the next five years. Total estimated cost is \$17 million. Although, the World Bank is developing a project proposal targetted at the secondary sector, it is not yet clear which (of) project components the bank is likely to fund.

*Policy
of the*

2. Salaries

In the fourteen months since the Aquino administration assumed power, teachers have received two pay raises totalling 44 percent. Salaries for more than half of public school teachers, however, remain below the official poverty level. The teacher salary burden on the GOP will continue to increase as additional teachers must be added to the payroll to keep up with the annual influx of students caused by high population growth rate. Expansion of the secondary system will also contribute to an increase in salary costs. The GOP plans a 30-40% increase in the overall education budget in 1988 (including the costs of raising teachers' salaries), yet given the

financial quandary the government is in, the source of funds needed to meet additional salary costs is not clear. At present the GOP is heavily dependent upon AID's Budget Support Program for sector support.

3. Civil Works

The GOP will be hard-pressed to meet the capital construction costs associated with expansion of the secondary sub-sector. Approximately 60 percent of secondary schools are public (see Table 2). The estimated cost of constructing and upgrading facilities to accommodate expected secondary school expansion is \$27 million over a 5 year period. DEC officials want to "retail" components of the SEDP and hope that AID will ~~assume~~ ^{assume} ~~responsibility~~ for the civil works component. The government, however, has ^{not} ~~yet~~ resolved the question of whether to have the national government assume responsibility for all public schools. Should the incoming Congress decide to proceed to have national government take over local government schools, it must then reconcile such a policy with its concomitant support for decentralization in the public sector.

4. Scholarships

The quality of teaching in all subjects needs strengthening, but especially in the areas of science and math. The Australians, Japanese and Germans are providing financial and technical assistance to improving these two areas. Until a plan is developed by the government for improving the quality of higher education, participant training can be most effective through domestically-based programs. Support for university level upgrading must be considered in the context of an overall strategy for institutionalizing quality control measures, establishing academic norms and standards, and for reallocating financial subsidies to tertiary education.

How? — **Priority** recommendations for addressing educational finance issues are:

- 1) Civil works: school construction
- 2) Teacher salary support
- 3) Textbook production/paper acquisition

C. Efficiency/Quality

1. Capital Transfer

The greatest improvements in efficiency and quality are expected to be realized through improvements and availability of facilities, instructional materials and teacher services. Budget support assistance by donors will facilitate improvement in all of these areas.

2. Quality Improvement Projects

A number of possible sector development projects are expected to be defined by the policy studies noted in Section II.A. Assistance efforts should be highly targetted not only on problems, but also on regions, with the objective of reducing access and achievement inequities among and within regions. Project identification should follow completion of a) the sector assessment; b) policy studies; and c) GOP prioritization of sectoral needs.

III. Assistance Strategy

The purpose of the following matrice is to summarize the key issues in the Philippine Education Sector and its proposed alternative short and long term assistance to address the issues.

The issues are organized into three broad categories: (1) policy formulation; (2) finance; and (3) efficiency/quality. Brief descriptions and estimates of resource requirements are provided for each proposed short-term and long-term intervention. The studies proposed in the policy formulation section are essentially short term activities designed to specify longer term assistance efforts, as well as to build local capacity for undertaking such policy analysis on a continuous basis in the near term. While educational finance is fertile ground for policy analysis and reform in and of itself, the focus of this section is more on direct budget support and financing of recurrent (teacher salaries) and development (construction, paper, equipment) gaps in the present DEC's budget. Although efficiency and quality improvements would be immediately effected by short term financing for key educational inputs, e.g. textbook paper, classroom construction/repair, it is envisaged that longer term sustained improvements in these areas would require further analysis and detailed program and project design and are contingent on policies formulated subsequent to the May 1987 elections.

Outline of Assistance Strategy for Education Sector
in the Philippines

Sectoral Issues

1. Policy Analysis and Management

A. Resource Mobilization and Allocation

B. Decentralization

Short-Term Assistance

1.1 Sector Assessment

Description - to conduct an analytical review of the entire Philippine education and training sector, assessing the strengths and weaknesses and recommending specific policy and project interventions. The assessment would cover the following sub-sectors:

- elementary
- secondary
- tertiary
- teacher training
- educ. and employment
- economics and finance

Principal focus should be on policy formulation, budget reallocation, finance.

Requirements - four-six person team for a period of about 4 weeks, plus equivalent GOP counterpart time. Cost estimate - \$75,000-\$100,000.

