

BASIC DESIGN STUDY REPORT
ON
THE PROJECT FOR CONSTRUCTING
PRIMARY AND SECONDARY SCHOOLBUILDINGS (PHASE II)
IN
THE REPUBLIC OF THE PHILIPPINES

MARCH 1960

JAPAN INTERNATIONAL COOPERATION AGENCY

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PREFACE

In response to the request of the Government of the Republic of the Philippines, the Government of Japan has decided to conduct a Basic Design Study on the Project for Constructing Primary and Secondary Schoolbuildings (Phase II) and entrusted the study to the Japan International Cooperation Agency (JICA). JICA sent to the Philippines a survey team headed by Mr. Takuo Kidokoro, Assistant Director, Grant Aid Division, Economic Cooperation Bureau, Ministry of Foreign Affairs from January 14 to February 5, 1990.

The team exchanged views on the Project with the officials concerned of the Government of the Philippines and conducted a field survey in Region VIII. After the team returned to Japan, further studies were made and the present report has been prepared.

I hope that this report will serve for the development of the Project and contribute to the promotion of friendly relations between our two countries.

I wish to express my sincere appreciation to the officials concerned of the Government of the Republic of the Philippines for their close cooperation extended to the team.

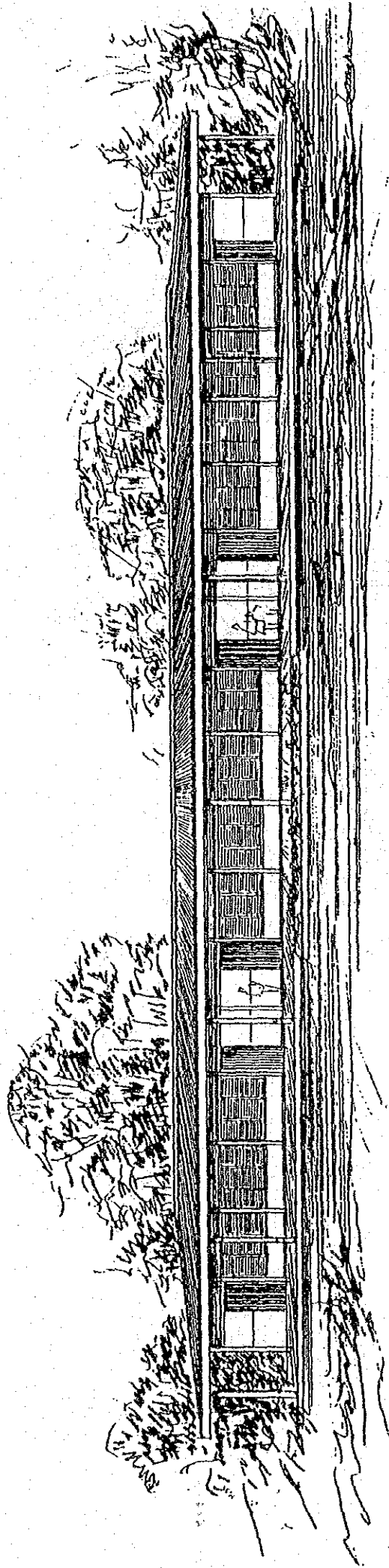
March 1990



Kensuke Yanagiya

President

Japan International Cooperation Agency



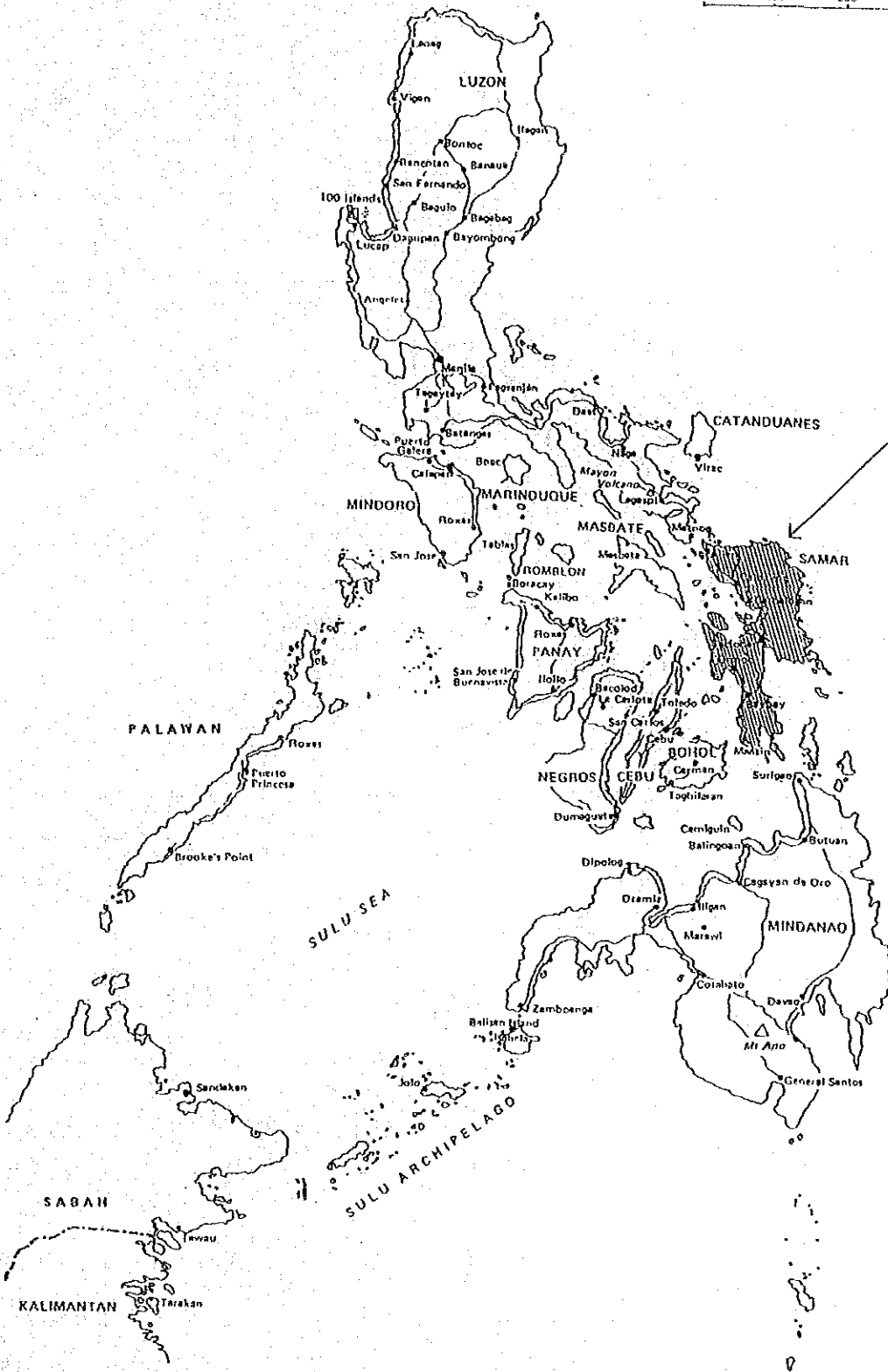
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Map of the Philippines

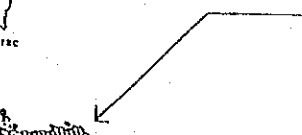
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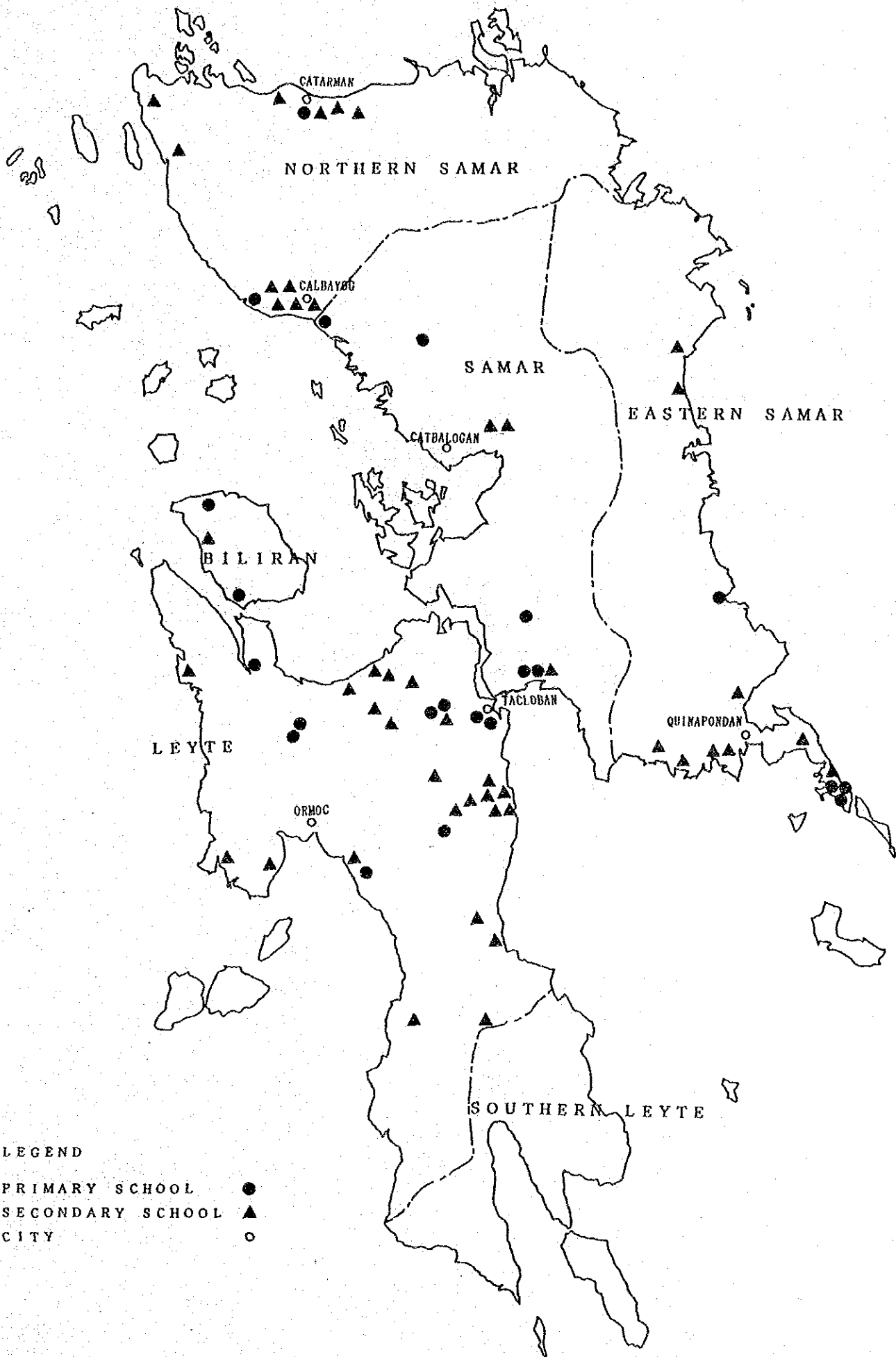
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PROJECT AREA



PROJECT LOCATION MAP



LEGEND

- PRIMARY SCHOOL ●
- SECONDARY SCHOOL ▲
- CITY ○

SUMMARY

SUMMARY

The Government of the Republic of the Philippines (hereinafter referred to as "Philippines") established the Five-year Education Development Plan (1983-1987) and has been making every effort to provide equal educational opportunities to more children by increasing school facilities, granting scholarships, etc. As a result, the number of primary and secondary school children increased from 11.9 million in 1983 to 13.6 million in 1988. However, due to the indigence of individual households and the lack of the Government's educational budget, the total school enrolment rate decreased during the same period of time and the money spent for each of the primary and secondary school students decreased also. In 1985, some 3.4 million school age children could not attend school.

By taking into account the above situation seriously, the Government of the Philippines incorporated the Education and Manpower Development Program in the Medium-term Philippine Development Plan (1987-1992) and has been making efforts to improve the educational situation by upgrading the qualities of education and training and strengthening the management structure of the education development plan.

As a school building program, the Government is aiming to construct 40,252 primary and secondary school classrooms; 3,598 multipurpose facilities, 1608 workshops, and 804 science laboratories by 1992. The serious damage inflicted on many of the school facilities in the Bicol, Quezon, Tagalog, and Eastern Visayas Regions by two large typhoons in 1987 compounded the problems cited above. Because of the typhoon damage, the country's school facility shortage became increasingly worse thereby hindering daily educational activities.

