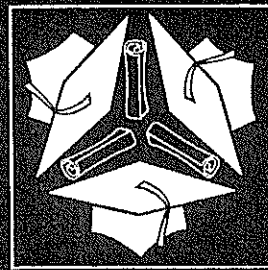


JAPAN INTERNATIONAL COOPERATION AGENCY

Comprehensive Basic Study of the Autonomous Region in Muslim Mindanao in the Republic of the Philippines

Final Report



EDUCATION SECTOR

December 2003

PKII ENGINEERS
ENGINEERING CONSULTANT

IN ASSOCIATION WITH



ORIENT INTEGRATED DEVELOPMENT CONSULTANTS INC.



**COMPREHENSIVE BASIC SURVEY
OF THE AUTONOMOUS REGION
IN MUSLIM MINDANAO**

EDUCATION SECTOR

FINAL REPORT

DECEMBER 2003

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FOREWORD

EXECUTIVE SUMMARY ES-1

LIST OF ABBREVIATIONS AND ACRONYMS..... VI

1. INTRODUCTION 1-1

 1.1 Provision of Basic Education 1-2

 1.1.1 Presence/Absence of Schools 1-2

 1.2 Access and Survival..... 1-21

2. QUALITY OF BASIC EDUCATION 2-1

 2.1 Content and Curriculum 2-1

 2.2 The Performance of Students 2-4

 2.3 Teachers and Other Support Personnel 2-6

 2.4 Educational Facilities 2-7

 2.4.1 Overview 2-7

 2.4.2 Elementary Schools..... 2-7

 2.4.3 Secondary Schools 2-10

 2.5 Provision of Education Facilities 2-11

 2.5.1 Public Elementary Schools 2-11

 2.5.2 Public Secondary Schools..... 2-30

3. ASSESSMENT OF FACILITY DEVELOPMENTS..... 3-1

 3.1 Facility Status 3-1

 3.2 Site Development Plans..... 3-2

 3.3 Buildings..... 3-3

4. ADMINISTRATION AND MANAGEMENT OF BASIC EDUCATION 4-1

 4.1 Department of Education - ARMM 4-1

 4.1.1 Schools Division 4-5

 4.1.2 The School District 4-6

 4.1.3 The School..... 4-6

 4.2 Management and Information System 4-7

 4.3 Financing Education..... 4-8

 4.4 On-going and Planned Projects in Basic Education in ARMM 4-9

 4.5 Reliability and Validity of Data..... 4-25

5. THE MADARIS EDUCATION..... 5-1

 5.1 Characteristics and Composition..... 5-1

 5.2 The Private Madaris..... 5-3

6. ISSUES/CONCERNS IN BASIC EDUCATION 6-1

 6.1 General Observations 6-1

 6.2 Provisions, Access & Survival, and Performance of Pupils..... 6-2

 6.3 Administration and Management of Basic Education 6-3

 6.4 Arabic Language and Islamic Values in Public Schools 6-3

 6.5 Private Madaris..... 6-4

 6.6 Basic Facilities..... 6-5

 6.6.1 Lack and Uneven Distribution of Teachers 6-5

 6.6.2 Lack of Classrooms 6-5

 6.6.3 Lack of Textbooks..... 6-5

6.6.4	Lack of desks, chairs and blackboards.....	6-5
6.6.5	Lack of maintenance fund and personnel	6-6
6.6.6	Lack of support facilities (laboratories, library, assembly halls, sports field/activity)	6-6
6.7	Facility Development	6-6
6.7.1	Untitled School Sites.....	6-6
6.7.2	Small school sites	6-6
6.7.3	Unplanned School Site Development.....	6-7
6.7.4	Inappropriate Building Design.....	6-7
6.7.5	Poor Utility Services	6-8
7.	DEVELOPMENT OBJECTIVES/STRATEGIES/PROGRAM-PROJECTS.....	7-1
7.1	Goal/Objectives	7-1
7.2	Strategies and Interventions.....	7-1
7.3	Projects.....	7-3

LIST OF TABLES

Table 1-1	Number of Schools District and Elementary Schools and Enrollment in Public and Private Elementary Schools and Private Elementary Madaris, SY 2002-2003.....	1-3
Table 1-2	Number of Schools District and Secondary Schools and Enrollment in Public and Private Secondary Schools and Private Secondary Madaris, SY 2002-2003.....	1-4
Table 1-3	Number of Schools per 1000 School-age Children, SY 2002-2003.....	1-5
Table 1-4	Percentage Distribution of Barangays by Type of Elementary School, by Schools Division (SY 2002-2003).....	1-20
Table 1-5	Elementary Level Performance Indicators by Schools Division, SY2001-2002.....	1-21
Table 1-6	Secondary Level Performance Indicators by Schools Division, SY2001-2002	1-22
Table 1-7	Elementary School Survival Rate by Schools Division (SY 1998-1999 to 2001-2002).....	1-24
Table 1-8	Secondary School Survival Rate by Schools Division (SY 1998-1999 to 2001-2002).....	1-25
Table 2-1	Sample High School Class Schedule.....	2-2
Table 2-1a	Sample Elementary Class Schedule.....	2-3
Table 2-2	National Diagnostic Test Results* - ARMM by Schools Division, (SY 2002-2003).....	2-5
Table 2-2a	National Achievement Test Results-ARMM by Schools Division	2-5
Table 2-3	Disruption of Classes and Length of Disruption Because of Armed	2-6
Table 2-4	Elementary Public Schools Teacher-Pupil and Classroom-Pupil Ratios in ARMM (by Schools Division, 2003)	2-9
Table 2-5	The Lowest and the Highest Teacher-Pupil Ratio in Public Elementary and Secondary Schools.....	2-9
Table 2-6	The Lowest and the Highest Classroom-Pupil Ratios for Public Elementary and Secondary Schools	2-9

Table of Contents

Table 2-7	Number of Elementary Schools with Classroom-Pupil Ratios Ranges of Over 50	2-10
Table 2-8	Secondary Public Schools Teacher-Student and Classroom-Student Ratios in the ARMM (by Schools Division, 2003)	2-11
Table 2-9	Number of Secondary Schools with Classroom-Pupil Ratios Ranges of Over 50	2-11
Table 2-10	Marawi City Public Elementary School Teacher-Pupil Ratio (by School District, 2003)	2-11
Table 2-11	Marawi City Public Elementary School Classroom-Pupil Ratio (by School District, 2003)	2-12
Table 2-12	Marawi City Public Elementary School Pupils to Chair Ratio (by School District, 2003)	2-12
Table 2-13	Sulu Province Public Elementary Schools Teacher-Pupil Ratio	2-13
Table 2-14	Sulu Province Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)	2-14
Table 2-15	Basilan Province Public Elementary Schools Teacher-Pupil Ratio (by School District, 2003)	2-15
Table 2-16	Basilan Province Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)	2-16
Table 2-17	Basilan Province Public Elementary Schools Pupils to Seat Ratio (by School District, 2003)	2-17
Table 2-18	Lanao Del Sur I Public Elementary Schools Teacher-Pupil Ratio (by School District, 2003)	2-18
Table 2-19	Lanao Del Sur I Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)	2-19
Table 2-20	Lanao Del Sur I Public Elementary Schools Seat-Pupil Ratio (by School District, 2003)	2-20
Table 2-21	Lanao Del Sur II Public Elementary Schools Teacher-Pupil Ratio (by School District, 2003)	2-21
Table 2-22	Lanao Del Sur II Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)	2-22
Table 2-23	Lanao Del Sur II Public Elementary Schools Seat-Pupil Ratio (by School District, 2003)	2-23
Table 2-24	Maguindanao Public Elementary Schools Teacher-Pupil Ratio (by School District, 2003)	2-24
Table 2-25	Maguindanao Public Elementary Schools Textbooks – Pupil Ratio (by School District, 2003)	2-25
Table 2-26	Maguindanao Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)	2-26
Table 2-27	Maguindanao Public Elementary Schools Seat-Pupil Ratio (by School District, 2003)	2-27
Table 2-28	Tawi-Tawi Public Elementary Schools Teacher- Pupil Ratio (by School District, 2003)	2-28
Table 2-29	Tawi-Tawi Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)	2-29
Table 2-30	Tawi-Tawi Public Elementary Schools Seat-Pupil Ratio (by School District, 2003)	2-30
Table 2-31	Teacher-Student Ratio in Public Secondary Schools – Basilan	2-31
Table 2-32	Classroom-Student Ratio in Public Secondary Schools in Basilan	2-32

