

JAPAN INTERNATIONAL COOPERATION AGENCY
THE DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
THE REPUBLIC OF THE PHILIPPINES

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

JUNE 1992

MOHRI, ARCHITECT & ASSOCIATES, INC.

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国際協力事業団

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PREFACE

In response to a request from the Government of the Republic of the Philippines, the Government of Japan decided to conduct a basic design study on the project for constructing primary and secondary schoolbuildings (Phase IV) and entrusted the study to the Japan International Cooperation Agency (JICA).

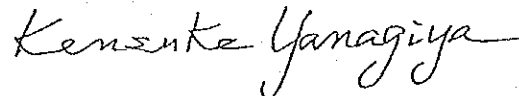
JICA sent to the Philippines a study team, headed by Mr. Masashi Kono, Assistant Director of Grant Aid Division, Economic Cooperation Bureau, Ministry of Foreign Affairs, and personnel from Mohri, Architect & Associates, Inc., from March 30 to April 18, 1992.

The team held discussions with officials concerned from the Government of the Philippines, and conducted a field survey at the study area. After the team returned to Japan, further studies were made and the present report was prepared.

I hope that this report will contribute to the promotion of the project and to the enhancement 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 close cooperation extended by them to the team.

June 1992



Kensuke Yanagiya

President

Japan International Cooperation Agency

June 1992

Mr. Kensuke Yanagiya
President
Japan International Cooperation Agency
Tokyo, Japan

Letter of Transmittal

We are pleased to submit to you the basic design study report on the project for constructing primary and secondary schoolbuildings (Phase IV) in the Republic of the Philippines.

This study has been made by Mohri, Architect & Associates, Inc., based on a contract with JICA, from march 24th to June 30th, 1992.

Throughout the study, we have taken into full consideration of the present situation in the Republic of the Philippines, and have planned the most appropriate project in the scheme of Japan's grant aid.

We wish to take this opportunity to express our sincere gratitude to the officials concerned of JICA and the Ministry of Foreign Affairs. We also wish to express our deep gratitude to the officials concerned of the Department of Education, Culture and Sports, JICA Philippines Office and the Embassy of Japan in the Philippines for their close cooperation and assistant during our study.

At last, we hope that this report will be effectively used for the promotion of the project.

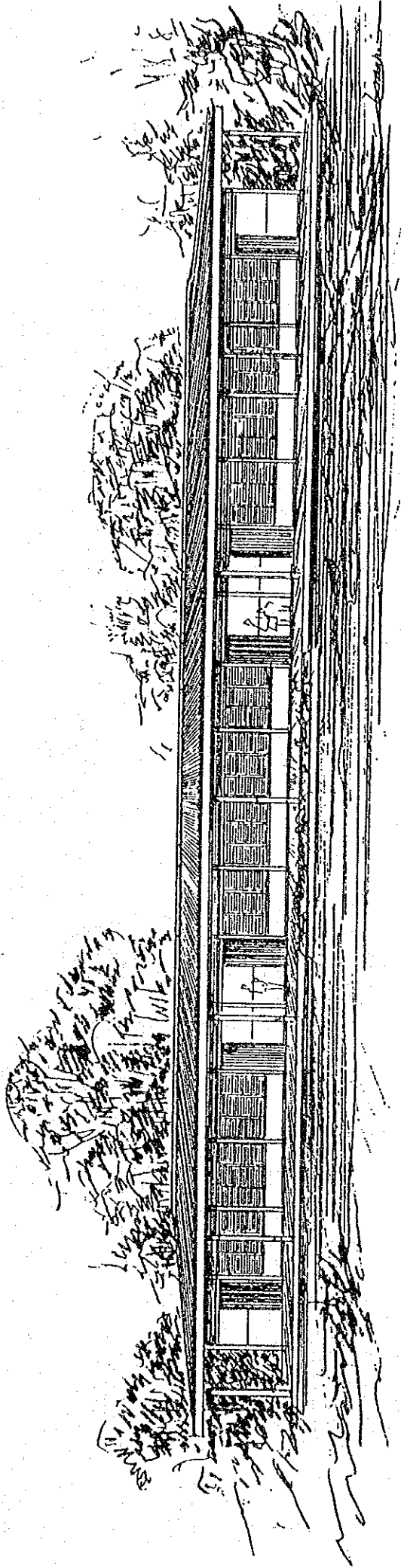
Very truly yours,



Team leader, Shiro Sasaki

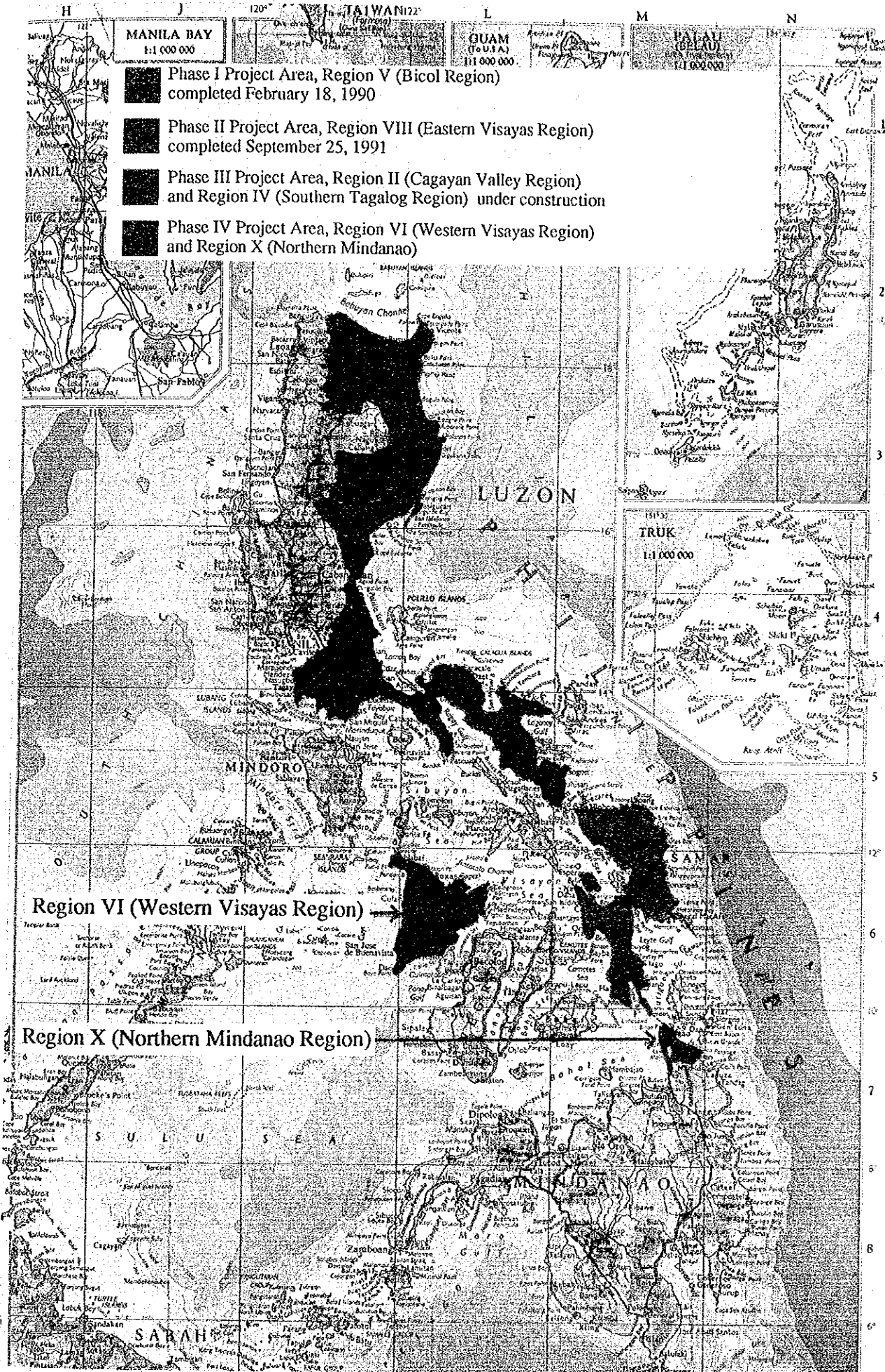
Basic design study team on the project
for constructing primary and secondary
schoolbuildings (Phase IV)

Mohri, Architect & Associates, Inc.

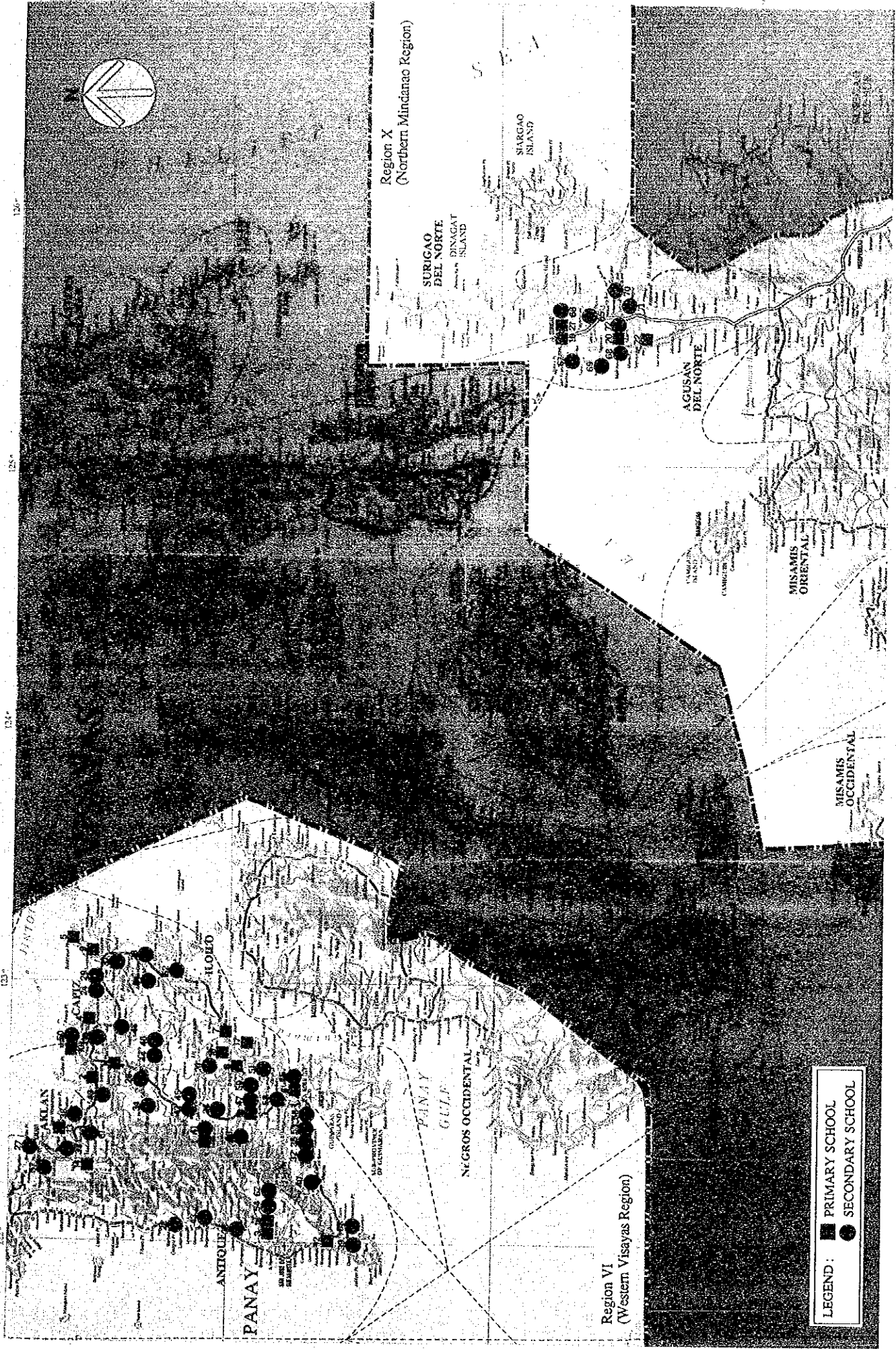


Perspective Drawing Type C

MAP OF THE PHILIPPINES



PROJECT LOCATION MAP



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 10.07 million in 1983 to 12.29 million in 1990. However, due to the indigence of individual households and the lack of the Government's educational budget, the total school enrolment rate is still low. The money spent for each of the primary and secondary school students decreased due to the increase in the number of students. In 1990, some 2.61 million school age children could not attend school.

By seriously taking the above situation into account, the Government of the Philippines established the Medium-term Philippine Development Plan (1987-1992) and Updates of the Philippine Development Plan (1990-1992) emphasizing the education and manpower development, and has been making efforts to improve the educational situation by upgrading the quality of education and training, and strengthening the management structure of the education development plan.

