

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 V)
IN
THE REPUBLIC OF THE PHILIPPINES

MARCH 1993

MOHRI, ARCHITECT & ASSOCIATES, INC.

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THE REPUBLIC OF THE PHILIPPINES**

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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 V) and entrusted the study to the Japan International Cooperation Agency (JICA).

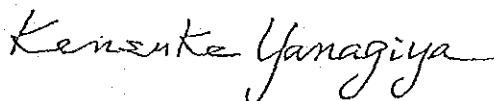
JICA sent to the Philippines a study team, headed by Mr. Itaru Minami of the Grant Aid Division, Economic Cooperation Bureau, Ministry of Foreign Affairs, and constituted by members of Mohri, Architect and Associates, Inc. from December 3 to December 22, 1992.

The team held discussions with the officials concerned of the Government of the Philippines, and conducted a field study 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 their close cooperation extended to the team.

March 1993



Kensuke Yanagiya
President
Japan International Cooperation Agency

March 1993

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 V) in the Republic of the Philippines.

This study has been made by Mohri, Architect & Associates, Inc., based on a contract with JICA, from November 30, 1992 to March 26, 1993.

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 assistance during our study.

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

Very truly yours,

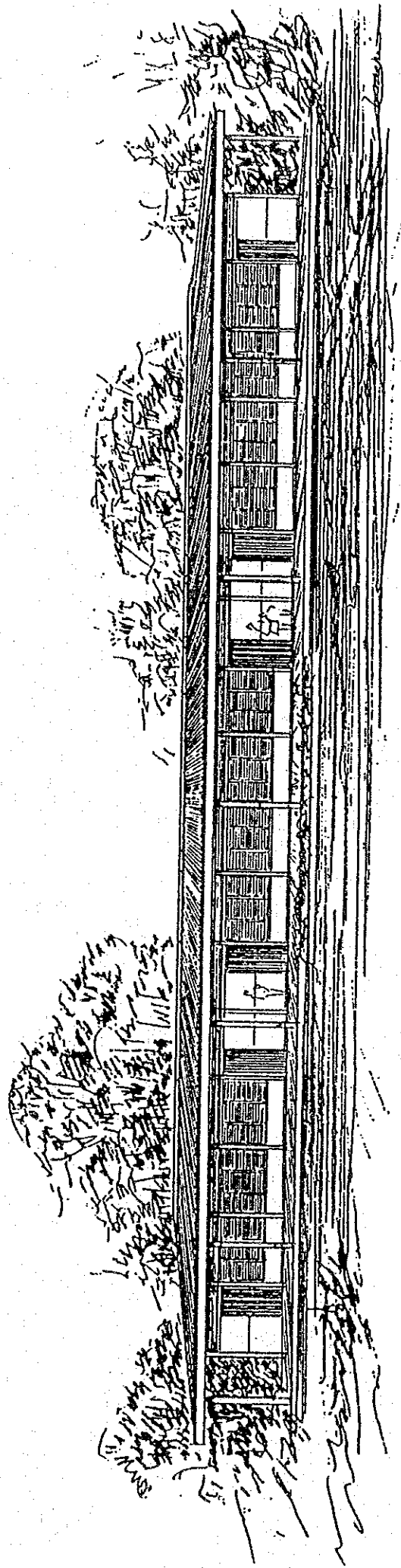


Tomihide Chishina

Project Manager

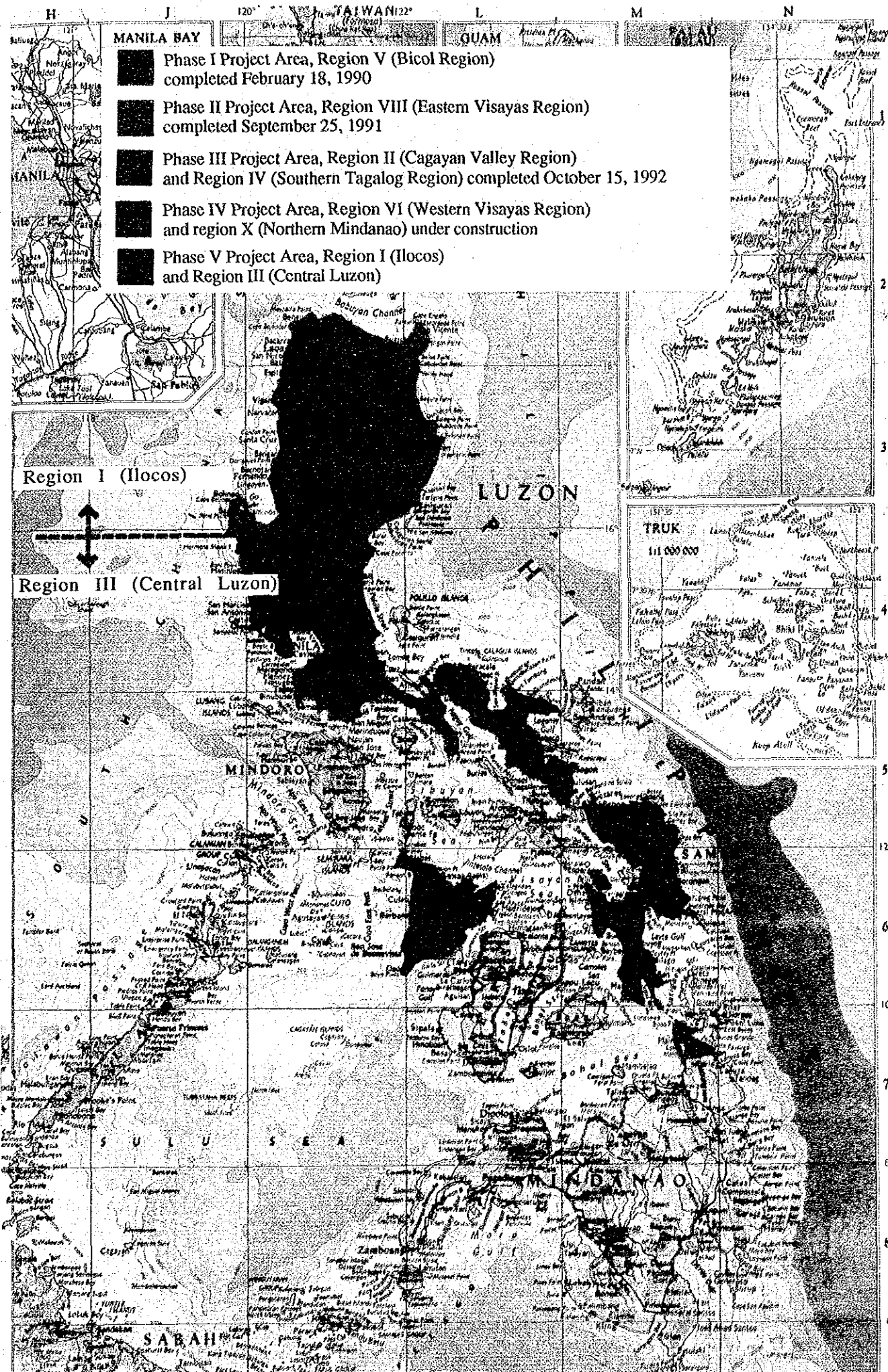
Basic design study team on the project
for constructing primary and secondary
schoolbuildings (Phase V)

Mohri, Architect & Associates, Inc.