Table of Contents

Table 2-33	Seat-Student Ratio in Public Secondary Schools in Basilan.....	2-33
Table 2-34	Teacher-Student Ratio in Public Secondary Schools in Lanao del Sur I.....	2-34
Table 2-35	Classroom-Student Ratio in Public Secondary Schools in Lanao del Sur.....	2-35
Table 2-36	Seat-Student Ratio in Public Secondary Schools in Lanao del Sur I.....	2-36
Table 2-37	Teacher-Student Ratio in Public Secondary Schools in Lanao del Sur II.....	2-37
Table 2-38	Classroom-Student Ratio in Public Secondary Schools in Lanao del Sur II	2-38
Table 2-39	Seat-Student in Public Secondary Schools in Lanao del Sur II.....	2-39
Table 2-40	Teacher-Student Ratio in Public Secondary Schools in Maguindanao.....	2-40
Table 2-41	Classroom-Student Ratio in Public Secondary Schools in Maguindanao	2-41
Table 2-42	Seat-Student Ratio in Public Secondary Schools in Maguindanao.....	2-42
Table 2-43	Teacher-Student Ratio in Public Secondary Schools in Marawi City	2-44
Table 2-44	Classroom-Student Ratio in Public Secondary Schools in Marawi City.....	2-44
Table 2-45	Seat-Student Ratio in Public Secondary Schools in Marawi City.....	2-45
Table 2-46	Teacher-Student Ratio in Public Secondary Schools in Sulu.....	2-45
Table 2-47	Classroom-Student Ratio in Public Secondary Schools in Sulu	2-46
Table 2-48	Seat-Student Ratio in Public Secondary Schools in Sulu.....	2-48
Table 2-49	Teacher-Student Ratio in Public Secondary Schools in Tawi-Tawi	2-49
Table 2-50	Classroom-Student Ratio in Public Secondary Schools in Tawi-Tawi.....	2-50
Table 2-51	Seat-Student Ratio in Public Secondary Schools in Tawi-Tawi.....	2-51
Table 4-1	Budget of DepEd-ARMM – FY2001-2003 (in million pesos).....	4-8

LIST OF FIGURES

Figure 1-1	Selected Indicators, Elementary Public Schools, Lanao Del Sur I Division.....	1-6
Figure 1-2	Selected Indicators, Secondary Public Schools, Lanao Del Sur I Division	1-7
Figure 1-3	Selected Indicators, Elementary Public Schools, Lanao Del Sur II Division ...	1-8
Figure 1-4	Selected Indicators, Secondary Public Schools, Lanao Del Sur II Division.....	1-9
Figure 1-5	Selected Indicators, Elementary Public/Private Schools, Maguindanao Division	1-10
Figure 1-6	Selected Indicators, Secondary Public Schools, Maguindanao Division.....	1-11
Figure 1-7	Selected Indicators, Elementary Public Schools, Marawi Division.....	1-12
Figure 1-8	Selected Indicators, Secondary Public Schools, Marawi Division	1-13
Figure 1-9	Selected Indicators, Elementary Public Schools, Basilan Division	1-14
Figure 1-10	Selected Indicators, Secondary Public Schools, Basilan Division.....	1-15
Figure 1-11	Selected Indicators, Elementary Public Schools, Sulu Division	1-16
Figure 1-12	Selected Indicators, Secondary Public Schools, Sulu Division.....	1-17
Figure 1-13	Selected Indicators, Elementary Public Schools, Tawi-Tawi Division	1-18
Figure 1-14	Selected Indicators, Secondary Public Schools, Tawi-Tawi Division	1-19
Figure 4-1	Organizational Chart of DepEd-ARMM	4-3
Figure 4-2	Procedure for Processing of Teacher's Appointments	4-4

LIST OF APPENDICES

Appendix A	Enrollment by Grade Level and by Division (1998-2003)
Appendix B	Education Curriculum (2002)
Appendix C	Organization Charts
Appendix D	Situation Analysis of Selected Public Schools
Appendix E	Class Schedule of Selected Public Schools (SY 2002-2003)
Appendix F	Data on Private Madrasahs in Sulu
Appendix G	Education Indicators in ARMM Schools (SY 2002-2003)
Appendix H	Selected Photographs of Existing Schools in ARMM

LIST OF ABBREVIATIONS AND ACRONYMS

ADB	Asian Development Bank
ARMM	Autonomous Region in Muslim Mindanao
ASDS	Assistant Schools Division Superintendent
AusAid	Australian Aid
BEAM	Basic Education for Mindanao
BEC	Basic Education Curriculum
BEIS	Basic Education Information System
BME	Bureau of Madaris Education
BSE	Bachelor of Science in Education
BSEE	Bachelor of Science in Elementary Education
CEP	Continuing Education Program
CFM	Child-Friendly Movement
CFSS	Child-Friendly School System
CNT	Citizen's Naval Training
DBM	Department of Budget Management
DepEd	Department of Education
DSWD	Department of Social Welfare and Development
ENR	Enrollement (No. of Students)
EPP	Edukasyong Pantahanan at Pangkabuhayan
ESC	Education Service Contracting
FAPE	Fund for Assistance for Private Education
FELP	Functional Education Literacy Program
FGD	Focus Group Discussion
GASTPE	Government Assistance to Private Education
GEM	Growth with Equity in Mindanao
GTZ	German Technical Cooperation
HKS	Heograpiya, Kasaysayan, at Sibika
INSET	In-Service Training
IQRA	International Educational Foundation
IRA	Internal Revenue Allotment
JBIC	Japan Bank for International Cooperation
LET	Licensure Examination for Teachers
LGU	Local Government Unit
LOI	Letter of Instruction
LSDS	Literacy Service Delivery System

MBEDP	Mindanao Basic Education Development Project
MIS	Management Information System
MNHS	Memorial National High School
MNLF	Moro National Liberation Front
MOOE	Maintenance, Operating and Other Expenses
MSEP	Musika, Sining, Edukasyon sa Pagpalakas ng Katawan
MSEPP	Musika, Sining, Edukasyon Pantahanan at Pangkabuhayan
MSU	Mindanao State University
MUFTI	Muslim Upliftment of Tawi-tawi, Inc.
MUST	Mindanao Up-grading of Science Teachers
NETRC	National Education Testing and Research Center
NFE	Non-Formal Education
NGO	Non-Government Organization
NHS	National High School
NS	Number of Schools
OIC	Organization of Islamic Countries
OPS	Office of Planning Services
OSY	Out-of-School Youth
PBSP	Philippine Business for Social Progress
PD	Presidential Decree
PEHM	Physical Education, Health and Music
PTA	Parents-Teachers Association
PTCA	Parents-Teachers-Community Association
RISE	Rescue Initiative in Science Education
RO	Regional Office
SBTP	School-Based Training Program
SCR	Student-Classroom Ratio
SEF	Special Education Fund
SK	Sibika at Kultura
SPDA	Southern Philippines Development Authority
SSR	Student-Seat Ratio
STR	Student-Teacher Ratio
SY	School Year
TAF	Textbook Assistance Fund
TESDA	Technical Education and Skills Development Authority
THE	Technology and Home Economics
UNDP	United Nations Development Program
UNICEF	United Nations Children Economic Fund
WB	World Bank

