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# EDUCATIONAL INEQUALITY AMONG ETHNIC GROUPS IN THE PHILIPPINES

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**3 DECEMBER 2019**



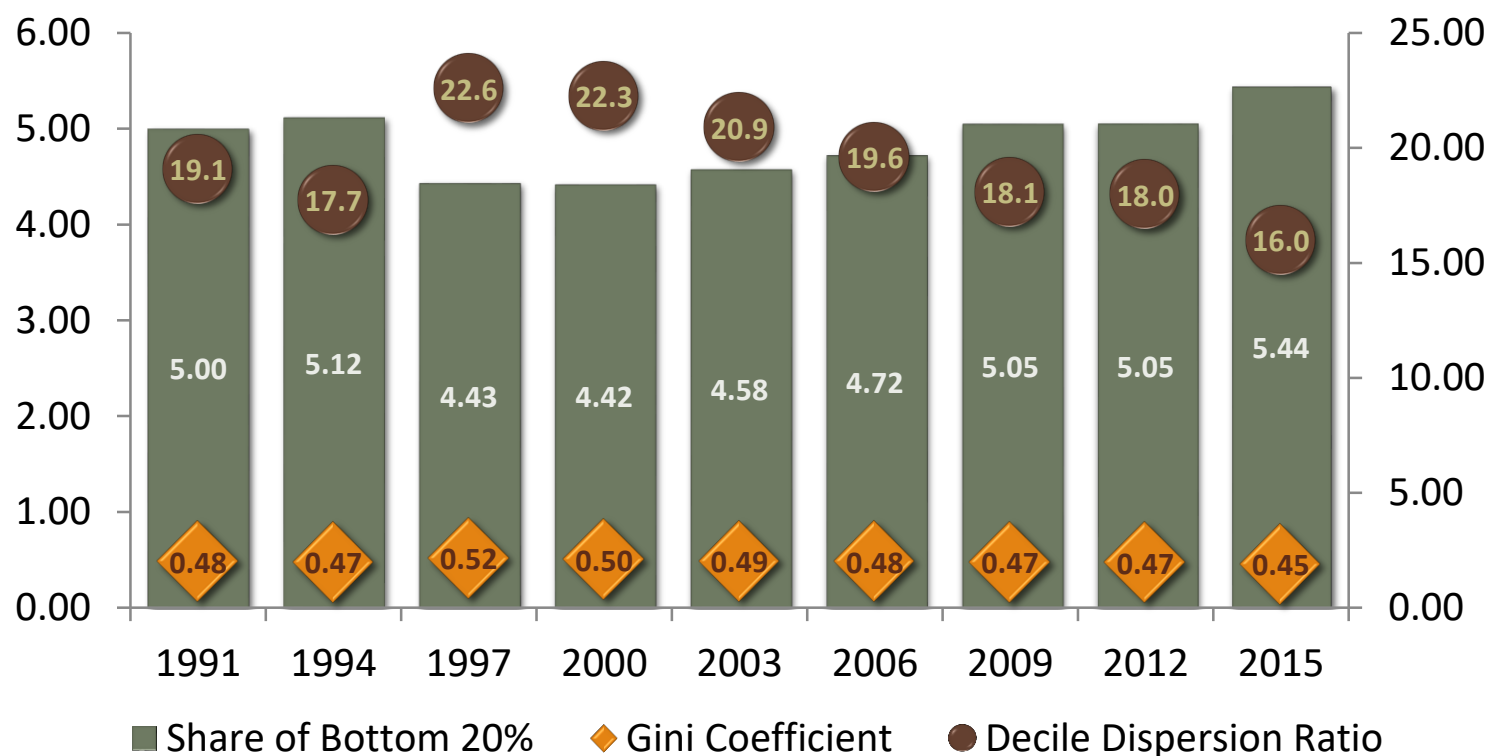
# OUTLINE

- Background
- Objectives
- Methodology
- Key Findings
- Some Recommendations



# BACKGROUND

*The country has not made significant progress in reducing inequality*



# OBJECTIVES

- To examine educational inequality among ethnic groups in the Philippines
  - Show inequality trends
  - Identify the 'educationally excluded' groups
  - Determine the contributory factors to inequality
- To provide insights on how to address such inequality