Perspective Drawing Type C

MAP OF THE PHILIPPINES



SUMMARY

SUMMARY

The Government of the Republic of the Philippines (hereinafter referred to as "Philippines") established the Five-year Education Development Plan (1983-1987) and has been making every effort to provide equal educational opportunities to more children by increasing school facilities, granting scholarships, etc. As a result, the number of primary and secondary school children increased from 11.92 million in 1983 to 14.77 million in 1991. However, due to the indigence of individual households and the lack of the Government's educational budget, the total school enrollment rate is still low.

In 1990, some 2.61 million school-age children could not attend school. The money spent for each of the primary and secondary school students decreased due to the increase in the number of students.

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 Schoolbuildings 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 was completed in October 1992.

Following this, 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. The project was decided upon and the Exchange of Notes was made. The construction is underway and will be completed by October 1993.

Following Phases I, II, III, and IV, the Government of the Philippines selected 75 schools in Region I (Ilocos Region) and Region III (Central Luzon Region) for the Phase V project, and requested grant aid cooperation for the construction of the schools 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 December 3 to December 22, 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 and Regions I

and III Offices, and conducted the field surveys at the Project school sites.

The purpose of the Project is to construct the buildings for 75 primary and secondary schools (53 primary schools and 22 secondary schools) in Region I and Region III with typhoon-resistant prefabricated type structures. As in the Phase IV project, the Basic Design was made to construct the schoolbuildings by selecting a proper type from three proposed building types according to the size and needs of each school.

The proportion of primary schools to secondary schools in this Project is larger than Phases I through IV projects because the educational policies of President Ramos (elected in July 1992) that give priority to the development of primary education are reflected in this Project.

The Project's schoolbuildings and equipment are summarized as follows:

1. Summary of Schoolbuildings

	Primary School		Secondary School		
	Number of Schools	Number of Classrooms	Number of Schools	Number of Classrooms	Number of Science Laboratories
Region I	30	113	13	62	13
Region III	23	101	9	44	9
Total	53	214	22	106	22

- "B" Type : 228.88 m², 3 Classrooms
- "C" Type : 293.00 m², 4 Classrooms
- "D" type : 357.13 m², 5 Classrooms
- Science Laboratory : 106.88 m², 1 Science Laboratory for each Secondary school
- Toilet: 36.50 m², 1 Toilet each for males, females and handicapped students

Note : * Area includes corridor.

* Two doors will be installed in each classroom for easy access.

* 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 Department of Public Works and Highway's (hereinafter referred to as "DPWH") design standards. They are not typhoon-resistant prefabricated structures. One toilet house will be built for each Project school. Four primary schools have already been included in the Rural Environmental Sanitation Improvement Project (Phase II); these schools 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
- . Students' desk-chairs and closets
- . Blackboards, bulletin boards, storage shelves, and steel shelves

A characteristic of the Project is to construct the facilities of 75 schools that are scattered widely throughout Regions I and Region III in a short period of time. Thus, it will be necessary to establish an appropriate 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 implementation of the Project will have the following effects:

(1) Increase Opportunities for Children to Attend School

1,064 classrooms have either been or are being built under the Phase I, II, III, and IV projects. 312 classrooms are for primary schools; 752 are for secondary schools. These classrooms can accommodate 44,064 students. 320 classrooms are to be built under the Phase V Project. 214 of the classrooms are for primary schools; 106 are for secondary schools. These classrooms will accommodate 13,012 students. As a result, 57,076 students will be able to use the classrooms built under the Phase I, II, III, IV, and V 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.

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PERSPECTIVE DRAWING

MAP OF THE PHILIPPINES

PROJECT LOCATION MAP

SUMMARY

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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 (completed September 1991), the Phase III project covering the Cagayan Valley and the Southern Tagalog Regions (completed October 1992), and the Phase IV project covering the Western Visayas and the Northern Mindanao Regions (undergoing construction and to be completed around October 1993), the Philippine Government has requested grant aid from the Japanese Government to construct schoolbuildings in the Ilocos and Central Luzon Regions as their Phase V Project.

Based on the request, JICA dispatched the Basic Design Study Team headed by Mr. Itaru Minami, Grant Aid Division, Economic Cooperation Bureau, Ministry of Foreign Affairs of the Government of Japan from December 3 to December 22, 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 V 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

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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

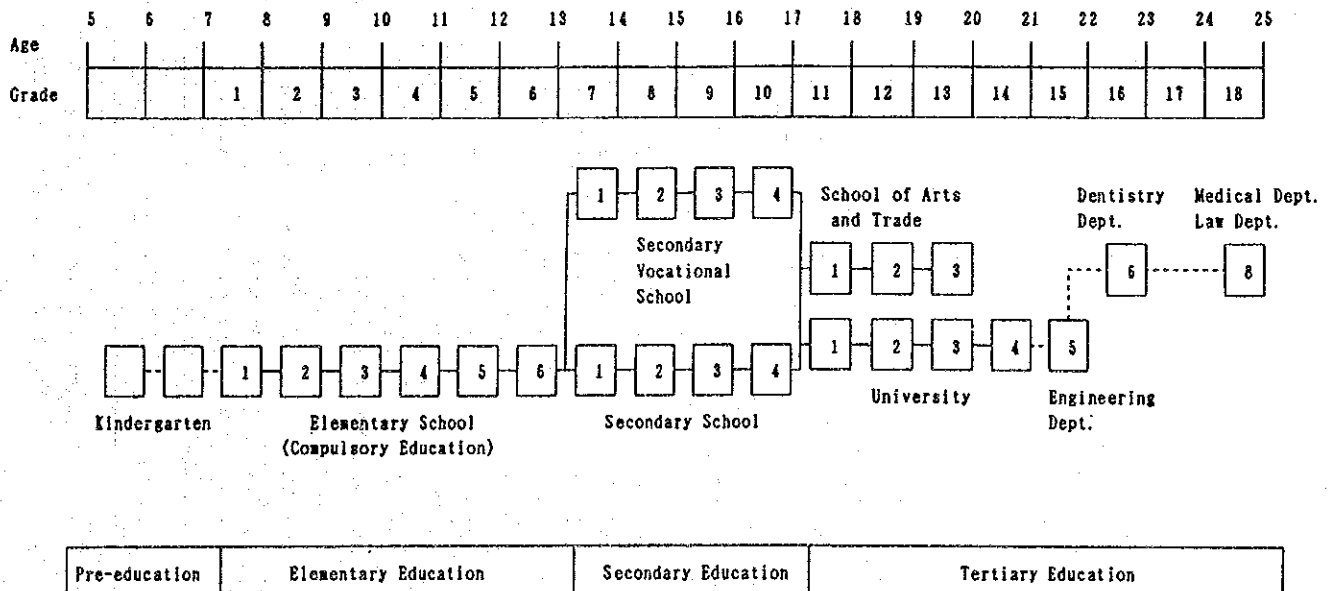


Table 2-2 The Education Performance Indicators of the Public Primary Educational Activities (1990-1991)