During the same period of time, the Government established the Six-year School Construction Plan and is aiming to construct 40,252 primary and secondary school classrooms, 3,598 multipurpose facilities, 1,608 workshops, and 804 science laboratories by 1992. The serious damage inflicted on many of the houses and public facilities throughout the country by several typhoons, including two big ones in 1987, compounded the problems cited above. Damage to school facilities was great and 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, has been driven by necessity to restore or repair many schoolbuildings in a short period of time. Thus, the Government selected 360 schools throughout the country and launched the Five-year Schoolbuilding Construction Plan to rebuild the schoolbuildings as typhoon-resistant prefabricated structures, and requested grant aid cooperation from the Government of Japan.

In response to the request made by the Government of the Philippines, the Government of Japan decided to conduct a basic design study for the project.

The Japan International Cooperation Agency (hereinafter referred to as "JICA") conducted a basic design study during June 1988 for 72 schools in Region V (Bicol Region) as the Phase I project. Construction of the Phase I project was decided upon and the Exchange of Notes was signed by both governments. The construction of the schoolbuildings for 72 schools was completed in February 1990.

Following the Phase I project, JICA conducted a basic design study in January 1990 for 69 schools in Region VIII (Eastern Visayas Region) and the Exchange of Notes was signed by both governments.

The construction of the school buildings was completed in September 1991. Following this, basic design studies were made in February 1991 on 72 schools in Region II (Cagayan Valley Region) and Region IV (Southern Tagalog Region) for the Phase III project. The project was decided upon and the Exchange of Notes was made. The construction is presently under construction and will be completed by September 1992.

Following Phases I, II and III, the Government of the Philippines selected 72 schools in Region VI (Western Visayas Region) and Region X (Northern Mindanao Region) for the Phase IV project, and requested grant aid cooperation for the construction of the schoolbuildings from the Government of Japan.

In response to the Government of the Philippines' request, JICA sent a Basic Design Study Team to the Philippines from March 30 to April 18, 1992. The Study Team held a series of discussions on the Project with the officials concerned from the Department of Education, Culture and Sports (hereinafter referred to as "DECS"). The team also held a series of discussions on the Project with officials concerned from DECS's Western Visayas and Northern Mindanao Regional Offices, and conducted the field surveys at the Project school sites.

The Project is part of the Philippine Government's Six-year School Construction Program. Besides the Government of Japan, the Asian Development

Bank and the United States Agency for International Development are also expected to assist in the program.

The purpose of the Project is to construct the buildings for 72 primary and secondary schools in Region VI and Region X with typhoon-resistant prefabricated type structures. As in the Phase III project, the Basic Design was made to construct the schoolbuildings by selecting a proper type from four proposed building types according to the size and needs of each school.

The primary and secondary schools selected for the Project are those that were seriously damaged by typhoons causing a serious shortage in the number of classrooms. Schools which may receive financial assistance from other countries or international organizations are not included in the Project.

1. Summary of Schoolbuildings

. "A" Type:	108 m ² ,	2 Classrooms
. "B" Type:	162 m ² ,	3 Classrooms
. "C" Type:	216 m ² ,	4 Classrooms
. "D" type:	270 m ² ,	5 Classrooms
. "S" Type:	90 m ² ,	1 Science Laboratory
. Toilet:	24.5 m ² ,	1 Toilet

- Notes: *
- * Two doors will be installed in each classroom for easy escape in case of emergency.
 - * Each primary school classroom will accommodate 40 students. Each secondary school classroom and science laboratory will accommodate 42 students.
 - * Toilets are to be designed on DPWH's design standards. They are not typhoon-resistant prefabricated structures. One toilet house will be built for each Project school. One primary school has already been included in the Regional Sanitation Project; this school will therefore be excluded.

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
- . Student Closets
- . Blackboards, bulletin boards, storage shelves and steel shelves

A characteristic of the Project is to construct the facilities of 72 schools that are scattered widely throughout Regions VI and Region X in a short period of time. Thus, it will be necessary to establish a 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 upon to procure other construction materials and education equipment in the Philippines to allow for easy maintenance and management of the completed Project facilities. It was planned to select whole construction materials and educational equipment by giving first priority to easy maintenance and after-service considerations, i. e., maintenance-free facilities.

The budget necessary for the maintenance and management of primary and secondary schools in the Philippines is distributed to DPWH by DECS according to the requests from each school's principal. With this budget, DPWH will repair, maintain, and manage the school facilities.

Since the Project's schoolbuildings will not require a large sum of money to cover maintenance and management costs and that the prime objective of the Project is to rebuild school facilities that were damaged by typhoons, it is felt that the present budgetary funds and the present staff will be sufficient for maintaining and managing Project facilities.

The Government of the Philippines has been making every effort to improve the education situation. However, there is a shortage of primary and secondary school facilities and a great number of children cannot receive an education due to damage caused by typhoons. Therefore, it can be evaluated that the construction of the school facilities under the Project will greatly contribute to improve the present classroom shortage problem.

The implementation of the Project will have the following effects:

(1) Increase Opportunities for Children to Attend School

790 classrooms have either been or are being built under the Phase I, II, and III projects. 233 classrooms are for primary schools; 557 are for secondary schools. Assuming that one classroom can accommodate 40 students, these classrooms can accommodate 32,714 students. 274 classrooms are to be built under the Phase IV Project. 79 of the classrooms are for primary schools; 195 are for secondary schools. These classrooms will accommodate 11,350 students. As a result, 44,064 students will be able to use the classrooms built under the Phase I, II, III and IV projects. Thus, this Project will represent a meaningful contribution towards increasing the opportunities for children to attend school.

(2) Contribution to Area Residents

The Project's school facilities will not only be used for classroom purposes (including classes that will be conducted in two or three shifts) but also as places of refuge for area residents during periods of natural calamities and as meeting places. This additional use of the Project's school facilities will be a beneficial contribution to the area residents.

(3) Activation of Rural Economies

The construction of numerous schoolbuildings in rural areas of the Philippines will provide employment opportunities for rural residents. The local procurement of construction materials and equipment other than prefabricated building frames will make a significant contribution towards stimulating the rural economies of the Philippines.

In view of the above, it is deemed appropriate and extremely worthwhile to carry out the Project with grant aid cooperation.

CONTENTS

PREFACE

LETTER OF TRANSMITTAL

PERSPECTIVE DRAWING

MAP OF THE PHILIPPINES

PROJECT LOCATION MAP

SUMMARY

CONTENTS

CHAPTER 1 INTRODUCTION	1
CHAPTER 2 BACKGROUND OF THE PROJECT	3
2-1 Education Situations in the Philippines.....	3
2-1-1 Present Education Situations in the Philippines.....	3
2-1-2 Contents of Education in the Philippines.....	14
2-1-3 Education Budget and Expenditures in the Philippines.....	17
2-1-4 Education Problems in the Philippines.....	19
2-1-5 Damages to School Facilities by Typhoons.....	20
2-2 Outline of the Primary and Secondary Education in the Project Area.....	24
2-3 Outline of the National Project.....	29
2-3-1 National Education and Manpower Development Project.....	29
2-3-2 Primary and Secondary School Construction Program.....	33
2-4 Background and Contents of the Request.....	35
CHAPTER 3 OUTLINE OF THE PROJECT	40
3-1 Objective of the Project.....	40
3-2 Study and Examination of the Request.....	40
3-2-1 Evaluation of the Appropriateness and Necessity of the Project.....	40
3-2-2 Evaluation of Project Implementation and Management Plan.....	41

CONTENTS (CONT'D)

3-2-3	Examination of the Relationship Between the Project and Other Similar Projects and Foreign Grant Aid Programs.....	42
3-2-4	Evaluation of Requested Facilities and Equipment.....	46
3-2-5	Basic Cooperation Policies.....	47
3-3	Project Description.....	47
3-3-1	Executing Agency and Operational System.....	47
3-3-2	Standards for Selecting Project Schools.....	48
3-3-3	Selection of Building Size for Each Project School.....	49
3-3-4	Project Area Location and Conditions.....	54
3-3-5	Outline of Facilities and Equipment.....	55
3-3-6	Maintenance Plan.....	56
CHAPTER 4	BASIC DESIGN	60
4-1	Design Policies.....	60
4-2	Examination of Design Criteria.....	64
4-3	Basic Plan.....	66
4-3-1	Site and Layout Plan.....	66
4-3-2	Architectural Design.....	67
	a. Floor Plan.....	67
	b. Section Plan.....	70
	c. Structural Plan.....	71
	d. Building Facility Plan.....	75
	e. Schoolbuilding Material Plan.....	78
4-3-3	Equipment Plan.....	81
4-3-4	Basic Design Drawings.....	84
4-4	Implementation Plan.....	91
4-4-1	Implementation Method.....	91
4-4-2	Construction Management System.....	92

CONTENTS (CONT'D)

4-4-3	Equipment and Material Procurement Plan.....	94
4-4-4	Implementation Schedule.....	96
4-4-5	Construction Costs to be Borne by the Philippine Side.....	99
CHAPTER 5 PROJECT EVALUATION AND CONCLUSION.....		100
APPENDICES.....		103
1.	Area Photographs.....	104
2.	Member List of the Basic Design Study Team.....	108
3.	Itinerary of the Study Team.....	109
4.	List of Personnel Interviewed.....	110
5.	Minutes of Discussions.....	112

CHAPTER 1. INTRODUCTION

CHAPTER 1 INTRODUCTION

As a result of typhoons since 1984, especially the two big ones in 1987, many schools in the Philippines were completely or partially destroyed. Thus, in the middle of financial difficulties, the Philippine Government has had to repair or rebuild numerous schoolbuildings in a short period of time. The Philippine Government selected 360 schools throughout the country and established its five-year plan to rebuild these schools with prefabricated typhoon-resistant structures.

Following the Phase I project covering the Bicol Region (construction completed in February, 1990), the Phase II project covering the Eastern Visayas Region, and the Phase III project covering the Cagayan Valley and the Southern Tagalog Regions (undergoing construction and scheduled to be completed around October, 1992), the Philippine Government has requested the Japanese Government for grant aid to construct schoolbuildings in the Western Visayas and the Northern Mindanao Regions as their Phase IV Project.

Based on the request, JICA dispatched the Basic Design Study Team headed by Mr. Masashi Kono, Deputy Chief, Grant Aid Division, Economic Cooperation Bureau, Ministry of Foreign Affairs of the Government of Japan from March 30 to April 18, 1992 (refer to Annexes 2, 3, 4 and 5 concerning the members of the Study Team, the Study schedule, the members of the concerned personnel of the Philippine Government and the Minutes of Discussions).

The Basic Study Team and members of the Philippine side held a series of meetings. The Study Team conducted a site study of the Phase IV Project schools and their related facilities and engaged in the collection of data. The team also confirmed such matters as the range of cooperation by the Japanese Government and the undertakings to be borne by the Philippine side.

Upon returning to Japan, and after reviewing the results of the study, the Study Team determined each schoolbuilding's size, prepared a list of appropriate and essential classroom equipment and materials, made a rough estimate of the Project cost and established Project plans.

Based on the above, this report compiles information pertaining to schoolbuilding sizes, the basic design, and the Project plan. This report

also provides an evaluation of the Project and puts forth certain recommendations.

CHAPTER 2. BACKGROUND OF THE PROJECT

CHAPTER 2 BACKGROUND OF THE PROJECT

2-1 Education Situations in the Philippines

2-1-1 Present Education Situations in the Philippines

The educational system in the Philippines has been greatly influenced by the Spanish and American systems. The American influence is shown in the centralized 7-4-4 system (7 years of primary education, 4 years of secondary education, and 4 years of higher education), free primary education, the establishment of pilot schools, and coeducation. The decentralization of the education system has been tried recently.

Primary school education is now 6 years except for some private schools. The present system is 6 years of primary school education, 4 years of secondary school education and then on to a university. Since 1988, secondary education has been free and all local public primary and secondary schools have been placed under the administration of the central government and nationalized.

The Philippine educational system is shown in Table 2-1. The education performance indicators of the Public Primary Education Activities are shown in Table 2-2, and those for the Public Secondary Education Activities are shown in Table 2-3.