FOREWORD

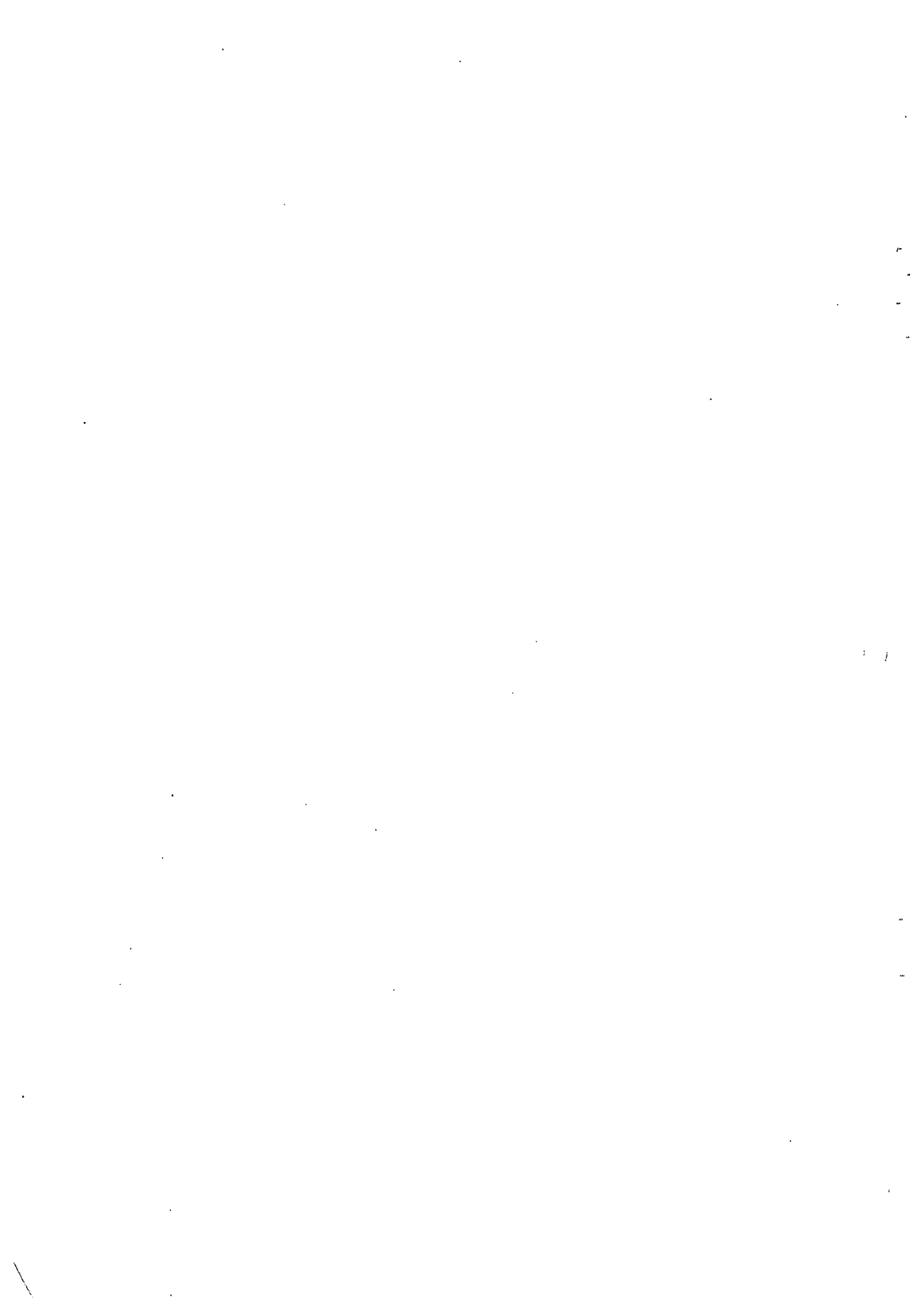
The “Comprehensive Basic Survey of the Autonomous Region In Muslim Mindanao (ARMM)” in the Republic of the Philippines, hereinafter referred to as the “Survey”, was funded by the Japan International Cooperation Agency (JICA) of the Government of Japan. The Survey had commenced on August 4, 2003 and was for three (3) month duration. The sectors included in the Survey were:

- (1) Agriculture and Fisheries
- (2) Health and Medical Care
- (3) Education
- (4) Basic Infrastructure
- (5) Governance
- (6) Water Supply and Sanitation

All the information/data used in the survey was generated during the aforementioned survey period with the objective of gathering as much as possible the latest statistics available to provide an up-to-date picture of the current situation in the ARMM. What is therefore provided in these reports are the latest available data, though in some cases these already seemed outdated.

The difference between time period (year) reflected by the statistics and the period (year) of the conduct of this Survey shows the inadequacy in the availability of updated information. In instances wherein the desired information/data were not available, the Survey had to generate the necessary information itself through field surveys.

EXECUTIVE SUMMARY



THE CONDITIONS OF BASIC EDUCATION

In the Autonomous Region in Muslim Mindanao (ARMM) most school age children avail of public (government) elementary and secondary schools. A very small proportion enroll, in private schools, which include sectarian, non-sectarian, and madrasah.

The conditions of basic education in the Autonomous Region in Muslim Mindanao are characterized by the following:

- ◆ Insufficient provision of schools both public and private including Madrasah;
- ◆ Inequality of provisions between divisions, between districts, and between schools;
- ◆ Inaccessibility of elementary and secondary schools to a number of communities because of the absence of school or the school is temporarily closed or the school is incomplete;
- ◆ Low survival, low participation, and low attendance of students in both the elementary and secondary schools;
- ◆ Difficulty of implementing a uniform and centrally determined 2002 curriculum because of substandard provision, peace and order situation, and the presence of diverse socio-cultural groups;
- ◆ Substandard performance in National Achievement Tests and more students needing remedial classes;
- ◆ Lack and uneven distribution of teachers in divisions, districts, and schools;
- ◆ Lack of Classrooms and the needed facilities inside the classrooms;
- ◆ Lack of textbooks and other teaching materials not only in quantity but in subject matter such that teachers are forced to use old books suited for old curriculum in the absence of new and appropriate books;
- ◆ Lack of desks, chairs and blackboards;
- ◆ Lack of maintenance fund and personnel;

- ◆ Lack of support facilities (laboratories, library, assembly halls, sports field/activity);
- ◆ Inappropriate land titles or land not properly titled in the name of the school or DepEd;
- ◆ Small school sites which poses problem in allocating activity spaces for children;
- ◆ Unplanned school site development or uncontrolled growth which resulted to various site-related problems such as difficulty in the management of large school sites where facilities are scattered, problem in the maintenance of school sites, frequent breakdown of utilities due to long supply spans from source to service points, sanitation and health problems for small and cramped schools sites, and extra cost brought about by long utility lines due to losses or leakages;
- ◆ Inappropriate building design which include the low incline of roofing that induces the building to accumulate heat making it uncomfortable for teaching-learning situation, buildings are erected on flood prone areas without constructing flood mitigating options, difficulty in maintenance, poor allocation of spaces, poor lighting and ventilation, and the design and construction of the buildings are below standards as per sanitation and other building code requirements and in terms of durability;
- ◆ Poor utility services such as drainage, electrical supply to classrooms, water supply to toilets, canteens and laboratories and communication lines are sometimes not constructed due to high cost caused by long and indeterminate lines;
- ◆ Highly centralized and inefficient management;
- ◆ Unfulfilled autonomy such that there is little or no support in building capacity, effectiveness, and authority of the autonomous DepEd -ARMM;
- ◆ Partial turned-over of the Divisions of Basilan and Marawi City to DepEd-ARMM;
- ◆ Insufficient financial allocation for maintenance and operation such that per pupil MOOE is very low;
- ◆ Highly centralized and top-down management of funds, allocation of resources, budgeting and planning;

- ◆ Insufficient and inconsistent information for efficient and effective decision-making.

Another important characteristics of basic education in ARMM is the presence of private madrasah in many of its barangays and communities. In the spirit of delivering provisions contained in the Organic Law, the Dep-Ed ARMM is pursuing a four-pronged program in dealing with Madaris Education. Some of these programs are already at the early stages of implementation and some are still on the initial planning and preparation stages. The components of Madrasah Education in ARMM are:

- ◆ Teaching of Arabic Language and Islamic Values in Public Elementary and Secondary Schools;
- ◆ Support and standardization of curriculum for Private Madaris;
- ◆ Establishment of Integrated Pilot Madrasah; and
- ◆ Development of textbooks and teaching materials for Madaris.