Region	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	80.85%	89.51%	96.57%	99.38%	0.45%	88.96%	98.87%	1.26%	3.63%	1:33
CAR	95.76%	61.33%	86.65%	95.84%	0.73%	58.78%	90.83%	2.62%	13.02%	1:30
Region I	99.36%	82.96%	97.41%	98.60%	0.82%	81.80%	99.50%	1.90%	3.28%	1:29
Region II	89.73%	68.13%	92.00%	98.68%	0.93%	67.23%	93.29%	1.37%	7.68%	1:34
Region III	99.88%	81.97%	96.58%	98.41%	0.94%	80.67%	97.47%	0.73%	3.66%	1:35
Region IV	99.41%	77.29%	92.90%	96.72%	1.16%	74.75%	94.99%	1.50%	7.07%	1:35
Region V	98.15%	65.64%	92.13%	97.18%	2.05%	63.79%	93.56%	2.84%	8.65%	1:33
Region VI	92.61%	65.91%	89.61%	94.95%	1.99%	62.58%	92.92%	2.66%	11.41%	1:31
Region VII	93.69%	63.97%	91.03%	95.05%	3.26%	60.81%	91.94%	3.71%	10.33%	1:33
Region VIII	92.89%	55.68%	88.14%	95.28%	3.21%	53.06%	89.74%	1.96%	11.78%	1:28
Region IX	97.87%	49.54%	83.89%	95.36%	2.22%	47.24%	86.20%	2.81%	16.26%	1:34
Region X	95.76%	62.42%	86.82%	95.86%	2.06%	59.83%	88.40%	2.90%	14.47%	1:35
Region XI	97.43%	62.64%	88.42%	97.18%	1.73%	60.88%	92.01%	1.89%	11.33%	1:37
Region XII	107.24%	50.12%	86.81%	94.11%	2.40%	47.17%	88.93%	1.64%	12.83%	1:39
Total	95.26%	68.15%	91.25%	96.83%	1.69%	65.99%	93.47%	2.05%	9.06%	1:33

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

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

Region	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	42.08%	78.86%	90.84%	94.97%	7.98%	74.89%	78.45%	2.44%	9.00%	1:27
CAR	33.33%	69.06%	88.79%	93.97%	6.64%	64.90%	67.76%	2.78%	10.79%	1:26
Region I	44.55%	85.41%	92.73%	97.48%	4.38%	83.26%	74.24%	0.86%	7.61%	1:31
Region II	29.49%	72.55%	85.83%	95.04%	5.78%	68.95%	62.65%	1.33%	12.43%	1:28
Region III	30.43%	78.34%	88.60%	96.69%	5.68%	75.75%	60.21%	1.29%	10.14%	1:36
Region IV	32.65%	79.69%	89.51%	93.65%	6.73%	74.63%	59.47%	1.82%	9.87%	1:31
Region V	30.97%	66.40%	81.26%	93.65%	6.58%	52.18%	64.09%	1.98%	16.44%	1:33
Region VI	45.01%	89.82%	86.69%	89.07%	6.22%	80.00%	84.75%	2.72%	12.60%	1:33
Region VII	24.36%	63.92%	87.07%	92.06%	7.56%	58.84%	57.48%	3.48%	15.36%	1:36
Region VIII	30.79%	63.76%	84.93%	94.33%	9.08%	60.14%	72.76%	2.75%	15.89%	1:31
Region IX	27.48%	64.07%	81.09%	92.60%	8.65%	59.33%	66.09%	2.36%	17.00%	1:34
Region X	30.82%	66.27%	83.72%	91.96%	8.21%	60.94%	64.28%	2.74%	16.49%	1:32
Region XI	33.61%	69.55%	86.12%	94.36%	7.38%	65.63%	65.90%	2.15%	13.24%	1:34
Region XII	30.17%	74.91%	74.20%	87.50%	6.71%	65.55%	64.38%	2.74%	22.97%	1:29
Total	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)

Region	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
1991-92	34,081	32,449	1,632	5,550	3,394	2,156

*Source: DECS

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 during the 1990-1991 school year is shown in Table 2-8. The forecasted number of public primary school students in each region for each school year from 1992-1993 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 1992-1993 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	93,148	58,672	151,820
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	84,054	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	128,644	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	41,679	155,060
Region X	604,233	23,136	627,369	139,193	82,566	221,759
Region X I	741,511	46,629	788,140	180,915	93,792	274,707
Region X II	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
1990-91	10,427,077	9,727,575	699,502	4,033,597	2,564,045	1,469,552
1991-92	10,558,105	9,804,717	753,388	4,208,151	2,695,541	1,512,610

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

Region	Grade						Total
	1	2	3	4	5	6	
NCR	161,486	147,614	146,193	143,599	137,287	129,333	865,512
CAR	41,489	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	56,241	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	84,326	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

Region	1992-1993	1993-1994	1994-1995	1995-1996
NCR	925,937	943,694	958,464	970,362
CAR	192,831	196,389	199,319	201,708
Region I	617,095	628,903	638,719	646,632
Region II	421,927	423,847	436,400	441,714
Region III	1,041,106	1,060,893	1,077,314	1,098,580
Region IV	1,445,036	1,472,339	1,494,962	1,513,276
Region V	809,629	824,879	837,507	847,737
Region VI	1,011,162	1,030,188	1,045,939	1,050,782
Region VII	769,542	783,738	795,431	804,966
Region VIII	596,099	607,061	616,083	623,448
Region IX	609,852	620,652	629,451	636,723
Region X	654,560	666,548	676,403	604,450
Region X I	800,815	815,511	827,598	837,471
Region X II	612,394	623,212	632,020	639,306
Total	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

Region	1992-1993	1993-1994	1994-1995
NCR	417,977	451,349	486,532
CAR	56,569	61,087	85,850
Region I	243,034	262,439	782,896
Region II	110,221	119,022	823,300
Region III	266,014	287,282	309,576
Region IV	385,626	416,415	448,875
Region V	219,586	237,118	255,801
Region VI	383,861	414,578	448,818
Region VII	165,443	178,652	192,578
Region VIII	180,305	194,701	205,877
Region IX	141,439	152,731	164,636
Region X	175,071	190,129	204,545
Region X I	215,113	232,288	258,395
Region X II	143,533	154,993	167,675
Total	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 82,000 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. 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
1991-1992	N/A	N/A	N/A	N/A

*N/A: Data not available

Source: DECS/OPS

Table 2-12 Number of Public Primary and Secondary School Teachers

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	270,693	24,761	-	22,933	12,434	25,123	34,156	21,614	28,686	20,664	18,542	13,994	14,786	17,952	15,048
1985-86	277,076	25,241	-	23,417	12,873	25,480	35,344	21,874	29,084	20,876	18,867	15,143	15,387	18,221	15,269
1986-87	281,659	25,484	-	23,595	12,713	26,637	35,961	22,605	29,198	21,166	18,770	14,633	16,178	19,024	15,695
1987-88	284,796	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	27,553	38,442	23,525	30,470	21,830	19,606	16,592	17,660	20,560	16,426
1990-91	291,172	26,474	5,991	19,784	11,412	27,515	37,718	22,903	29,448	21,400	19,047	16,132	17,128	20,239	16,031
1991-92	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	N/A	N/A
Secondary															
1980-81	52,435	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	69,563	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	2,801	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	62,955	10,491	-	6,261	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	79,083	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	4,536	3,327	4,314	5,304	3,925
1991-92	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	N/A	N/A

*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	248,435	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	1:30
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
1991-1992	N/A	N/A	N/A

*N/A: Data not available

There were 809 public and private colleges and universities in the Philippines in 1991. 525 of them have teacher training courses. About 49,000 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

Grade	Languages Used in Classes	Language Education
6th	English and Tagalog (Supplement)	English and Tagalog
5th	English and Tagalog (Supplement)	English and Tagalog
4th	English and Local Language (Supplement)	English and Tagalog
3rd	English and Local Language (Supplement)	English and Tagalog
2nd	English and Local Language	English and Tagalog
1st	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.

Table 2-16 Primary Education Curriculum (units: 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 Education				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

Grade Subject (min/dy)	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
PE. H. M	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 Educational Budget and Expenditures in the Philippines

The 1992 educational budget was about 34.5 billion pesos. This was about 11.2% of the entire budget of the Government of the Philippines and 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 1992 educational expenditures are shown in Table 2-18. The percentage of educational expenditures among the Government's total expenditures from 1960 through 1992 is shown in Table 2-19.