For the above reasons, the Government of the Philippines, in the midst of financial difficulties, have been driven by necessity to restore or repair many school buildings in a short period of time. Thus, the Government launched the Project for constructing primary and

secondary schools (hereinafter referred to as the "the Project") to rebuild the schoolbuildings for 360 schools selected throughout the country by the typhoon-resistant prefabricated method.

The Government selected 72 schools in the Bicol Region, that were most severely damaged, for the First Phase construction of the five-year plan and requested grant aid to the Japanese Government for constructing the schoolbuildings. In response to the request, the Government of Japan decided to provide grant aid cooperation for the project and the "Exchange of Notes" for the Phase I schoolbuilding Construction Project was signed by the both governments in October 1988 after which the construction project commenced (completed March 1990).

As the next project on the plan, the Government of the Philippines selected the severely damaged Eastern Visayas Region for the Second Phase construction and requested grant aid cooperation from the Japanese Government to rebuild schoolbuildings in the Region. In response to the Government of the Philippines' request, the Government of Japan decided to conduct a basic design study for the Project. The Japan International Cooperation Agency (hereinafter referred to as "JICA") sent a basic design study team to the Philippines from January 14 to February 5, 1990.

The Study Team had a series of discussions on the Project with the officials concerned of the Department of Education, Culture, and Sports (hereinafter referred to as "DECS"), the Project implementation agency, the Department of Public Works and Highways (hereinafter referred to as "DPWH") that will be responsible for the construction work to be borne by the Philippine side and for the management of Project schoolbuildings and that is the responsible agency for the maintenance and management of the country's public facilities. The Team also had a series of discussions on the Project with officials concerned of the DECS Eastern Visayas Regional office, and conducted the field surveys at the Project school sites.

The Philippine side requested that the plan made for the Phase I project be simplified and that the unit schoolbuilding construction cost be lowered so that more schoolbuildings could be constructed.

However, as the school sites in Region VIII (included in the Phase II project) are more widely scattered than the school sites in region V (included in the Phase I project) and that road conditions in Region VIII are worse than those in Region V, the Study Team explained that it would be difficult to increase the number of project schools. As a result, the Philippine side agreed to limit the maximum number of Phase II Project schools to 72. After completing the field surveys, 70 schools were finally selected for the Project. However, one of the selected secondary schools still has no definite opening plans and is therefore excluded from the Project. There is now a total of 69 schools included in the Project.

From a technical point of view, typhoon resistant structures -- the main theme of the Project -- cannot be simplified. The administration offices and workshops that planned in the Phase I Project are not planned for the Phase II Project. Toilets for the Project are planned separate from the prefabricated schoolbuildings in accordance with Philippine specifications. More classrooms, that are most desired by the Philippine side, are planned to be built in the space made available.

The Project is a part of the Philippine Government's five-year Schoolbuilding program. Besides the Government of Japan, the Asian Development Bank and the United States Agency for International Development are also expected to assist the five-year School Building program.

The purpose of the Project is to construct the buildings for 69 primary and secondary schools in the Eastern Visayas Region with typhoon-resistant prefabricated type structures. The Basic Design was made to construct the schoolbuildings by selecting a proper type from four proposed types according to the size and need of the school.

The primary and secondary schools selected for the Project are those that were seriously damaged by typhoons in 1987. Most of these schools are located in populated areas. Schools having high social needs, such as for being used for places of refuge for area residents during national calamities, were selected for the Project. The schools that may receive financial assistance from other foreign countries or international organization are not included in the Project.

1. Summary of Schoolbuildings

• "A" Type: 108 m ²	Classrooms	2
• "B" Type: 162 m ²	Classrooms	3
• "C" Type: 216 m ²	Classrooms	4
• "D" Type: 270 m ²	Classrooms	5
• "S" Type: 90 m ²	Science laboratory	1
• Toilet: 25.5 m ²	Toilet for males and females	1

- Notes:
1. A science laboratory will be built for each Project secondary school.
 2. Each primary school classroom will accommodate 40 students. Each secondary school classroom and science laboratory will accommodate 42 students.
 3. Toilets are to be designed based on DPWH's design standards. They are not typhoon-resistant prefabricated structures. One toilet will be built for each Project school.

2. Summary of Equipment

(1) Primary Schools

* Classrooms:

- Teachers' desks, chairs, and filing cabinets
- Students' desk-chairs (large, medium, and small types), and closets
- Blackboards and bulletin boards

(2) Secondary Schools

* Classrooms:

- Teachers' desks, chairs, and filing cabinets
- Students' desk-chairs and closets
- Blackboards and bulletin boards

* Science Laboratories:

- Experiment tables, stools and demonstration workbenches
- Students closets
- Blackboards, bulletin boards, storage shelves, and steel shelves.

A characteristic of the Project is that facilities for 69 schools should be constructed during a short period of time although they are scattered widely throughout the Eastern Visayas Region. Thus, it will be necessary to establish construction schedule and management plan accordingly.

Since the prefabricated materials that are essential for attaining typhoon resistant capabilities are not available in the Philippines, it was planned to procure them in Japan. However, it was decided to procure other construction materials and education equipment in the Philippine to allow for easy maintenance and management of the completed Project facilities. It was planned to select whole construction materials and education equipment by giving the first priority to the easy maintenance and after-service concept, i.e., maintenance free facilities.

The budget necessary for educational activities on the Eastern Visayas Region is distributed by the Department of Public Money. In addition to the budgets, the Office of the Ministry of Education, the Textbook Board Secretariat, and the Population Education Program provide funds. The Ministry of Education reimburses the money actually spent for the management and maintenance of the school facilities to the DPWH.

Since the prime objective of the Project is to rebuild typhoon damaged school facilities, it will be possible to maintain and manage the completed Project facilities utilizing the Eastern Visayas Region's present staff and conventional budget. Furthermore, the budgetary funds of Eastern Visayas Region increased 13.1% during the 1987-1989 period, and it is considered that it has the capability to finance the management and maintenance costs of the school facilities once project construction is completed.

The Government of the Philippines has been making every effort to promote the education and manpower development program and to improve the educational situations. However, primary and secondary school facilities are in shortages so that a great number of children cannot receive an education. In addition to these adverse situations, the classroom shortage has become more serious due to the damages caused by typhoon in 1986 and 1987. Therefore, it can be evaluated that the construction of the school facilities under the Project will greatly contribute to improve the present classroom shortage problems.

The implementation of the Project have the following effects:

(1) Increase the Opportunities of Children in Schooling

The new Project of building school facilities will accommodate 11,160 students, in 279 classrooms (40 students per classroom). Combined with the Phase I project facilities that accommodate 9,800 students, all of the facilities of the five-year schoolbuilding construction plan will accommodate 54,440 students. Thus, the implementation of

the Project will contribute greatly to increasing a children's opportunity in schooling.

(2) Country's Human Resources Development

The provision of equal educational opportunities to many Pilippino children will result in the development of the country's manpower, and as a consequence, it will contribute to the improvement of the country's economy.

(3) Activation of Rural Economies

The construction of many schoolbuildings in the rural areas of the Philippines will provide employment opportunities to the rural residents. The procurement of construction materials and education equipment will stimulate the rural economies.

(4) Contribution to Area Residents

In addition to regular class use, the Project schoolbuildings will be used for places of refuge for school area residents during periods of typhoons. They will also be used as meeting places for the residents. Thus, the Project will contribute greatly to the residents' social activities.

In view of the points outlined above, it is deemed to be appropriate and extremely worthwhile to carry out the Project with grant aid from the Government of Japan.

CONTENTS

PREFACE	
PERSPECTIVE DRAWINGS	
MAP OF THE PHILIPPINES	
PROJECT LOCATION MAP	
SUMMARY	
CONTENTS	
CHAPTER 1. INTRODUCTION.....	1
CHAPTER 2. BACKGROUND OF THE PROJECT.....	4
2-1 Education Situations in the Philippines.....	4
2-1-1 History of Modern Education System Establishment.....	4
2-1-2 Present Education Situations in the Philippines.....	4
2-1-3 Contents of Education in the Philippines.....	19
2-1-4 Educational Budget and Expenditures in the Philippines.....	23
2-1-5 Educational Problems in the Philippines.....	24
2-1-6 Present Situations Relating to the Primary and Secondary Education in the Eastern Visayas Region.....	26
2-1-7 Problems Related to the Primary and Secondary Education in the Eastern Visayas Region.....	33
2-1-8 Typhoon Damage to School Facilities.....	33
2-2 Outline of Related Projects.....	36
2-2-1 Objectives of the National Education and Manpower Development Plan.....	36
2-2-2 Policies.....	39
2-2-3 Primary and Secondary School Building Program.....	39
2-3 Outline of the Request.....	46
CHAPTER 3. OUTLINE OF THE PROJECT.....	51
3-1 Objective of the Project.....	51
3-2 Study and Examination on the Request.....	51

CONTENTS (CONT'D)

3-2-1 Evaluation of the Appropriateness and Necessity of the Project.....	51
3-2-2 Evaluation of Project Implementation and Management Plan.....	52
3-2-3 Examination of the Relationship Between the Project and Other Similar Projects and Foreign Grant Aid Programs.....	58
3-3 Project Description.....	62
3-3-1 Executing Agency and Operational Structure.....	62
3-3-2 Criteria for the Selection of Schools in the Project.....	63
3-3-3 Selection of Each Project School's Building Size	63
3-3-4 Project Area Locations and Conditions.....	69
3-3-5 Outline of Facilities and Equipment.....	70
3-3-6 Maintenance Plan.....	73
CHAPTER 4. BASIC DESIGN.....	75
4-1 Basic Design Policies.....	75
4-2 Study and Examination on Design Criterion.....	80
4-3 Basic Plan.....	83
4-3-1 Site and Layout Plan.....	83
4-3-2 Architectural Design.....	84
a. Floor Plan	84
b. Section Plan.....	87
c. Structural Plan.....	88
d. Building Facility Plan.....	93
e. Main Building Material Plan.....	96
4-3-3 Equipment Plan.....	100
4-3-4 Basic Design Drawings.....	105
4-4 Implementation Plan.....	117
4-4-1 Implementation Method.....	117
4-4-2 Construction and Supervision System.....	118
4-4-3 Procurement Plan.....	120

CONTENTS (CONT'D)

4-4-4 Implementation Schedule.....	123
4-4-5 Construction Costs to be Borne by the Philippine Side.....	126
4-4-6 Boundary of the Responsibilities for Project Construction.....	126
CHAPTER 5. PROJECT EVALUATION AND CONCLUSION.....	129
APPENDICES.....	133
1. Area Photographs.....	134
2. Member List of the Basic Design Study Team.....	139
3. Itinerary of the Study Team.....	140
4. List of Personnel Interviewed.....	142
5. Minutes of Discussions.....	144
6. Collected Statistical Data.....	160

CHAPTER 1. INTRODUCTION

CHAPTER 1. INTRODUCTION

The Government of the Philippines established the Medium-term Philippine Development Plan (1987-1992) to improve the country's economic situation in order to upgrade the living conditions of the people and to maintain economic and social growth.

The Plan also calls for heightening the country's industrial competitiveness and improving the country's trade balance by stabilizing consumer prices, increasing individual incomes, minimizing regional income differences, and increasing employment opportunities. The final objectives of the Plan are to reduce the number of people in the low income bracket and to raise the standards of living.

The population in the Philippines has been increasing at an annual rate of 2.2 %. Based on this fact, about 5,000 new classrooms are needed every year. About 3.4 million children were unable to attend school in 1985. At the same time many schoolbuildings throughout the country were either totally or partially destroyed by the typhoons that devastated the land since 1984; in particular, the two large 1987 typhoons. Thus, the Philippine Government, although with a tight budget, has the necessity of repairing a number of schoolbuildings in a short period of time.

The Government launched its Five-year Plan for constructing typhoon-resistant prefabricated schoolbuildings for the 360 schools, severely damaged, throughout the country. After the Phase I project (completed in March 1990) in the Bicol Region, the Government has selected the Eastern Visayas Region for its second stage project (Phase II Project) and requested grant aid to the Government of Japan for constructing schoolbuildings in the Region. In response to the request, JICA sent to the Philippines the Basic Design Study Team headed by Mr. Takuo Kidokoro, Assistant Director, Grant Aid Division, Bureau of Economic Cooperation, the Ministry of Foreign Affairs, from 14 January to 5 February 1990. (Refer to the Appendices 1, 2, 3, 4 regarding the members of the study

team, its itinerary, the names of personnel interviewed, and the Minutes of Discussions.)