In the first two years of implementing the teaching of Arabic Language and Islamic Values in public schools, the following problems emerged:

- ◆ The addition of Arabic Language and Islamic Values has made the elementary and secondary curriculum heavy with an additional 150 minutes per week for Arabic Language and another 150 minutes per week for Islamic Values;
- ◆ The tri-lingualism in basic education curriculum in ARMM, that is, English, Filipino, and Arabic;
- ◆ The required number of Arabic Language teachers is substantial which DepEd cannot afford and cannot supply;
- ◆ The lack of funding to support the program;
- ◆ The difficulty of finding qualified Arabic teachers was a serious problem; and
- ◆ The lack of appropriate and good Arabic textbooks and teaching materials.

The conditions of private Madaris in ARMM can be summarized into the following:

- ◆ There are 741 private elementary Madaris and 19 private secondary Madaris with an approximate enrollment of 87,977 students;
- ◆ These Madaris are supported by local communities or private individuals usually Ulama or Ustadz trained outside of the Philippine. The communities that support Madaris are usually very poor;
- ◆ The curriculum is as diverse as the background and country of training of the operators and teachers;
- ◆ The basic facilities, equipment, and teaching-learning resources are meager and do not support effective teaching and learning.

DEVELOPMENT OBJECTIVES/STRATEGIES/PROGRAMS-PROJECTS

The development objectives are:

- ◆ To increase current enrolment and participation in schooling in all areas of ARMM;
- ◆ To increase access by adding schools to communities without schools or opening schools that were temporarily closed or by completing more incomplete schools;
- ◆ To improve the teaching of key areas such as Science, Math, English, and Filipino;
- ◆ To upgrade the level of inputs of teachers, classrooms, facilities, textbooks, and equipments;
- ◆ To introduce the use of computers and computer assisted instruction;
- ◆ To decentralize management by empowering School Division Superintendents and School heads;
- ◆ To improve teaching-learning through teacher development programs;
- ◆ To develop system of tapping local resources to augment facility shortfalls;

- ◆ To decentralize some facility production and supply so as to lessen delays in reaching far flung areas;
- ◆ To orient upgrading of facilities related to local culture and environmental conditions.

The major needs for the development of the private madaris are:

- ◆ The need to get accurate and reliable data as to the actual number of private madaris currently operating in ARMM and their conditions, needs, whereabouts, and characteristics;
- ◆ Sustained financial support;
- ◆ Full implementation of the Organic Act relative to Madaris Education;
- ◆ Standardizing the madaris in terms of curriculum content and quality of instruction;
- ◆ Curriculum and materials development within the curriculum guidelines set by the government for recognition;
- ◆ A government standard or guidelines for recognition and standardized incentives or benefits for those who are recognized by DepEd.;
- ◆ Pre and in-service programs for Madrasah teachers, administrators/operators and managers;
- ◆ Development of effective organizations beyond the individual school level to support the individual schools with material and professional resources and programs;
- ◆ Establishment of effective means to foster cooperation between the madaris and related organizations and officials of DepEd;
- ◆ Development of textbooks and teaching materials;

The possible strategies to pursue are the following:

- ◆ To institute an annual inventory of all school buildings, facilities, textbooks and equipment so as to easily notice shortfalls;

- ◆ To institute time frame for changes in curriculum so that proper instructional materials, equipment and furniture can be distributed on time for class opening in June of the scheduled school year;
- ◆ To prioritize rural and far flung areas in providing basic provisions since urban areas can be easily reached and these basic items can be easily distributed, bought or solicited;
- ◆ To consolidate all school sites and properties by having it properly titled;
- ◆ To provide maintenance staff team for facilities at least at the district level that would make rounds of all the units under the jurisdiction;
- ◆ To tap local business, labor, NGOs and authorities in helping the school in some of its needs; and
- ◆ To consult with design and construction experts in the development of educational facilities for a more efficient service delivery system.

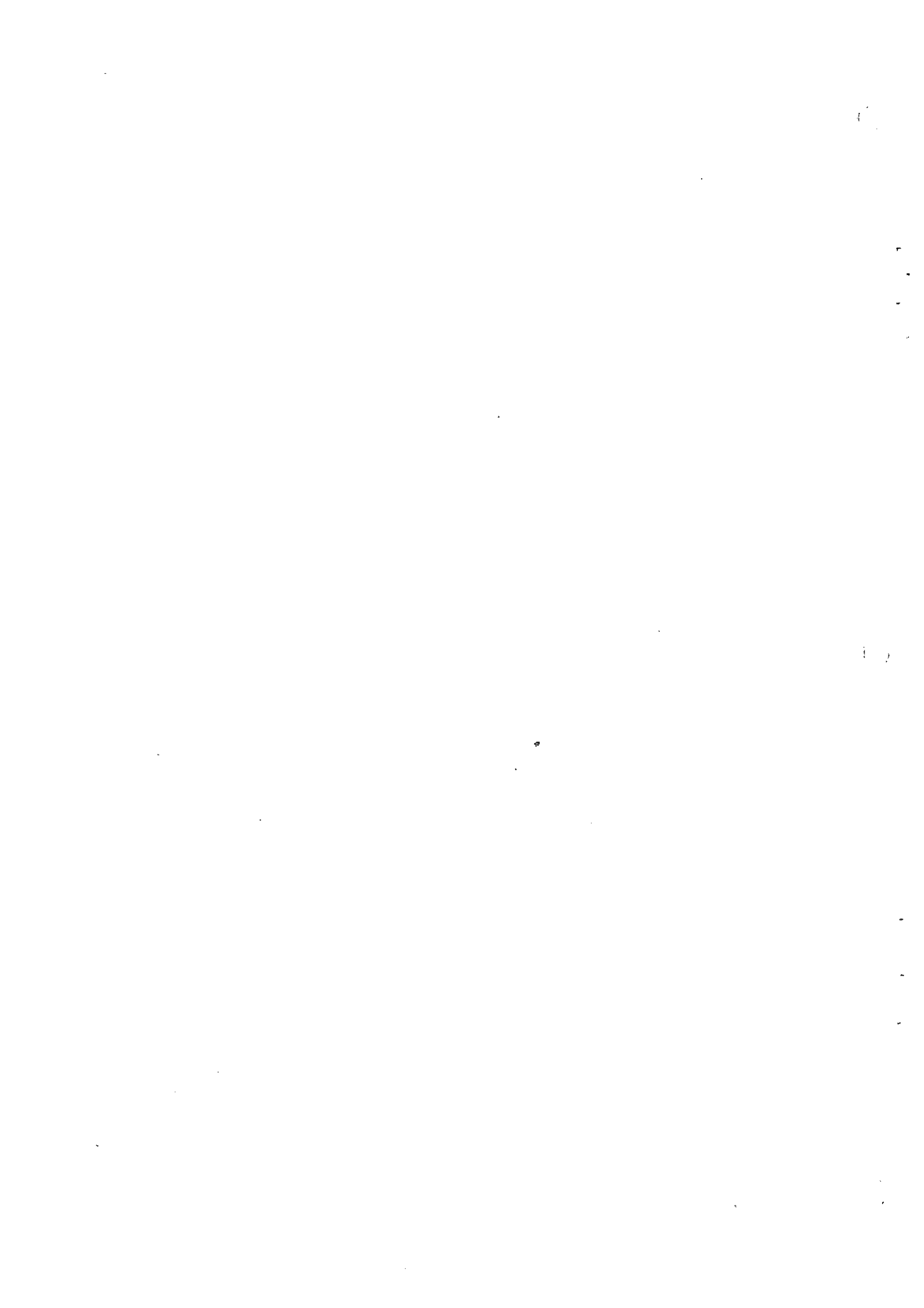
The suggested projects are:

- ◆ To push for educational programs focused on improving access, better facilities, quality programs, and better management and financing;
- ◆ Education programs providing schools to communities without them, opening temporarily closed schools, and completing incomplete schools;
- ◆ To have a land use plan for all large school campuses for administrative efficiency and cost saving measures;
- ◆ To allocate spaces in large campuses for growing fast growing wood tree species as source of lumber for desk manufacturing;
- ◆ To have books printed in regional centers to reduce delays in deliveries to rural areas but priced as bid in the national level;
- ◆ To institute desktop publishing in regional offices for manuals i.e. risograph or mimeographing;

- ◆ To train students in vocational skills that can help in the upgrading and improvement of school facilities;
- ◆ To create, draft and publish manuals for school and facilities design adapted to local conditions, energy efficiency and cost saving measures; and
- ◆ to publish maintenance guidebook for school sites and buildings



CHAPTER 1
INTRODUCTION



1. INTRODUCTION

Basic education sector in the Autonomous Region in Muslim Mindanao (ARMM) has always been inadequately supported despite concerted efforts of various sectors to push for educational reforms and improvements.