Table 2-18 Breakdown of DECS's Expenditures in 1992 (Unit: P1,000)

Current Operating Expenditures	
Office of the Secretary	29,601,242
Institute of National Language	14,382
National Historical Institute	22,717
National Library	26,263
National Museum	35,291
Records Management and Archives Office	18,486
High School for the Art	9,481
Subtotal	29,727,862
Capital Outlays	
Office of the Secretary	3,405,471
National Historical Institute	14,625
National Library	14,350
National Museum	2,650
Records Management and Archives Office	100
High School for the Art	1,166
Subtotal	3,438,362
Total New Appropriations, Department of Educations, Culture and Sports	33,166,224

SOURCE: DECS-OPS

Table 2-19 Budget of the Department of Education, Culture and Sports as a Percentage of the National Government Budget:1960 to 1992

Fiscal Year	Budget (in million Peso)		Percentage(%)
	Government	DECS	
1960	899.7	247.4	27.50
1961	1,092.9	306.9	28.08
1962	1,189.6	352.0	29.59
1963	1,382.9	404.8	29.27
1964	1,972.1	507.2	25.72
1965	2,102.3	555.3	26.41
1966	2,003.4	596.2	29.77
1967	2,073.8	646.1	31.16
1968	2,276.5	688.9	30.26
1969	2,904.7	780.3	26.86
1970	3,323.7	829.9	24.97
1971	3,716.2	1,004.4	27.03
1972	5,562.0	1,093.6	19.66
1973	7,909.0	1,296.7	16.40
1974	12,897.0	1,496.4	11.60
1975	16,684.0	1,643.2	9.85
1976	29,843.0	1,681.4	5.63
1977	28,577.0	2,040.0	7.14
1978	34,422.0	3,195.3	9.28
1979	41,739.0	3,447.2	8.26
1980	41,424.0	3,414.4	8.24
1981	49,481.0	3,827.3	7.73
1982	35,854.0	4,387.0	12.24
1983	61,799.0	5,471.9	8.85
1984	92,107.0	5,613.1	6.09
1985	92,511.0	6,145.9	6.64
1986	115,102.0	8,712.2	7.57
1987	194,266.0	12,321.9	6.34
1988	162,250.0	15,100.3	9.31
1989	227,421.0	23,578.8	10.37
1990	255,780.0	28,177.8	11.02
1991	298,950.0	32,950.0	11.02
1992	308,370.0	34,530.0	11.20

Source: DECS-OPS

2-1-4 Educational 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. Many primary and secondary 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. This situation is shown in Table 2-20.

2) Distances to Schools

Adding to the chronic shortage of classrooms, the lack of schools in the vicinities is preventing educational opportunities. Of some 43,000 or so barangays in the Philippines, 1/4 (12,000 barangays) do not have any schools. As there are no schools in the vicinity, around one million primary school children cannot receive an education.

3) Shortage of Textbooks and Other Teaching Materials

According to DECS'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.

4) High Rate of School Leavers

In the Philippines, of the total of 9.73 million public primary school students in 1990, 9.06% (about 881,000 students) stopped attending school. During that year, of the total of 2.56 million public secondary school students, 12.74% (about 327,000 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.

5) 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 drop out of school.

6) Number of School Days a Year and Years of Schooling

The number of school days a year for primary and secondary schools in the Philippines is 185. The school year is a few weeks shorter than in other countries. Furthermore, there are 10 primary and secondary school years. Including the Philippines, there are 4 Asian countries that have a 10 year school system; 8 countries have an 11 year systems; all the other countries have a 12 year system. The short school year and the short number of school years are obstacles in the way of providing adequate education: thus, a review of the system will be necessary.

Table 2-20 Use of classroom in the Public Primary and Secondary schools in Region III

Kind of Shifting Utilized	Number of Public Elementary School	Number of Public Elementary School	Total
Single Shift	845	86	931
Double Shift	15	29	43
Triple Shift	0	4	4
Total	859	119	978

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 (18 m/second).
- b) Tropical storm: A cyclone with a maximum wind speed of 64-118 km/hr (18 to 33 m/second).
- c) Typhoon: A cyclone with a maximum wind speed of more than 118 km/hr (over 33 m/second).

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 1992, the total damages caused by cyclones amounted to 5.06 billion Pesos (25.3 billion Yen). The number of cyclones hitting each Region since 1948 are shown in Table 2-21, and the amount of damage brought about by them is shown in Table 2-22. 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 2-23. DPWH's budget amount allocated for typhoon damage school facilities is shown in Table 2-24.

Table 2-21 Annual Frequency of Tropical Cyclone Passage Over Regions in the Philippines
(from 1948 to 1992 - 45 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	0	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
1992	3	4	4	1	0	0	0	0	0	0	0	0	0
Total	214	140	68	165	54	111	48	44	94	4	34	4	2
Rank	1	3	6	2	7	4	8	9	5	11	10	11	12

Table 2-22 Summary of Damages (1948-1992)

Year	TD	TS	TY	TOTAL	I	D	M	ACTUAL (Peso)	82 P VALUE(Peso)
1948	4	0	11	15	0	4	0	18,482,876	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	-
1992	0	0	6	6	92	117	49	5,066,590,891	-
Total	17	56	235	308	29851*	18805*	11166#	54,808,078,797	35,687,431,705+
Mean	0.4	1.3	5.2	6.7	692	435	265	1,217,957,306	849,700,700+

Notes : + : Does not include 1990, 1991 & 1992

* : Does not include 1960

: Does not include 1959 & 1960

TD : Tropical Depression

TS : Tropical Storm

TY : Typhoon

I : Injured

D : Dead

M : Missing

Table 2-23 Estimated Damages to Schoolbuilding by Year and by Region (unit: Peso)

NAME OF TYPHOON	PEPANG										TOTAL		
	MARING	MITANG	SISANG	HEEMING	TRINING	MEMENG	1987	1988	1989	1990		1991	1992
DATE	Aug., 1984	Sep., 1984	1987	Aug., 1987	1987	Sep., 1987	1987	1988	1989	1990	1991	1992	TOTAL
Region I	36,313,802						46,594,210	N/A	N/A	55,591,057	2,671,000	N/A	141,170,069
Region II	6,140,192		7,300,000			2,568,300	4,795,800	N/A	N/A	44,610,217		N/A	65,414,509
Region III	7,610,000							N/A	H/A	9,480,850	358,441,841	N/A	375,512,591
Region IV		1,775,000	28,235,874	83,110,955	1,759,417			N/A	N/A	31,543,805		N/A	146,424,851
Region V			160,333,593	26,057,522				N/A	N/A	32,409,568		N/A	218,800,783
Region VI		15,930,000						N/A	N/A			N/A	15,930,000
Region VII		88,610,358						N/A	N/A	4,908,667		N/A	93,520,025
Region VIII		21,060,000						N/A	N/A	12,494,100	40,000,000	N/A	73,554,100
Region IX								N/A	N/A			N/A	0
Region X	200,000	167,859,177						N/A	N/A			N/A	169,059,177
Region X I	250,000	4,526,000						N/A	N/A			N/A	4,776,000
Region X II								N/A	N/A	1,000,000		N/A	1,000,000
CAR								N/A	N/A		8,674,761	N/A	8,674,761
TOTAL	50,513,994	299,760,535	195,869,467	109,168,477	1,759,417	2,568,300	51,390,010	N/A	N/A	192,019,164	409,787,602	N/A	1,312,836,956