Based on the list of the Project schools previously issued by DECS, the Study Team conducted field surveys at total 91 school site from 16 through 20 January. During the field survey period, the Study Team examined 91 schools in the Project Area and selected 65 schools for the Project after eliminating those schools that cannot be rebuilt either because of inadequate site areas or insufficient access roads to the sites or that the schools were covered by grant aid from other countries.

From 25 through 27 January 1990, the Study Team again conducted field surveys in the Project Area and chose five additional schools for the Project, making a total of 70 Project schools. However, one of the selected secondary schools still has no definite opening plans and is therefore excluded from the Project. There is now a total of 69 schools included in the Project.

From the field surveys and the data analyses made in Japan, the following items were confirmed:

- (1) The Project is a part of the Philippine Government's five-year School Building Program. The School Building Program consists of 40% of the schoolbuildings to be constructed by the Japanese Government. The rest will be financed by the Asian Development Fund from the Asian Development Bank and the Economic Support Fund from the United States, Agency for International Dvelopment. The Philippine Government's own budget will also be allocated to some part.
- (2) In the Philippines the chronic classroom shortage in number of class room and damages caused to the school facilities by typhoons in 1986 and in 1987 are serious problem. Beginning with the 72 schools in the Bicol Region and the 69 schools in the Eastern Visazyas Region, the construction of schoolbuildings for 360 schools with grant aid during

a five-year period is an extremely urgent subject for the Philippine Government.

In view of the above background, the construction of primary and secondary schoolbuildings under the Project will contribute greatly to improve the educational environment and to substantiate manpower development in the Philippines. It will be well worthwhile for the Government of Japan to provide grant aid for the Project.

Based on the results of the field surveys, the appropriateness of the Project for receiving grant aid from the Japanese Government were examined and the optimum Project scale and design conditions were set up. As a result, the basic design for the Project was made and this report, the Basic Design Study Report on the Project for Constructing Primary and Secondary Schoolbuildings, has been prepared.

CHAPTER 2. BACKGROUND OF THE PROJECT

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2-1 Education Situations in the Philippines

2-1-1 History of Modern Education System Establishment

The modern education system in the Philippines started with the founding of a college by Catholics. This was during the time when the country was under Spanish rule (1565-1898). The San Jose College was founded in 1601. Later, it merged with the Saint Thomas College that was established in 1611. Saint Thomas college became a university in 1871, and it is one the oldest universities in Asia.

At the end of the Spanish rule, compulsory primary education started. During American rule (1898-1946), education and religion were separated and the public education system was established. After gaining its independence in 1946, the Government of the Philippines promoted a community school system and tried to restore the primary education system in order to reconstruct the impoverished social conditions.

After the independence, the Government of the Philippines launched educational policies that emphasized nationalism for the purpose of eradicating the evils of past colonialism. The Philippinization of education was promoted.

Because of the Government's great efforts in developing the education system, the Philippines became one of the leading countries in Asia that accomplished improvement in education in a short period of time.

2-1-2 Present Education Situations in the Philippines

The education system in the Philippines has been greatly influenced by Spanish and American systems. After gaining its independence from the

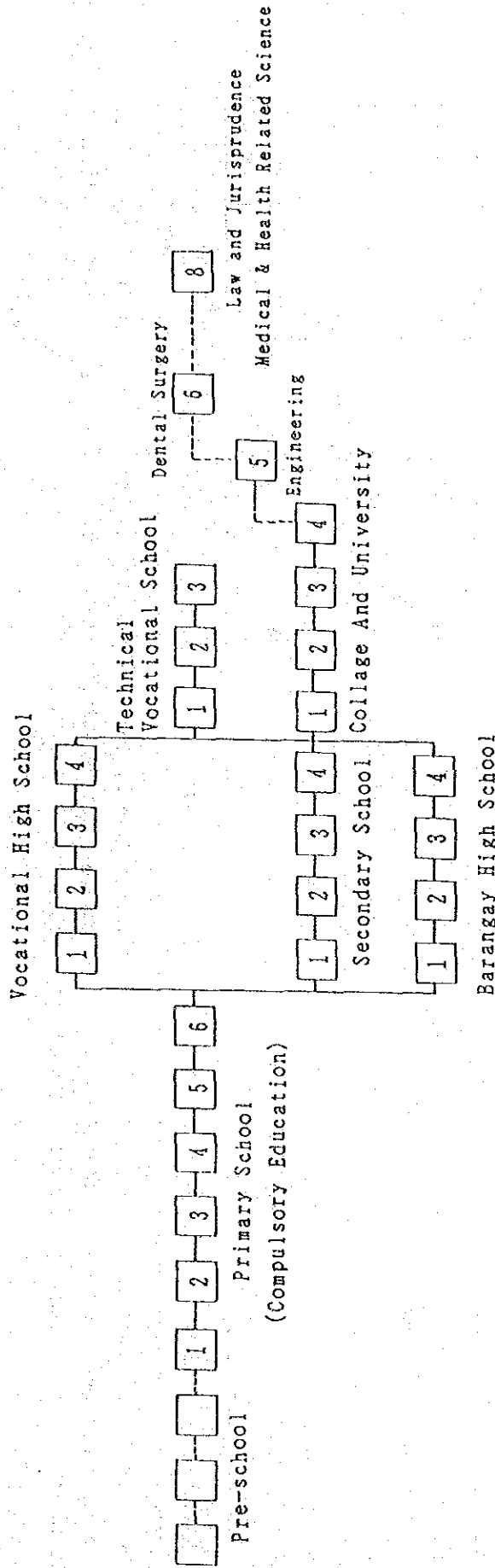
United States in 1946, the Philippines has still followed the American education system.

The major education systems introduced by the United States were the seven-four-four year (seven years of primary education, four years of secondary education, and four years of high school education) education system, free primary education, diffusion of mass education, establishment of pilot schools, and the co-education system.

Except for some private schools, the primary education system was revised to a six-year system from original seven-year system due to the budgetary difficulties. Presently, the country is conducting the six-year primary, four-year secondary, and university education system. In order to enter a university, a secondary school student must pass the entrance examination held by the National Testing and Research Center of DECS.

The education system in the Philippines is shown in Table 2-1. The education performance indicators of the Public Primary Educational Activities is shown in Table 2-2. The education performance indicators of the Public Secondary Educational Activities is shown in Table 2-3.

Table 2-1 The Educational System in the Philippines



Pre-school Education	Primary Education	Secondary Education	Higher Education
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Age 4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Grade			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		

Table 2-2 The Education Performance Indicators of the Public Primary Educational Activities (1988-1989)

Region	Enrolment		Retention		Participation		Graduation		Transition		Cohort Survival		Completion		Teacher-Student		Dropout	
	Ratio	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate
NCR	34.63	96.41	80.14	97.53	97.66	83.93	81.86	1:32	0.49									
CAR	42.35	88.34	96.46	92.76	94.56	68.39	56.02	1:29	0.91									
Region I	42.58	93.93	99.42	96.98	96.80	72.95	75.57	1:28	1.06									
Region II	41.55	90.58	89.14	96.19	92.28	63.64	68.34	1:33	1.16									
Region III	41.66	96.93	96.72	96.74	99.69	79.67	71.17	1:34	1.92									
Region IV	44.22	98.96	99.71	96.20	101.80	74.43	71.66	1:34	1.40									
Region V	42.16	89.20	95.76	96.85	93.37	63.90	61.09	1:31	1.78									
Region VI	43.16	95.17	94.78	96.16	93.17	63.63	61.38	1:30	2.51									
Region VII	40.97	89.40	91.72	89.47	90.61	62.25	55.69	1:32	2.38									
Region VIII	40.84	91.38	96.87	88.51	84.49	55.25	48.90	1:28	2.84									
Region IX	48.30	85.24	99.34	92.99	87.23	51.12	47.54	1:34	2.25									
Region X	45.41	87.56	93.75	93.35	90.12	57.99	54.25	1:34	2.05									
Region XI	46.27	88.75	98.52	93.30	91.21	59.09	55.14	1:35	3.83									
Region XII	51.21	85.28	99.65	92.90	86.10	46.04	42.77	1:34	3.40									
National	42.64 %	92.24 %	95.01 %	94.92 %	94.40 %	65.25 %	61.94 %	1:32	1.76 %									

* C A R (Cordillera Administrative Region) is a new administrative region that was established in 1988. It was formed with four districts (Abra, Mountain Province, Benguet, and Baguio) that became independent from Region I and the two districts (Kalinga-apayao, and Ifgao) that became independent from Region II.

Table 2-3 The Education Performance Indicators of the Public Secondary Educational Activities (1988-1989)

Region	Enrolment		Retention		Participation		Graduation		Transition		Cohort Survival		Completion		Teacher-Student		Dropout	
	Ratio	Rate	Rate	Rate	Rate	Rate (%)	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate	Rate
NCR	13.39	93.27	44.61	90.58	87.77	86.69	78.53	1:27	8.30									
CAR	10.61	92.97	29.32	88.55	70.97	75.96	67.26	1:27	4.06									
Region I	14.36	95.91	44.93	93.68	75.22	81.72	76.55	1:25	3.67									
Region II	9.08	91.58	31.93	95.82	64.36	76.47	73.27	1:26	5.02									
Region III	9.11	91.53	30.62	85.76	58.28	69.81	59.87	1:33	3.63									
Region IV	10.10	96.08	31.29	94.16	63.88	73.91	69.60	1:30	6.32									
Region V	9.78	86.50	29.73	93.37	65.91	59.06	55.14	1:35	5.58									
Region VI	14.02	103.48	47.69	61.36	89.12	76.65	47.10	1:27	5.32									
Region VII	7.52	89.96	20.48	89.02	58.47	79.38	55.69	1:36	4.73									
Region VIII	10.55	89.24	28.87	94.57	86.71	67.42	70.67	1:30	5.97									
Region IX	9.14	90.74	26.08	89.00	81.13	71.70	63.81	1:31	5.25									
Region X	10.43	90.95	32.16	91.78	72.24	72.94	66.95	1:33	5.48									
Region X I	10.61	89.80	30.50	89.20	73.00	68.54	61.14	1:32	6.20									
Region X II	10.22	93.17	30.33	91.77	72.30	57.90	53.14	1:31	11.40									
National	10.76 %	93.58 %	33.54 %	87.72 %	72.35 %	73.57 %	64.54 %	1:30	6.04 %									

1) School Facilities

In 1988, there were 34,526 public and private primary schools -- 32,875 were public and 1,651 were private schools. The number of public and private secondary schools were 5,496 -- 3,347 public and 2,149 private schools -- during the same year. Table 2-4 shows the number of pre-schools, and primary and secondary schools in 1988. Table 2-5 shows the number of primary and secondary schools for each year.