The Department of Education in ARMM together with the seven Divisions are one in pursuing a vision of accessible, responsive, well organized, quality, morally and spiritually relevant, socially meaningful educational system that is responsive to the needs, ideals and aspirations of the people in Muslim Mindanao. They believed that this vision can be realized within the confines of public education which include the compulsory teaching of Arabic to Muslim students and the control, regulation, and supervision of all educational institutions including private madaris.

This Education Sector Report covered the basic education in ARMM with the primary object of examining, analyzing, identifying, and presenting the current conditions, issues, and constraints of basic education in the region. Specifically, the study focused on the following:

1. Examining the conditions, quality and gaps in provisions of public, private, and madrasah schools including status and backlog of schools, classrooms, teachers, support personnel, equipments, textbooks and teaching materials, desks, and facilities and services;
2. Analyzing the quality of basic education in relation to content and curriculum, performance of pupils and teachers, qualification of teachers and support personnel;
3. Examining the administration and management of basic education including policies and regulations, management capability, organizational structures, and financing;
4. Analyzing the current conditions and problems of the madaris education in public schools and in private madaris;
5. Identification of problems, issues, and gaps of basic education in ARMM;
6. Identification of possible areas of cooperation and/or recommendations.

In accomplishing these tasks, various techniques were utilized to generate the necessary information. These include:

1. Consultation with various stakeholders in education;
2. Collection of school data and statistics in planning offices of DepEd ARMM and in seven school divisions;
3. Collection of related secondary data from various ARMM government and Regional Offices;
4. In-depth/key informant interviews of Assistant Regional Secretary, Bureau Directors of Elementary and Secondary Schools, Madaris Education Supervisor, Division Superintendents, Asst. Division Superintendents, School Principals, Planning Officers, Madrasah Coordinators, Supply Officers, District Supervisors, Parents, Teachers, and Community Association's (PTCA) President, and school teachers;
5. Focus Group Discussions (FGDs) of School Principals, and District Supervisors;
6. School visits and observation.

1.1 Provision of Basic Education

1.1.1 Presence/Absence of Schools

Public (government) schools are probably the only schools available for most children in the Autonomous Region in Muslim Mindanao (ARMM). Approximately 98% of elementary level pupils are enrolled in the public elementary schools while only 2% are enrolled in private elementary schools (non-government, sectarian, non-sectarian, and madrasah). At the secondary level, about 82% of students are enrolled in public secondary schools, while 18% are enrolled in private schools. The Madrasah schools provide a broad basic education. These Madrasah provide education in Islamic values and culture and the Arabic Language and many also extend additional programs for children enrolled in public schools. Approximately, 15% of children in the ARMM attend the private elementary Madaris and 2% attend the private secondary Madaris. Majority of these students are, at the same time, also enrolled in public schools.

In the Department of Education (DepEd) Schools Divisions, except for Marawi City, almost 100% of elementary pupils are enrolled in public schools (see Table 1-1). This is true for Lanao del Sur I (99.8%), Maguindanao (99.5%), Sulu (98.7%), Basilan (99.5%), Lanao del Sur II (99.5%) and Tawi-Tawi (98.7%). In the Marawi City Schools Division, 87.5% of elementary pupils are enrolled in public schools while 12.5% are enrolled in private schools. Detailed data on elementary and secondary school enrolment from SY 1998-1999 to SY 2002-2003 are presented in Appendix A1 - A4.

Some of these children are also enrolled in Madrasah. In Basilan, 31% of elementary children are also enrolled in private Madaris; in Lanao de Sur I, 14.5%; in Lanao del Sur II, 19.2%; in Maguindanao, 9.0%; in Marawi City, 4.4% and in Tawi-Tawi, 2.6%. Most of these private Madaris operates on weekend (Friday and Saturday) and offers Arabic Language and Islamic Values as additional education for Muslim students who attend the public schools during regular schooldays.

Table 1-1 Number of Schools District and Elementary Schools and Enrollment in Public and Private Elementary Schools and Private Elementary Madaris, SY 2002-2003

Schools Division	Number of Schools District	Public Elementary Schools		Private Elementary Schools		Private Elementary Madaris *	
		Number	Enrollment (Gr. 1-6)	Number	Enrollment (Gr. 1-6)	Number	Enrollment
Maguindanao	28	447	128,533	6	709	189	12,804
Lanao del Sur 1	31	306	117,099	1	229	160	19,895
Lanao del Sur 2	29	440	80,735	5	366	168	19,298
Basilan	14	231	43,598	1	176	137	20,108
Sulu	19	388	81,563	4	1,058	**69	***11,703
Tawi-Tawi	17	202	48,681	1	656	18	1,326
Marawi City	5	58	36,081	19	5,131	**10	** 1,894
Total - ARMM	143	2,072	536,290	37	8,325	751	87,028

Source: Department of Education-ARMM Division Data Bulletin, SY2002-2003

* Bureau of Madaris, Department of Education-ARMM, SY 2001-2002

** Mindanao Basic Education Development Project Sector Review, March 1998

***A report submitted by the Madrasah Coordinator

In secondary schools, 85% of high school students in Basilan are enrolled in public secondary schools, while 15% are enrolled in private schools (see Table 1-2). In Lanao del Sur Schools Division I, 98.8% are enrolled in public secondary schools; 94% in Lanao del Sur Schools

Division II; 74.6% in Maguindanao, 31%; in Marawi City, 82.3% in Sulu; and 72.4% in Tawi-Tawi.

In Basilan, 2% of high school students are enrolled in private secondary Madrasah. This is 2% in Lanao del Sur I, 1% in Lanao del Sur II, 3.6% in Maguindanao, 3.7% in Sulu, and none in Marawi City and Tawi-Tawi.

Table 1-2 Number of Schools District and Secondary Schools and Enrollment in Public and Private Secondary Schools and Private Secondary Madaris, SY 2002-2003

Schools Division	Number of Districts	Public Schools		Private Schools		Private Secondary Madaris *	
		Number	Enrollment (1 st - 4 th)	Number	Enrollment (1 st - 4 th)	Number	Enrollment
Maguindanao	28	30	19,547	13	6,636	7	994
Lanao del Sur 1	31	22	30,854	1	360	5	762
Lanao del Sur 2	29	20	22,002	4	1,387	2	236
Basilan	14	22	8,719	4	1,561	2	246
Sulu	19	21	12,871	5	2,775	3	605
Tawi-Tawi	17	23	5,702	4	977	-	-
Marawi City	5	2	4,100	18	9,204	-	-
Total - ARMM	143	140	103,795	49	22,900	19	2,843

Source: Department of Education-ARMM Division Data Bulletin, SY2002-2003

* Bureau of Madaris, Department of Education-ARMM, SY 2001-2002 and Mindanao Basic Education Development Project Sector Review, March 1998

The extent of provision of elementary and secondary public and private schools are presented in Table 1-3. The Schools Division of Marawi City has only 1.3 public elementary schools per 1000 elementary-age children. It is the lowest among the seven divisions in ARMM and quite low if compared to Mindanao and the Philippines. Lanao Sur I has 2.2 government elementary schools per 1000 elementary age children. The highest level of provision with 4.4 government elementary schools per 1000 children is Lanao del Sur II.