Table 2-1 The Philippine Educational System

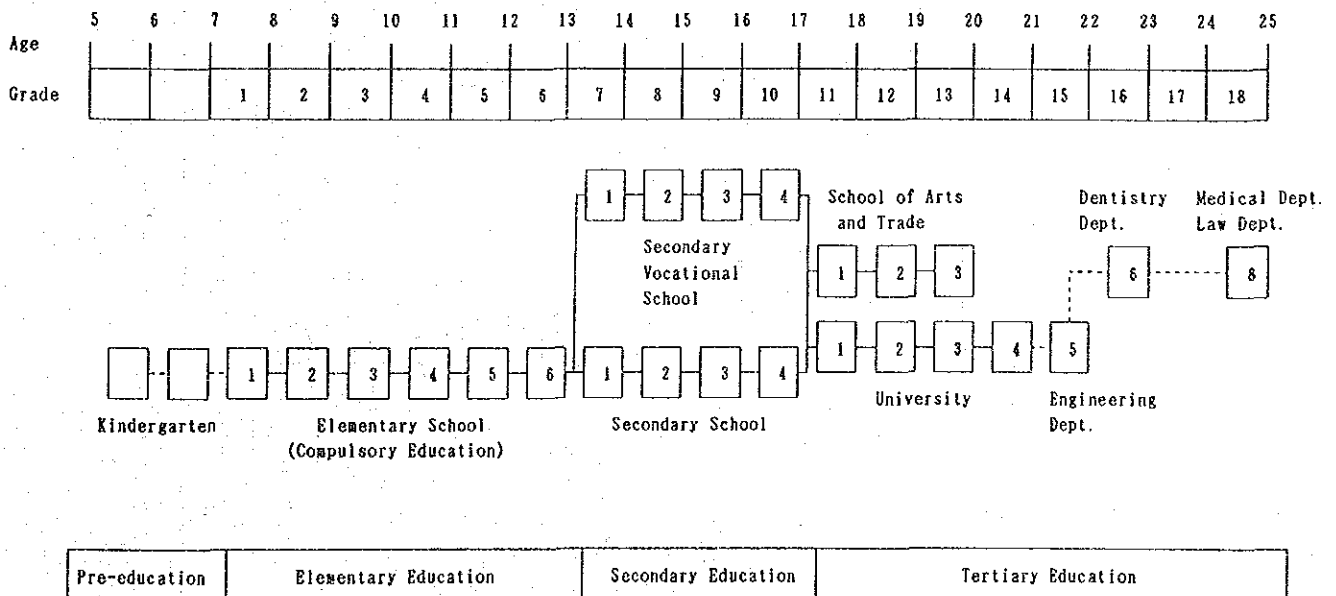


Table 2-2 The Education Performance Indicators of the Public Primary Educational Activities (1990-1991)

Region	Gross Enrolment Rate	Participation Rate	Cohort Survival Rate	Retention Rate	Graduation Rate	Dropout Rate	Completion Rate	Transition Rate	Repetition Rate	Rate of School Leavers	Gross Teacher-Pupil Ratio
NCR	82.00%	80.85%	89.51%	96.57%	99.38%	0.45%	88.96%	98.87%	1.26%	3.63%	1:33
CAR	105.27%	95.76%	61.33%	86.65%	95.24%	0.73%	58.78%	90.83%	2.62%	13.02%	1:30
Region I	113.10%	99.36%	82.96%	97.41%	98.60%	0.82%	81.80%	99.50%	1.90%	3.28%	1:29
Region II	102.14%	89.73%	68.13%	92.00%	98.68%	0.93%	67.23%	93.29%	1.37%	7.68%	1:34
Region III	107.60%	99.88%	81.97%	96.58%	98.41%	0.94%	80.67%	97.47%	0.78%	3.56%	1:35
Region IV	107.86%	99.41%	77.29%	92.90%	96.72%	1.16%	74.75%	94.99%	1.50%	7.07%	1:35
Region V	104.41%	98.15%	65.64%	92.13%	97.18%	2.05%	63.79%	93.56%	2.84%	8.55%	1:33
Region VI	102.90%	92.61%	65.91%	89.61%	94.95%	1.99%	62.58%	92.92%	2.66%	11.41%	1:31
Region VII	101.84%	93.69%	63.97%	91.03%	95.05%	3.26%	60.81%	91.94%	3.71%	10.33%	1:33
Region VIII	103.21%	92.89%	55.68%	88.14%	95.28%	3.21%	53.05%	89.74%	1.96%	11.78%	1:28
Region IX	111.66%	97.87%	49.54%	83.89%	95.36%	2.22%	47.24%	86.20%	2.81%	16.26%	1:34
Region X	110.86%	95.76%	62.42%	86.82%	95.86%	2.06%	59.83%	88.40%	2.90%	14.47%	1:35
Region XI	113.91%	97.43%	62.64%	88.42%	97.18%	1.73%	60.88%	92.01%	1.89%	11.33%	1:37
Region XII	138.98%	107.24%	50.12%	86.81%	94.11%	2.40%	47.17%	88.93%	1.64%	12.83%	1:39
Total	105.77%	95.26%	68.15%	91.25%	96.83%	1.69%	65.93%	93.47%	2.05%	9.06%	1:33

CAR: Corsiller Administrative Region
 Source: DECS-Office of Planning Service

Table 2-3 The Education Performance Indicators of the Public Secondary Educational Activities (1990-1991)

Region	Gross Enrolment Rate	Participation Rate	Cohort Survival Rate	Retention Rate	Graduation Rate	Dropout Rate	Completion Rate	Transition Rate	Repetition Rate	Rate of School Leavers	Gross Teacher-Pupil Ratio
NCR	57.11%	42.08%	78.86%	90.84%	94.97%	7.98%	74.89%	78.45%	2.44%	9.00%	1:27
CAR	45.24%	33.33%	69.06%	88.79%	93.97%	6.64%	64.90%	67.76%	2.78%	10.73%	1:26
Region I	60.47%	44.55%	85.41%	92.73%	97.48%	4.38%	83.26%	74.24%	0.86%	7.61%	1:31
Region II	40.02%	29.49%	72.55%	85.83%	95.04%	5.78%	68.95%	62.65%	1.33%	12.43%	1:28
Region III	41.30%	30.43%	78.34%	88.60%	96.69%	5.68%	75.75%	60.21%	1.29%	10.14%	1:36
Region IV	44.32%	32.65%	79.69%	89.51%	93.65%	6.73%	74.63%	59.47%	1.82%	9.87%	1:31
Region V	42.03%	30.97%	66.40%	81.26%	93.65%	6.58%	62.18%	64.09%	1.98%	16.44%	1:33
Region VI	61.10%	45.01%	89.82%	86.69%	89.07%	6.22%	80.00%	84.75%	2.72%	12.60%	1:33
Region VII	33.06%	24.36%	63.92%	87.07%	92.06%	7.56%	58.84%	57.48%	3.48%	15.36%	1:36
Region VIII	41.79%	30.79%	63.76%	84.93%	94.33%	9.08%	60.14%	72.76%	2.75%	15.89%	1:31
Region IX	37.30%	27.48%	64.07%	81.09%	92.60%	8.65%	59.33%	66.09%	2.36%	17.00%	1:34
Region X	41.83%	30.82%	66.27%	83.72%	91.96%	8.21%	60.94%	64.28%	2.74%	16.49%	1:32
Region XI	45.61%	33.61%	69.55%	86.12%	94.36%	7.38%	65.63%	65.90%	2.15%	13.24%	1:34
Region XII	40.95%	30.17%	74.91%	74.20%	87.50%	6.71%	65.55%	64.38%	2.74%	22.97%	1:29
Total	45.90%	33.82%	74.97%	86.61%	93.50%	6.89%	70.09%	67.42%	2.19%	12.74%	1:31

Source: DECS-Office of Planning Service (OPS)

1) Number of Schools

There were 34,081 public and private primary schools in the Philippines in 1990 (June 1990 - March 1991). 32,449 were public and 1,632 were private. There were 5,550 public and private secondary schools, of which 3,394 were public and 2,156 were private.

The number of pre-schools, primary and secondary schools in 1990 is shown in Table 2-4. The number of primary and secondary schools for each year since 1954 is shown in Table 2-5.

Table 2-4 Number of Pre-schools, Primary and Secondary Schools (1990-1991)

	Pre-Schools			Primary Schools			Secondary Schools		
	Total	Public	Private	Total	Public	Private	Total	Public	Private
NCR	676	341	335	805	466	339	346	101	245
CAR	41	13	28	1,107	1,066	41	176	97	79
Region I	370	325	45	2,269	2,197	72	515	354	161
Region II	106	73	33	1,823	1,765	58	218	127	91
Region III	446	258	188	2,635	2,453	182	468	273	195
Region IV	1,001	671	330	4,194	3,893	301	808	473	335
Region V	268	224	44	2,898	2,822	76	461	313	148
Region VI	507	432	75	3,132	3,008	124	521	374	147
Region VII	228	135	93	2,635	2,549	86	373	205	168
Region VIII	89	71	18	3,061	3,034	27	358	284	74
Region IX	41	18	23	2,423	2,379	44	261	190	71
Region X	84	35	49	2,483	2,390	93	400	236	164
Region XI	151	110	41	2,359	2,211	148	365	195	170
Region XII	193	182	11	2,257	2,216	41	280	172	108
Total	4,201	2,888	1,313	34,081	32,449	1,632	5,550	3,394	2,156

Source: DECS-Office of Planning Service (OPS)

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

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
1989-90	34,382	32,811	1,571	5,523	3,369	2,154
1990-91	34,081	32,449	1,632	5,550	3,394	2,156

2) Number of Students

In 1990, the number of students attending primary schools in the Philippines was 10.43 million, of which 9.73 million attended public schools and 0.70 million attended private schools. In 1995, the total number of students attending public primary schools is estimated to be 11 million. The number of students attending secondary schools in 1990 was 4.03 million, of which 2.56 million attended public schools and 1.47 million attended private schools. The number of students attending public secondary schools in 1994 is estimated to be 3.61 million.

The number of primary and secondary school students in each region during the 1990-1991 school year is shown in Table 2-6. The number of primary and secondary school students for each year since 1954 is shown in Table 2-7. The number of public primary school students in each region as of August 31st, 1990 is shown in Table 2-8. The forecasted number of public primary school students in each region for each school year from 1991-1992 to 1995-1996 is shown in Table 2-9. The forecasted number of public secondary school students in each region for each school year from 1991-1992 to 1994-1995 is shown in Table 2-10.

Table 2-6 Number of Primary and Secondary School Students
(1990-1991 School Year)

Region	Primary School			Secondary School		
	Public	Private	Total	Public	Private	Total
NCR	869,179	263,453	1,132,632	327,129	234,180	561,309
CAR	179,951	20,555	200,506	45,881	34,471	80,352
Region I	581,398	21,847	603,245	198,003	82,271	280,274
Region II	385,658	12,607	398,265	93,142	58,672	151,824
Region III	969,534	87,102	1,056,636	214,024	192,366	426,390
Region IV	1,319,418	100,091	1,419,503	332,482	254,470	586,952
Region V	741,639	20,716	765,355	183,046	84,051	267,100
Region VI	907,815	34,134	941,949	322,603	85,545	408,148
Region VII	705,003	33,524	738,527	140,912	128,611	269,556
Region VIII	535,346	8,815	544,161	140,281	41,656	181,937
Region IX	554,665	13,462	568,127	113,381	41,673	155,060
Region X	604,233	23,136	627,369	139,193	82,556	221,759
Region XI	741,511	46,629	788,140	180,915	93,792	274,707
Region XII	629,225	13,431	642,656	118,047	55,186	168,233
Total	9,727,575	699,502	10,427,077	2,564,045	1,469,552	4,033,597

Source: DECS-OPS

Table 2-7 Number of Primary and Secondary School Students of Each Year

School Year	Primary School			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	6,968,978	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	355,055	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	7,197,878	399,401	2,240,448	1,061,731	1,229,976
1976-77	7,719,158	7,387,178	420,980	2,475,711	1,205,434	1,303,085
1977-78	7,892,641	7,424,254	437,387	2,669,646	1,319,898	1,376,562
1978-79	8,179,013	7,723,587	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	9,972,571	9,323,637	637,837	3,670,598	2,308,986	1,361,612
1989-90	10,284,861	9,604,422	680,439	3,961,639	2,516,729	1,444,910
1991-91	10,427,077	9,727,575	699,502	4,033,597	2,564,045	1,469,552

Table 2-8 Number of Public Primary School Students in Each Region by Grade
(As of Aug. 31, 1990)

Region	Grade						Grade I-VI Total
	I	II	III	IV	V	VI	
NCR	161,486	147,614	146,193	143,599	137,287	129,333	865,512
CAR	41,469	32,970	29,954	27,380	24,655	22,225	178,673
Region I	112,809	100,161	97,081	94,605	91,049	83,158	578,863
Region II	81,029	69,123	65,072	62,091	56,240	52,102	385,658
Region III	185,037	165,796	162,391	158,762	148,696	137,285	957,967
Region IV	263,466	231,998	225,572	214,665	199,661	183,036	1,318,398
Region V	154,370	134,328	129,351	120,394	109,034	96,298	743,955
Region VI	202,029	163,826	150,927	141,477	129,786	118,690	907,035
Region VII	151,743	131,448	120,586	111,768	99,482	88,267	703,294
Region VIII	120,091	98,719	91,964	85,041	73,281	64,121	533,217
Region IX	134,960	108,342	95,391	84,826	70,523	60,391	553,933
Region X	134,667	111,473	103,527	94,766	84,081	74,314	602,828
Region XI	164,720	136,845	127,143	116,537	102,608	91,759	739,612
Region XII	167,677	128,426	105,134	90,818	72,586	62,768	627,409
Total	2,075,573	1,761,069	1,650,466	1,546,229	1,398,970	1,263,747	9,696,354

Includes State Colleges and Universities

Source: DECS-OPS

Table 2-9 Forecasted Number of Public Primary School Students in Each Region
(1991-1996)

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

Source: DECS-OPS

Table 2-10 Forecasted Number of Public Secondary School Students
in Each Region (1991-1995)

REGION	1991-1992	1992-1993	1993-1994	1994-1995
NCR	390,282	417,977	451,349	486,532
CAR	52,683	56,569	61,087	85,850
Region I	226,344	243,034	262,439	282,896
Region II	102,652	110,221	119,022	123,300
Region III	247,770	266,014	287,282	309,576
Region IV	359,142	385,626	416,415	448,875
Region V	204,805	219,586	237,118	255,801
Region VI	357,853	383,861	414,578	448,818
Region VII	154,081	165,443	178,652	192,578
Region VIII	167,923	180,305	194,701	205,877
Region IX	131,726	141,439	152,731	164,636
Region X	163,579	175,071	190,129	204,545
Region XI	200,340	215,113	232,288	258,395
Region XII	133,676	143,533	154,993	167,675
Total	2,891,592	3,104,819	3,352,714	3,614,058

Source: DECS-OPS

3) Number of Teachers

There were approximately 311,000 primary school teachers in 1990. 291,000 taught in public schools and approximately 20,000 taught in private schools. There were 123,000 secondary school teachers, of which about 81,000 taught at public schools and about 41,000 taught at private schools.