Table 2-4 Number of Pre-schools, Primary and Secondary Schools in 1988

Region	Pre-schools			Primary Schools			Secondary Schools		
	Total	Public	Private	Total	Public	Private	Total	Public	Private
NCR	628	292	336	806	455	351	346	104	242
CAR	37	11	26	1,182	1,128	54	174	97	77
Region I	280	235	45	2,272	2,197	75	517	356	161
Region II	106	73	33	1,810	1,753	57	220	126	94
Region III	446	91	115	2,507	2,371	136	456	260	196
Region IV	770	530	240	4,139	3,896	243	823	472	351
Region V	224	221	3	2,885	2,806	79	436	292	144
Region VI	506	431	75	3,246	3,044	202	517	369	148
Region VII	162	87	75	2,646	2,570	76	378	206	172
Region VIII	86	68	18	3,273	3,246	27	363	289	74
Region IX	39	16	23	2,425	2,384	41	245	174	71
Region X	65	36	29	2,559	2,470	89	388	228	160
Region XI	151	110	41	2,447	2,301	146	365	208	157
Region XII	191	180	11	2,252	2,204	48	275	168	107
Total	3,691	2,548	1,143	34,526	32,875	1,651	5,496	3,347	2,149

Table 2-5 The Number of Primary and Secondary Schools for Each Year

School Year	Primary Schools			Secondary Schools		
	Total	Public	Private	Total	Public	Private
1954-55	24,962	24,962	-	356	356	-
1955-56	25,893	25,893	-	538	358	-
1956-57	26,980	26,980	-	365	365	-
1957-58	28,043	28,043	-	366	366	-
1958-59	28,635	28,635	-	376	376	-
1959-60	30,300	29,049	1,251	1,704	376	1,328
1960-61	30,830	29,590	1,240	1,642	402	1,240
1961-62	31,806	30,492	1,314	1,811	417	1,394
1962-63	33,018	31,676	1,342	1,662	265	1,397
1963-64	35,605	34,159	1,446	1,721	257	1,464
1964-65	24,150	22,659	1,491	2,062	521	1,541
1965-66	25,033	23,550	1,483	2,096	483	1,613
1966-67	36,679	36,070	609	2,679	1,045	1,634
1967-68	36,650	36,078	572	2,911	1,136	1,775
1968-69	38,076	37,020	1,056	3,478	1,562	1,916
1969-70	39,174	37,421	1,753	3,696	1,780	1,916
1970-71	23,804	22,838	966	4,139	2,125	2,014
1971-72	24,483	23,525	958	4,590	2,594	1,996
1972-73	27,612	26,635	977	4,716	2,709	2,007
1973-74	29,192	28,196	996	4,778	2,765	2,013
1974-75	30,761	29,745	1,016	4,844	2,825	2,019
1975-76	30,962	29,854	1,108	4,944	2,883	2,061
1976-77	31,372	30,306	1,066	4,942	2,865	2,077
1977-78	31,257	30,099	1,158	4,923	2,891	2,032
1978-79	31,519	30,221	1,298	5,129	3,134	1,995
1979-80	31,494	30,311	1,183	5,144	3,112	2,031
1980-81	31,455	30,287	1,168	5,156	3,161	1,995
1981-83	31,729	30,561	1,168	5,354	3,298	2,056
1982-83	32,114	30,946	1,168	1,327	3,342	1,985
1983-84	32,809	31,440	1,369	5,430	3,354	2,076
1984-85	33,104	31,768	1,336	5,475	3,399	2,076
1985-86	33,156	31,817	1,339	5,375	3,357	2,018
1986-87	33,485	32,037	1,448	5,394	3,327	2,067
1987-88	33,544	32,000	1,544	5,410	3,307	2,103
1988-89	34,526	32,875	1,651	5,496	3,347	2,149

2) Number of Students

The total number of primary school students in 1988 was approximately 9.97 million of which 9.32 million were public school student; the remaining 650,000 students were enrolled in private schools. It is forecasted that the total number of public primary school students will reach 11 million by 1995.

The total number of secondary school students in 1988 was approximately 3.73 million. 2.35 million were public school students, and 1.38 million were private school students. It is forecasted that the total number of public secondary school students will reach 3.61 million by 1994.

The number of primary and secondary school students in each region are shown in Table 2-6. The number of primary and secondary school students for each year and number of public primary school students in each region by grade are shown in Tables 2-7 and 2-8 respectively. Forecasted Number of Public Primary School Students in Each Region and Forecasted Number of Public Secondary School Students in Each Region are shown in Table 2-9 and 2-10 respectively.

Table 2-6 Number of Primary and Secondary School Students (1988-1989 school year)

Region	Primary School			Secondary Schools		
	Public	Private	Total	public	Private	Total
NCR	819,689	258,495	1,076,184	316,983	217,707	534,690
CAR	171,235	15,936	190,171	42,899	32,066	74,965
Region I	546,386	25,106	571,492	184,312	84,442	268,754
Region II	374,163	10,866	385,029	83,589	57,940	141,529
Region III	922,320	74,935	997,255	201,759	175,901	377,660
Region IV	1,280,775	85,800	1,366,575	292,452	251,774	544,226
Region V	717,773	19,552	737,325	166,528	69,737	236,265
Region VI	896,519	31,317	927,836	291,110	79,124	370,234
Region VII	683,370	33,980	717,350	125,468	122,066	247,534
Region VIII	529,477	6,926	536,403	136,739	35,579	172,318
Region IX	543,271	11,771	555,042	107,264	39,669	146,933
Region X	581,591	19,973	601,564	133,528	77,443	210,971
Region X I	711,434	40,619	752,053	163,136	86,116	249,252
Region X II	545,634	10,658	556,292	108,853	52,920	161,773
TOTAL	9,323,637	648,934	9,972,571	2,354,620	1,382,484	3,737,104

Table 2-7 The Number of Primary and Secondary Schools Students for Each Year

School Year	Primary Schools			Secondary Schools		
	Total	Public	Private	Total	Public	Private
1954-55	3,444,417	3,305,103	139,314	559,868	187,373	372,495
1959-60	4,150,743	3,970,750	179,993	611,544	200,164	411,380
1964-65	5,577,901	5,330,334	247,567	961,559	318,498	643,061
1969-70	6,855,501	6,521,143	334,358	1,591,356	675,840	915,516
1970-71	6,968,987	6,627,743	341,244	1,719,386	762,984	956,402
1971-72	7,001,970	6,659,544	342,426	1,800,684	812,260	988,424
1972-73	7,014,761	6,667,644	355,065	1,873,978	863,326	1,011,686
1973-74	7,269,008	6,845,138	363,901	1,920,445	913,342	1,044,706
1974-75	7,453,331	7,043,522	385,727	2,072,920	975,356	1,136,820
1975-76	7,682,279	7,282,878	399,401	2,240,448	1,061,731	1,229,976
1976-77	7,719,158	7,298,178	420,980	2,475,711	1,205,434	1,303,085
1977-78	7,892,641	7,455,254	437,387	2,669,646	1,319,898	1,376,562
1978-79	8,179,013	7,724,115	454,898	2,941,210	1,491,015	1,450,195
1979-80	8,227,355	7,817,450	409,905	2,766,874	1,489,959	1,276,915
1980-81	8,290,444	7,931,164	359,280	3,018,568	1,614,554	1,404,014
1981-82	8,518,283	8,073,290	444,993	2,935,732	1,591,510	1,344,222
1982-83	8,591,267	8,164,061	427,206	3,034,219	1,721,159	1,313,060
1983-84	8,717,469	8,228,554	488,915	3,204,551	1,844,174	1,360,377
1984-85	8,793,773	8,269,825	534,948	3,323,063	1,957,444	1,365,619
1985-86	8,896,920	8,392,103	504,817	3,269,434	1,949,542	1,319,892
1986-87	9,229,595	8,639,399	590,196	3,357,014	1,996,377	1,360,637
1987-88	9,601,322	8,964,804	636,518	3,494,460	2,090,073	1,404,387
1988-89	9,947,255	9,309,418	637,837	3,670,598	2,308,986	1,361,612

Table 2-8 The Number of Public Primary School Students in Each Region by Grade (1988-1989)

Region	Grade						Grade 1-6 total
	1	2	3	4	5	6	
NCR	164,669	146,971	139,577	130,547	123,988	113,937	819,689
CAR	42,310	31,432	28,075	25,514	23,003	20,901	171,235
Region I	110,302	98,452	93,427	86,689	81,591	75,925	546,386
Region II	81,063	69,142	63,283	59,123	52,907	48,645	374,163
Region III	189,645	167,267	156,530	148,511	135,289	125,078	922,320
Region IV	270,459	235,215	217,724	202,466	186,164	168,747	1,280,775
Region V	156,672	132,829	120,794	110,496	104,858	92,114	717,773
Region VI	202,705	162,052	148,862	137,717	127,932	117,191	896,519
Region VII	153,976	130,790	117,622	105,760	93,931	81,291	683,370
Region VIII	121,147	103,722	89,877	80,371	71,368	62,992	529,477
Region IX	144,190	109,245	91,569	77,489	64,753	56,025	543,271
Region X	136,041	111,762	99,624	88,608	77,460	68,096	581,591
Region XI	167,594	136,242	120,201	108,159	95,160	84,078	711,434
Region XII	148,018	110,983	89,128	77,267	63,776	56,462	545,634
Total	2,088,791	1,746,104	1,576,293	1,438,717	1,302,250	1,171,482	9,323,637

Table 2-9 Forecasted Number of Public Primary School Students in Each Region (1990-1996)

Region	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996
NCR	874,716	903,160	925,937	943,694	958,464	970,362
CAR	182,621	188,297	192,831	196,389	199,319	201,708
Region I	583,045	601,955	617,095	628,903	638,719	646,632
Region II	399,147	411,806	421,927	423,847	436,400	441,714
Region III	984,097	1,015,764	1,041,106	1,060,893	1,077,314	1,098,580
Region IV	1,366,436	1,410,105	1,445,036	1,472,339	1,494,962	1,513,276
Region V	765,743	790,128	809,629	824,879	837,507	847,737
Region VI	956,420	986,838	1,011,162	1,030,188	1,045,939	1,050,782
Region VII	728,807	751,457	769,542	783,738	795,431	804,966
Region VIII	564,656	582,141	596,099	607,061	616,083	623,448
Region IX	579,043	596,198	609,852	620,652	629,451	636,723
Region X	620,194	639,307	654,560	666,548	676,403	604,450
Region XI	758,678	782,111	800,815	815,511	827,598	837,471
Region XII	581,542	598,722	612,394	623,212	632,020	639,306
Total	9,945,145	10,257,989	10,507,985	10,703,854	10,865,610	10,997,083

Table 2-10 Forecasted Number of Public Secondary School Students in Each Region (1990-1995)

Region	1990-1991	1991-1992	1992-1993	1993-1994	1994-1995
NCR	336,380	390,282	417,977	451,349	486,532
CAR	49,574	52,683	56,569	61,087	85,850
Region I	212,987	226,344	243,034	262,439	282,896
Region II	96,594	102,652	110,221	119,022	123,300
Region III	233,148	247,770	266,041	287,282	309,576
Region IV	337,949	359,142	385,526	416,415	448,875
Region V	192,437	204,805	219,586	237,118	255,801
Region VI	336,402	357,853	383,861	414,578	448,818
Region VII	114,989	154,081	165,443	178,652	192,578
Region VIII	158,013	167,923	180,305	194,701	205,877
Region IX	123,953	131,726	141,439	152,731	164,636
Region X	154,302	163,579	175,071	190,129	204,545
Region XI	188,517	200,340	215,113	232,288	258,395
Region XII	125,788	133,676	143,533	154,993	167,675
Total	2,720,953	2,891,592	3,104,819	3,352,714	3,614,058

3) Number of Teachers

The total number of Primary school teachers in 1988 was approximately 307,000. About 290,000 were public school teachers and about 17,000 were private school teachers. The Total number of secondary school teachers was about 80,000 in 1988.

The number of public and private primary and secondary school teachers are shown in Table 2-11. The number of public primary and secondary school teachers in each district and for each year, and the ratio of public primary teachers to students are shown in Tables 2-12 and 2-13 respectively.