* N/A: Data not available

Table 2-24 DPWH's Budget Amount Allocated for Typhoon Damaged School Facilities (Unit: Peso)

Region	1987 Authorized Amount	1988 Authorized Amount	1989	
			Authorized Amount	Requested Amount
NCR	6161,563	224,932	460,190	4,522,000
CAR	-	-	139,197	597,396
Region I	34,568	48,187	2,596,825	11,677,525
Region II	35,006	47,988	823,682	3,645,000
Region III	34,694	49,485	209,706	1,000,000
Region IV-A	71,820	75,009	5,477,856	25,202,270
Region IV-B		34,896		
Region V	37,870	54,920	862,128	3,700,000
Region VI	50,491	68,797	1,856,401	7,967,126
Region VII	61,548	58,013	2,188,409	9,442,007
Region VIII	43,816	68,797	4,529,297	19,438,402
Region IX	42,437	37,517	139,804	600,000
Region X	52,639	53,907	436,889	1,875,000
Region XI	51,594	52,540	233,007	1,000,000
Region XII	43,919	41,348	46,601	200,000
Total	721,965	916,000	20,000,000	90,896,727

Note: 1989 amount was not separated into Region IV A and B.

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

Of the Project Areas, Region I (Ilocos) is made up of 7 school districts and Region III (Central Luzon) is made up of 9 school districts. In 1991, the number of public and private primary schools in the two regions was 3,882 (3,686 were public schools); there were 796 secondary schools (594 were public schools). As for public schools, there were about 958,000 primary school students and about 228,000 secondary school students.

The school construction plan for both regions includes the building of 223 new classrooms, the replacement of 26 classrooms, the rehabilitation of 240 classrooms, the building of 62 new multipurpose workshops, the repair of 18 multipurpose workshops and the building of 17 new toilets in the case of primary schools. For secondary schools, the building of 140 new classrooms, 35 new science laboratories and 60 new workshops are being planned.

Table 2-25 shows the number of primary and secondary schools in each school district. Table 2-26 shows the number of students at public primary and secondary schools. Table 2-27 shows the number of teachers at public primary and secondary schools. Table 2-28 shows the educational index. Tables 2-29 and 2-30 show the construction plans for primary and secondary schools. Table 2-31 shows the distance to schools for secondary school students in Region III.

Table 2-25 Number of Primary and Secondary Schools in Each School District in Regions I & III (1991)

Region/Division	Primary School		Secondary School	
	Public	Private	Public	Private
Region I				
Ilocos Norte	238	4	25	16
Ilocos Sur	298	11	35	27
La Union	280	6	50	14
Pangasinan	935	21	212	34
Dagupan City	31	9	1	1
Laoag City	26	6	4	3
San Carlos City	49	3	15	2
Subtotal	1,857	60	342	97
Region III				
Bataan	107	7	13	7
Bulacan	317	47	44	20
Nueva Ecija	436	10	65	18
Pampanga	365	23	53	21
Tarlac	336	20	47	16
Zambales	175	5	18	19
Angeles City	31	11	2	0
Cabanatuan City	40	6	5	1
Olongapo City	22	7	5	3
Subtotal	1,829	136	252	105
Total	3,689	196	594	202

Table 2-26 Number of Primary and Secondary School Students in Each School District in Regions I & III (1991)

Division	Primary School			Secondary School		
	Public	Private	Total	Public	Private	Total
Region I						
Ilocos Norte	57,575	817	58,392	13,850	8,896	22,746
Ilocos Sur	81,007	4,406	85,413	22,581	14,496	37,077
La Union	86,492	4,229	90,721	23,699	13,241	36,940
Pangasinan	302,347	5,577	307,924	111,299	33,729	145,028
Dagupan City	17,142	4,626	21,768	6,549	4,666	11,215
Laoag City	10,616	1,522	12,138	6,100	2,016	8,116
San Carlos City	23,684	670	24,354	5,491	4,761	10,252
Subtotal	578,863	21,847	600,710	189,569	81,805	271,374
Region III						
Bataan	68,770	2,060	70,830	20,064	10,969	31,033
Bulacan	212,237	31,892	244,129	43,285	50,329	93,614
Nueva Ecija	198,515	5,315	203,830	55,696	22,490	78,186
Pampanga	200,479	13,978	214,457	43,640	39,657	83,297
Tarlac	135,738	10,417	146,155	37,127	24,681	61,808
Zambales	59,470	2,208	61,678	11,012	15,533	26,545
Angeles City	34,853	10,735	45,588	5,415	15,854	21,267
Cabanatuan City	26,042	4,198	30,240	2,383	8,153	10,536
Olongapo City	21,863	6,299	28,162	9,129	4,700	13,829
Subtotal	957,968	87,102	1,045,069	227,751	192,366	420,117
Total	1,536,830	108,949	1,645,779	417,320	274,171	691,491

Table 2-27 Number of Primary and Secondary School Teachers in Each School District in Regions I & III (1991)

Division	Primary School			Secondary School		
	Public	Private	Total	Public	Private	Total
Region I						
Ilocos Norte	1,901	28	1,929	506	283	789
Ilocos Sur	2,924	111	3,035	790	456	1,246
La Union	2,713	111	2,824	718	368	1,086
Pangasinan	9,697	167	9,864	3,329	878	4,207
Dagupan City	630	168	798	211	166	377
Laoag City	390	44	434	230	85	315
San Carlos City	805	24	829	145	134	279
Subtotal	19,060	653	19,713	5,929	2,370	8,299
Region III						
Bataan	1,847	69	1,916	580	272	852
Bulacan	5,322	715	6,037	1,357	1,221	2,578
Nueva Ecija	5,485	124	5,609	1,474	548	2,023
Pampanga	5,706	375	6,081	986	926	1,912
Tarlac	4,109	327	4,436	1,051	541	1,592
Zambales	1,785	55	1,840	233	392	625
Angeles City	911	258	1,169	80	375	455
Cabanatuan City	745	109	854	69	199	268
Olongapo City	702	166	868	372	153	525
Subtotal	26,612	2,198	28,810	6,203	4,627	10,830
Total	45,672	2,851	48,523	12,132	6,997	19,129

Table 2-28 Educational Index of Public Primary and Secondary Schools in Each School District in Regions I & III

	Participation Rate(%)	Cohort Survival Rate(%)	Retention Rate(%)	Dropout Rate(%)	Teacher-Pupil Ratio	Completion Rate(%)
Region I						
Primary School 1990	99.53	79.92	95.63	1.43	1:27	78.43
1991	99.36	82.96	97.41	0.82	1:29	81.80
Rate of Increase	-0.17	+3.04	+1.78	+0.61		+3.37
Secondary School 1990	46.34	83.58	93.43	4.60	1:30	80.68
1991	44.51	85.41	92.73	4.38	1:31	83.26
Rate of Increase	-1.83	+1.83	-0.70	-0.22		+2.58
Region III						
Primary School 1990	97.30	79.94	94.89	0.90	1:34	73.29
1991	99.88	81.97	96.58	0.94	1:35	80.67
Rate of Increase	+2.58	+2.03	+1.69	+0.04		+7.38
Secondary School 1989	33.33	78.98	93.44	6.39	1:34	75.30
1990	30.43	78.34	88.60	5.68	1:36	75.75
Rate of Increase	-2.90	-0.64	-4.84	-0.71		+0.45

Table 2-29 Public Primary School Construction Plan in Regions I and III (1991)