The ratio of teachers to students in public primary schools in 1990 was 1:33. For private schools it was 1:35.

Table 2-11 gives the number of public and private primary and secondary school teachers. Table 2-12 gives the number of public and private primary and secondary school teachers for each year in each region. The ratio of teachers to students in public primary schools is shown in Table 2-13.

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

School Year	Primary Schools		Secondary Schools	
	Public	Private	Public	Private
1974-1975	248,435	N/A	27,246	N/A
1975-1976	246,569	N/A	33,083	N/A
1976-1977	234,946	N/A	38,196	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	28,150
1980-1981	255,343	N/A	52,435	33,683
1981-1982	261,131	N/A	54,555	30,910
1982-1983	261,860	N/A	56,257	32,762
1983-1984	270,493	10,963	69,563	34,614
1984-1985	270,693	12,765	59,263	33,962
1985-1986	277,076	N/A	53,255	N/A
1986-1987	281,659	N/A	62,955	N/A
1987-1988	284,796	N/A	69,226	N/A
1988-1989	289,719	17,422	79,514	29,624
1989-1990	297,043	18,542	79,083	39,722
1990-1991	291,172	19,841	81,543	41,145

*N/A: Data not available

Source: DECS/OPS

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

School Year	Total	NCR	CAR	Region I	Region II	Region III	Region IV	Region V	Region VI	Region VII	Region VIII	Region IX	Region X	Region 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	21,506	28,864	21,920	18,710	13,863	14,947	17,129	14,824
1984-85	270,893	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	281,659	25,484	-	23,595	12,713	26,537	35,961	22,605	29,198	21,166	18,770	14,633	16,178	19,024	15,695
1987-88	284,798	25,764	5,886	19,491	11,323	26,799	36,728	22,724	29,258	21,168	18,817	15,566	16,327	19,153	15,792
1988-89	289,719	25,873	5,946	19,631	11,412	27,217	37,593	22,879	29,447	21,359	18,988	16,123	17,125	20,150	15,976
1989-90	297,043	25,911	6,128	20,335	11,905	27,653	38,442	23,525	30,470	21,830	19,606	16,592	17,660	20,560	16,426
1990-91	291,172	26,494	5,991	19,734	11,412	27,515	37,718	22,903	29,448	21,400	19,047	16,132	17,128	20,239	16,037
Secondary															
1980-81	52,485	10,247	-	5,239	2,774	3,988	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	59,563	9,499	-	7,317	2,832	5,658	8,634	5,479	9,046	3,288	4,097	2,946	3,672	4,297	2,798
1984-85	59,263	8,092	-	6,233	2,413	4,820	7,356	4,668	7,707	2,891	3,490	2,510	3,128	3,661	2,384
1985-86	53,255	N/A	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1986-87	62,935	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
1989-90	79,033	12,547	1,744	6,237	3,042	6,452	9,921	5,155	9,824	3,537	4,528	3,201	4,234	5,381	3,280
1990-91	81,543	12,177	1,766	6,351	3,304	6,583	10,649	5,632	9,724	3,951	4,538	3,327	4,314	5,304	3,925

*N/A: Data not available
Source: DECS-OPS

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	7,723,587	254,690	1:31
1979-1980	7,817,450	253,911	1:31
1980-1981	7,931,164	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
1984-1985	8,269,825	270,693	1:31
1985-1986	8,392,103	277,076	1:30
1986-1987	8,639,399	281,659	1:31
1987-1988	8,964,804	284,796	1:31
1988-1989	9,323,637	289,719	1:32
1989-1990	9,604,422	297,043	1:32
1990-1991	9,727,575	291,172	1:33

There are presently 809 public and private colleges and universities in the Philippines. 525 of them have teacher training courses. About 34,000 students graduated from these courses in 1991.

In order to obtaining teaching credentials after graduating, a student must pass the Board Examination for teachers. In 1991, 14,848 students passed the examination.

The teacher position classification system in the Philippines is similar to that in Japan and have a principal, vice principal and teacher. However, many secondary schools have Department Heads under the principals.

The required courses and credits needed to become a primary or secondary school teacher are shown in Table 2-14.

Table 2-14 Required Courses and Credits for Teacher Credentials

Required Courses	Primary School Teacher	Secondary School Teacher
General Education Courses	107 Units	93 Units
Major Courses	37	30
Optional Courses	0	0
Special Courses		
Major	0	18
Minor	0	9
Total	144 Units	156 Units

2-1-2 Contents of Education in the Philippines

The uniqueness of the education in the Philippines is the variety of languages. Presently, primary education is carried out using 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

Languages Used in Classes	Language Education
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 curriculum, the new one 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 the classes of Character Building Activities and Science and Health.
- b) Introduction of the subjects that will be helpful in 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
Total	220-230	220-230	300	340	360	360

2) Secondary Education Curriculum

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

As six years of education are taught in four years in the Philippines, the content is rich and the level is high considering the age of the students. According to the Secondary Education Development Program (SEDP) which was established in 1989, new curriculum have been taught. The contents of the curriculum are shown in Table 2-17.

Table 2-17 Secondary School Curriculum

Subject Min/wk	Grade 1		2		3		4	
	Unit	Min/dy	Unit	Min/dy	Unit	Min/dy	Unit	Min/dy
Filipino	1	40	1	40	1	40	1	40
Araling Panlipunam	1	40	1	40	1	40	1	40
PEHM	1	40	1	40	1	40	1	40
Values Education	1	40	1	40	1	40	1	40
English	1	40	1	40	1	40	1	40
Mathematics	1	40	1	40	1	40	1	40
Science & Technology	1.5	60	1.5	60	1.5	60	1.5	60
Technology	1.5	60	1.5	60				
Home Economics					2	80	2	80
Total	9	360	9	360	9.5	380	9.5	380

3) Contents of Textbooks

The textbooks used in the Philippines were greatly influenced by those 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 no longer appropriate for the present Philippine situations. Since 1980, an emphasis was placed 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. Since 1989, according to SEDP, more emphasis has been placed on value oriented education and manufacturing skill education.

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.

2-1-3 Education Budget and Expenditures in the Philippines

The 1991 educational budget was about 31.3 billion pesos. This was about 12% of the entire budget of the Government of the Philippines and greatly exceeds the previous year's educational budget, thus becoming the largest budget. From the figure it can be understood how strongly the Government has been endeavoring to promote the country's educational policies. The items and amounts of DECS's 1990 educational expenditures are shown in Table 2-18. The percentage of educational expenditures among the Government's total expenditures from 1956 through 1991 is shown in Table 2-19.

Table 2-18 Breakdown of DECS's Expenditures in 1991 (Unit: ₱1,000)

<u>Current Operating Expenditures</u>	
Office of the Secretary	26,564,390
Bureau of Elementary Education	11,642
Bureau of Secondary Education	17,890
Bureau of Higher Education	31,154
Bureau of Physical Education of School Sports Program	15,315
Bureau of Technical and Vocational Education	10,180
Bureau of Non-Formal Education	9,377
Institute of National Language	13,265
National Historical Institute	26,212
National Library	21,492
National Museum	30,659
Records Management and Archives Office	18,968
Subtotal	26,770,108
<hr/>	
<u>Capital Outlays</u>	
Office of the Secretary	4,440,590
National Historical Institute	41,173
National Library	9,124
National Museum	12,477
Records Management and Archives Office	1,200
Subtotal	4,504,564
<hr/>	
Total New Appropriations, Department of Educations, Culture and Sports	31,275,108

SOURCE : DECS-OPS

Table 2-19 Percentage of the Education Expenditures(DECS) Among the Government's Total Expenditures (1956-1991)

Fiscal Year	Expenditures(in hundred million)		Percentage(%)
	Government	DECS	
1956	6.0	1.7	28.33
1957	6.3	1.9	30.15
1958	7.7	2.1	27.27
1959	8.9	2.2	24.71
1960	8.9	2.4	26.96
1961	10.9	3.0	27.52
1962	11.9	3.5	29.41
1963	13.8	4.0	28.98
1964	19.7	5.0	25.38
1965	21.0	5.5	26.19
1966	20.0	5.9	29.50
1967	20.7	6.4	30.91
1968	22.7	6.8	29.95
1969	29.09	7.8	26.81
1970	33.2	8.3	25.00
1971	37.1	10.0	26.95
1972	41.6	10.9	26.20
1973	79.4	12.9	16.24
1974	87.1	14.9	17.10
1975	145.0	16.4	11.31
1976	224.0	16.8	7.50
1977	273.9	20.4	7.44
1978	286.8	31.9	11.12
1979	322.2	24.4	7.57
1980	378.9	34.1	8.99
1981	503.2	38.2	7.59
1982	570.9	43.8	7.67
1983	618.3	54.7	8.84
1984	534.5	56.1	10.49
1985	583.3	61.4	10.52
1986	674.1	87.1	12.92
1987	793.2	123.2	15.53
1988	875.4	151.0	17.24
1989	1,170.1	235.7	20.14
1990	1,101.5	270.1	24.52
1991	2,594.8	312.7	12.00

Source: DECS-OPS

2-1-4 Education Problems in the Philippines

Following are the educational problems in the Philippines:

1) Chronic Shortage of School Facilities

Presently, the construction of approximately 124,000 new classrooms (76,000 primary and 48,000 secondary schools) and the repair of approximately 50,000 classrooms are urgently needed. In addition, to meet the needs of the increasing number of students caused by the annual population growth of 2.4%, 5,500 new classrooms must be built annually. Furthermore, natural calamities, such as typhoon inflict damages upon school facilities every year. The lack of school facilities is one of the major problems of the Government of the Philippines.

2) Shortage of Textbooks and Other Teaching Materials

According to DEC's objectives, one textbook is supposed to be provided to an average of one primary school student. In reality, however, due to the insufficient budget and the transportation system, textbooks are not being delivered at the above rate to remote areas of the Philippine archipelago that consists of some 7,000 islands. Most schools, except for some private ones, do not have the necessary education equipment for educational TV programs and audio-visual education systems.

3) High Dropout Rate

In the Philippines, of the total of 9.73 million public primary school students in 1990, 1.69% (about 160,000 students) stopped attending school. During that year, of the total of 2.56 million public secondary school students, 6.89% (about 180,000 students) stopped attending schools. The major reasons for the high dropout rate are the lack of parents' understanding of education, household poverty, and children being considered as a labor source.

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 a heavy burden for students and it is one of the reasons why students dropout of school.

2-1-5 Damages to School Facilities by Typhoons

Tropical cyclones (generally known as typhoons in Japan) are classified in the Philippines according to their wind speeds as follows:

- a) Tropical depression: A cyclone with a maximum wind speed of 63 km/hr.
- b) Tropical storm: A cyclone with a maximum wind speed of 64-118 km/hr.
- c) Typhoon: A cyclone with a maximum wind speed of more than 118 km/hr.

Observation of these cyclones that occur every year in the Philippines is conducted by the Philippine Atmospheric, Geophysical and Astronomical Service Administration (PAGASA) and alarm signals ranging from No. 1 to No. 3 according to the strength of the cyclone are given to warn of the coming of a cyclone.