# METHODOLOGY

## Data

- 2000 and 2010 Census of Population and Housing (CPH)
- 2000 – 10% sample, 2010 – 20% sample

## Variables

- Grouping: Ethnicity
- Outcome: Years of schooling (aged 25 & over);  
Literacy status (aged 10 & over)

## Inequality measures

- Gini coefficient
- Theil's index



# METHODOLOGY:

## ETHNICITY

- primary sense of belonging to an ethnolinguistic group, which is blood-related in nature in the sense that the ties are reckoned by blood and traced through family tree
- denotes genealogical, paternal as well as maternal lineage to any of the country's group of native population



# METHODOLOGY:

## ETHNIC GROUPS

- 182 ethnolinguistic groups; 142 are indigenous people (IP) groups
- Major ethnic groups (NCIP's classification):
  - 1) Muslim ethnic group (IPs and non-IPs)
  - 2) Non-Muslim IPs ethnic group
  - 3) Non-Muslim, non-IPs ethnic group





# KEY FINDINGS

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- *EDUCATIONAL INEQUALITY NARROWED DOWN FROM 2000 TO 2010*
- *INEQUALITY AMONG SUB-GROUPS (WITHIN EACH OF THE MAJOR GROUPS) AND IN TERMS OF YEARS OF SCHOOLING HAVE TO BE MONITORED*

Inequality Measure / Component	Years of schooling		Literacy	
	2000	2010	2000	2010
Theil's index				
Within-group	0.1346	0.1101 ↓	0.0731	0.0240 ↓
Between-group	0.0036	0.0039 ↑	0.0014	0.0006 ↓
Total	0.1382	0.1140 ↓	0.0745	0.0245 ↓
Gini coefficient				
Within-group	0.210	0.183 ↓	0.045	0.010 ↓
Between-group	0.025	0.027 ↑	0.016	0.011 ↓
Overlap	0.039	0.035	0.011	0.003
Total	0.275	0.244 ↓	0.072	0.024 ↓