1.2 Sub-Sector Policy Studies

Description - to undertake a set of 5-10 highly focused policy studies to address such issues as the following:

- (a) secondary school finance (public-private)
- (b) primary education wastage
- (c) youth unemployment and training
- (d) higher education norms and standards
- (e) teacher remuneration and training
- (f) instructional materials development and financing
- (g) educational achievement.

Requirements - About \$25,000 per study/ asap.

Long-Term Assistance

1.1 Strengthening national and regional educational planning, budgeting and policy analysis capability through the development of an integrated, computerized management information system to support policy and planning. Emphasis should be placed on facilitating central-regional information exchange, enhancing regional level analyses, decision-making, and resource allocation. Project would include computer hardware, TA, domestic training. Cost estimate - \$3-5 million over 5 years.

1.2 To develop policy analysis and project design capabilities among key GOP planners in OPS, NEDA, etc., while specifying detailed policy and project interventions to put the education system on a sound financial basis and provide the inputs to improve the overall system performance (efficiency and quality). Specific projects and associated costs to be determined by recommendations of policy studies, for e.g. Youth Training Project \$5 million over 5 years.

Sectoral Issues

Short-Term Assistance

Long-Term Assistance

2. Educational Finance

A. Recurrent/Capital Costs

B. Subsidies to Public and Private Sector

2.1 Teacher Salary and Welfare Support

Description - to continue current direct financial assistance to increased teachers' salaries especially at the primary level, through Budget Support funds. Continuation should be linked to implementation of policy study recommendations (1.2.e).

Requirement - About \$30 million on an annual declining basis for 3-5 years.

2.2 School Construction

Description - to finance the repair/construction of classrooms at the secondary level targeted at facilities deficient areas based on school location mapping.

Requirement - About \$30 million per annum over the next 3-5 years.

2.3 Textbook Production Paper Acquisition

Description - to produce and disseminate elementary and secondary textbooks; to finance the procurement of paper for printing primary and secondary textbooks.

Requirement - Up to \$40 million over the next 3-5 years.

2.4 Scholarship Assistance (Domestic and Foreign)

Description - to finance B.S. and M.S. training for prospective secondary school science and math teachers and higher education teacher trainers; to upgrade math and science teachers through in-service training and instructional materials development.

Requirement - About \$5 million for B.S. and M.S. over a 3-5 year period; \$3 million over 5 years for in-service and materials.

2.1 Generation of resource mobilization policies, e.g. tuition increases, earmarked taxes, etc., to place teacher remuneration on firm and fair financial grounds. Financial support for teacher incentives/schedule restructuring (based on policy study recommendations (1.2.e)). Cost estimate - \$20 million.

2.2 Generation of local resource mobilization strategy for financing capital construction and maintenance at the local level, e.g. self-help construction schemes, earmarked local industrial taxes, school bonds, etc. Special focus on upgrading barangay schools or equivalent based on recommendations of policy study (1.2.a) and emerging GOP localization scheme. Cost estimate - up to \$50 million over 5 years.

2.3 Generation of policy options vis-a-vis private and public sector norms and standards for publishing printing, and sale (pricing) of educational textbooks. One-time capitalization of textbook fund for textbook replacement. Cost estimate for partial primary text endowment fund - \$30 million.

2.4 Continued scholarship assistance while providing select quality improvement inputs to higher education.

Sectoral Issues

3. Efficiency/Quality

A. Wastage

- repetition
- dropout
- completion
- cost

Short-Term Assistance

3.1 Capital Transfers

Description - It is assumed that by providing direct budgetary support to textbook paper procurement, teacher salaries, school construction and scholarship training, if carefully targetted, wastage, performance and access can be substantially effected in the near term.

Requirements - See Section 2.1-2.4

Investments should be focused on regions lagging on performance indicators. A Special Assistance Fund (SAF) should be developed to provide the following to neediest areas:

- tuition subsidies
- uniforms
- community performance incentives for reducing wastage
- local capitalization.

Est. cost of SAF, in the form of community education endowment, \$5,000/community. (up to \$20 million over 5 years)

3.2 Sector Assessment and Policy Studies

Description - It is envisaged that the technical assistance activities to undertake a sector assessment and related policy studies are a necessary first step in the process of (a) building local analytical capacities and systems for planning, management and policy formulation; and (b) the detailed specification of programs and projects for longer terms sustainable development.

Requirements - See Section 1.1-1.2).