Table 2-11 Number of Public and Private Primary and Secondary School Teachers(1988)

School Year	Primary Schools		Secondary Schools	
	Public	Private	Public	Private
1974-1975	278,435	N/A	27,346	N/A
1975-1976	252,469	N/A	33,183	N/A
1976-1977	255,746	N/A	38,296	N/A
1977-1978	258,947	N/A	44,613	N/A
1978-1979	254,690	N/A	50,946	N/A
1979-1980	253,911	N/A	48,223	N/A
1980-1981	255,343	N/A	52,435	N/A
1981-1982	261,131	N/A	54,555	N/A
1982-1983	261,860	N/A	56,257	N/A
1983-1984	270,493	10,963	69,563	34,614
1986-1987	273,170	12,175	49,263	36,324
1987-1988	284,780	N/A	69,226	N/A
1988-1989	289,719	17,415	79,514	N/A

* N/A: Data not available

Table 2-12 The Number of Public Primary and Secondary School Teachers in Each District and for Each Year

School Year	Total	NCR	CAR	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	Region XII
Primary															
1980-81	255,343	22,481	-	23,319	11,543	24,272	31,885	20,668	28,282	19,865	18,167	12,581	13,921	15,742	12,617
1981-82	261,131	23,413	-	23,026	11,821	24,389	32,462	20,902	28,025	20,547	18,496	13,913	14,384	15,851	13,902
1982-83	261,860	23,414	-	23,390	11,822	24,389	32,478	20,902	28,198	20,547	18,499	13,880	14,534	15,851	13,956
1983-84	270,493	24,665	-	23,115	12,280	25,028	33,642	21,605	28,864	21,920	18,710	13,863	14,947	17,129	14,824
1984-85	270,693	24,761	-	22,933	12,434	25,123	34,156	21,614	28,686	20,664	18,542	13,994	14,786	17,952	15,048
1985-86	277,076	25,241	-	23,417	12,873	25,480	35,344	21,874	29,084	20,876	18,867	15,143	15,387	18,221	15,269
1986-87	277,076	25,241	-	23,417	12,873	25,480	35,344	21,874	29,084	20,876	18,867	15,143	15,387	18,221	15,269
1987-88	284,780	25,764	-	23,395	13,292	26,799	36,728	22,724	29,233	21,163	18,814	15,556	16,327	19,153	15,792
1988-89	289,719	25,873	25,873	19,631	11,412	27,217	37,593	22,879	29,447	21,359	18,988	16,123	17,125	20,150	15,976
Secondary															
1980-81	52,435	10,247	-	5,239	2,774	3,099	5,508	3,075	6,779	2,248	3,479	1,999	1,840	2,890	2,369
1981-82	54,555	10,769	-	5,655	2,707	4,311	5,792	3,241	7,123	2,299	3,500	1,985	2,399	3,146	1,628
1982-83	56,257	10,112	-	5,644	2,796	3,966	6,882	3,743	7,873	2,491	2,722	1,979	2,846	3,294	1,909
1983-84	59,263	8,092	-	6,233	2,413	4,820	7,356	4,668	7,707	2,801	3,490	2,510	3,128	3,661	2,384
1984-85	61,750	8,434	-	6,494	2,514	5,022	7,665	4,855	8,030	2,918	3,636	2,615	3,259	3,815	2,484
1985-86	62,955	10,491	-	6,281	2,995	5,365	8,333	3,904	7,630	2,157	3,584	2,466	3,410	3,969	2,370
1986-87	62,955	10,491	-	6,281	2,995	5,365	8,333	3,904	7,630	2,157	3,584	2,466	3,410	3,969	2,370
1987-88	69,226	10,924	-	6,647	3,069	5,528	8,951	4,038	9,917	2,588	4,175	2,838	3,379	4,118	3,054
1988-89	79,514	11,790	1,568	7,398	3,242	6,198	9,697	4,737	10,735	3,461	4,558	3,473	4,082	5,088	3,487

Table 2-13 Teacher-Student Ratio in Public Primary Schools

School year	Number of Students	Number of Teachers	Teacher-Student Ratio
1974-1975	7,043,522	284,435	1:28
1975-1976	7,197,878	246,569	1:29
1976-1977	7,387,178	234,946	1:31
1977-1978	7,424,254	258,947	1:29
1978-1979	7,780,313	254,690	1:31
1979-1980	7,817,450	253,911	1:31
1980-1981	7,931,154	255,343	1:31
1981-1982	8,073,290	261,131	1:31
1982-1983	8,164,061	261,860	1:31
1983-1984	8,228,554	270,493	1:30
1986-1987	8,639,399	273,170	1:31
1987-1988	8,964,804	284,780	1:31
1988-1989	9,323,637	289,719	1:32

In 1984, there were 1,150 colleges and universities in the Philippines. 300 of them have teacher training courses. In 1984, about 15,000 students graduated from teacher training courses. To obtain teaching credentials, a student who has graduated must pass the Board Examination for Teachers. The teacher position classification system in the Philippines is similar to the one used in Japan. Ranking is from principle, to vice principle, to teacher. In most of the secondary schools, there are department heads under the principles.

Table 2-14 shows the required courses and number of credits needed to become a teacher.

Table 2-14 Required Courses for Teacher Credentials

Required Courses	Primary School Teacher	Secondary School Teacher
• General Education Courses	102 Units	93 Units
• Major Courses	36 Units (minimum)	30 Units (Minimum)
• Optional Courses	0	0
• Special Courses		
• Major	18	24
• Minor	0	0
TOTAL	156 Units	156 Units

2-1-3 Contents of Education in the Philippines

The uniqueness of the education in the Philippines is variety of languages. Presently, the primary education is carried out in three languages -- English and Tagalog as the official languages and each local language.

The languages used in primary schools are shown in Table 2-15.

Table 2-15 Languages used in Class and Language Education for Each Grade of Primary School

<u>Languages used in Classes</u>	<u>Language Education</u>
6th Grade: English and Tagalog (Supplement)	English and Tagalog
5th Grade: English and Tagalog (Supplement)	English and Tagalog
4th Grade: English and Local Language (Supplement)	English and Tagalog
3rd Grade: English and Local Language (Supplement)	English and Tagalog
2nd Grade: English and Local Language	English and Tagalog
1st Grade: English and Local Language	English and Tagalog

1) Primary Education Curriculum.

The new primary education curriculum was introduced in 1985. Compared to the previous one, the new curriculum emphasized the development of basic reading, writing and calculation skills and the development of pride in being a Filipino. Table 2-16 shows the primary education curriculum.

The characteristics of the curriculum are as follows:

- a) To teach the importance of public health even outside of classes of "Character Building Activities " and "Science and Health".
- b) Introduction of the subjects that will be helpful for social life.
- c) Development of basic reading, writing, and calculating skills, pride as Filipinos, and the manpower that will be useful in the future development of the country.

Many primary schools have a double shift class system of morning and afternoon classes. Some schools that were damaged by typhoons have a three-shift class system.

Table 2-16 New Primary Education Curriculum (unit: minutes/day)

Subject \ Grade	1	2	3	4	5	6
Character Building	20-30	20-30	20	20	20	20
Tagalog Language	60	60	60	60	60	60
English Language	60	60	60	60	60	60
Math	40	40	40	40	40	40
Citizen and Culture	40	40				
History, Geography, Work ethics			40			
History, Geography, Civics				40	40	40
Science and Health			40	40	40	40
Art and Physical Education			40	40	40	40
H.E. and Livelihood Educ.				40	60	60
T o t a l	220 -230	220 -230	300	340	360	360

2) Secondary Education Curriculum

Secondary education is conducted on a bilingual basis, using both English and Tagalog. The term of secondary education is four year. This is two years shorter than the Japanese school term.

Secondary education is very rich in content; its level is high as the curriculum equivalent to Japanese six years course is taught during four years. The secondary school curriculum is shown in Table 2-17. The characteristic of the curriculum is the adoption of the Youth Development Training (YDT) from the first year to the third year period. YDT continues in the "Art and Physical education" class in the fourth year.

Table 2-17 Secondary School Curriculum

Subject \ Year	1st Year		2nd Year		3rd Year		4th Year	
	Unit	Min/wk	Unit	Min/wk	Unit	Min/wk	Unit	Min/wk
Communication Art (English)	2	300	1	180	1	180	1	180
Communication Art (Tagalog)	1	180	1	180	1	180	1	180
Social Studies	1	180	1	180	1	180	1	180
Science	1	180	1	180	1	180	1	180
Math.	1	180	1	180	1	180	1	180
Prac. Arts/ Vocational Course	1	300	1	300	2	300	1	300
Electives: General Course, Vocational Course			1	180	2	360	2	360
YDT(Grade I-III)	1	300	1	300	1	300		
Civil Army Training							1	300
Subtotal				1,680		1,980		1,980
TOTAL	8	1,620	8	1,800	10	2,220	10	2,220

3) Contents of Textbooks

The textbooks used in the Philippines were greatly influenced by the ones used in the United States and Europe; they are rich in content. Since the history of textbook development in the Philippines is short, some textbooks are not appropriate to the present Philippine situations. Since 1980, an emphasis was put on providing education in the country's own language as well as on increasing hours of the country's history and social studies in order to develop the individual's identity as a Filipino.

Textbooks made by the Government are provided to the students free of charge. On an average, one textbook is used by two public primary school students and by three and a half public secondary school students.

2-1-4 Educational Budget and Expenditures in the Philippines

The 1989 educational budget was about 23.5 billion pesos. This was 840 million pesos more than that for the previous year (1988) -- in that year it was about 151 billion pesos. From these figures, it can be understood how strongly the Government of the Philippines has been endeavoring to promote the country's educational policies. The items and amounts of DECS's 1985 educational expenditures are shown in Table 2-18. The percentage of educational expenditures among the Government's total expenditures from 1956 through 1989 is shown in Table 2-19.

Table 2-18 Breakdown of DECS's Expenditure in 1985

(Unit: Thousand Pesos)

CURRENT OPERATING EXPENDITURES	
Office of the Secretary	5,826,198
Bureau of Elementary Education	3,001
Bureau of Secondary Education	2,360
Bureau of Higher Education	2,550
Bureau of Sports Education	797
Bureau of Technical & Vocational Education	829
Bureau of Continuing Education	1,635
Institute of National Language	4,586
National Historical Institute	6,590
National Library	8,357
National Museum	13,046
SUBTOTAL	5,869,942
CAPITAL OUTLAYS	
Office of the Secretary	268,688
National Historical Institute	4,958
National Library	90
National Museum	1,420
Institute of National Language	0
TOTAL CAPITAL OUTLAYS	275,965
TOTAL NEW APPROPRIATION, MINISTRY OF EDUCATION, CULTURE AND SPORTS	6,145,907

Table 2-19 Percentage of the Educational Expenditures (DECS)
Among The Government's Total Expenditures (1956-1989)

Fiscal Year	Expenditures (in hundred million)		Percentage (%)
	Government	DECS	
1956	6.0	1.7	29.68
1957	6.3	1.9	31.53
1958	7.7	2.1	26.95
1959	8.9	2.2	25.18
1960	8.9	2.4	27.50
1961	10.9	3.0	28.08
1962	11.9	3.5	29.59
1963	13.8	4.0	29.27
1964	19.7	5.0	25.72
1965	21.0	5.5	26.41
1966	20.0	5.9	29.77
1967	20.7	6.4	31.16
1968	22.7	6.8	30.26
1969	29.09	7.8	26.86
1970	33.2	8.3	24.97
1971	37.1	10.0	27.03
1972	41.6	10.9	26.23
1973	79.4	12.9	16.33
1974	37.1	14.9	17.18
1975	145.0	16.4	1.33
1976	224.0	16.8	7.51
1977	273.9	20.4	7.45
1978	286.8	31.9	11.14
1979	322.2	24.4	10.70
1980	378.9	34.1	9.01
1981	503.2	38.2	7.61
1982	570.9	43.8	7.68
1983	618.3	54.7	8.85
1984	534.5	56.1	10.50
1985	583.3	61.4	10.54
1986	674.1	87.1	12.92
1987	793.2	123.2	15.53
1988	875.4	151.0	17.25
1989	1,170.1	235.7	20.15

2-1-5 Educational Problems in the Philippines

The followings are educational problems in the Philippines:

1) Chronic Shortage of School Facilities

Presently, more than 6,000 new classrooms are in immediate need. In order to meet the needs of the increasing number of students caused by annual population growth rate of 2.2 %, additional 5,000 classrooms

must be built. Furthermore, natural calamities such as typhoons inflict damages upon school facilities every year. As a result, Government of the Philippines is facing a serious problem of classroom shortage.

2) Shortage of Textbooks and Other Teaching Materials

One textbook is supposed to be provided to an average of two primary school students. In reality, however, due to the insufficient budget and the transportation system, textbooks are not being delivered at the above rate to the remote arears of the Philippine archipelago that consists of the some 7,000 islands. Most schools, except for some private ones, do not have necessary education equipment for Educational TV programs and audio-visual education systems which started only recently.

3) High Dropout Rate

The school dropout rate is very high in the Philippines. In 1983, 2.7 % (220,000 students) of the total 8.21 million students stopped attending school. The major reasons for the high dropout rate are the lack of the parent' understanding for education and household poverty, and children as being precious labor.

4) Heavy Burden of Language Study

Education in the Philippines is conducted in three languages, the two official languages (English and Tagalog) and one local language. Language studies are heavy burden on the students and it causes one of the reasons of the school dropouts.