SOURCES OF BASIC DATA: 2000 AND 2010 CENSUS OF POPULATION AND HOUSING, PHILIPPINE STATISTICS AUTHORITY

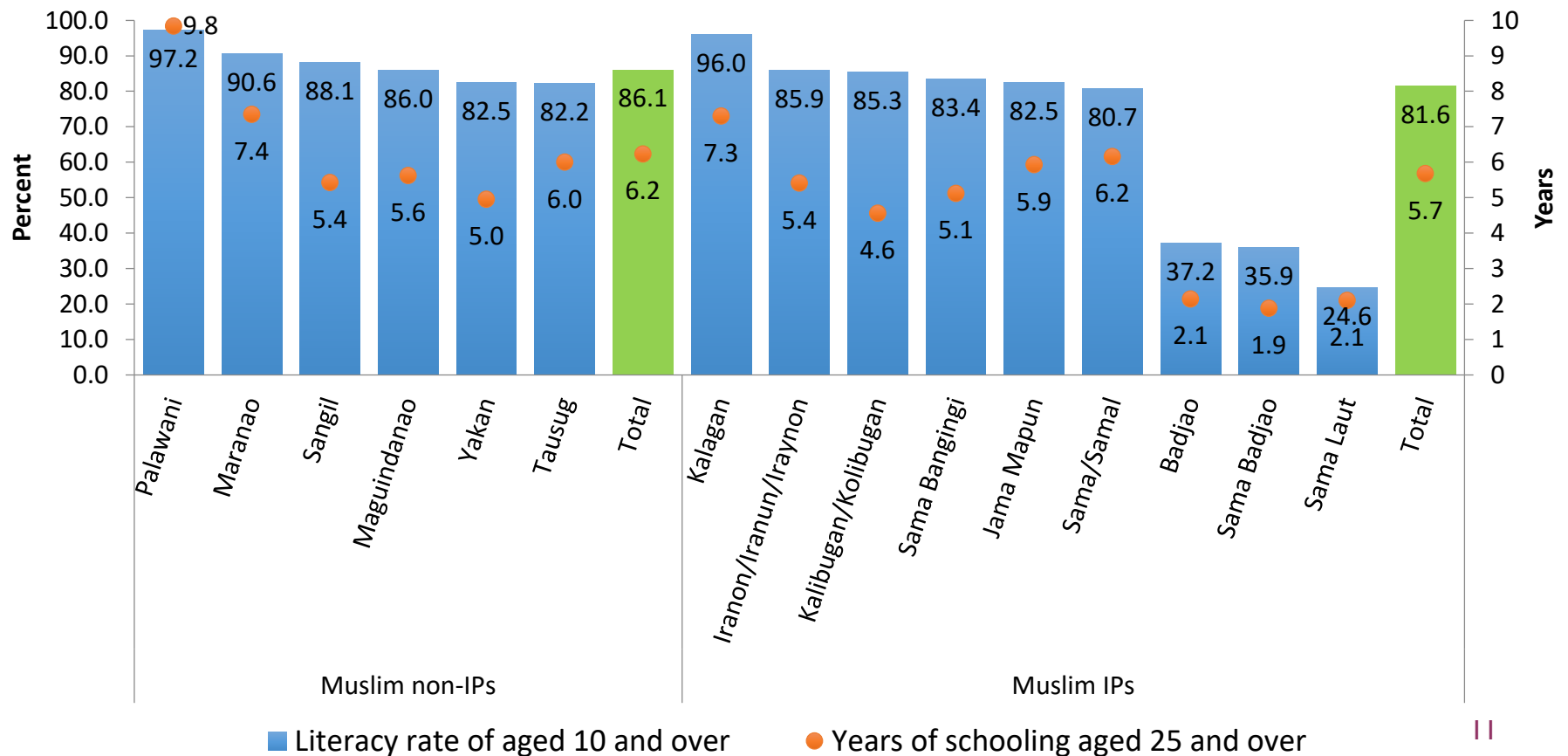
- MUSLIM ETHNIC GROUPS HAVE HIGH EDUCATIONAL INEQUALITY, ESPECIALLY IN TERMS OF YEARS OF SCHOOLING
- EDUCATIONAL DISPARITY AMONG NON-MUSLIM IP GROUPS HAS TO BE MONITORED AS WELL

Inequality Measure / Ethnic Group	Years of schooling		Literacy	
	2000	2010	2000	2010
Theil's index				
Muslim	0.4514	0.3619 ↓	0.3036	0.1586 ↓
Non-Muslim IPs	0.2377	0.2122 ↓	0.1635	0.0749 ↓
Non-Muslim, non-IPs	0.1185	0.0945 ↓	0.0572	0.0127 ↓
Gini coefficient				
Muslim	0.4791	0.4307 ↓	0.2621	0.1468 ↓
Non-Muslim IPs	0.3559	0.3370 ↓	0.1510	0.0722 ↓
Non-Muslim, non-IPs	0.2584	0.2261 ↓	0.0557	0.0126 ↓

SOURCES OF BASIC DATA: 2000 AND 2010 CENSUS OF POPULATION AND HOUSING, PHILIPPINE STATISTICS AUTHORITY



- MUSLIM IP GROUPS LIKE SAMA LAUT, SAMA BADJAO AND BADJAO HAVE VERY LOW EDUCATIONAL OUTCOMES
- POSSIBLE REASONS: LOCATED IN CONFLICT-STRICKEN AREAS, MIGRATORY, LACK OF UNDERSTANDING OF THE VALUE OF EDUCATION, FEAR OF DECULTURALIZATION, SOCIAL DISTANCE WITH RELIGIOUS OUT-GROUPS, POVERTY