Table 1-3 Number of Schools per 1000 School-age Children, SY 2002-2003

Division	Elementary Level			Secondary Level		
	Public	Private	Private Madrasah	Public	Private	Private Madrasah
Maguindanao	3.1	0.04	1.3	1.1	0.50	0.2
Lanao Sur I.	2.2	0.01	1.2	0.7	0.03	0.2
Lanao Sur II	4.4	0.05	1.8	0.8	0.20	0.1
Basilan	3.6	0.02	2.1	2.1	0.40	0.2
Sulu	4.1	0.04	0.7	1.3	0.30	0.2
Tawi-Tawi	4.0	0.02	0.4	3.4	0.60	0.0
Marawi City	1.3	0.40	0.2	0.2	1.40	0.0
Total - ARMM	4.5	0.10	1.2	0.5	0.20	0.1
Mindanao	4.3	0.30	-	0.6	0.40	-
Philippines	3.5	0.40	-	0.6	0.50	-

Source: Department of Education-ARMM Division Data Bulletin, SY2002-2003

In secondary schools both public and private schools showed very low figures with Tawi-Tawi showing the highest at 3.4 public high schools per 1000 high school age children. Next is Basilan with 2.1 and Sulu with 1.3 public schools per 1000 high school age children. In private high school, Marawi City division showed the highest with 1.4 private high schools per 1000 high school age children.

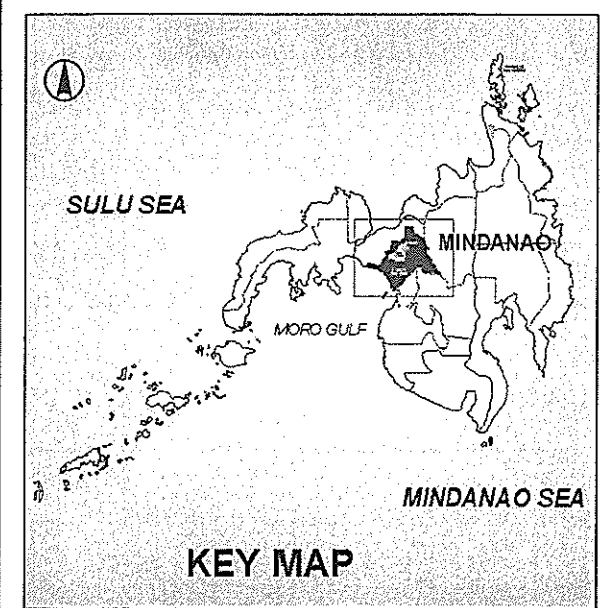
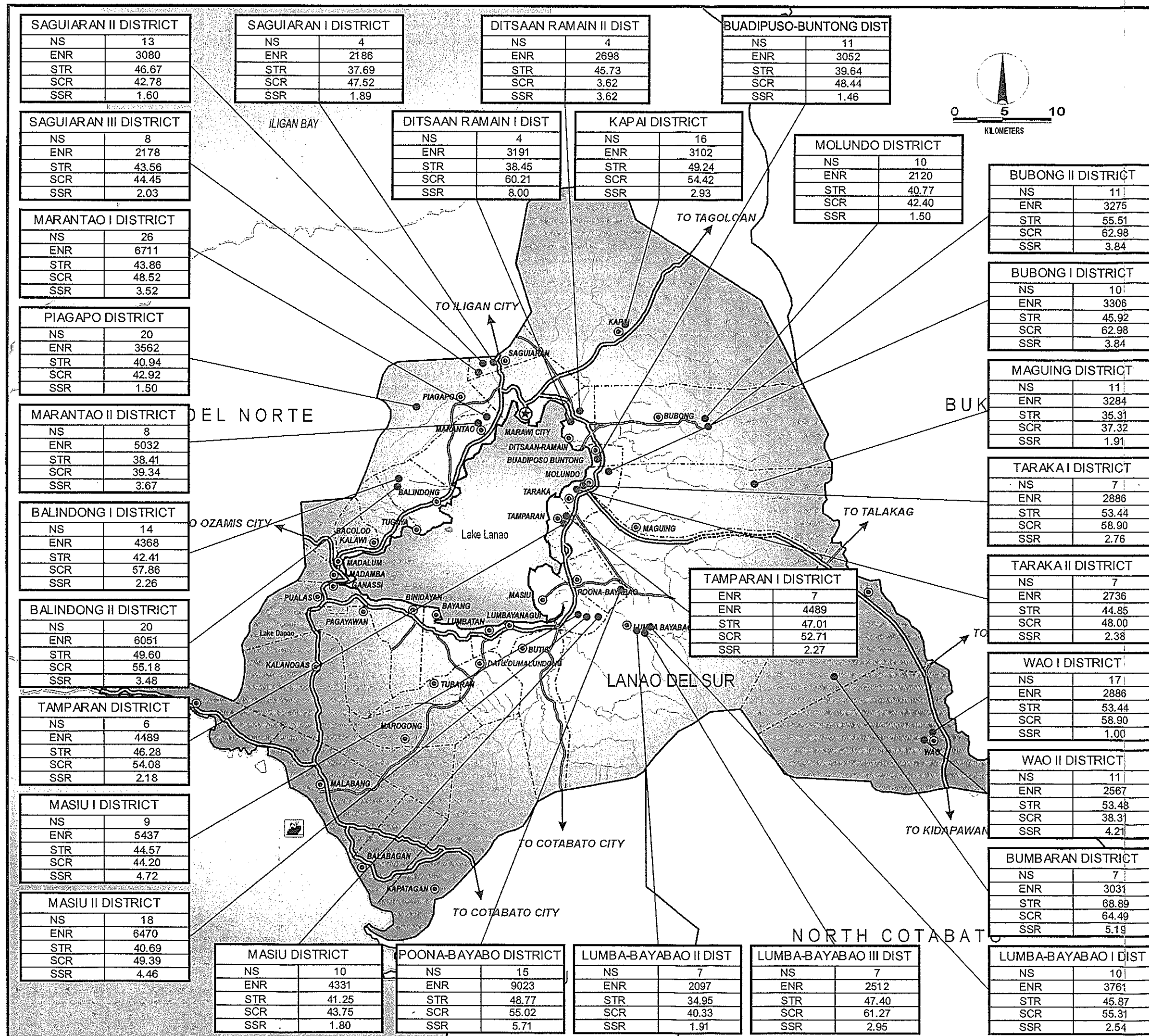
The division maps of schools (see Figures 1-1 to 1-14) illustrate the distribution of these schools and the characteristics of the districts according to enrolment, pupil-teacher ratio, pupil-classroom ratio, and textbook-pupil ratio.

A major characteristic of the provision of basic education is the very high degree of inequality between the seven Schools Divisions in ARMM. These are mostly due to the lack of resources of government to provide more schools and more teachers in some of the Schools Divisions in ARMM and also the inability of the management to distribute these resources properly and equitably.