2-1-6 Present Situations Relating to the Primary and Secondary Education in the Eastern Visayas Region

Because of the heavy damage inflicted on the Eastern Visayas Region by typhoons during 1987, it was selected as the primary area of the Schoolbuilding Construction Plan Phase II. The situations and problems that are presently related to the primary and secondary educational system in the Eastern Visayas are outlined below:

In 1988, DECS Eastern Visayas office Government established the following educational planning targets:

- To provide preschool education to eligible age children
- To preserve and improve the health and nutritive conditions of public primary school children
- To unify the educational values in each subject of the curriculum
- To improve the qualities of the school managers and teachers.
- To improve primary school students' learning levels in each subject
- To make children aware of welfare programs and citizenship
- To adopt the "New Primary School Education System" for the first through third grade students and to continue the "1970 Primary School Education System" for the fourth through sixth grade students. Also, a test case should be made to determine whether or not the New Primary School Education System should be adopted for some fourth grade students.
- To elevate the degree of work satisfaction and dedication of teachers, educational specialists, and school managers
- To improve the fashioning of organizations formed in provincial, regional, district, and school units.

1) Primary Education

The primary schooling system in the Eastern Visayas Region is divided into six school groups (five provinces and one sub-province), three cities, and 158 school districts. In 1989, there were 2,971 primary schools of which 2,946 were public schools and 25 were private schools. In these schools there were 19,218 teachers (18,988 in public schools; 230 in private schools). In 1989 there were 545,569 students; 2.9% more than in the previous year.

The number of public primary school students, the number of primary schools in each district, and the number of public primary school students in each grade the number of Primary and Secondary School Teachers in Each District are shown in Table 2-20, 2-21, and 2-22, and 2-23 respectively.

Table 2-20 Number of Public Primary School Students in Each District

School Year Division	1986-1987	1987-1988	1988-1989
Biliran	20,820	22,190	21,711
Leyte	179,136	183,586	188,406
Southern Leyte	51,999	55,294	55,160
Eastern Samar	57,142	60,415	59,940
Northern Samar	72,962	78,716	73,928
Samar	68,000	71,834	70,788
Calbayog	19,632	21,175	20,044
Ormoc	19,305	20,130	20,779
Tacloban	17,637	22,568	19,515
TOTAL	506,633	536,088	530,271

Table 2-21 Number of Primary Schools in Each District

Division	Public	Private
Biliran	108	1
Leyte	975	3
Southern Leyte	295	4
Eastern Samar	374	1
Northern Samar	364	1
Samar	586	3
Calbayog	139	2
Ormoc	72	5
Tacloban	33	5
TOTAL	2,946	25

Table 2-22 Number of Public Primary School Students in Each Group

Grade	Number of Students
Grade 1	121,235
Grade 2	103,536
Grade 3	89,944
Grade 4	80,464
Grade 5	71,155
Grade 6	63,937
TOTAL	530,271

The 1988 educational index of primary schools and the 1985 school construction plan in the Eastern Visayas Region are shown in Tables 2-23 and 2-24 respectively.

Table 2-23 1988 Educational Index of Primary Schools
in the Eastern Visayas Region

	1987(%)	Change from 1987 Figure
a. Participation Rate	86.73	+ 3.96
b. Cohort Survival Rate	54.73	+ 0.14
c. Retention Rate	87.21	- 0.59
d. Dropout Rate	3.3	+ 0.1
e. Teacher-Student Ratio	1:28	No change
f. Completion Rate	46.24	- 5.7

Table 2-24 1985 School Construction Plan

	Scheduled	Accomplished
Additional	400	379
Replacement	82	75
Multipurpose Classrooms	14	11
Rehabilitation	140	121

2) Secondary Education

In 1988, there were 353 secondary schools (281 public schools and 72 private schools). 84 of the public schools were managed by the Philippine governments. The other public schools were managed by local governments. There was a total of 167,114 students (131,535 in public schools and 35,579 in private schools).

Due to the effects of the Free Secondary School Education Plan that was adopted in 1988, the number of students increased by 13,437 in 1988. This is about 9% of the number of students (153,677) in 1987. Due to the increase in the number of students and the damage inflicted to school facilities by natural calamities, 75 classrooms, 26 science laboratories, and 17 workshops need to be rebuilt, and 21 classrooms, 5 science laboratories, and 5 workshops need to be repaired.

The number of public secondary school students, the number of secondary schools in each division, the types of schools in each

division, the number of Primary and Secondary School Teachers in Each Division and the secondary school construction plan are shown in Tables 2-25, 2-26, 2-27, 2-28 and 2-29 respectively.

Table 2-25 Number of Public Secondary School Students in Each Division

School Year Division	1986-1987	1987-1988	1988-1989
Biliran	5,516	5,194	6,092
Leyte	38,064	35,387	45,247
Southern Leyte	12,069	11,343	13,938
Eastern Samar	15,491	13,817	16,735
Northern Samar	16,213	14,343	16,595
Samar	14,751	13,253	16,943
Calbayog	2,233	2,007	2,725
Ormoc	3,680	3,475	4,186
Tacloban	8,306	7,420	9,074
TOTAL	116,323	106,239	131,535

Table 2-26 Number of Secondary Schools in Each Division (1988-1989)

Division	Public		Private
	Nationally Funded	Locally Funded	
Biliran	7	9	1
Leyte	12	75	22
Southern Leyte	7	31	14
Eastern Samar	19	11	12
Northern Samar	20	28	9
Samar	9	29	5
Calbayog	2	6	2
Ormoc	0	5	2
Tacloban	3	5	5
TOTAL	84	197	72

Table 2-27 Types of School in Each District (1988-1989)

Division	Agri.	Trade	Fishery	Craft	Nat'l	Prov.	Muni.	City	Brgy.	Private	Total
Biliran	855	1,230	299	-	979	149	-	-	2,580	207	6,299
Leyte	3,553	1,556	3,696	3,153	1,445	1,038	7,629	-	23,177	10,484	55,731
Southern Leyte	871	3,099	-	-	-	-	359	-	9,610	7,938	21,876
Eastern Leyte	3,047	2,349	288	937	6,604	1,534	1,389	-	587	3,956	20,691
Northern Leyte	3,897	4,483	778	319	643	-	670	-	5,805	3,597	20,192
Samar	858	667	1,019	685	6,420	-	1,596	-	6,365	1,281	18,224
Calbayog			509						2,221	2,671	5,396
Ormoc								2,495	1,691	2,405	6,591
Tacloban					5,510				3,564	3,040	12,114
Total	13,081	12,717	6,584	5,094	21,601	2,721	11,642	2,495	55,600	35,579	167,114

Table 2-28 Number of Primary and Secondary School Teachers in Each District (1989-1990)

Level	Biliran	Leyte	S. Leyte	E. Samar	N. Samar	Samar	Calbayog	Ormoc	Tacloban	Total
Primary	870	6,725	2,066	2,443	2,458	2,716	733	610	593	19,214
Secondary	226	1,308	518	686	651	550	99	115	280	4,433

Table 2-29 Secondary School Construction Plan (1989-1990) (Unit: 1,000 Peso)

Division	Number of Units												Amount												Grand Total Amount			
	New Construction						Repair						New Construction						Repair						New Construction/Repair			
	Cls Rms	Sc La	Work Shop	Total	Cls Rms	Sc. Lab	Work Shop	Total	Cls Rms	Sc. Lab	Work Shop	Total	Cls Rms	Sc. Lab	Work Shop	Total	Cls Rooms	Sc. Lab	Work Shop	Total	Cls Rooms	Sc. Lab	Work Shop	Total	Cls Rooms	Sc. Lab	Work Shop	Total
Leyte	45	11	8	64	8	4	2	14	6,525	2,365	1,960	10,858	244	180	90	494	6,799	2,525	2,050	11,344	6,799	2,525	2,050	11,344	6,799	2,525	2,050	11,344
Ormoc City	3	2	0	5	2	0	1	3	435	430	0	865	61	0	45	106	495	430	45	971	495	430	45	971	495	430	45	971
Southern Leyte	2	4	3	9	3	0	0	3	290	880	735	1,885	91	0	0	91	381	860	735	1,976	381	860	735	1,976	381	860	735	1,976
Tacloban City	7	1	1	9	0	0	0	0	1,015	215	245	1,475	0	0	0	0	1,015	215	245	1,475	1,015	215	245	1,475	1,015	215	245	1,475
Biliran	2	1	1	4	1	0	0	1	290	215	245	750	30	0	0	30	320	215	245	780	320	215	245	780	320	215	245	780
Calbayog	2	1	0	3	0	0	0	0	290	215	0	505	0	0	0	0	290	215	0	505	290	215	0	505	290	215	0	505
Southern Samar	0	1	1	2	2	1	1	4	0	215	245	460	61	40	45	146	61	255	290	606	61	255	290	606	61	255	290	606
Northern Samar	12	2	1	15	1	0	0	1	1,740	430	245	2,415	30	0	0	30	1,770	430	245	2,445	1,770	430	245	2,445	1,770	430	245	2,445
Samar	2	3	2	7	4	0	1	5	290	645	490	1,425	122	0	45	167	412	645	535	1,592	412	645	535	1,592	412	645	535	1,592
Total	75	26	17	118	21	5	5	31	10,875	5,590	4,165	20,630	639	200	225	1,064	11,514	5,790	4,390	21,592	11,514	5,790	4,390	21,592	11,514	5,790	4,390	21,592

2-1-7 Problems Related to the Primary and Secondary Education in the Eastern Visayas Region

There are various educational problems in the Eastern Visayas Region. To solve the problems, the following planning targets were set up in 1988.

- To increase the budgetary funds related to schoolbuildings, classrooms, furniture, and in particular, appurtenant educational equipment.
- To educate students to their maximum limits by strengthening their educational courses, their awareness of citizenship, upbringing of humanity and patriotism, and to have the students' positive participation in intellectual, cultural and literary activities.
- To promote equal educational opportunities by granting tuition free privilege to qualified students, by strengthening the "study while you work" plan, and to allow students to reenroll in regular courses after satisfactorily passing qualification examinations.
- To improve educational, supervisory, and management capabilities by continuing the scholarship system and each school's education system for teachers, and providing training in at least 20% of the course provided in secondary schools.

2-1-8 Typhoon Damage to School Facilities

In 1987, while the Philippine Government was in the midst of the program to improve educational conditions, two large typhoons damaged the school facilities in Bicol, Quezon, Tagalog, and Eastern Visayas Region.

On the 8th of August, Typhoon Harming attacked the northern part of Samar Island and struck furiously on the cities of Sorsogon in the Bicol Region and Marinduque of the Tagalog Region. In Recon, the recorded maximum wind speed was 240km/hr; in Masbate it was 185km/hr. The typhoon

ravaged Samar Island, the Bicol Region, Romblon and Marinduque of the Tagalog Region, Mindoro Island, and Metro Manila. Damages to school facilities were estimated at approximately 110 million pesos.

The large-sized Typhoon Sisang hit the southern Bicol Region on November 23, 1987; it passed over the Tagalog Region and moved out into the South China Sea on November 27, 1987. The maximum wind speed of 240km/hr. was recorded in Legaspi City of the Bicol Region. Typhoon damage extended to Metro Manila, the Bicol Region, Southern Luzon, Leyte, Northern Samar, and to the Southern Tagalog Region. Estimated damages to school facilities amounted to approximately 200 million pesos.

DPWH budgets allocated to damaged school facilities are shown in Table 2-30. The estimated amounts of typhoon damages to school facilities are listed in Table 2-31.

Table 2-30 Department of Public Works and Highways' Fund Allocation for Typhoon Damaged Schoolbuilding By Region and By Year.