SOURCE OF BASIC DATA: 2010 CENSUS OF POPULATION AND HOUSING, PHILIPPINE STATISTICS AUTHORITY

- *SOME NON-MUSLIM IP GROUPS LIKE LANGILAN AND MAG-ANTSI HAVE VERY LOW EDUCATIONAL OUTCOMES*
- *POSSIBLE REASON: LACK OF UNDERSTANDING OF THE VALUE OF EDUCATION, POVERTY*

Non-Muslim IPs	Literacy Rate (%)	Average years of schooling (Years)
Agta-Agay	32.9	2.3
Buhid	54.7	2.0
Alangan	56.6	1.9
Mag-Antsi	48.6	1.9
Manobo-Dulangan	54.3	1.6
Langilan	18.3	1.1

SOURCE OF BASIC DATA: 2010 CENSUS OF POPULATION AND HOUSING, PHILIPPINE STATISTICS AUTHORITY



# SOME RECOMMENDATIONS

- 1) Promote higher participation among specific IP groups with very low educational outcomes (e.g., Mag-Antsi)
  - Conduct dialogues on the importance and value of education between parents and educated members of each ethnic community
  - Encourage parents (other than elders) to take part in the design of indigenous curriculum, preparation of instructional materials, and facilitation of school activities, among others
- 2) Design Muslim Education Program similar to IPEd and adopt similar strategies in (1)?
  - Some developments: BARMM, RA 10908 (Integrated History Act of 2016)  
*[CHED and DepEd may need to consult with Muslim historians and Islamic Institutions to ensure its proper implementation]*
  - Enhance madrasah education development programs for Muslims within and outside BARMM through dialogues between the government and madrasah administrators

# SOME RECOMMENDATIONS

- 4) Intensify efforts in addressing armed conflicts and rebuilding war-torn communities
- 5) Establish vocational boarding schools for out-of-school youth and mobile boat schools in island and/or coastal provinces
  - Partner with organizations that run these alternative schools through provision of technical and/or financial assistance
- 6) Design and implement scholarship programs for financially-challenged Muslims and IPs
  - Fine-tune the targeting system of the IP component of Modified Conditional Cash Transfer
- 7) Build up comprehensive database of ethnic group population





# Thank you!

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## MAJORITY OF FILIPINOS ARE NON-MUSLIM, NON-IPS; NON-MUSLIM IPS – 9%; MUSLIMS – 6%