In 1991, the total damages caused by cyclones amounted to 4.7 billion Pesos (23.4 billion Yen). The number of cyclones hitting each Region since 1948 are shown in Table 2-20, and the amount of damage brought about by them is shown in Table 2-21. Much of the damage inflicted by these cyclones was to school facilities. In 1991, a budget of about 120 millions Pesos (0.60 billion Yen) was allocated for the repair of damages. The estimated amount of damages inflicted on school facilities is shown in Table 2-22.

Table 2-20 Annual Frequency of Tropical Cyclone Passage Over Regions in the Philippines
(From 1948 to 1991 - 44 Year Period)

Year \ Region	1	2	3	4	4A	5	6	7	8	9	10	11	12
1948	5	4	3	9	1	1	2	2	3	0	0	0	0
1949	4	1	0	2	4	0	5	5	2	0	4	0	0
1950	3	2	1	2	1	1	1	1	0	0	1	0	0
1951	5	4	1	2	1	2	1	1	3	0	0	0	0
1952	7	4	1	7	2	5	1	1	4	0	1	1	0
1953	6	3	1	2	0	4	0	0	1	0	0	0	0
1954	4	3	0	2	2	0	4	4	1	0	3	0	0
1955	2	1	0	0	0	1	0	0	1	1	1	1	1
1956	6	6	1	6	1	5	0	0	3	0	0	0	0
1957	6	4	2	3	0	2	0	0	1	0	0	0	0
1958	1	1	0	1	1	1	1	0	2	1	1	0	0
1959	3	3	0	4	2	3	0	0	1	0	0	0	0
1960	4	1	5	6	1	4	1	1	1	0	1	0	0
1961	5	3	2	2	0	2	0	0	1	0	0	0	0
1962	2	1	1	4	1	4	1	1	4	0	1	0	0
1963	5	3	1	2	1	1	1	1	0	0	1	0	0
1964	8	4	5	7	0	5	1	0	1	0	1	0	0
1965	5	2	0	0	0	0	0	2	1	0	1	0	0
1966	8	4	1	7	1	4	0	0	3	0	1	0	0
1967	6	6	1	2	2	1	2	2	2	9	1	0	0
1968	4	3	1	1	2	0	2	2	2	0	1	0	0
1969	4	0	0	0	1	0	0	0	0	0	0	0	0
1970	4	3	2	6	2	3	2	2	2	1	3	1	1
1971	6	4	1	8	2	7	2	2	9	0	2	0	0
1972	3	1	2	4	1	3	1	1	2	0	1	0	0
1973	7	5	1	1	0	0	1	1	1	0	0	0	0
1974	9	7	3	6	3	3	1	0	2	0	0	0	0
1975	3	2	1	3	1	2	1	1	2	0	1	0	0
1976	3	3	1	3	0	1	1	1	1	0	1	0	0
1977	7	4	2	3	0	2	1	0	3	0	0	0	0
1978	4	2	2	7	2	3	1	1	4	0	1	0	1
1979	6	3	2	5	2	3	1	1	2	0	1	0	0
1980	9	5	4	7	2	5	2	3	4	0	1	0	0
1981	3	1	2	6	1	5	1	1	3	0	0	0	0
1982	4	2	2	4	4	4	3	1	3	1	1	1	0
1983	5	2	2	5	2	4	1	0	1	0	0	0	0
1984	5	2	0	1	2	1	2	2	2	0	1	0	0
1985	6	3	2	4	1	2	0	0	1	0	0	0	0
1986	3	2	1	5	2	4	2	2	5	0	1	0	0
1987	2	0	1	5	1	4	0	0	3	0	0	0	0
1988	4	3	1	3	0	4	1	1	3	0	0	0	0
1989	5	4	4	5	0	4	0	0	2	0	0	0	0
1990	3	5	0	1	1	1	1	1	1	0	0	0	0
1991	3	10	1	1	1	0	0	0	1	0	1	0	0
Total	211	136	64	164	54	111	48	44	94	4	34	4	2
Rank	1	3	6	2	7	4	8	9	5	11	10	11	12

Table 2-21 Summary of Damages (1948-1991)

Year	TD	TS	TY	TOTAL	I	D	M	ACTUAL	82 P VALUE
1948	4	0	11	15	0	4	0	P 18,482,876	P 143,930,375
1949	1	2	7	10	508	475	0	34,024,036	272,898,611
1950	2	1	5	8	0	27	0	19,244,303	159,780,408
1951	0	0	7	7	0	1272	0	97,562,090	851,912,075
1952	0	2	10	12	349	612	509	102,982,112	850,036,931
1953	0	1	10	11	17	22	0	11,282,371	95,502,695
1954	0	1	5	6	10	27	0	5,872,423	51,198,108
1955	0	1	1	2	8	26	66	731,036	8,138,427
1956	0	1	5	6	0	0	0	1,968,490	27,887,594
1957	0	1	4	5	0	65	0	900,000	7,431,875
1958	1	0	4	5	0	3	13	2,957,128	23,944,356
1959	0	0	3	3	46	38	NA	23,734,800	188,222,045
1960	0	1	4	5	-----	404	-----	10,961,626	82,542,369
1961	0	2	2	4	20	3	0	3,228,000	23,579,255
1962	0	0	5	5	20	10	1	3,412,000	23,321,941
1963	0	1	4	5	0	20	0	11,665,000	73,410,950
1964	0	1	6	7	14	70	8	22,753,680	136,905,416
1965	0	0	2	2	1	32	0	4,402,000	25,504,056
1966	0	1	2	3	2	66	53	53,007,223	290,769,188
1967	0	0	7	7	90	269	17	40,571,325	210,760,130
1968	0	1	5	6	337	66	361	98,342,475	487,083,066
1969	0	0	3	3	12	41	4	4,741,480	22,386,591
1970	1	4	5	10	3425	1579	938	921,000,000	3,783,894,824
1971	0	3	11	14	12315	169	163	41,438,500	151,371,873
1972	1	0	6	7	28	1303	10	756,624,000	2,570,485,304
1973	0	1	2	3	48	101	74	215,735,904	626,047,312
1974	1	3	7	11	150	233	97	421,203,240	927,073,780
1975	1	1	2	4	99	285	116	51,146,701	104,317,154
1976	1	2	3	6	40	373	2967	723,870,000	1,346,738,645
1977	0	3	4	7	118	100	13	496,562,346	850,277,996
1978	1	2	4	7	834	662	395	1,574,700,000	2,495,284,169
1979	1	1	7	9	79	69	78	414,817,069	568,009,131
1980	1	3	5	9	55	143	29	1,371,644,000	1,753,209,434
1981	0	1	5	6	2559	668	322	1,346,000,000	1,440,804,967
1982	0	3	5	8	387	337	183	1,759,970,042	1,759,970,042
1983	0	0	4	4	328	244	1544	999,330,171	897,951,471
1984	0	1	5	6	3102	2074	738	6,417,635,000	3,844,276,386
1985	0	1	3	4	100	151	76	1,703,240,000	870,777,096
1986	0	2	4	6	46	139	41	996,650,459	515,417,736
1987	0	0	5	5	1497	896	321	3,633,980,000	1,686,301,623
1988	0	1	4	5	468	429	195	8,675,573,000	3,676,090,200
1989	0	0	7	7	903	386	251	4,529,164,000	1,741,986,100
1990	0	0	8	8	1389	670	256	12,108,377,000	
1991	1	7	11	19	355	5199	1281	4,187,425,000	
Total	17	56	229	302	29759*	18688*	11117#	49,741,487,906	35,687,431,705+
Mean	0.4	1.3	5.2	6.7	692	435	265	1,238,674,930	849,700,700

NOTES : + : Does not include 1990 & 1991

* : Does not include 1960

: Does not include 1959 & 1960

Table 2-22 Estimated Damages to Schoolbuilding by Year and by Region (unit:peso)

NAME OF TYPHOON	MARING	NITANG	SISANG	HEMING	TRINING	MEMENG	PEPANG	1988	1989	1990	1991	TOTAL
DATE	19 Aug. '84	1 Sep. 1984	1987	13 Aug. 1987	1987	Sept. 1987	1987	1988	1989	1990	1991	TOTAL
Region I	36,313,802						46,594,210	NDA	NDA	55,591,057.13	2,671,000	141,170,069.13
Region II	6,140,192		7,300,000			2,568,300	4,795,800	NDA	NDA	44,610,217.00		65,414,509.00
Region III	7,610,000							NDA	NDA	9,460,850.00	358,441,841	375,512,697.00
Region IV		1,775,000	28,235,874	88,110,955	1,759,417			NDA	NDA	31,543,605.00		146,424,851.00
Region V			160,333,583	26,057,522				NDA	NDA	32,409,667.99		218,800,782.99
Region VI		15,930,000						NDA	NDA			15,930,000.00
Region VII		88,610,358						NDA	NDA	4,909,667.00		93,520,025.00
Region VIII		21,060,000						NDA	NDA	12,484,099.90	40,000,000	73,554,099.90
Region IX								NDA	NDA			0.00
Region X	200,000	167,859,177						NDA	NDA			169,059,177.00
Region XI	250,000	4,526,000						NDA	NDA			4,776,000.00
Region XII								NDA	NDA	1,000,000.00		1,000,000.00
CAR											8,674,761	8,674,761.00
TOTAL	50,513,994	289,760,555	195,869,467	109,166,477	1,759,417	2,568,300	51,990,010	NDA	NDA	192,019,164.02	409,787,751	1,312,836,956.02

* N/A: Data not available

2-2 Outline of the Primary and Secondary Education in the Project Area

Of the Project Areas, Region VI (Western Visayas) is made up of 14 school districts and Region X (Northern Mindanao) is made up of 13 school districts. In 1991, the number of public and private primary schools in the two regions was 5,613 (5,396 were public schools); there were 909 secondary schools (598 were public schools). As for public schools, there were about 1.51 million primary school students and about 223,000 secondary school students.

The school construction plan for both regions includes the building of 132 new classrooms, the rebuilding of 141 classrooms, the repair of 514 classrooms, the building of 69 new multipurpose workshops, the repair of 60 multipurpose workshops and the building of 12 new toilets in the case of primary schools. For secondary schools, the building of 135 new classrooms, 69 new science laboratories and 72 new workshops are being planned.

Table 2-23 shows the number of primary and secondary schools in each school district. Table 2-24 shows the number of students at public primary and secondary schools. Table 2-25 shows the number of teachers at public primary and secondary schools. Table 2-26 shows the educational index. Tables 2-27 and 2-28 show the construction plans for primary and secondary schools.

Table 2-23 Number of Primary and Secondary Schools in Each School District in Region VI & X (1991)

Division	Primary School		Secondary School	
	Public	Private	Public	Private
Region VI				
Aklan	287	5	43	17
Antique	417	3	44	12
Capiz	371	4	33	6
Guimaras	911	17	124	15
Iloilo	635	34	70	44
Negros Occidental	89	1	12	2
Bacolod City	43	24	13	20
Bago City	34	0	1	1
Cadiz City	43	2	6	2
Iloilo City	48	22	7	16
La Carlota City	20	3	1	1
Roxas City	33	4	9	4
San Carlos City	56	3	3	4
Silay City	20	2	1	2
Subtotal	3,007	124	367	147
Region X				
Agusan del Norte	158	2	16	14
Agusan del Sur	335	8	22	16
Bukidnon	540	31	29	39
Camiguin	50	1	10	3
Misamis Occidental	287	4	18	21
Misamis Orriental	322	3	41	15
Siargao	106	0	10	1
Surigao del Norte	220	0	31	8
Butuan City	91	11	14	14
Cagayan de Oro City	57	20	17	18
Gingoog City	64	2	4	5
Ozamis City	99	5	14	6
Surigao City	60	6	5	4
Subtotal	2,389	93	231	164
Total	5,396	217	598	311

Table 2-24 Number of Public Primary and Secondary School Students in Each School District in Region VI & X