Region	Additional	Replacement	Rehabili- tation	MPW(*) Additional	MPW Rehabi- lition	Toilets
Region I	35	11	71	10	9	1
Region III	198	15	169	52	9	16
Total	233	26	240	62	18	17

*Multipurpose Workshop

Table 2-30 Public Secondary School Construction Plan in Regions I & III (1993)

Division	Class Room	Science Laboratory	Workshop
Region I			
Ilocos Norte	0	0	2
Ilocos Sur	0	0	3
La Union	2	0	6
Pangasinan	54	0	35
Dagupan City	0	0	0
Laoag City	0	0	0
San Carlos City	0	0	0
Subtotal	56	0	46
Region III			
Bataan	2	3	3
Bulacan	13	0	0
Nueva Ecija	1	0	2
Pampanga	31	16	0
Tarlac	2	6	1
Zambales	10	3	1
Angeles City	19	2	1
Cabanatuan City	6	2	3
Olongapo City	0	3	3
Subtotal	84	35	14
Total	140	35	60

Table 2-31 Distance to Schools for Secondary School Students in Region III

Ranges of Distance	Public Secondary Schools		Private Secondary Schools		Grand Total	
	No.	%	No.	%	No.	%
Less than 1 km	30,315	41.14 %	25,351	41.16 %	55,666	41.15 %
1-2	17,793	24.14 %	12,663	20.56 %	30,456	22.51 %
2-3	9,674	13.13 %	7,814	12.69 %	17,488	12.93 %
3-4	5,671	7.70 %	5,579	9.06 %	11,250	8.32 %
4-5	4,179	5.67 %	4,473	7.26 %	8,652	6.40 %
More than 5 km	6,064	8.23 %	5,715	9.28 %	11,779	8.71 %
Total	73,696	100.0 %	61,595	100.0 %	135,291	100.0 %

Note: Answering Rate to Questionnaire was 32.2%

DECS's regional office in Regions I and III conducted the following educational activities:

1) Region I:

Objectives

- Development of talent.
- Equal supply of educational material, teaching staff and facilities.
- Rearing of teachers and improvement of their quality.
- Improve districts that are behind in educational development.
- Maintenance and development of public educational facilities.

2) Region III:

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 least served 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) 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 home ownership 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 least served 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 enrollment 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 value 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 Staff Development Plan are shown in Table 2-32.

Table 2-32 Education and Manpower Development Targets VS. Actual Accomplishment (1990-1992)

Indicator	Actual Accomplishment		1991 Targets (3)	1992 Targets (4)	Growth Rate 1990~1991 (1) ÷ (2)	Accomplishment Ratio (2) ÷ (3)
	1990-91 (1)	1991-92 (2)				
1. Enrollment by Level						
Total (a+b+c)	16,170,160	16,821,378	17,312,151	17,996,021	4.0	97.2
a. Primary	10,927,077	10,538,105	10,973,605	11,241,837	1.3	96.2
b. Secondary	4,033,597	4,208,151	4,327,992	4,572,339	4.3	97.2
c. Tertiary	1,709,486	2,055,122	2,010,554	2,181,847	20.2	102.2
1. Post Secondary	361,736	398,307	336,280	363,182	10.1	118.4
2. Higher Education	1,347,750	1,656,815	1,674,274	1,818,665	22.9	99.0
2. Participation Ratio						
a. Primary	99.1	99.1	99.50	99.50	0	99.6
b. Secondary	54.7	54.7	69.08	65.00	0	88.1
3. Cohort Survival Ratio						
a. Primary	69.7	69.7	69.19	70.00	0	100.8
b. Secondary	76.4	76.4	80.20	81.16	0	95.3
4. Transition Ratio From Primary to Secondary	93.6	92.3	95.00	96.00	-1.3	97.1
5. Achievement						
a. Primary	67.0	64.0	67.00	70.00	-3.0	95.5
b. Secondary	66.6	63.3	66.63	70.00	-3.3	94.9
6. Textbook-Pupil/Student						
a. Primary	1:1	1:1	1:1*	1:1*	-	100.0
b. Secondary	1:1	1:1	1:1**	1:1**	-	100.0
7. Teacher-Pupil/Student						
a. Primary	1:34	1:34	1:37	1:38	-	-
b. Secondary	1:34	1:34	1:45	1:40	-	-
8. Physical Facilities						
A. Elementary						
a. New Construction of Classroom	6,095	5,102	10,200	10,609	-16.9	50.0
b. Replacement of Classroom	745	2,917	2,229	5,000	291.5	130.9
c. Repair/Rehabilitation of Classroom	9,673	583	9,197	20,000	-94.0	6.3
d. Multi-Purpose Workshop Building Costruction/ Rehabilitation	1,912	648	2,729	4,563	-66.1	23.7
B. Secondary						
New Construction and Rehabilitation						
a. Classroom	3,446	431	3,622	N/A	-87.5	11.9
b. Science Laboratory	1,126	250	1,466	N/A	-77.8	17.9
c. WorkShop	1,108	207	1,594	N/A	-81.3	13.0

Note : * Grade 1 and 5 Only

 ** Grade 1, 2 and 3 Only

 N/A Data not Available

Sources : Medium-term Philippine Development Plan (1987-1992)
 1991 Philippine Development Report

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 class 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 balangay (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 build 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 1993 is shown in Table 2-33. The public secondary school construction plans for 1992 fiscal year, the construction objectives for public secondary schools during the 1989-1992 period and the necessary expenditures are shown in Table 2-34.

Table 2-33 1993 Public Primary Schoolbuilding Cost (Unit in thousand Pesos)

Region	Classrooms New Construction Amount	Other Facilities New Construction, Replacement and Rehabilitation Amount	Total Amount
NCR	12,339	21,635	33,974
CAR	43,375	10,734	54,109
ARMM	47,847	10,781	58,628
Region I	0	30,249	30,249
Region II	0	17,938	17,938
Region III	53,097	39,483	92,580
Region IV	300,446	52,112	352,558
Region V	28,418	33,969	62,387
Region VI	0	44,819	44,819
Region VII	79,271	30,956	110,227
Region VIII	36,083	28,989	65,072
Region IX	101,333	17,698	119,031
Region X	87,311	27,553	114,864
Region XI	260,997	28,680	289,677
Region XII	179,483	14,404	193,887
Total	1,230,000	410,000	1,640,000

- NOTES: 1. Replacement and rehabilitation of classrooms, and the new construction, replacement, and rehabilitation of other school facilities including the construction of toilets.
2. The figures are DECS's budgetary amount for the school construction plan. Financial aid from foreign countries for school construction is not included.

Table 2-34 1993 Public Secondary Schoolbuilding Construction Program (Unit: in thousand Pesos)

Region	New Construction						
	Physical Target			Amount			
	Clsrms.	Sci. Lab.	Workshop	Clsrms.	Sci. Lab.	Workshop	Total
NCR	502	103	129	115,460	41,200	51,600	208,260
CAR	64	12	16	14,720	4,800	6,400	25,920
ARMM	50	10	3	11,500	4,000	1,200	16,700
Region I	290	60	75	66,700	24,000	30,000	120,700
Region II	123	25	31	28,290	10,000	12,400	50,690
Region III	353	72	91	81,190	28,800	36,400	146,390
Region IV	481	99	123	110,630	39,600	49,200	199,430
Region V	278	57	72	63,940	22,800	28,800	115,540
Region VI	465	96	120	106,950	38,400	48,000	193,350
Region VII	197	40	50	45,310	16,000	20,000	81,310
Region VIII	202	42	53	46,460	16,800	21,200	84,460
Region IX	144	29	36	33,120	11,600	14,400	59,120
Region X	212	44	55	48,760	17,600	22,000	88,360
Region XI	270	56	70	62,100	22,400	28,000	112,500
Region XII	122	25	31	28,060	10,000	12,400	50,460
Total	3,753	770	955	663,190	308,000	382,000	1,282,951

NOTE: The figures are DECS's budgetary amount for the school construction plan. Financial aid from foreign countries for school construction is not included.