Philippine population by major ethnic group, 2000 and 2010

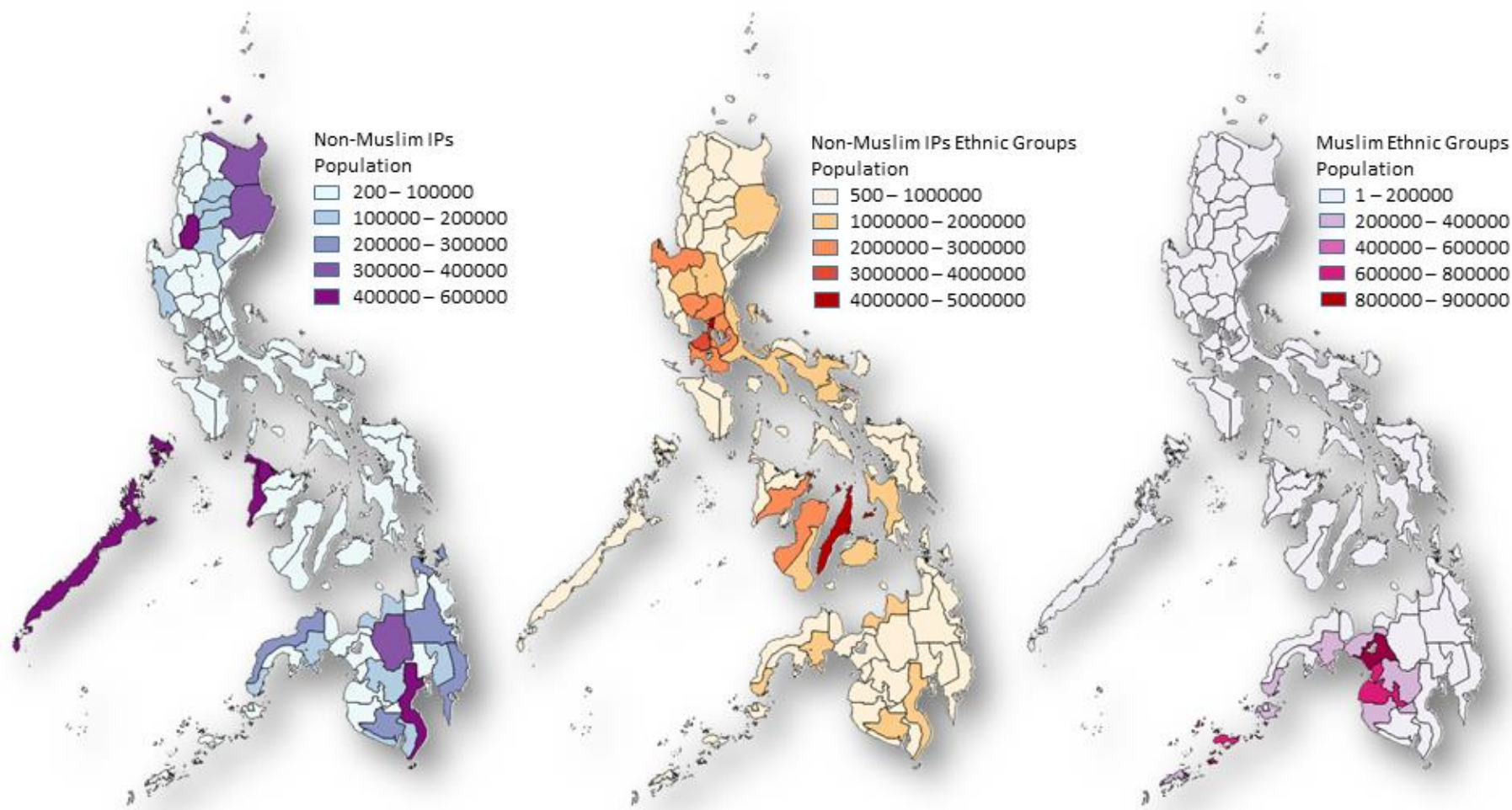
Ethnic Group	2000		2010	
	Number	Percent (%)	Number	Percent (%)
<b>Philippines</b>	69,168,155	100.0	91,012,285	100.0
<b>Muslim</b>	3,036,228	4.4	4,998,559	5.5
<b>Non-Muslim IPs</b>	5,641,657	8.2	7,792,792	8.6
<b>Non-Muslim, non-IPs</b>	60,490,270	87.5	78,220,933	86.0

Note: The figures in the table exclude population who did not state/report their ethnicity and/or other variables used in the analysis. These samples account for around 10 percent and 2 percent of the total population of the country and of Mindanao, respectively.