Long-Term Assistance

3.1 Development Projects

In the medium term, a prioritized list of development projects projects/programs mixing hardware, software and policy components should emerge from the sector assessment and policy studies. These programs/projects/policies might cover areas such as:

- (a) in-service/pre-service teacher education
- (b) youth training for rural employment
- (c) a national functional literacy program
- (d) instructional materials development (printed and mass media)
- (e) targetted primary and secondary school rehabilitation
- (f) development and implementation of national standard, norms and accreditation schemes for public/private secondary and higher education
- (g) other.

IV. Summary

Strategy/Priorities

The dual track assistance strategy proposed here provides immediate relief (direct capital) to a weakened, underfinanced education system, while undertaking a detailed diagnostic and prescriptive analysis (sector assessment/policy studies) for improving and stabilizing the system over time. In the process, it is expected that the necessary capabilities to monitor, analyze and design empirically-based strategy options would be institutionalized in the system.

Providing short term financial assistance to the areas specified in Section 1 and 2 above in the order in which they are presented should enable the educational system to incrementally stabilize while longer term, more policy and labor intensive, measures, programs and projects are developed and implemented to improve the overall efficiency and quality of the educational system efficiency, to increase student access to educational resources, and to utilize better scarce resources by strengthening management and planning capabilities.

Table 1
Cohort Progression Rates by Education Level 1/

<u>School Year</u>	<u>Elementary</u>		<u>Secondary</u>		<u>Tertiary</u>	
	<u>Enter</u>	<u>Completed</u>	<u>Enter</u>	<u>Completed</u>	<u>Enter</u>	<u>Completed</u>
1965-66	100 <u>1/</u>	59	42	30	17	11
1970-71	100	60	49	34	33	12
1975-76	100	65	54	42	n.a.	n.a.
1979-80	100	65	n.a.	n.a.	n.a.	n.a.

Source: Abstracted from Table 21, [?]MECS Statistical Bulletin SY 1984-85

1/ Data in each row are a percent of entering cohort (100).

Table 2
MECS Statistical Data SY 1985-86

1. <u>Schools' Increment by Levels, SY 1965-66 to 1984-85:</u>			
1.1	Elementary	-	50% (To 32,809)
1.2	Secondary	-	114% (To 5,430)
1.3	Tertiary	-	148% (To 1,157)
1.4	Grand Total	-	58% (To 39,396)
2. <u>Number of Schools by Type, SY 1985-86:</u>			
2.1	Elementary:		32,809 (Total)
	2.1.1 Public	-	31,440 (96%)
	2.1.2 Private	-	1,369 (4%)
2.2	Secondary:		5,430 (Total)
	2.2.1 Public	-	3,354 (62%)
	2.2.2 Private	-	2,076 (38%)
2.3	Tertiary:		1,157 (Total)
	2.3.1 Public	-	319 (28%)
	2.3.1.1 Non-Chartered		241 (76%)
	2.3.1.2 Chartered		78 (24%)
	2.3.2 Private	-	838 (72%)
3. <u>Enrollment by Levels and Sector, SY 1986-87:</u>			
3.1	Elementary:		9,230,727 (Total)
	3.1.1 Public	-	8,598,138 (93%)
	3.1.2 Private	-	632,589 (7%)
3.2	Secondary:		3,574,908 (Total)
	3.2.1 Public	-	2,044,669 (57%)
	3.2.2 Private	-	1,530,239 (43%)
3.3	Tertiary:		2,168,227 (Total)
	3.3.1 Public	-	449,227 (21%)
	3.3.1.1 Non-Chartered		83,950 (19%)
	3.3.1.2 Chartered		365,277 (81%)
	3.3.2 Private	-	1,719,000 (79%)