Region	1987	1988	1989	
			Allocation	Amount Requested
N C R	161,563	224,932	460,190	4,552,000
C A R	-	-	139,197	597,396
Region I	34,568	48,187	2,596,825	11,677,525
Region II	35,006	47,988	823,682	3,645,000
Region III	34,694	49,485	209,706	1,000,000
Region IV - A	71,820	75,009	5,477,856	25,202,270
Region IV - B		35,896		
Region V	37,870	54,920	862,128	3,700,000
Region VI	50,491	68,461	1,856,401	7,967,126
Region VII	61,548	58,013	2,188,409	9,442,007
Region VIII	43,816	68,797	4,529,297	19,438,402
Region IX	42,437	37,517	139,804	600,000
Region X	52,639	53,907	436,889	1,875,000
Region X I	51,594	52,540	233,007	1,000,000
Region X II	43,919	41,348	46,601	200,000
Total	721,965	916,000	20,000,000	90,896,727

Table 2-31 Estimated Damages to Schoolbuilding by Year, and by Region (unit:peso)

Name of Typhoon	Marine	Nitang	Sisang	Herming	Trining	Nemeng	Pepang	Total
Date	19 Aug. 1984	1 Sept. 1984	1987	13 Aug. 1987	1987	Sept. 1987	1987	
Region I	36,313,802						46,594,210	82,908,012
Region II	6,140,192		7,300,000			2,568,300	4,795,800	20,804,292
Region III	7,610,000							7,610,000
Region IV		1,775,000	28,235,874	83,110,955	1,759,417			114,881,246
Region V			160,333,593	26,057,522				186,391,115
Region VI		15,930,000						15,930,000
Region VII		88,610,358						88,610,358
Region VIII		21,060,000						21,060,000
Region IX								0
Region X	200,000	167,859,177						168,059,177
Region X I	250,000	1,526,000						4,776,000
Region X II								0
Total	50,513,994	299,760,535	195,869,467	109,168,477	1,759,417	2,568,300	51,390,010	711,030,200

2-2 Outline of Related Projects

DECS launched the Five Year Development Plan (1983-1987) and strived to provide equal educational opportunities to children by increasing the number of barangay high schools and colleges and by increasing the amount of budget for student scholarships. As a result, the number of students increased from 11.9 million in 1983 to 13.6 million in 1988. During the same period, however, the enrollment rate decreased. Although the educational expenditure per one public primary school student was 229 pesos in 1983, in 1985 it was 197 pesos. For national high schools, the expenditure decreased from 201 pesos to 141 pesos during the same years.

Based on recent survey 3.4 million school-age children were not attending school in 1985. Also, due to low salaries and poor fringe benefits, the number of teachers of high quality is very small.

In light of the above background, the Government of the Philippines established the Education and Manpower Resources Development Plan as a part of the Medium-Term Philippine Development Plan (1987-1992) in order to improve the educational situations. The objectives of the plan are to upgrade the quality of education and training, to cultivate men of talent to meet economic demand, to promote science and technologies, and cultural activities and sports, to improve the quality of teachers, and to strengthen management structures.

2-2-1 Objectives of the National Education and Manpower Development Plan

The final objectives of the plan are developing the potentiality individual Filipinos and increasing the individual productivity, and, as a consequence, improving each household's livelihood and social conditions.

The concrete objectives of the plan are as follows:

- (A) To improve the quality and increase the relevance of education and training.
- (B) To increase access of disadvantaged groups in all educational areas
- (C) To accelerate the development of middle- and high-level manpower toward economic recovery and sustainable growth, as well as to enhance their employability, productivity and self-reliance
- (D) To inculcate values needed in social transformation and renewal
- (E) To preserve, enrich, and propagate the nation's desirable cultural heritage and legacy
- (F) To raise the level of awareness, interest and participation in sports and cultural activities.
- (G) To maintain the educational system that is truly Filipino in orientation, open to constructive ideas from everywhere, but alert to influences inimical to national dignity.

To accomplish the objectives of the National Education and Manpower Development Plan, DECS set up achievement targets for improving the educational indicators by 1992 (see Table 2-32).

Table 2-32 Education and Human Resources Development Targets, 1987-1992

Items	Target Year							Average
	1986	1987	1988	1989	1990	1991	1992	1987-92
A. Number of Students(thousand)								
Total	14,378	14,899	15,320	15,750	16,185	16,621	17,053	15,971
1. Primary Education	9,354	9,633	9,795	9,950	10,094	10,221	10,331	10,004
2. Secondary Education	3,574	3,713	3,864	4,029	4,208	4,339	4,600	4,126
3. High School Education	1,450	1,554	1,661	1,771	1,884	2,000	2,122	1,832
B. Teacher and Student Ratio								
1. Primary Education	1:32	1:34	1:36	1:37	1:38	1:39	1:40	-
2. Secondary Education	1:36	1:37	1:38	1:38	1:39	1:40	1:40	-
3. Tech/Vocational Education	1:35	1:35	1:30	1:28	1:25	1:23	1:20	-
C. Textbook and Student Ratio								
1. Primary Education	1:3	1:2	1:2	1:2	1:2	1:2	1:2	-
2. Secondary Education	1:3.5	1:3.5	1:3.5	1:1	1:1	1:1	1:1	-
3. Tech/Vocational Education	1:9	1:7	1:6	1:5	1:4	1:3	1:2	-
D. Classroom and Student Ratio								
1. Primary Education	1:36	1:38	1:38	1:38	1:39	1:39	1:40	-
2. Secondary Education	1:38	1:40	1:40	1:40	1:41	1:41	1:42	-
3. Tech/Vocational Education								
a. Lecture Rooms	1:10	1:12	1:15	1:18	1:20	1:23	1:25	-
b. Laboratory	1:8	1:8	1:10	1:12	1:12	1:14	1:16	-
E. Class and Classrooms								
1. Primary Education								
a. Regular Classrooms	1:1	1:1	1:1	1:1	1:1	1:1	1:1	-
2. Secondary Education								
a. Regular Classrooms	3:2	3:2	3:2	3:2	3:2	3:2	3:2	-
b. Science Classroom	8:1	8:1	8:1	8:1	8:1	8:1	8:1	-
c. Art Classrooms								
d. Home Economic Classrooms								
3. Tech/Vocational Education	3:1	3:1	3:1	2:1	2:1	2:1	2:1	-
F. Teacher Training								
1. Primary Education								
2. Secondary Education								
3. Tech/Vocational Education	2	2	4	4	4	4	4	-
G. School Facilities								
1. Primary Education								
a. New Construction	5,502	5,277	5,828	5,884	6,420	6,542	7,889	6,307
b. Rebuilding	2,415	3,449	3,346	6,484	4,985	5,090	5,199	4,759
c. Repair	6,440	7,801	13,199	7,316	9,980	10,183	10,397	9,813
d. Multipurpose Room Const.	189	532	661	539	673	598	695	616
2. Secondary Schools								
a. Schoolbuilding Const.	315	117	129	135	140	139	144	134
b. Rebuilding	-	32	35	36	37	38	40	33
c. Repair	-	147	158	162	171	177	184	167
3. Tech/Vocational Schools								
a. Construction Material								
a.1 Light weight	1:10	1:10	1:8	1:8	1:8	1:8	1:8	-
a.2 Medium weight	1:35	1:35	1:30	1:20	1:15	1:10	1:5	-
a.3 Heavy weight	1:35	1:30	1:20	1:15	1:10	1:8	1:6	-
b. Library								
b.1 General Education	1	5	15	20	30	40	48	26
b.2 Science & Special Fields	2	10	30	45	60	75	96	53
c. Schoolbuildings	100	150	250	330	330	330	330	287
H. Financial Aid to Students								
1. Secondary Education								
2. Tech/Vocational Education (Scholarship/Tuition Waiver)	7	7	10	10	12	12	15	11
3. High School Education								
a. Scholarships	1,574	1,574	1,600	1,600	1,700	1,700	1,700	1,646
b. Tuition Waivers	8,350	8,350	8,500	8,500	8,700	8,700	8,700	8,575
c. Loans	3,000	3,000	3,000	5,000	5,000	5,000	5,000	4,333

2-2-2 Policies

The Government of the Philippines established the following policies for the efficient and effective implementation of the National Education and Manpower Development Plan:

- (1) Improvement of the quality and relevance of education and training with respect to Philippine conditions and needs
- (2) Equitable access to education and training opportunities
- (3) Intensification of values education
- (4) Promotion of entrepreneurial education and training
- (5) Increased emphasis on science education, indigenous research, and experimentation
- (6) Full mobilization and utilization of education personnel with an increasingly commensurate system of compensation and incentives
- (7) Equitable allocation, efficient management and effective utilization of financial resources
- (8) Institutionalization of functional linkages and collaboration between formal and nonformal education and training institutions
- (9) Strengthening the system of educational and manpower development planning, implementation, monitoring and evaluation
- (10) Maximizing Philippine involvement in the international mainstream of education and Manpower Development

2-2-3 Primary and Secondary School Building Program

The Philippine Government set a target for constructing 40,252 primary and secondary classrooms, 3,598 multi-purpose facilities, 1,608 workshops, and 804 science laboratory, rebuilding 28,553 classrooms, and repairing 58,876 classrooms by the year 1992. It was planned to give priority to those primary schools having class to classroom ratios of more than 2 to 1, and to those secondary schools lacking more than 12 classrooms per school.

- 1) School Building Program for Public Primary School

The Public Primary School Building Program addresses itself to need of 32,037 schools. Presently, there are 222,312 public primary school classrooms and 8.64 million students. There is an average of 39 students per classroom. In reality, however, there are many schools having more than the country's standard of 40 students per classroom. To solve this problem, it is necessary to build 6,000 classrooms. The number of students has been increasing in proportion to the annual 2.2% of country's population increase. To meet this increase, it will be necessary to construct 5,000 additional classrooms each year. Furthermore, there is a need to rebuild 8,400 and repair another 21,000 that were damaged by natural disasters such as typhoons. Table 2-33 provides Primary School Construction Plan data covering fiscal year 1990.

2) School Building Program for Public Secondary Schools

So far, only national secondary schools have been included in the Free Public Education Program. Since June 1988, however, other public secondary schools have been included in the Program together with the national secondary schools. As many of the Barangay high schools are sharing classrooms with public schools, there is a need for them to acquire new school sites where new schoolbuildings will be built.

There are presently 5,496 secondary schools. 3,347 of them are public schools and 2,149 are private schools. During the 1988-89 school year there were approximately 3.737 million public secondary school students -- 2.355 million attend public schools; the remaining 1.382 million attend private schools. It is estimated that the number of secondary school students will increase 4.34% annually. Due to the introduction of new curriculum, the increase in the number of students in proportion to the population increase, and the damage inflicted on school facilities by natural calamities, 1,392 classrooms, 495 science laboratories, and 303 workshops need to be rebuilt, and 336 classrooms, 51 science laboratories, and 119 workshops need to be repaired. The rebuilding and repair work will cost 4 million pesos. Furthermore, due to the introduction of the new curriculum, there is a need to build new

science laboratories and workshops.

The objectives of the School Building Program for public secondary school are

- 1) to construct new classrooms to meet the needs of the increasing number of students
- 2) to rebuild or repair schoolbuildings that were either deteriorated or damaged by natural disasters.

Table 2-34 shows the target of the School Building Program for public secondary schools. Table 2-35 shows the estimated cost necessary for implementing the program. Table 2-36 provides Secondary School construction program data covering fiscal year 1989.

As is described in the above, the School Building Program for primary and secondary schools -- to construct new classrooms to meet the increasing needs of the increasing number of students; to fulfill the requirements for the introduction of a new curriculum, and the Free Public Secondary Education Program; to rebuild and repair damaged or deteriorated buildings -- is a most important and urgent undertaking for the Philippine Government.