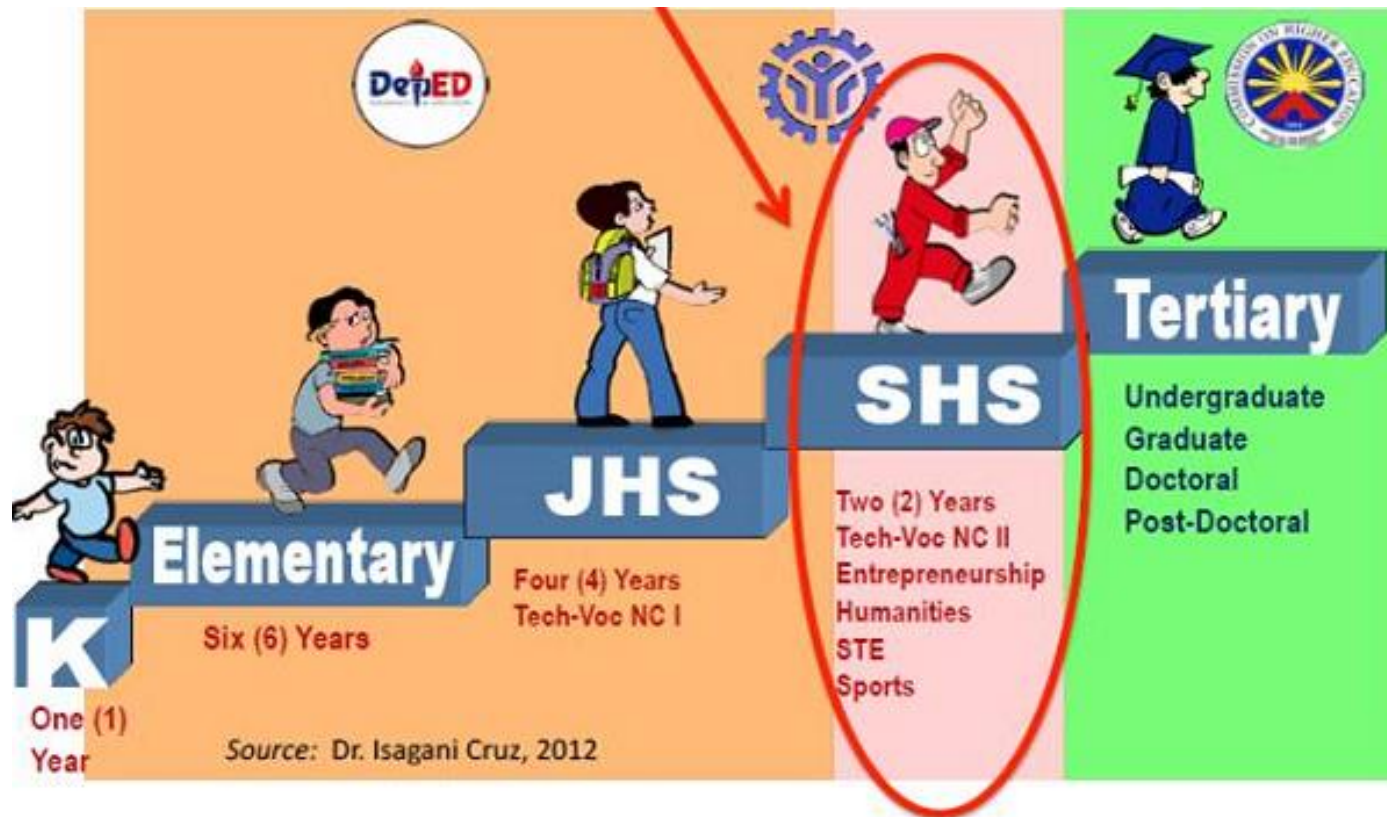


*NON-MUSLIM, NON-IPS DOMINATE THE POPULATION IN ALL REGIONS, EXCEPT ARMM & CAR; ARMM IS HOME FOR MOST OF MUSLIMS; CAR IS HOME FOR MANY NON-MUSLIM IPS*