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 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) 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 (completed October 1992).

For the Phase IV project, 72 schools were selected in Region VI (Western Visayas) and Region X (Southern Mindanao) and grant aid cooperation was given by the Government of Japan in 1992 for the construction of the schools (under going construction and to be completed around October 1993).

Following this, the Government of the Philippines selected 75 schools in Region I (Ilocos) and Region III (Central Luzon) for the Phase V Project and requested grant aid cooperation from the Government of Japan for the construction of the schoolbuildings.

2) Contents of the Original Request

The original request called for the construction of 360 uniform type primary and secondary schools' schoolbuildings within a short period of time using the typhoon-resistant prefabricated construction method 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 and a series of discussions with the Philippine side, it was decided upon to use several standards and to select one of them according to the needs of each school. 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 schoolbuilding and the installation of electrical wiring and switches on classroom ceilings to accommodate the fans to be put in by the Philippine side. The facility plan for the Phase IV Project made 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.

The facility plan for Phase V is similar to that of Phase IV; however, as a result of discussions with DECS, the partitions in the toilets were changed to include a wheelchair-use toilet. Girls and boys toilets were in separate rooms and the number of toilet seats were that same as before.

The shift in the contents of Phase I through V projects are listed in Table 2-35.

Table 2-35 Shift in the Contents of Phase I Through V Projects

DECS' s Request and Projects No.	Buinding Facilities	Equipmont	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 Workshop 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 each secondary school • Toilets for males and females 	Same as above	<ul style="list-style-type: none"> • Increased building type numbers • 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.	Buiding 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 each secondary school • Toilet for males and females 	Basic equipment necessary for class activities	<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
Phase V Project Contents	1) Primary Schools <ul style="list-style-type: none"> • B Type: 3 Classrooms • C Type: 4 Classrooms • D Type: 5 Classrooms • Toilets for males, females and handicap 2) Secondary Schools <ul style="list-style-type: none"> • SB Type: 3 Classrooms • SC Type: 4 Classrooms • SD Type: 5 Classrooms • Science Laboratory for each secondary school • Toilet for males, females and handicap 	Same as above	<ul style="list-style-type: none"> • Change toilet layout • Add toilet for handicapped students

This is the fifth phase of the 5 year plan 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 2-36. 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 2-36 Implementation Schedule of Originally Requested Schoolbuilding Construction Project in 1988

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	CAR-Banquet Abra Mt. Province II-Isabela Cagayan	72 Elementary & Secondary Schools (Based on the Philippines side's request and as a result of the field survey, 53 primary schools and 22 secondary schools in Region I & III were selected.)

NOTE: The matter described within the parentheses was decided upon after the further study.

3) Contents of the Initial Request for the Project

The contents of the initial request for the Phase V Project includes the request to build the schoolbuildings for a total of 72 primary (50) and secondary (22) schools in Region I (Ilocos) and Region III (Central Luzon) with typhoon resistant prefabricated structures.

In view of the request, 72 Project schools were selected as a result of the field study.

Through a series of discussions, the Philippine side strongly requested the inclusion of three additional primary schools in the Project. This request was interpreted as being an important need for furthering primary education and, as such, the study team, taking into consideration the policies of the Philippine Government, felt that the inclusion of the additional schools would contribute to the alleviation of the chronic classroom shortage in the Philippines. The study team promised to conduct a further examination of this matter in Japan.

Upon returning to Japan, the study team analyzed and evaluated the field study results as well as discussing related matters with the concerned Japanese agencies. And, as a result, the inclusion of 75 schools (53 primary and 22 secondary schools) in the Basic Design of the Project was decided upon.

CHAPTER 3. OUTLINE OF THE PROJECT

CHAPTER 3. OUTLINE OF THE PROJECT

3-1 Objectives 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 of primary and secondary school facilities; the situation is one of the reasons why many children are unable to receive an education upon reaching school age.

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 V of the project concerns the construction of 75 schools in Region I (Ilocos Region) and Region III (Central Luzon 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 with 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 13,012 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 National Development Plan.

Therefore, it is judged that Project implementation will be appropriate and necessary.

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 75 schools are completed in Regions I and III, 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 34.1% for Region I and 41.4% for Region III 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 I and III are shown in Table 3-1.

Table 3-1 The Budgeted Amount for DECS Region I and III Regional Offices (1,000 Pesos)

Year	Region I	Increase Rate	Region III	Increase Rate
1989	1,333,696	—	1,157,436	—
1990	1,341,606	0.6%	1,683,268	8.8%
1991	1,332,603	-0.7%	1,677,327	-0.4%
1992	1,787,304	34.1%	2,371,099	41.4%

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 6-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), 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 aid from 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 was in return for the use of the U.S. base in the Philippines, thus the aid was scheduled to be terminated August 31, 1992 when the bases were closed.

Table 3-2 shows the contents of the aid from the Asian Development Bank given to the new National Secondary School Construction Plan. Table 3-3 lists the schools in Regions I and III 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 Regions I and III assisted by USAID.

Table 3-2 Foreign Financial Aid from ADB to be Provided for the Secondary Schoolbuildings Project (1992-1993)

Region		Year		Total
		1992	1993	
NCR	Target	14	5	19
	Actual	9	-	9
CAR	Target	0	0	0
	Actual	0	-	0
Region I	Target	7	6	13
	Actual	5	-	5
Region II	Target	5	4	9
	Actual	4	-	4
Region III	Target	21	5	26
	Actual	16	-	16
Region IV	Target	24	7	31
	Actual	16	-	16
Region V	Target	17	6	23
	Actual	12	-	12
Region VI	Target	15	9	24
	Actual	9	-	9
Region VII	Target	17	6	23
	Actual	13	-	13
Region VIII	Target	13	4	17
	Actual	9	-	9
Region IX	Target	9	4	13
	Actual	6	-	6
Region X	Target	10	0	10
	Actual	12	-	12
Region XI	Target	13	5	18
	Actual	10	-	10
Region XII	Target	6	0	6
	Actual	5	-	5
Grand Total	Target	171	49	220
	Actual	127	-	127

Table 3-3 Schools in Region I and III that are Expecting to Recieve Financial Aid from ADB (1)