Table 2-33 1990 Primary School Buildings Construction Program (Amount in Thousand Pesos)

Region	Regular Classrooms						Multipurpose Workshops						Toilets		Total	
	Additional		Replacement		Rehabilitation		Additonal		Rehabilitation		New Construction		Numbers	Costs	Numbers	Costs
	Numbers	Costs	Numbers	Costs	Numbers	Costs	Numbers	Costs	Numbers	Costs	Numbers	Costs				
1. NCR	155	177,523	38	17,250	263	8,436	22	12,240	6	1,605	30	3,936	514	220,990		
2. Region I	120	12,600	57	4,275	350	7,350	49	7,350	53	2,385	22	814	651	34,774		
3. Region II	106	11,130	45	3,375	328	7,785	33	5,190	43	2,180	22	814	577	30,475		
4. CAR	155	16,260	38	2,850	263	5,523	22	3,300	6	261	30	1,110	514	29,304		
5. Region III	257	26,985	69	5,175	699	14,679	60	9,000	59	2,655	37	1,369	1,181	59,863		
6. Region IV-A	258	27,890	120	9,000	1,808	37,744	68	10,200	122	5,505	40	1,480	2,416	91,819		
7. Region IV-B	214	22,467	152	11,363	678	14,253	62	9,300	77	3,450	40	1,480	1,223	52,313		
8. Region V	294	30,849	359	26,963	2,045	42,908	51	7,560	149	6,706	38	1,384	2,936	116,370		
9. Region VI	243	25,515	129	9,675	845	17,745	63	9,450	164	7,380	42	1,554	1,486	71,319		
10. Region VII	381	39,775	139	9,837	707	14,709	66	10,500	74	3,490	56	2,053	1,423	80,365		
11. Region VIII	232	24,360	200	14,990	727	15,277	44	6,600	96	4,320	40	1,480	1,339	67,027		
12. Region IX	543	57,645	84	6,300	537	11,277	48	7,200	82	3,690	95	3,515	1,389	89,627		
13. Region X	343	37,124	79	5,853	592	12,537	53	7,925	69	3,102	49	1,658	1,185	68,199		
14. Region XI	396	44,191	59	4,800	856	15,476	115	17,670	77	3,474	72	2,685	1,575	88,296		
15. Region XII	512	64,260	73	5,475	476	9,996	41	6,150	74	3,330	106	3,922	1,382	93,133		
Total	5,385	618,575	1,677	137,181	11,564	235,696	825	129,635	1,173	53,533	779	29,254	21,403	1,203,874		

Table 2-34 Secondary School Building Construction Program (1988-1992)

	1988*	1989	1990	1991	1992	Total
CLASSROOMS						
For Reserved Rooms		990	990	990	990	3,960
For Enrollment Increase	954	1,702	2,490	2,674	2,737	10,548
Replacement of Dilapidated		695	722	757	793	2,967
Repair	300	2,052	2,132	2,237	2,347	9,068
SCIENCE LABORATORIES						
For Reserved Rooms		812	812	812	812	3,248
For Enrollment Increase	236	426	623	669	689	2,643
Replacement of Dilapidated		91	116	145	174	526
Repair	200	298	336	379	423	1,636
WORKSHOPS						
For Reserved Rooms		624	624	624	624	2,496
For Enrollment Increase	339	734	804	865	900	3,642
Replacement of Dilapidated		244	271	299	329	1,143
Repair	120	718	759	802	846	3,245

Note: Figures of 1988 are for nationally funded secondary schools only; the rest are for nationally and locally funded secondary schools.

Provision of accommodations from other relevant programs have been deducted from the requirements for enrollment increase in all room categories.

Table 2-35 Investment Requirements for Public Secondary Buildings, 1988 to 1992 (Amount in Pesos)

	1988	1989	1990	1991	1992	Total
CLASSROOMS						
For Reserved Rooms		143,550,000	143,550,000	143,550,000	143,550,000	574,200,000
For Enrollment Increase	137,025,000	246,790,000	361,050,000	387,730,000	396,865,000	1,529,460,000
Replacement of Dilapidated		100,775,000	104,690,000	109,765,000	114,985,000	430,215,000
Repair	9,000,000	61,560,000	63,960,000	67,110,000	70,410,000	272,040,000
SCIENCE LABORATORIES						
For Reserved Rooms		174,580,000	174,580,000	174,580,000	174,580,000	698,320,000
For Enrollment Increase	50,740,000	91,590,000	133,945,000	143,835,000	148,135,000	568,245,000
Replacement of Dilapidated		19,565,000	24,940,000	31,175,000	37,410,000	113,090,000
Repair	8,000,000	11,920,000	13,440,000	15,160,000	16,920,000	65,440,000
WORKSHOPS						
For Reserved Rooms		152,880,000	152,880,000	152,880,000	152,880,000	611,520,000
For Enrollment Increase	83,055,000	180,075,000	196,980,000	211,925,000	220,500,000	892,535,000
Replacement of Dilapidated		59,780,000	66,395,000	73,255,000	80,605,000	280,035,000
Repair	5,400,000	32,310,000	34,155,000	36,090,000	38,070,000	146,025,000
TOTAL	293,220,000	1,275,375,000	1,470,565,000	1,547,055,000	1,594,910,000	6,181,125,000

Table 2-36 1989 Secondary schoolbuildings construction program (amount in thousand pesos)

Region	Number of Units						Amount													
	New Construction			Repair			New Construction				Repair				Grand Total Amount					
	Cls Rooms	Sc. Lab	Work Shop	Total	Cls Rms	Sc. Lab	Work Shop	Total	Cls Rooms	Sc. Lab	Work Shop	Total	Cls Rooms	Sc. Lab	Work Shop	Total				
NCR	220	77	39	336	71	19	73	163	31,900	16,555	9,555	58,010	2,134	760	3,285	6,179	34,033	17,315	12,840	64,158
CAR	22	8	5	35	4	0	3	7	3,190	1,720	1,225	6,135	124	0	135	259	3,314	1,720	1,360	6,394
Region I	95	34	22	151	10	0	0	10	13,775	7,310	5,390	26,475	303	0	0	303	14,078	7,310	5,390	26,778
Region II	82	29	15	130	7	0	0	7	11,890	6,235	4,555	22,780	214	0	0	214	12,104	6,235	4,555	22,994
Region III	64	25	15	104	43	6	7	56	9,280	5,375	3,675	18,330	1,289	240	315	1,844	10,569	5,615	3,990	20,174
Region IV	199	70	45	314	31	2	4	37	28,855	15,050	11,025	54,930	933	80	180	1,193	29,788	15,130	11,205	56,123
Region V	143	49	30	222	1	0	0	1	20,735	10,535	7,660	38,620	27	0	0	27	20,762	10,535	7,350	38,644
Region VI	224	78	49	351	28	4	12	44	32,488	10,770	12,005	61,255	837	161	540	1,537	33,317	16,930	12,545	62,792
Region VII	40	15	9	64	25	7	5	37	5,800	3,225	2,205	11,230	754	280	225	1,259	6,554	3,505	2,430	17,488
Region VIII	75	26	17	118	21	5	5	31	10,875	5,590	4,165	20,530	639	200	225	1,064	11,514	5,790	4,390	25,694
Region IX	81	28	18	127	18	1	1	20	11,745	6,020	4,410	22,175	543	40	45	628	12,288	6,000	4,455	22,808
Region X	61	23	14	98	26	2	4	32	8,845	4,945	3,430	17,220	793	80	180	1,053	9,638	5,025	3,610	35,272
Region XI	52	39	12	83	28	4	4	36	7,540	4,085	2,940	14,565	823	160	180	1,163	8,363	4,245	3,120	15,728
Region XII	34	14	9	57	23	1	1	25	4,930	3,010	2,205	10,145	690	40	45	775	5,620	3,050	2,250	10,920
Grand Total	1,392	495	303	2,190	336	51	119	506	201,840	106,425	74,335	382,500	10,105	2,040	5,355	17,500	211,945	108,465	79,590	400,000

2-3 Outline of the Request

1) Background of the Request

In order to provide equal educational opportunities to the people, the Government of the Philippines launched a program to build, by 1992, classrooms for 40,252 primary and secondary schools; to build 3,598 multi-purpose rooms, 1,608 workshops, and 804 science laboratories; to replace 28,553 dilapidated classrooms; to repair 58,876 classrooms.

The Government has been making every effort to complete the above mentioned school facilities, but in spite of their efforts they are confronted with the requirement of constructing an additional 5,000 new classrooms every year in order to meet the population increase. Some 3.4 million children were not attending school in 1985.

Since 1984, many typhoons, particularly those of 1987, either completely or partially destroyed many school facilities in the Bicol, Quezon, Tagalog, and Eastern Visayas Regions.

Although the Philippine Government was in the midst of financial difficulties, it launched the Project rebuild damaged schoolbuildings with typhoon-resistant structures in five years -- 360 schools were selected to undergo rebuilding with this method. For the first phase of the program, the Government selected 72 schools in the Bicol Region that were most severely damaged by typhoons to rebuilt with typhoon-resistant structure, and requested grant aid from the Japanese Government to those schoolbuildings.

In response to the Philippine Government's request, the Japanese Government decided to offer grant aid cooperation for the project. The Exchange of Notes for the Phase I project was signed by both governments in October 1988 after which schoolbuilding construction commenced (completed in March 1990). As the next project on the plan, the Philippine Government selected to rebuild the schoolbuildings in the

Eastern Visayas Region and requested grant aid cooperation from the Japanese Government.

2) Implementing Agencies

Educational Development Projects Implementing Task Force (hereinafter referred to as "EDPITAF"), with the cooperation of the DECS and DPWH, will undertake the Project's implementation. DECS will be responsible for the final selection of the schools to be constructed. DPWH will be responsible for the actual construction work. The Planning Service Office of DECS will provide the Project's technical staff -- educational facility researchers, planning analysts, architects, and engineers -- with the cooperation of the Bureau of Elementary Education, Bureau of Secondary Education, Regional Offices and the DPWH.

EDPITAF will establish a Project Advisory Committee and Management office for JICA projects for the management of Project implementation with the cooperation of the Region ~~VI~~ regional office of DECS and DPWH.

3) Contents of the Request

The original request called for the construction of 360 school-buildings using prefabricated unit construction methods by stressing the merits of typhoon-resistant structure. It was planned to build all of the 360 schoolbuildings by adopting only two standard types of buildings (a standard public primary schoolbuilding type and a standard public secondary schoolbuilding type). The size of the schoolbuildings were determined without taking into consideration the insufficient school facilities cause by the increase in the number of students and the degree of the typhoon damages. However, for the Phase I school-building construction project, A and B type buildings for primary schools and A, B, and C type buildings for secondary schools were set up by taking into account the number of students in each school and the size of each school.

For the Phase II Project, the Philippine side requested that the Phase I project plan be simplified and school building unit construction cost be lowered so that more schoolbuildings could be constructed.

As a result of the examination of the Philippine side's request, the administration offices and workshops planned in the Phase I project are not planned for the Phase II Project. Also, toilets for the Project are planned separate from the prefabricated schoolbuilding in accordance with Philippine specifications. As desired by the Philippine side, more classrooms are planned to be built in the spaces made available.

The major facilities requested for each school are as follows:

Original Request Contents	Phase I Project Contents	Phase II Project contents
<p>1. Schoolbuildings:</p> <p>1) Primary Schools:</p> <ul style="list-style-type: none"> • Four classrooms • One office • Toilets (both male and female) <p>2) Secondary Schools Having More Than Two Schoolbuildings:</p> <p>A) Building 1</p> <ul style="list-style-type: none"> • Four classrooms • Science Laboratory <p>B) Building 2</p> <ul style="list-style-type: none"> • Office • Toilets (both male and female) <p>2. Equipment</p> <ul style="list-style-type: none"> • All basic necessary accommodations for the schoolbuildings 	<p>1. Schoolbuildings</p> <p>1) Primary Schools</p> <ul style="list-style-type: none"> • Building: A type (3 rooms) B type (4 rooms) • Office (one office for each type) • Toilets (both male and female) <p>2) Secondary Schools</p> <ul style="list-style-type: none"> • Buildings: A type (3 rooms) B type (4 rooms) C type (4 rooms) • Science Laboratory (Each Building had a science laboratory) • Toilets (both male and female) • Workshop (C type one room) <p>2. Equipment</p> <ul style="list-style-type: none"> • All basic necessary accommodations for the schoolbuildings 	<p>1. Schoolbuildings</p> <p>1) Primary Schools</p> <ul style="list-style-type: none"> • Buildings A type (2 rooms) B type (3 rooms) C type (4 rooms) D type (5 rooms) S type (1 room) • Toilets (both male and female) <p>Note: A science Laboratory (S type) is to be built for each secondary school school</p> <p>2. Equipment</p> <ul style="list-style-type: none"> • All basic necessary accommodations for the schoolbuildings

The project is the five year plan that was started in 1989 for constructing a total of 360 primary and secondary schools throughout the entire country. The construction schedule is shown in Table 2-37.

Table 2-37 Implementation Schedule of Originally Requested
Schoolbuilding Construction Project

Phase	Peirod	Region	No. of Units
Phase I	1989	V - Albay Sorsogon Camarines Sur Camarines Norte	22 Elementary Schools 50 Secondary Schools
Phase II	1990	VIII - Northern Samar Eastern Samar Calbayog City Leyte IV - Marinduqu Batangas Quezon Occ. Mindoro Or. Mindoro Romblon I - La Union II - Batanes Isabela	72 Secondary Schools * Based on the Philippine side's request and as a result of the field surveys, 22 primary schools and 47 secondary school in Region VIII were selected.
Phase III	1991	III - Nueva Ecija Tarlac Pampanga X - Surigao del Sur Surigao del Norte	72 Secondary Schools
Phase IV	1992	VI - Iloilo Aklan Capiz Antique	72 Secondary Schools
Phase V	1993	I - Benquet Abra Mt. Province II - Isabela Cagayan	72 Secondary Schools