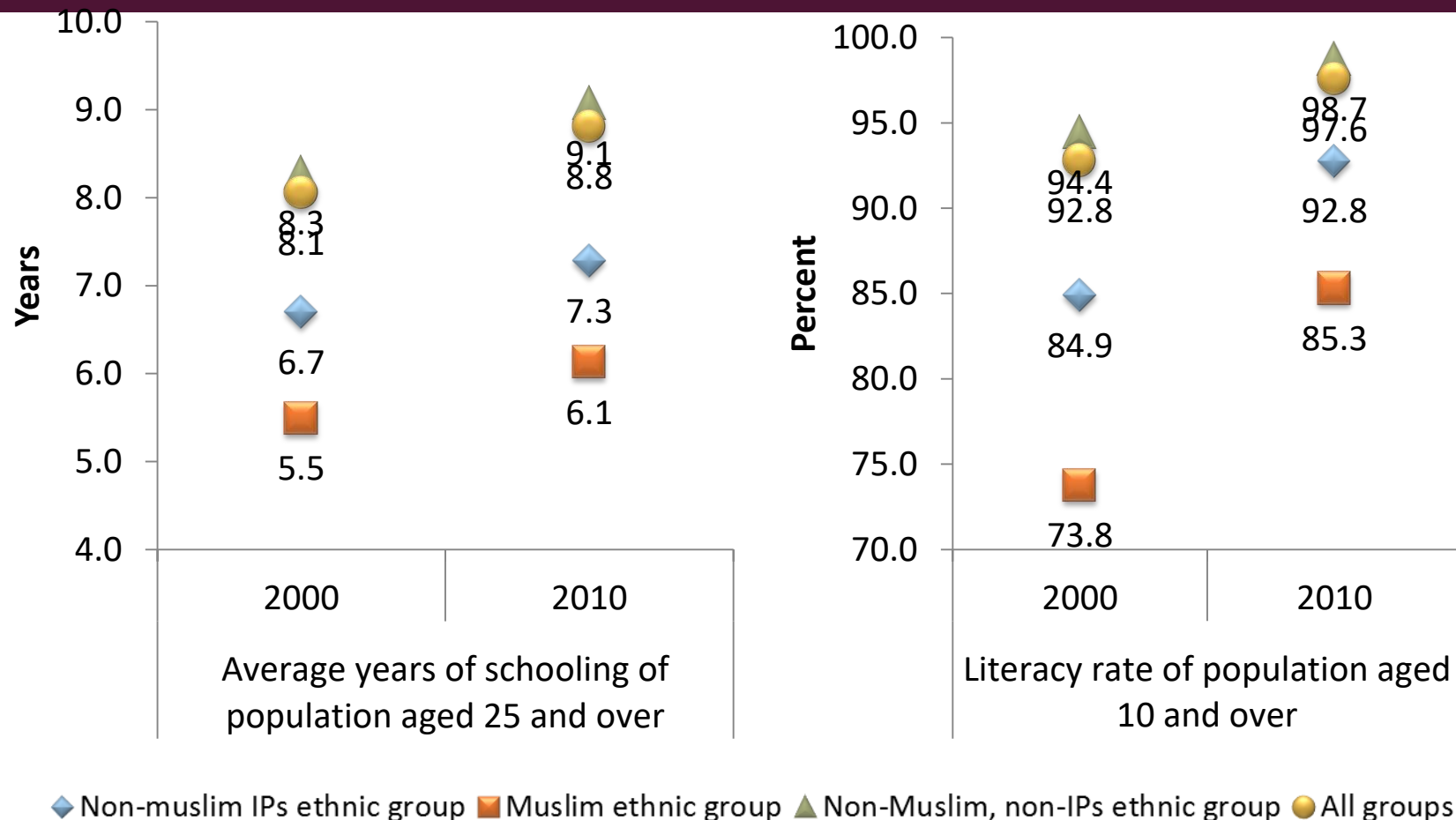


# PHILIPPINE EDUCATIONAL SYSTEM

## K to 12 Basic Education Curriculum



## YEARS OF SCHOOLING AND LITERACY RATE OF FILIPINOS HAD GENERALLY IMPROVED



SOURCES OF BASIC DATA: 2000 AND 2010 CENSUS OF POPULATION AND HOUSING, PHILIPPINE STATISTICS AUTHORITY

***THERE HAD BEEN EQUITABLE DISTRIBUTION OF PRIMARY EDUCATION SERVICES; A NEED FOR A MORE EQUITABLE DISTRIBUTION OF SECONDARY EDUCATION SERVICES***

<b>Indicator / Major ethnic group</b>	<b>Human opportunity index (HOI)</b>
Primary education (aged 6-11)	
All groups	88.97
Muslim ethnic group	73.46
Non-Muslim IP ethnic group	82.12
Non-Muslim, non-IP ethnic group	91.68
Secondary education (aged 12-18)	
All groups	72.16
Muslim ethnic group	60.56
Non-Muslim IP ethnic group	65.40
Non-Muslim, non-IP ethnic group	73.99



# SCHOOL PARTICIPATION AMONG YOUNGER CHILDREN HAD BEEN HIGHER; LOWER AMONG OLDER CHILDREN

Proportion of children attending school, by single year of age and by major ethnic group, 2000 & 2010