Region I \ Year	Name of School	Location
1985-1986 Group 1	01. Gabu BHS 02. Catagtaguen BHS 03. Tobor BHS 04. Vintar MHS 05. Oamortis BHS 06. Umanday BHS 07. Bued BHS 08. Laoac MHS 09. Tamurong BHS 10. Polo BHS	Laoag City Espiritu, Ilocos Norte Malasiqui, Pangasinan Vinttar, Ilocos Norte Sto. Tomas, La Union Bugallon, Pangasinan Calasiao, Pangasinan Laoac, Pangasinan Candon, Ilocos Sur Alaminos, Pangasinan
1986-1987 Group 2	01. Solotsolot BHS 02. Divisoria BHS	Ilocos Sur Isabela
1987-1988 Group 3	01. Quetagan HS 02. Alos BHS 03. Banaoang BHS 04. San Pedro Apartado HS	Mangatarem, Pangasinan Alaminos, Pangasinan Sta. Barbara, Pangasinan Alcala, Pangasinan
1988-1989 Group 4	01. Onzad BHS, 02. Fogoruac BHS, 03. Easug BHS 04. Kagungunay BHS	Villasis, Pangasinan Burgos, Pangasinan Santa, Ilocos Sur Naguilian, La Union
1989-1990 Group 5	01. Bawanta BHS 02. Bersamin BHS 03. San Quintin BHS 04. Currimao BHS	Bauang, La Union Alcala, Pangasinan San Quintin, Pangasinan Currimao, Ilocos Norte
1990-1991 Group 6	01. Nancayasan HS 02. Lobong HS 03. San Nicolas MS 04. La Paz HS 05. Pugo CHS 06. Sto. Rosario BHS 07. Villegas BHS	Urdaneta, Pangasinan San Jacinto, Pangasinan San Nicolas, Pangasinan Banigan, Pangasinan Pugo La Union San Juan, La Union Pozorrobio, Pangasinan
1991-1992 Group 7	01. Cabittaogan BHS 02. Cabanbanan BHS 03. Tubao HS 04. Parayao BHS 05. Aringay HS 06. Abanon HS	Sta. Catalina, Ilocos Sur Manaoag, Pangasinan Tubao, La Union Binmaley, Pangasinan Aringay, La Union San Carlos City, Pangasinan

Table 3-3 Schools in Region I and III that are Expecting to Recieve Financial Aid from ADB (2)

Region III \ Year	Name of School	Location
1985-1986 Group 1	01. Talabutab II PHS 02. San Francisco BHS 03. Potlod San Jose BHS 04. Balitucan BHS 05. Guis-Guis BHS	Natividad, Nueva Ecija San Antonio, Nueva Ecija Jaen, Nueva Ecija Magalang, Pampanga Sta. Cruz, Zambales
1986-1987 Group 2	01. San Vicente BHS 02. San Vicente-San Francisco BHS 03. San Juan BHS 04. Betis BHS 05. San Isidro BHS 06. O'donnell BHS 07. Zaracosa HS 08. Nueva Ecija HS 09. San Isidro BHS 10. Pulong Santol BHS 11. Pitombayog BHS 12. Limay MHS,	Lubao, Pampanga Macabebe San Luis, Pampanga Guagua, Pampanga Bacolor, Pmpanga Capas, Tarlac Zaragoza, Nueva Ecija Cabanatuan City Lupao, Nueva Ecija Porac, Pampanga Mayantoc, Pampanga Limay, Bataan
1987-1988 Group 3	01. Salapungan BHS 02. Sto. Rosario BHS 03. Pada-Pada BHS 04. Caluluan BHS 05. San Roque Dau BHS 06. Subic MHS 07. Rio Chico BHS 08. Sto. Tomas BHS	Candaba, Pampanga Lubao, Pampanga Sta. Ignacia, Tarlac Concepcion, Tarlac Lubao, Pampanga Subic, Zambales Gen. Tinio, Nueva Ecija Aliaga, Nueva Ecija
1988-1989 Group 4	01. Bagac MHS 02. San Pablo 2ND BHS 03. Conilas BHS 04. Estipona BHS 05. San Isidro BHS 06. Dona Juana Chioco BHS 07. Sta. Ines BHS 08. Potrero BHS	Bagac, Bataan Lubao, Panpanga La, Paz, Tarlac Pura, Tarlac Sta. Ana, Pampanga Lupao, Nueva Ecija Sta. Ignacia, Tarlac Bacolor, Pampanga
1989-1990 Group 5	01. Julia Ortiz BHS 02. Sibul Spring BHS 03. San Carlos BHS 04. Cabangan BHS 05. Telacsan HS 06. Sta. Perigrina BHS	Sto. Domingo, Nueva Ecija San Miguel, Bulacan San Luis, Pampanga Zambales Macatebe, Pampanga Pulilan, Bulacan
1990-1991 Group 6	01. Porais HS 02. Patian HS 03. Caduang Tete HS 04. Balaoang HS 05. Gutad HS 06. Vargas HS 07. Marawi HS 08. Sta. Barbara HS 09. Alexis BHS 10. San Manuel HS 11. Guevarra BHS	San Jose City, Nueva Ecija Cuyapo, Nueva Ecija Macabebe, Pampanga Paniqui, Tarlac Floridablanca, Pampanga Sta. Ignacia Tarlac Camiling, Tarlac San Antonio Nueva Ecija Bo. Liciada, Bustos Bulacan Tarlac La Paz, Tarlac
1991-1992 Group 7	01. San Juan HS 02. Binagbag HS 03. San Marcos BHS 04. San Josef HS 05. Baretto HS 06. Paguiruan HS 07. Camba HS 08. Dolores HS 09. Haungib HS 10. Aringin HS	San Luis, Pampanga Angat, Bulacan Calumpit, Bulacan Cabanatuan City Cabanatuan City Floridablanca, Pampanga Arayat, Pampanga Magalang, Pampanga Pura, Tarlac Moncada, Tarlac

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

REGION	NUMBER OF SCHOOL
N C R	2
C A R	0
I	3
II	3
III	9
IV	8
V	4
VI	4
VII	3
VIII	6
IX	3
X	3
XI	2
XII	6
GRAND TOTAL	56

Table 3-5 Schools in Region I and III that are Receiving or Expect Financial Aid from USAID (AS of August 1992)

Name of School	Location	Progress
Region I		
1. Calasiao Central High School	Calasiao, Pangasinan	Completed
2. Pozuirubio National High School	Pangasinan	"
3. San Nicolias National High School	Pangasinan	"
4. Eosales National High School	Pangasinan	"
5. D. Maramba National High School	Pangasinan	"
6. Tayug National High School	Pangasinan	"
7. Bayambang High School	Pangasinan	"
8. Lingayen National High School	Pangasinan	"
9. Agno National High School	Pangasinan	"
10. Ilocos Sur National High School	Vigan, Ilocos Sur	"
11. Urdaneta National High School	Urdaneta, Pangasinan	"
12. Bacarra High School	Bacarra, Ilocos Norte	On-going
13. Bangui National High School	Bangui, Ilocos Norte	On-going
14. Mangatarem National High School	Mangatarem, Pangasinan	Completed
15. Luna National High School	Luna, La Union	"
16. Don de Guzman Barangay High School	Bauang, La Union	Pre-authorized
17. Mangaldan High School	Mangaldan, Pangasinan	Authorized
18. San Quintin High School	San Quintin, Pangasinan	Authorized
19. Pico Elementary School	Pico, La Trinidad	On-going
Region III		
1. Bongabon Municipal High School	Bongabong, Nueva Ecija	Authorized
2. Penaranda High School	Penaranda, Nueva Ecija	"
3. Maquinao Cruz na Daan Barangay High School	San Rafael, Bulacan	"
4. Bamban Municipal High School	Bamban, Tarlac	"
5. Mabini High School	Gerona, Tarlac	Pre-authorized
6. Sta Fe National High School	San Macelino, Zambales	Authorized
7. San Simon Barangay High School	San Simon, Pampanga	"
8. Sasmoan, Pampanga Barangay High School	Sasmoan, Pampanga	"
9. Olongapo City Science High School	Olongapo City	"
10. Central Azucarera de Tarlac	Tarlac, Tarlac	On-going
11. San Manuel High School	San Manuel, Tarlac	"
12. Luacan High School	Dinalupihan, Tarlac	"
13. San Miguel Elementary School	Tarlac, Tarlac	Completed
14. Dolores Elementary School	San Fernando, Pampanga	"
15. M.H. del Pilar High School	Malolos, Bulacan	"