4. Per Public/Student Cost by Level, SY 1986-87:

4.1 Elementary:

4.1.1 Enrollment	-	8,598,139
4.1.2 Budget	-	5,967,824,000
4.1.3 Per Pupil Cost	-	694.08

4.2 Secondary (Nationally Funded):

4.2.1 Enrollment	-	689,370
4.2.2 Budget	-	897,810,000
4.2.3 Per Pupil Cost	-	1,302.07

4.3 Tertiary (Non-Chartered):

4.3.1 Enrollment	-	83,950
4.3.2 Budget	-	160,434,000
4.3.3 Per Student Cost	-	1,911.07

Table 3
Government Elementary School
Statistics by Region, 1984-85

<u>Region</u>	<u>Enrollment 1/</u>	<u>Participation Rate 2/</u>	<u>Drop-out Rate</u>	<u>Repetition Rate</u>	<u>Completion Rate</u>	<u>Efficiency Rate 3/</u>	<u>Teacher-Pupil Ratio</u>
NCR	693,134	79.91	1.07	1.22	81.32	84.50	1:28
I	596,947	92.72	1.31	2.00	75.48	77.12	1:26
II	393,848	91.78	1.55	1.61	57.13	60.99	1:32
III	821,616	91.42	1.32	.63	74.92	76.51	1:33
IV	1,094,315	93.26	1.73	1.81	69.23	74.82	1:32
V	668,443	92.37	2.45	2.40	59.60	62.57	1:31
VI	840,396	91.27	2.76	1.86	59.47	62.39	1:29
VII	613,038	82.43	.95	3.44	55.74	56.32	1:30
VIII	502,669	85.59	3.44	2.08	51.05	53.95	1:27
IX	446,950	88.99	3.31	2.37	44.97	49.16	1:32
X	513,714	91.10	2.54	2.17	54.42	59.38	1:35
XI	612,503	90.68	2.43	1.63	54.90	57.77	1:34
XII	472,252	94.74	2.21	.88	41.28	43.88	1:31
Total	8,269,825	89.60	2.02	1.82	61.16	64.25	1:31

Source: MECS Statistical Bulletin, SY 1984-85

1/ Includes all students in Grades 1-6. Source: Table 19A.

2/ Population of children ages 7-12 divided by number of children of same age group enrolled in school. Source: Table 19 for this remaining columns unless otherwise indicated.

3/ Percentage of Grade 2 students enrolled in SY 1979-80 matriculating in SY 1984-85. Source: Table 19C.

Table 4
Results of 1985 National College Entrance
Exam Scores by Rank and Region

Region	Sub-Test Rank							
	<u>GSA</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
Nationa Capital	1	1	1	1	1	1	1	1
S. Tagalog & Palawan	2	2	2	2	2	2	2	3
Central Luzon	3	3	4	3	3	4	3	4
C. Visayas	4	4	3	4	4	3	4	2
Cagayan Valley	5	6	6	7	6	6	6	6
Ilocos	6	10	11	5	5	7	5	5
W. Visayas	7	12	5	10	8	10	8	8
N. Mindanao	8	11	7	9	10	8	10	9
Bicol	9	5	9	6	7	12	7	11
S. Mindanao	10	9	10	12	12	5	12	10
S.E. Mindanao	11	13	12	8	11	9	9	7
E. Visayas	12	7	8	11	9	11	11	12
W. Mindanao	13	8	13	13	13	13	13	13
Difference in \bar{X} between Rank 1 & 13	62	35	43	96	75	53	70	77
Difference in \bar{X} as % of S.D.	.85	.35	.43	.96	.75	.53	.70	.77

Source: Adopted from Table 25, MECS Statistical Bulletin, SY 1984-85

Table 5
Government Secondary School Statistics
by Region, 1984-85

<u>Region</u>	<u>Total Enrollment 1/</u>	<u>Participation Rate 2/</u>	<u>Efficiency Rate 3/</u>	<u>No. of Teachers 4/</u>	<u>Teacher-Pupil Ratio 4/</u>
NCR	264,567	45%	75%	8,092	1:33
I	193,342	41%	86%	6,233	1:31
II	81,290	29%	75%	2,413	1:34
III	166,542	27%	77%	4,820	1:35
IV	244,215	31%	85%	7,356	1:33
V	144,842	27%	68%	4,668	1:31
VI	249,656	36%	84%	7,707	1:32
VII	96,024	17%	79%	2,801	1:34
VIII	113,100	26%	65%	3,490	1:32
IX	80,704	22%	66%	2,510	1:32
X	99,165	25%	72%	3,128	1:32
XI	121,490	27%	67%	3,661	1:33
XII	102,502	28%	105%	2,384	1:43
Total	1,957,444	30%	78%	59,263	

Source: MECS Statistical Bulletin, SY 1984-85

1/ Source: Table 20A

2/ Population of 13-16 year olds divided by enrollment of 13-16 years older.
Source: Table 20A.

3/ Percent of cohort enrolled in Year 1 of Secondary School (1981-1982)
matriculating in 1984-85. Source: Table 20B.

4/ Source: Table 20A.