Division	1987-1988		1989-1990		1990-1991	
	Primary School	Secondary School	Primary School	Secondary School	Primary School	Secondary School
Region VI						
Aklan	70,112	17,454	69,778	8,690	70,179	9,024
Antique	67,383	18,288	69,034	3,708	68,195	5,560
Capiz	89,267	22,571	91,679	4,238	90,611	3,845
Guimaras	19,488	5,679	20,027	963	20,032	969
Iloilo	220,486	78,356	224,534	9,104	219,024	9,096
Negros Occidental	245,192	49,069	237,179	29,372	248,781	27,124
Bacolod City	48,993	15,084	50,947	7,643	50,674	8,534
Bago City	20,033	6,920	19,191	671	20,389	714
Cadiz City	20,611	2,214	21,032	1,276	20,044	1,435
Iloilo City	36,549	14,020	41,524	9,918	38,052	10,781
La Carlota City	9,494	4,444	9,715	915	10,084	508
Roxas City	16,810	4,388	17,166	2,503	17,182	2,637
San Carlos City	16,321	796	18,006	3,572	18,319	3,585
Silay City	15,780	4,345	15,446	1,473	15,469	1,733
Subtotal	896,519	243,608	905,278	85,956	907,035	85,545
Region X						
Agusan del Norte	42,566	5,516	42,461	6,666	42,321	6,988
Agusan del Sur	56,421	9,796	72,561	11,953	75,045	12,709
Bukidnon	143,598	14,181	156,815	18,960	145,025	19,910
Camiguin	30,729	3,586	11,380	3,841	10,582	3,803
Misamis Occidental	57,136	12,314	56,410	12,481	45,922	9,747
Misamis Orriental	77,918	22,886	80,588	25,728	81,424	26,942
Siargao	15,196	3,154	15,360	3,792	15,091	3,849
Surigao del Norte	44,025	15,233	43,323	21,775	42,851	18,193
Butuan City	37,585	10,610	36,872	12,432	36,486	13,973
Cagayan de Oro City	49,075	6,741	50,442	8,715	50,985	9,499
Gingoog City	16,453	2,190	15,568	2,791	15,715	2,889
Ozamis City	14,766	4,310	14,906	4,818	24,708	7,789
Surigao City	16,123	574	16,233	757	16,673	905
Subtotal	581,591	111,082	612,919	134,709	602,828	137,196
Total	1,478,110	354,690	1,518,197	220,665	1,509,863	222,741

Table 2-25 Number of Public Primary and Secondary School Teachers in Each School District in Regions VI & X (1991)

Division	Primary School			Secondary School		
	Public	Private	Total	Public	Private	Total
Region VI						
Aklan	2,181	26	2,207	655	251	906
Antique	2,505	35	2,540	786	154	940
Capiz	2,929	11	2,940	724	107	831
Guimaras	642	3	645	215	27	242
Iloilo	7,236	75	7,847	3,166	253	3,419
Negros Occidental	7,236	182	7,418	1,756	753	2,509
Bacolod City	1,379	275	1,654	816	237	1,053
Bago City	598	0	598	198	20	218
Cadiz City	700	17	717	205	40	245
Iloilo City	1,204	325	1,529	617	299	916
La Carlota City	341	19	360	168	14	182
Roxas City	556	37	593	160	73	233
San Carlos City	611	23	634	42	100	142
Silay City	536	20	556	170	48	218
Subtotal	29,190	1,048	30,238	9,678	2,376	12,054
Region X						
Agusan del Norte	1,163	12	1,175	219	212	431
Agusan del Sur	2,020	31	2,051	345	175	520
Bukidnon	3,526	153	3,679	533	508	1,041
Camiguin	385	10	395	141	56	197
Misamis Occidental	1,813	20	1,833	336	219	555
Misamis Oriental	2,468	19	2,487	944	187	1,131
Siargao	523	-	523	138	16	154
Surigao del Norte	1,322	-	1,322	582	70	652
Butuan City	1,017	71	1,088	390	164	554
Cagayan de Oro City	1,257	261	1,518	264	452	716
Gingoog City	516	15	531	71	53	124
Ozamis City	722	45	767	287	64	351
Surigao City	570	64	634	25	52	77
Subtotal	17,302	701	18,003	4,275	2,228	6,503
Total	46,492	1,748	48,241	13,953	4,604	18,557

Table 2-26 Educational Index of Public Primary and Secondary Schools in Each School District in Regions VI & X

	Participation Rate (%)	Cohort Survival Rate (%)	Retention Rate (%)	Dropout Rate (%)	Teacher-Pupil Ratio	Completion Rate (%)
Region VI						
Primary School 1989	97.87	64.62	90.38	2.35	1:31	62.19
1990	96.44	66.52	89.81	1.95	1:31	63.25
Rate of Increase	-1.47	+2.89	-0.63	-18.60	± 0	+1.69
Secondary School 1989	65.12	88.42	95.93	6.31	1:34	83.66
1990	57.88	87.84	87.78	5.73	1:34	78.37
Rate of Increase	-11.77	-0.65	-8.87	+9.63	± 0	-6.53
Region X						
Primary School 1989	99.99	62.97	93.03	2.15	1:34	60.08
1990	97.12	63.03	87.13	2.05	1:34	60.49
Rate of Increase	-2.91	+0.09	-6.54	-4.76	± 0	+0.68
Secondary School 1989	51.39	76.17	86.93	7.20	1:30	70.30
1990	50.52	70.52	87.66	7.10	1:30	65.26
Rate of Increase	-1.70	-7.70	+0.83	-1.39	± 0	-7.43

Table 2-27 Public Primary School Construction Plan in Regions VI and X (1991)

Region	Additional	Replacement	Rehabilitation	MPW(*) Additional	MPW Rehabi- lition	Toilets
Region VI	66	90	328	48	35	6
Region X	66	51	186	21	25	6
Total	132	141	514	69	60	12

Table 2-28 Public Secondary School Construction Plan in Regions VI and X (1991)

Division	Class Room	Science Laboratory	Workshop
Region VI			
Aklan	7	7	4
Antique	5	7	0
Capiz	20	3	5
Iloilo	36	5	17
Negros Occidental	39	8	10
Guimaras	4	7	6
Bacolod City	14	3	1
Cadiz City	1	0	2
Iloilo City	0	2	4
Roxas City	1	0	1
San Carlos City	0	1	0
Subtotal	127	43	13
Region X			
Agusan del Norte	0	1	1
Agusan del Sur	0	5	7
Bukidnon	4	8	1
Camiguin	0	1	0
Misamis Occidental	0	0	1
Misamis Oriental	0	1	2
Siargao	0	1	2
Surigao del Norte	0	5	4
Butuan City	0	2	2
Cagayan de Oro City	4	2	3
Gingoog City	0	0	1
Ozamis City	0	0	1
Surigao City	0	0	1
Subtotal	8	26	26
Total	135	69	72

From 1990 to 1991, DECS's regional office in Regions VI and X conducted the following educational activities :

1) Region VI:

- a) Encourage old traditions, values and improve living standards.
- b) Objectives:
 - Development of talent.
 - Encourage the slogan "Education To All The People."
 - Equal supply of educational material, teaching staff and facilities.
 - Rearing of teachers and improvement of their quality.
 - Give priority to regions that are behind in education.
 - Maintenance and development of public educational facilities.
 - Conduct training to provide an adequate life.

2) Region X:

- a) Improve educational opportunities, teaching material and the quality of teachers, to provide an adequate educational environment.
- b) Objectives:
 - Improve the educational system in all subjects.
 - Supply teachers, materials and facilities appropriate to the environment.
 - Improve educational values.
 - Encourage the development of scientific techniques.
 - Develop teaching staff appropriate for the characteristics of the area.
 - Improve basic education standards, including training in reading and writing.
 - Strengthen educational management system.
 - Improve the quality of teachers and values.
 - Increase the authority of the educational management staff.

2-3 Outline of the National Project

2-3-1 National Education and Manpower Development Project

The Government of the Philippines drew up the Medium-Term Philippine Development Plan 1987-1992 to improve the people's standard of living and to maintain the growing economy and society. This will be carried out by restoring the country's economy, stabilizing prices, increasing income, leveling out regional differences, increasing job opportunities, increasing competitiveness in the industrial field and improving the balance of international payments. The final objective of the Project is to decrease the low income group and improve the living standards of the Philippine people.

Due to the attempted coup d'etat in 1989, the great earthquake in Luzon in 1990, the effects of the Middle East Gulf War, and the effects of the Pinatubo Volcano eruption on Luzon Island in 1991, the increase in the GNP dropped to 3.2% in 1991 (the rate was 3.4% in 1990), the employment rate dropped and the country is facing economic difficulties, such as high inflation. Thus, the Medium-Term Philippine Development Plan was reviewed and the Updates of the Philippine Development Plan 1990-1992 was drawn up. The most important policy of the Government of the Philippines is the stabilization of the economy; however, more importance should be placed on the development of manpower which would encourage the industries. Thus, the Government has established the following objectives:

- 1) Realignment of budgetary priority accorded to education as mandated by the Constitution, with basic learning needs and the most depressed and underserved areas receiving the highest allocation;
- 2) Greater focus on measures that help alleviate poverty and enhancement of the well-being, security and stability of economically and socially disadvantaged families and communities;
- 3) Full implementation and strengthening of the free secondary education program and increased financial assistance to needy students;
- 4) Development of the country's manpower resources by providing better access to training and employment opportunities;

- 5) Improved provision and utilization of basic health, nutrition and family planning services for target clientele;
- 6) A more vigorous implementation of the National Shelter Program, specifically the Unified Home Lending Program (UHLP) and the Community Mortgage Program to increase accessibility of homeownership to lower-income households;
- 7) Development of a comprehensive program for squatter settlements covering land tenure, slum upgrading, in-city resettlement sites, new town development and integrated urban planning;
- 8) Increased access to opportunities, e.g., training and livelihood programs, that promote the active participation of women, youth, rebel returnees, cultural minorities and the disabled, among others, in all development efforts.

In order to adapt the Medium-term Development Plan to present conditions and attempt to reactivate the country, the Philippine Government has drawn up the following concrete enforcement plan:

- 1) Redirecting the contents, delivery systems and implementation of education and manpower development programs;
- 2) Intensification and speeding up of remedial and intervention services, reconstruction and development giving emphasis on long-term disaster preparedness;
- 3) Comprehensive assessment of the educational system in place since 1970 to rationalize educational legislation and executive policy making;
- 4) Realization of a commitment to the National Moral Recovery Program through a new vision of "Bayan Muna Bago Sarili;"
- 5) Realignment of budgetary priorities accorded to education as mandated by the Constitution with basic learning needs (formal and nonformal/informal education) and the most deprived and underserved areas receiving the highest allocation;

- 6) Setting of appropriate guidelines on tuition fee increases in both the public and private education sectors;
- 7) Commitment to excellence in all levels, forms and types of education;
- 8) Greater emphasis on productivity improvement testing, monitoring and evaluation, accreditation, occupational testing certification;
- 9) Greater participation of sectorial constituents, particularly labor, industry, business, teachers, students and parents, as well as emphasis on the manpower market in educational decision-making;
- 10) Institutionalization and systematization of manpower planning and development to rationalize tertiary education and enrolment and match supply and demand for certain critical middle-level skills and professional manpower;
- 11) Curriculum reorientation in education and training programs relevant to textbook and instructional materials development, classroom teaching-learning practices and intensification of values education geared towards the promotion of women's status/roles;
- 12) Gearing education and training towards the development of a proportionate number of skilled, middle-level, and high-level female workers required for economic recovery and growth;
- 13) Adjustment in the education and training systems to educate adequate numbers of workers having medium to high level skills necessary for the recovery and growth of the country's economy; and
- 14) Integration of demographic concerns (population size, composition and distribution) in population-education, programs to help in moderating population growth and in the rational distribution of the population.

The progress of the Medium-term Development Plan has been reported in the 1991 Philippine Development Report. The 1991 objectives and actual results of the Education and Manpower Development Plan are shown in Table 2-29.

Table 2-29 Education and Manpower Development Targets (1990-1992)

Indicator	1990-91	1991-92	1991 Targets	Growth Rate 1990~1991	Accomplishment Ratio
1. Enrolment by Level					
Total	16,361,525	16,170,160	17,312,151	-1.17	93.40
a. Primary	10,626,869	10,427,077	10,973,605	-1.88	95.02
b. Secondary	4,053,117	4,033,597	4,327,992	-0.48	93.20
c. Tertiary	1,681,539	1,709,486	2,010,554	1.66	85.03
1. Post Secondary	333,789	361,736	336,280	8.37	107.57
2. Higher Education	1,347,750	1,347,750	1,674,274	0.00	80.50
2. Participation Ratio					
a. Primary	99.04	98.17	99.50	-0.87*	98.66
b. Secondary	56.29	54.71	69.08	-1.58	88.13
3. Cohort Survival Ratio					
a. Primary	68.70	69.74	69.19	1.04*	100.79
b. Secondary	79.05	76.41	80.20	-2.64*	95.27
4. Transition Ratio From Primary to Secondary	94.58	92.29	95.00	-2.29*	97.15
5. Accomplishment					
a. Primary	N. A.	64.00	67.00	-	-
b. Secondary	N. A.	63.26	66.63	-	-
6. Textbook-Pupil/Student					
a. Primary	1:2	1:1	1:1*	-	-
b. Secondary	1:1	1:1	1:1**	-	-
7. Teacher-Pupil/Student					
a. Primary	1:34	1:34	1:37	-	-
b. Secondary	1:34	1:34	1:45	-	-
8. Physical Facilities					
a. New Construction of Classroom	8,525	5,344	10,200	-37.31	52.39
b. Replacement of Classroom	715	582	2,229	-18.60	26.11
c. Repair/Rehabilitation of Classroom	7,063	2,653	9,197	-62.44	28.85
d. Multi-Purpose Workshop Building Construction/ Rehabilitation	1,702	648	2,729	-61.93	23.74

Note: *Grade 1 and 5 Only

**Grade 1, 2 and 3 Only

2-3-2 Primary and Secondary School Construction Program

In 1987, the Philippine Government drew up the 6-Year School Construction Plan (1987-1992) with the objective of building 40,252 primary and secondary school classrooms, 3,598 multipurpose facilities, 1,608 workshops and 804 science laboratories, rebuilding 28,553 classrooms, and repairing 58,876 classrooms by 1992. The schools to be included in the project are those primary schools having classroom rates exceeding 2:1, and those secondary schools that lack more than 12 classrooms.

There remains a shortage of 24,223 classrooms as a result of typhoon damage, other calamities, the deterioration of schoolbuildings, and the increasing number of students brought about by the increase in population. Public primary schools lack 17,505 classrooms. Public Secondary schools lack 2,837 classrooms, 1,797 science labs and 2,084 workshops. To cope with the situation, DECS took the following steps in 1990:

1. Classrooms were repaired by DECS through a special arrangement with DPWH and with the cooperation of local Parent-Teachers and Community Associations (PTCAs).
2. Class size was increased up to a maximum of 55 students.
3. Classes in multiple shifts/sessions were held.
4. Gymnasium, offices and other school facilities utilized as classrooms.
5. Private facilities were rented, and idle available spaces in other public buildings were utilized.
6. Makeshift classrooms were constructed.

As a result of the Secondary Education Development Program, all secondary education is now free. Those barangay (community) schools that use the facilities of other schools are being urged to find their own facilities and land.

5,500 new classrooms need to be built every year due to the yearly population increase of 2.4%.

The construction of primary and secondary schools is an urgent problem that must be solved quickly by the Philippine Government.

The public primary school construction plan for 1992 is shown in Table 2-30. The public secondary school construction plans for 1992 fiscal year, is shown in Table 2-31.

Table 2-30 1992 Primary Schoolbuilding Construction Program
(Unit: in thousand Pesos)

Province/City	Academic Buildings						Multi-Purpose Workshop				Toilets		Total	
	Additional		Replacement		Rehabilitation		Additional		Replacement		Rehabilitation			
	Physical Target (Room)	Amount	Physical Target (Room)	Amount	Physical Target (Room)	Amount	Physical Target (Room)	Amount	Physical Target (Room)	Amount	Physical Target (Room)	Amount	Physical Target (Room)	Amount
1. NCR	225	98,214	0	0	0	0	9	4,032	2	3,500	0	0	236	106,746
2. Region I	35	7,715	11	1,760	71	2,795	10	3,000	9	648	1	60	137	15,978
3. Region II	62	12,710	28	4,480	95	3,800	10	2,977	19	1,360	4	240	218	25,515
4. CAR	16	3,291	8	1,000	0	0	3	401	0	0	2	285	29	4,977
5. Region III	193	39,565	15	2,400	169	6,339	52	15,600	9	648	16	960	454	65,512
6. Region IV	461	94,535	88	14,060	544	21,770	105	31,500	96	6,912	106	6,360	1,400	175,151
7. Region V	91	18,655	35	5,600	363	10,522	50	15,000	11	792	2	120	552	50,669
8. Region VI	47	9,635	21	3,360	150	6,001	21	6,300	9	648	1	60	249	26,004
9. Region VII	289	59,280	0	0	0	0	0	0	0	0	0	0	289	59,280
10. Region VIII	52	10,660	10	1,500	17	695	15	4,520	4	258	1	60	99	17,793
11. Region IX	235	48,175	17	2,320	65	2,576	13	3,900	6	432	10	600	346	58,003
12. Region X	236	48,390	73	11,680	477	19,097	63	18,900	24	2,448	5	300	880	100,815
13. Region XI	303	62,115	27	4,320	270	10,828	59	17,700	35	2,520	24	1,440	718	98,923
14. Region XII	309	63,345	22	3,520	129	5,139	19	5,700	6	432	8	480	493	78,616
Total	2,556	77,285	355	56,120	2,350	89,562	429	129,530	230	20,606	180	10,965	6,100	884,069

Source: DECS-OPS

Table 2-31 1992 Secondary Schoolbuilding Construction Program

Region	New Construction						
	Physical Target			Amount			
	CLSRMS.	SCI. LAB.	Workshop	CLSRMS.	SCI. LAB.	Workshop	Total
1. NCR	116	0	0	45,000,000	0	693,000	45,693,000
2. CAR	4	6	4	880,000	1,380,000	1,388,000	4,248,000
3. Region I	56	0	46	12,320,000	0	15,090,000	23,160,000
4. Region II	7	2	1	1,499,000	330,000	330,000	2,949,000
5. Region III	84	35	14	18,480,000	11,501,000	4,620,000	34,601,000
6. Region IV	78	1	1	17,283,000	330,000	330,000	17,946,000
7. Region V	56	31	33	12,320,000	10,230,000	12,960,000	35,510,000
8. Region VI	47	22	18	12,160,000	8,330,000	5,998,000	27,938,000
9. Region VII	47	9	7	10,340,000	3,930,000	2,310,000	15,650,000
10. Region VIII	17	21	24	3,740,000	6,930,000	7,885,000	18,755,000
11. Region IX	5	13	9	1,100,000	4,290,000	2,950,000	8,665,000
12. Region X	5	8	4	1,100,000	2,731,000	1,380,000	5,211,000
13. Region XI	23	22	17	5,060,000	7,297,000	5,610,000	17,967,000
14. Region XII	53	4	1	11,660,000	1,360,000	341,000	13,361,000
Total	619	175	186	157,562,000	59,029,000	62,245,000	282,951,000

2-4 Background and Contents of the Request

1) Background of the Request

To provide educational opportunities for as many people as possible, the Philippine Government established the following targets for 1992 to provide a complete school facility: the construction of 40,252 new primary and secondary school classrooms, 3,598 multipurpose facilities, 1,608 workshops and 804 science labs, the rebuilding of 28,553 classrooms and the repair of 58,876 classrooms.

To cope with the increasing number of students brought about by the yearly 2.4% increase in population, 5,500 new classrooms have to be built every year. At the present time, there are 2.61 million children who are unable to receive an education. On top of this, the typhoons since 1984, especially the two big ones that occurred in 1987, fully or partially destroyed many schools centering around Bicol, Quezon, Tagalog, and Eastern Visayas regions.

As the Philippine Government had to repair or rebuild many schools in a short period of time under heavy financial difficulties, the Government established a 5-year plan to construct 360 schools with prefabricated typhoon-resistant buildings at these schools, and requested grant aid cooperation for the construction from the Government of Japan.

In response to the Philippine Government's request, JICA conducted a basic design study in June 1988 for 72 schools in Region V (Bicol Region) as the Phase I project. As a result, project construction was implemented under grant cooperation from the Government of Japan. The project was completed in March, 1990.

Following the Phase I project, JICA conducted a basic design study in January, 1990 for 69 schools in Region VIII (Eastern Visayas Region) as the Phase II project. And, in the same year, the Japanese Government provided the grant aid cooperation for the project construction (project completed September, 1991).

For the Phase III project, the Government of the Philippines selected 72

schools in Region II (Cagayan Valley Region) and Region IV (Southern Tagalog Region) and grant aid cooperation from the Government of Japan was given for the construction of the schoolbuildings (to be completed September, 1992).

Following this, the Government of the Philippines selected 72 schools in Region VI (Western Visayas) and Region X (Southern Mindanao) for the Phase IV Project and requested grant aid cooperation from the Government of Japan for the construction of the schoolbuildings.

2) Project Implementation Agency

The organization responsible for implementing the Project will be the Educational Development Projects Implementing Task Force (EDPITAF) with the cooperation of the Planning Dept. of DECS. DECS will be responsible for the planning of the Project, such as the selection of the schools. EDPITAF will set up a managing office for JICA projects, and will supervise the Project with the cooperation of the DECS regional offices in Regions VI and X.

3) Contents of the Request

The original request called for the construction of 360 schoolbuildings using the typhoon-resistant prefabricated construction method that allows the construction of many schoolbuildings within a short period of time by adopting only two standard types of buildings: one for primary schools and one for secondary schools. However, as a result of the field surveys, five types (A and B types for primary schools and A, B and C types for secondary schools) for the Phase I project and combinations of A, B, C or D types for the primary and secondary schools for the Phase II project were adopted. The facility plan for the Phase III Project includes some improvements, such as the installation of two doors for emergency evacuation to each classroom and the installation of electrical wiring and switches on classroom ceilings to accommodate the fans to be put in by the Philippine's side. The facility plan for the Phase IV Project is similar to the one set up for the Phase III Project; however, some improvements were made, such as changes in the type of roof for the toilets, the installation of ceiling lights in the the outside corridors and the addition of a sink and under-the-counter closet for science labs, as a result of discussions with DECS.

The shift in the contents of Phase I, II, III and IV projects are listed in Table 2-32.

Table 2-32 Shift in the Contents of Phase I, II, III and IV Projects

DECS's Request and Projects No.	Building Facilities	Equipment	Difference from Previous Phase Project
DECS's Request Contents	1) Primary Schools <ul style="list-style-type: none"> • 4 Classrooms • 1 Office • Toilets for males and females 2) Secondary Schools <ul style="list-style-type: none"> A) Building 1 <ul style="list-style-type: none"> • 4 Classrooms • 1 Science Laboratory B) Building 2 <ul style="list-style-type: none"> • 4 Classrooms • 1 Science Laboratory • 1 Office • Toilets for males and females 	Basic equipment necessary for class activities	
Phase I Project Contents	1) Primary Schools <ul style="list-style-type: none"> • A Type: 3 Classrooms • B Type: 4 Classrooms • 1 Office with each type • Toilets for males and females 2) Secondary Schools <ul style="list-style-type: none"> • A Type: 3 Classrooms • B Type: 4 Classrooms • C Type: 5 Classrooms • Science Laboratory with each type • 1 Workstop with C Type • Toilets for males and females 	Same as above	
Phase II Project Contents	Primary & Secondary Schools <ul style="list-style-type: none"> • A Type: 2 Classrooms • B Type: 3 Classrooms • C Type: 4 Classrooms • D Type: 5 Classrooms • S Type: 1 Science Laboratory for every secondary school • Toilets for males and females 	Same as above	<ul style="list-style-type: none"> • Increased building type number • Eliminated office and workshop • Built toilets using Philippine methods separating them from other buildings • Local materials were used for interior finishing • Eliminated ceiling insulation • Changed door height from 1.8 to 2.0m

DECS's Request and Projects No.	Building Facilities	Equipment	Difference from Previous Phase Project
Phase III Project Contents	1) Primary Schools <ul style="list-style-type: none"> • B Type: 3 Classrooms • C Type: 4 Classrooms • Toilets for males and females 2) Secondary Schools <ul style="list-style-type: none"> • SA Type: 2 Classrooms • SB Type: 3 Classrooms • SC Type: 4 Classrooms • SD Type: 5 Classrooms • Science Laboratory for every secondary school • 1 Workstop with C Type • Toilet for males and females 	Same as above	<ul style="list-style-type: none"> • Installed additional doors • Installed Electrical wiring and switches on classroom ceilings for the fans to be put in by the Philippines side
Phase IV Project Contents	Same as above	Same as above	<ul style="list-style-type: none"> • Extension of concrete counter of Science laboratory and addition of another sink • Convert space below the counter into storage cabinets • Provision for minimum lighting along the corridor • Change funitures material from wooden to steel • Change toilet sinks material from ceramic to R.C. tile • Change toilets roof style

The entire Project, a five-year plan started in 1989, is to construct 360 primary and secondary schools throughout the Philippines. The Project plan is shown in Table 2-33. The original plan has been revised substantially, particularly after the Phase II Project, as a result of the discussions held with the Philippine side.

Table 2-33 Implementation Schedule of Originally Requested Schoolbuilding Construction Project

Phase	Period	Region	No. of Units
Phase I	1989	V-Albay Sorsogon Camarines Sur Camarines Norte	22 Elementary Schools 50 Secondary Schools
Phase II	1990	VII-Northern Samar Eastern Samar Calbayog City Leyte IV-Marinduque Batangas Quezon Occ. Mindoro Or. Mindoro Romblon	72 Elementary & Secondary Schools Based on the Philippines 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 Elementary & Secondary Schools Based on the Philippines side's request and as a result of the field survey, 22 primary schools and 50 secondary schools in Region II & IV were selected.
Phase IV	1992	VI-Iloilo Aklan Capiz Antique	72 Elementary & Secondary Schools Based on the Philippines side's request and as a result of the field survey, 22 primary schools and 50 secondary schools in Region VI & X were selected.
Phase V	1993	I-Banquet Abra Mt. Province II-Isabela Cagayan	72 Elementary & Secondary Schools

CHAPTER 3. OUTLINE OF THE PROJECT

CHAPTER 3 OUTLINE OF THE PROJECT

3-1 Objective of the Project

The Philippine Government has been continuing in its efforts to develop education, manpower, and to improve educational conditions. Due to damages inflicted by typhoons, the deterioration of schoolbuildings, and an increase in the number of students caused by an increasing population, there is a chronic lack primary and secondary school facilities; many children are not able to receive an education.