4/13/87

Education Section for BSP II PAAD

Education

Although the education sector has expanded considerably in the past 20 years, the Philippines have lost ground to almost all other SE Asian countries in terms of growth. Since 1965, the number of elementary schools has increased by 50 percent, secondary by 114 percent and tertiary institutions by 148 percent. Despite the magnitude of investment this construction represents, secondary enrollments stand at 65 percent of school-age population enrolled and tertiary at approximately 30 percent (universal primary enrollment was attained in 1960). Despite GOP commitment to expanding the secondary sector in the next five years, high population growth rates will restrict net growth to less than five percent over this period. The literacy rate in the Philippines (about 75 percent) disguises the magnitude of illiteracy and low skill level among Filipino youth. The average elementary school completion rate for the nation is approximately 60 percent and only slightly higher for students enrolling in secondary schools. Poor quality of schools and instruction is further evidenced by consistently poor achievement scores by students from all regions on primary and secondary school exams. Internal efficiency, as measured by repetition and dropout rates, and test performance is markedly poorest in areas most distant from the capability, namely Regions, V, VI, VII, VIII, IX, X, and XI.

The problems of system growth, access to schools and poor quality are rooted in fiscal incapacity of the GOP to address the problems with more resources. Since the Aquino administration came into power, the education

budget has increased from P8 billion to P12 billion. Teacher salaries have been increased twice, a total of 44 percent. Despite the GOP's commitment to redressing the neglect of the Marcos administration towards education, sector investments will depend heavily on donor assistance for the near future.

The government's Five Year Development Plan for education (1987-92) focusses on implementation of a \$200 million dollar Secondary Education Development Plan (SEDP). The civil works, textbook and salary components of the project depend heavily on loans/assistance from the World Bank, ADB, AID and other donors. Failure to finance and implement SEDP would signal a failure for the Aquino administration since universal, free secondary education is one of the key elements of the new Constitution. Teacher salary increases, new construction and increased textbook construction are the major vehicles identified by the GOP for realizing increased educational opportunity and greater internal efficiency and quality of instruction. Infusion of capital into the sector for financing, these efforts is the principal growth constraint.

UNITED STATES GOVERNMENT

Memorandum

TO : Paul Deuster, USAID/Manila

FROM : Gary Theisen, S&T/ED, AID/W

SUBJECT: List of Possible Candidates for
Sector Assessment Team

DATE: April 12, 1987

I. Team Members

A. From the Philippines

Economics of Education : Dr. Cayetano Paderanga
School of Economics
University of the Philippines

Educational Finance : Dr. Jaime Laya
J.C. Laya & Co. Ltd.

Public/Private : Dr. Adrian Arcelo
(Planning) FAPE

Primary/Secondary : Dr. Felix Santos
DEC

Non-Formal : (New Director General of Continuing Educ.)
formerly Head of Extension
U.P. at Los Banos

From Rural Reconstruction Movement
Juan Flavier
Tony Santiago

Higher Education : Dr. Eduardo Angara
former Head of U.P.
(author of HEART Proposal)

B. External

Economics of Education : Gwenneth Eng
IMTEC
Oslo, Norway

Dr. Walter McMahon
Dept. of Econ.
University of Illinois

(and also Finance) Dr. Douglas Windham
SUNY/Albany

P.

Dr. Lian Teck Jin
(formerly Head of Econ & Planning)
Ministry of Educ/Kuala Lumpur

Primary/Secondary : Dr. Philip Foster
SUNY/Albany

Dr. Don Adams
Univ. of Pittsburgh

Dr. Joan Claffey
(currently S&T/ED, AID/W but consulting
after August 1)
- would be good chief-of-party

Vocational : David Hopkins
(currently with UNESCO in Surabaya?)
British citizen

Higher Education : (?)

C. From AID/W : Frank Method
PPC

Gary Theisen
S&T/ED

II. Time Requirements:

If advance work done by Filipino team members on data collection, document collection, etc., an external team of 4 persons could complete the Assessment with an equal number of in-country counterparts in 4 weeks. I suggest the following schedule for external TA.

Week 1-4: Team-leader, Economy and Finance person
Week 1-4: Higher Ed., Non-Formal/Vocational
Week 2-3: Primary & Secondary (Method & Theisen)

III. Cost Estimate:

a) TA: 4 consultants x 30 days x \$200/day = \$24,000
b) Travel: 6 RT at \$2,000 = 12,000
c) Per Diem: \$80/day x 150 days = 12,000
d) Report Production & Misc: = 50,000

This represents a "base-hours" budget without overhead, fringes, etc. A realistic estimate would put the total closer to \$75,000 and if the external team were expanded to include 6 individuals \$100,000 would be the minimum budget. These costs assume that travel and per diem would be covered by Mission for AID/W personnel.

Filipino candidates may not be available given their positions and schedule but they would provide valuable assistance in making recommendations for other candidates.

IV. Timing:

As soon as possible. Academic consultants may not be available for 4 weeks after September 1. The period August 15-September 15 might find consultants available.

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