The objective is to improve the situation by constructing 360 typhoon proof prefabricated primary and secondary schoolbuildings in five years through the Japanese grant aid program. Phase IV of the project concerns the construction of 72 schools in Region VI (Western Visayas Region) and Region X (Northern Mindanao Region).

3-2 Study and Examination of the Request

3-2-1 Evaluation of the Appropriateness and Necessity of the Project

As previously described, the Philippines not only has a chronic lack of primary and secondary school facilities, but is facing an economic crisis as a result of natural calamities, such as frequent large typhoons, strong earthquakes and volcano eruptions, a number of coup d'etat attempts, and unstable social conditions brought on by the Middle East Gulf War. Thus, the Philippine Government is finding it very difficult to fund the School Construction Project on its own, but realizes that the construction of schoolbuildings is imperative if the country's educational situation is to be improved.

If the implementation of the School Construction Project will provide an increased number of children the opportunity to enter school, and will be able to maintain stable education without being affected by natural calamities, it can be expected that the Project will make a great contribution to the improvement of primary and secondary school education in the Philippines.

The construction of the new schoolbuilding will accommodate nearly 11,350 students and will increase the educational opportunities for many children. In this way, the Project is essential for improving the country's education and will greatly contribute to the country's development.

Therefore, the Project is deemed to fulfill the requirements of the Japanese Grant Aid Program and it is judged that it will be worthwhile.

3-2-2 Evaluation of Project Implementation and Management Plan

Regarding the personnel and educational staff necessary for the management of Project facilities after the 72 schools are completed in Regions VI and X, it is estimated that the present staff and budget will suffice.

As the main objective of the Project is to rebuild those schools that were damaged by typhoons, it is assumed that the management of Project facilities may be covered by the present staff and budget plan for both regions.

As for the teaching staff and budget necessary to cope with the increase in population and students, the 1991 and 1992 budgets were increased by 29.1% for Region VI and 40.9% for Region X as compared to the previous year. Thus, the management capabilities, once Project construction is completed, are thought to be adequate.

The shift in the budget allotments for the past 4 years for Regions VI and X are shown in Table 3-1.

Table 3-1 The Budgeted Amount for DECS Region VI and X Offices
(Unit: 1,000 Pesos)

Year	Region VI	Increase Rate	Region X	Increase Rate
1989	2,042,722	—	1,141,512	—
1990	2,139,251	4.7%	1,121,201	-7.8%
1991	2,026,110	-5.2%	1,105,239	-7.4%
1992	2,615,303	29.1%	1,557,092	40.9%

3-2-3 Examination of the Relationship Between the Project and Other Similar Projects and Foreign Grant Aid Programs

Although the Philippines has drawn up a 5-Year Schoolbuilding Construction Plan (1987-1992) to solve the chronic lack of classrooms, it would be difficult for them to achieve the objectives of the plan with their budget alone. Thus, the country has requested foreign aid to cover part of the costs of implementing the plan -- 40% of the costs will be covered by Japan; the rest will be covered by the Asian Development Bank (ADB), the U.S. Development Bank and the Philippines' own budget.

During the field survey period. Project schools were selected so that they would not be overlapped with other assisting organizations.

The schoolbuildings constructed with the aid of the ADB and USAID were designed and directed by DECS. The type of construction is the conventional method used in the Philippines using reinforced concrete for the floors, pillars and beams, concrete blocks finished with mortar for the walls and wooden trusses with galvanized sheet iron for the roofs. As for USAID's cooperation, this is in return for the use of the U.S. base in the Philippines, thus the aid will be terminated August 31, 1992 when the bases are closed.

Table 3-2 shows the contents of aid given to the new national secondary schools. Table 3-3 lists the schools in Regions VI and X that will be aided by the Asian development Bank. Table 3-4 shows the new National Secondary School Construction Plan with financial aid from USAID. Table 3-5 lists the schools in the regions assisted by USAID.

Table 3-2 Foreign Financial Aid from ADB to be Provided for the
Secondary Scholbuildings Project (1989-1992)

Region		Year				Total
		1989	1990	1991	1992	
NCR	Target	7	14	14	14	49
	Actual	7	13	0	0	20
CAR	Target	4	3	2	0	9
	Actual	4	4	0	0	8
I	Target	12	9	10	7	38
	Actual	12	8	0	0	20
II	Target	10	6	6	5	27
	Actual	10	5	0	0	15
III	Target	17	19	18	21	75
	Actual	17	16	0	0	33
IV	Target	19	22	22	22	85
	Actual	19	18	0	0	37
V	Target	7	19	16	17	59
	Actual	9	17	0	0	26
VI	Target	12	17	16	15	60
	Actual	12	15	0	0	27
VII	Target	12	19	18	17	66
	Actual	12	16	0	0	28
VIII	Target	13	14	12	13	52
	Actual	13	13	0	0	26
IX	Target	12	11	12	9	44
	Actual	12	10	0	0	22
X	Target	10	12	12	10	44
	Actual	10	11	8	8	37
XI	Target	12	15	13	13	53
	Actual	12	13	0	0	25
XII	Target	7	9	8	6	30
	Actual	7	8	0	0	12
Grand Total	Target	154	189	180	171	694
	Actual	156	167	8	8	339

Target : As of 15 September, 1989

Actual : As of 28 February, 1991

Source : EDPITAF-SEDP

Table 3-3 Schools in Region VI and X that are Expecting to Recieve Financial Aid from ADB

Year		
Region VI	Name of School	Location
1989-1990 Group 1	01. Pulupandan CHS 02. Concepcion BHS 03. Gil Montilla BHS 04. Cabug-Cabug BHS 05. Balit BHS 06. Panit-an BHS	Pulupandan, Negros Occidental Talisay, Negros Occidental Sipaiay, Negros Occidental Pres. Roxas, Capiz Momburao, Capiz Panit-an, Capiz
1989-1990 Group 2	01. Guiso BHS 02. Buenavista BHS 03. Pontevedra BHS 04. Bocana BHS 05. Cabugao BHS 06. Don Simplicio Lizares BHS	Iloilo Concepcion, Talisay, Negros Occidental Capiz Negros Occidental Aklan Negros Occidental
1990-1991 Group 3	01. Cawayan BHS 02. Aguiawan BHS 03. Gamabalud BHS 04. Linaon BHS 05. Maayon BHS 06. Magamang BHS 07. Jalandoni MHS	Carles, Iloilo City Miagao, Iloilo City Pototan, Iloilo City Linaon, Negros Occidental Maayon, Capiz Nueva Val, Guimaras Lapuz, Iloilo City
1990-1991 Group 4	01. Madalag Com. BHS 02. Moscoso Rios MHS 03. Boracay BHS 04. Canningay BHS 05. Canautili BHS 06. Mag-Aba BHS 07. Guimpanada BHS 08. Botong-Cabanban BHS	Madalag, Aklan Hantic, Antique Malay, Aklan Candoni, Negros Occidental Janinay, Iloilo Pandan, Antique Moises Padilla, Negros Occidental Oton, Iloilo
1991-1992 Group 5	01. Alangilan BHS 02. Arevaio BHS 03. E.B. Magiona 04. Buga BHS 05. Pahilanga BHS 06. Schan Ochando BHS	Bacolod City, Bacolod Arevaio, Iloilo E.B. Magaiona, Negros Occidental Leon, Iloilo Miranda, Miniga, Negros Occidental Ochando, Negros Occidental
Region X	Name of School	Location
1989-1990 Group 1	01. Salawagan BHS 02. Misasis Or. BHS 03. Butuan City SAT 04. Malapitan CHS	Quezon, Bukionon Cagayan de Oro City, Misamis Oriental Butuan City, San Fernando, Bukidnon
1989-1990 Group 2	01. Bobontugan BHS 02. Baliwagan BHS 03. Noli BHS 04. Alagria BHS 05. Kabungsod BHS 06. Dinagat MHS	Misamis Oriental Misamis Oriental Agusan del Sur Surigao del Norte Misamis Oriental Surigao del Norte
1990-1991 Group 3	01. Santiago Comm. HS 02. Asa BHS 03. Sison BHS 04. Trento Comm. HS 05. Bugo CHS	Agusan del Norte Tagacan, Surigao del Norte Sison, Surigao del Norte Trento, Agusan del Sur Cagayan de Oro City
1990-1991 Group 4	01. Agay BHS 02. Bocboc BHS 03. Talairon BHS 04. General Luna MHS 05. Gingoog CHS 06. Labo BHS 07. Sinonoc BHS	Catadbaren, Agusan Del Norte Don Carlos, Bukidnon Tarairon, Oroquieta City General Luna, Surigao del Norte Gingoog City Labo, Ozamis City Sinokanan, Misamis Occidental
1991-1992 Group 5	01. Sapang Dalaga MHS 02. Mahinog MHS 03. Sampaguita BHS 04. Kibatang BHS	Sapang Dalaga, Misamis Occ. Mahinog, Camiguin Veruela, Agusan del Norte Kibatang, Bukidnon

Table 3-4 New National Secondary School Construction Plan with Financial Aid from USAID (as of April 30, 1992)

REGION	NUMBER OF SCHOOL
N C R	2
C A R	2
I	3
II	4
III	10
IV	7
V	4
VI	6
VII	3
VIII	5
IX	4
X	3
XI	6
XII	5
GRAND TOTAL	64

Table 3-5 Schools in Regions VI and X that are Receiving or Expect Financial Aid from USAID (as of December 31, 1991)

NAME OF SCHOOL	LOCATION	PROGRESS
REGION VI		
01. Kirayan HS	Iloilo	ongoing
02. Guimbal HS	Iloilo	"
03. Igbaras HS	Iloilo	"
04. Badiangan NHS	Iloilo	"
05. Leon Ganson NHS	Iloilo	"
06. Felix Serra NHS	Iloilo	"
07. Cayos HS	Iloilo	"
08. Science Dev. HS	Aklan	completed
09. Batan NHS	Aklan	"
10. Ondoy HS	Aklan	"
11. Arevalo HS	Iloilo	"
12. V.F. Gustillo MHS	Negros Occidental	"
13. Ramos Terres NHS	Negros Occidental	"
14. Capiz HS	Capiz	"
15. Talisay HS	Negros Occidental	"
16. Hinamaylan HS	Negros Occidental	"
17. La Castellana HS	Negros Occidental	"
18. Isabela PHS	Negros Occidental	"
19. Tapi PHS	Negros Occidental	"
20. Iloilo NHS	Iloilo City	ongoing
21. Sta. Barbara NHS	Iloilo City	completed
22. Negros Occ. HS	Bacolod City	ongoing
23. Victoria NHS	Negros Occidental	completed
24. Pototan College of Arts & Trade	Pototan, Iloilo	"
25. Cabatuan NHS	Cabatuan, Iloilo	"
26. Antique Vocational HS	Bugasong, Antique	"
27. Anilao NHS	Anilao, Iloilo	ongoing
28. Comm. Luis R. Asis NHS	Panay, Capiz	completed
29. Aureliana HS	Palnongon, Antique	authorised
30. Nueva Valencia HS	Nueva Valencia, Guimaras	"
31. Dela Paz BHS	Banate, Iloilo	"
REGION X		
01. Carmen NHS	Agusan del Norte	completed
02. E.T. Romualdez HS	Agusan del Norte	"
03. Jaliobong HS	Agusan del Sur	ongoing
04. Magallanes HS	Agusan del Sur	completed
05. Bonbon HS	Camiguin	"
06. Sagay HS	Camiguin	"
07. Tupsan NHS	Camiguin	"
08. San Juan BHS	Surigao del Norte	"
09. Agusan NHS	Butuan City	"
10. Bukidnon NHS	Malaybalay, Bukidnon	ongoing
11. Misamis Or. Gen. Comm. HS	Misamis Oriental	completed
12. Surigao del Norte NHS	Surigao City	"
13. Clarin NHS	Misamis Occidental	ongoing
14. Manolo Fortich NHS	Manolo Fortich, Bukidnon	"
15. Ozamis City NHS	Ozamis City	completed
16. Kinoguitan NHS	Misamis Oriental	"
17. Iligan City HS	Iligan City	"
18. Looe BHS	Plaridel, Misamis Occ.	authorised
19. Agusan del Sur Prov'l. HS	San Francisco, Aguaan del Sur	"
20. Lugait BHS	Lugait, Misamis Oriental	"