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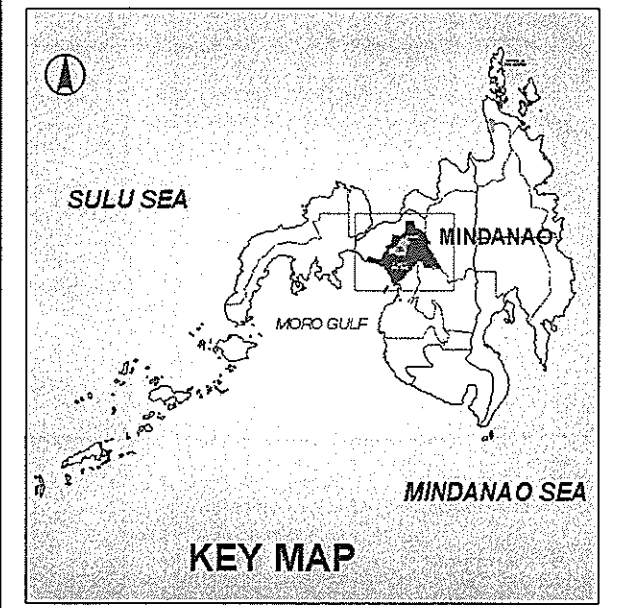
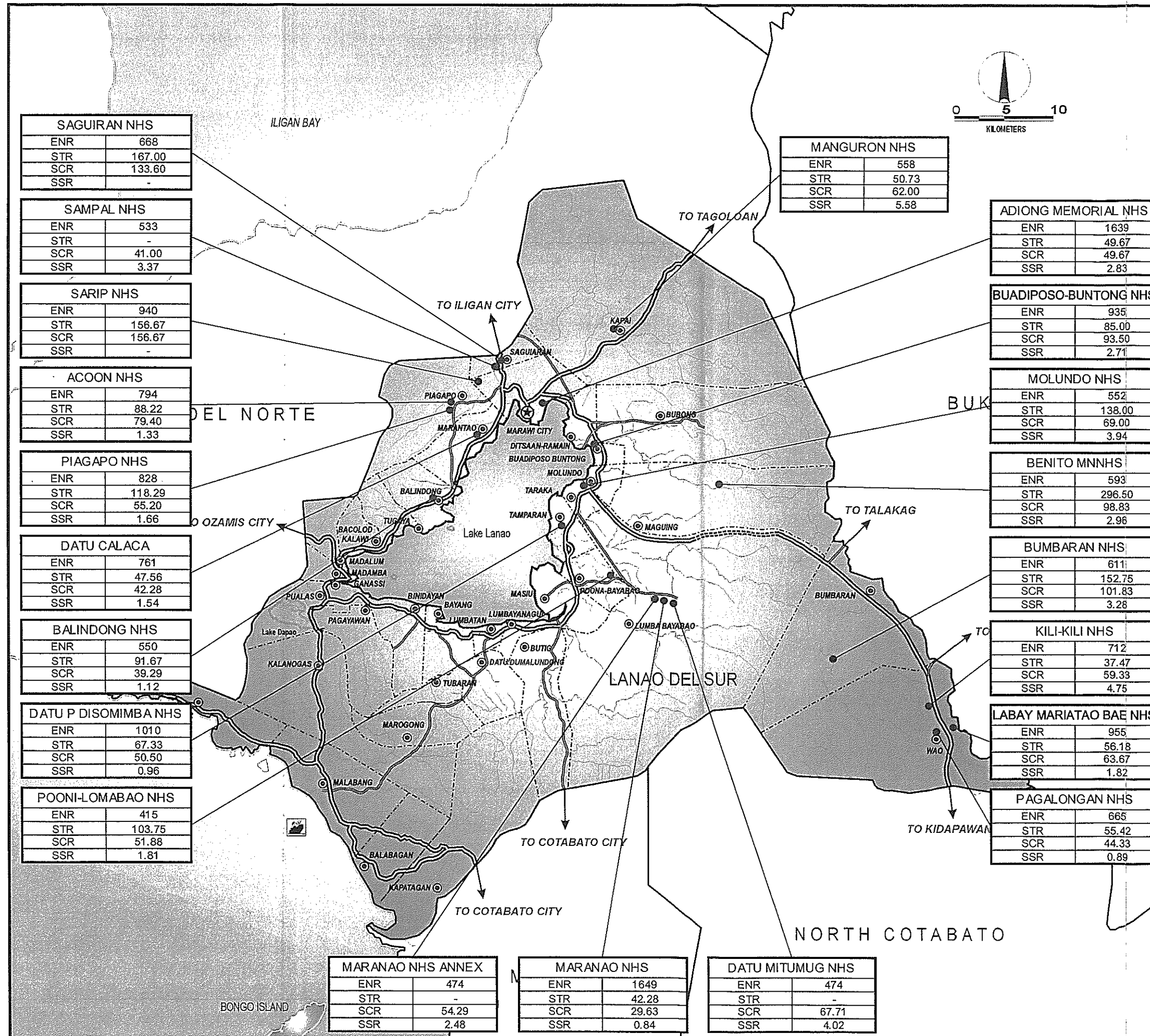


LEGEND:

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- ★ City Center
- Town Center

NS = No. of Schools
 ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

**FIGURE 1-1
 SELECTED INDICATORS
 ELEM. PUBLIC SCHOOLS
 LANA DEL SUR I DIVISION**

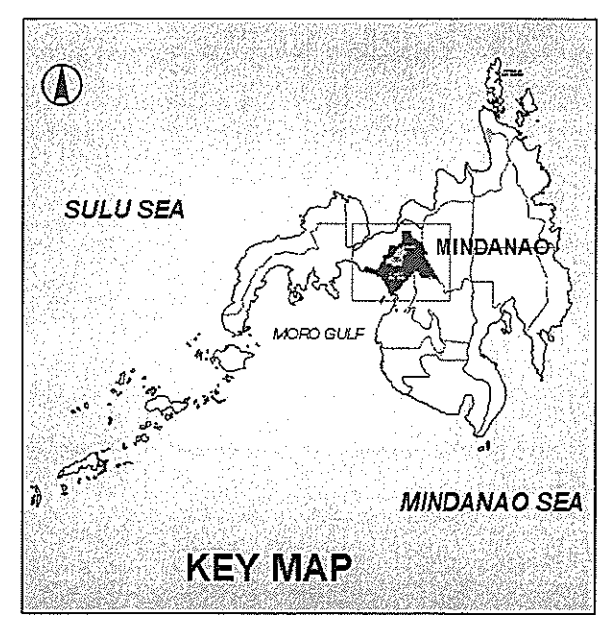


LEGEND :

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- ★ City Center
- Town Center

ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

**FIGURE 1-2
 SELECTED INDICATORS
 SECONDARY PUBLIC SCHOOLS
 LANA DEL SUR I DIVISION**

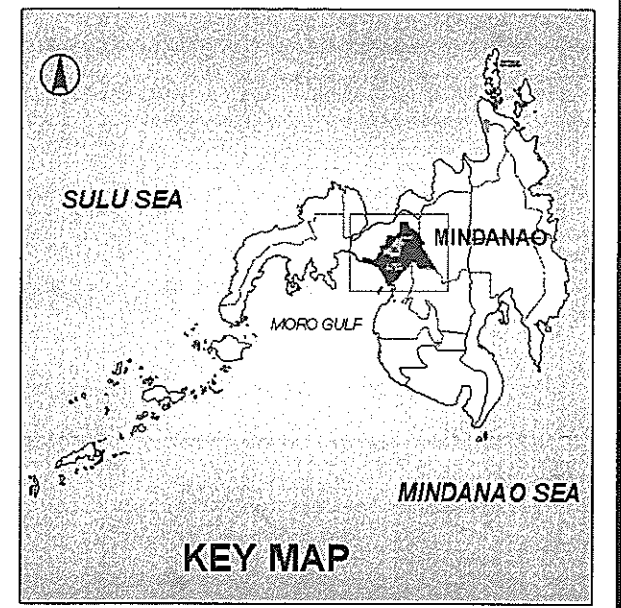
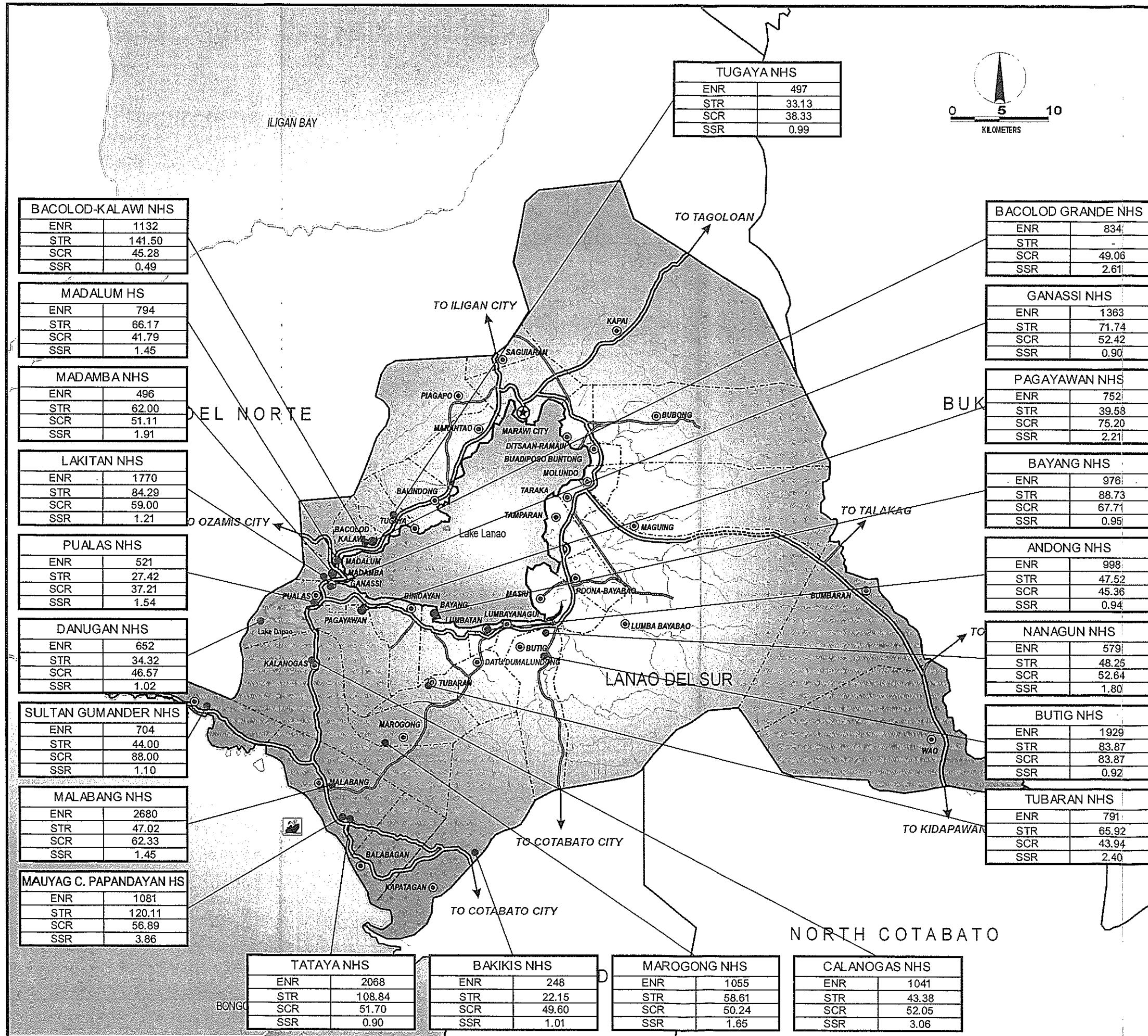


LEGEND:

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- ★ City Center
- Town Center

NS = No. of Schools
 ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

**FIGURE 1-3
 SELECTED INDICATORS
 ELEM. PUBLIC SCHOOLS
 LANA DEL SUR II DIVISION**



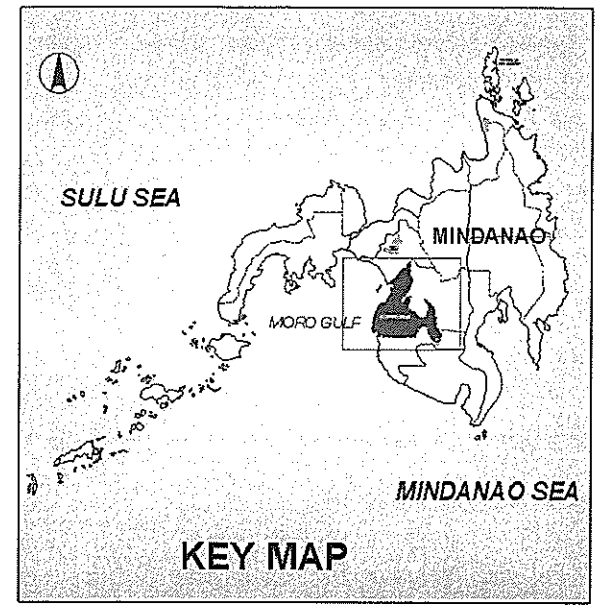
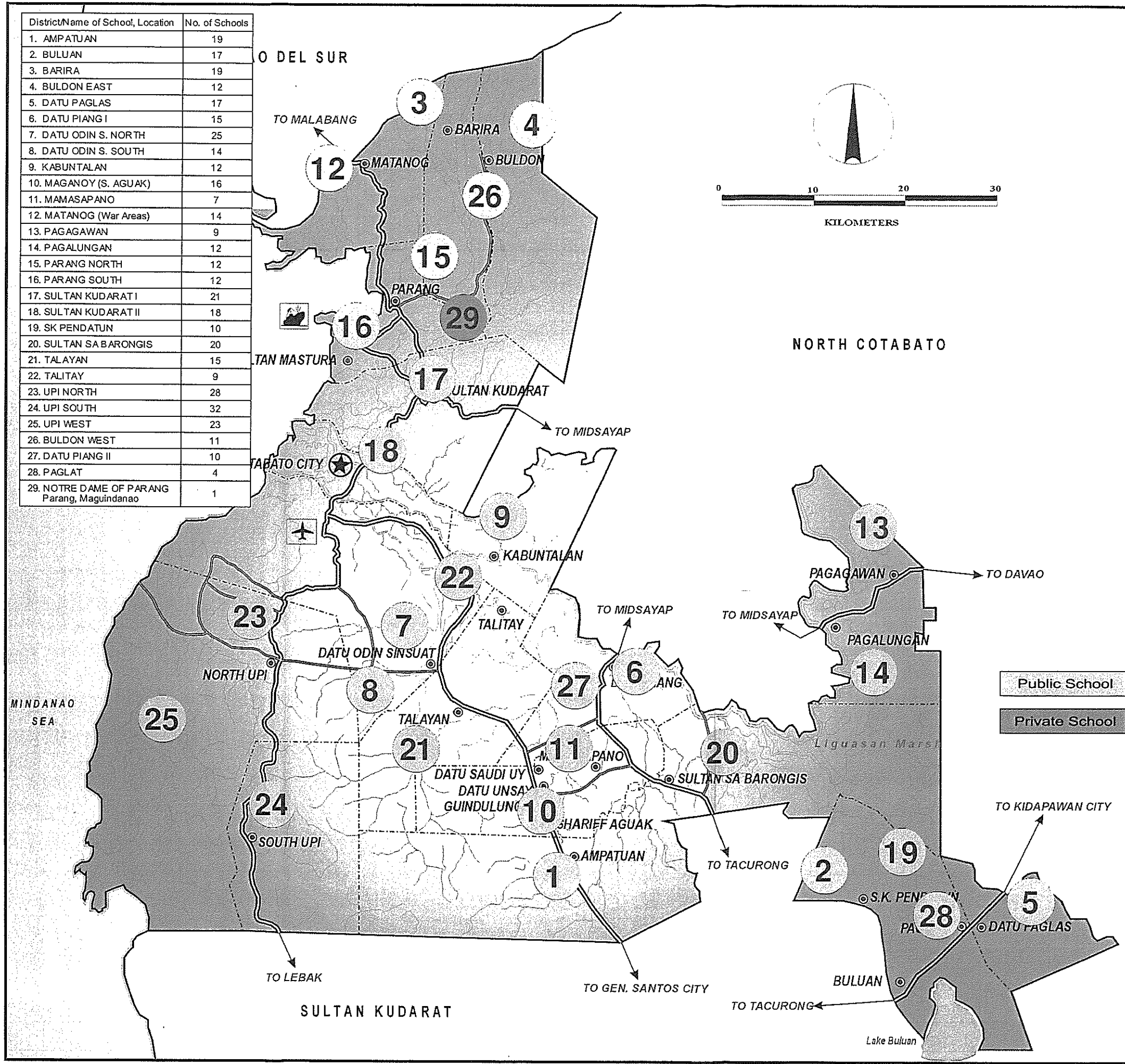
LEGEND:

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- ★ City Center
- Town Center

ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

**FIGURE 1-4
 SELECTED INDICATORS
 SECONDARY PUBLIC SCHOOLS
 LANA O DEL SUR II DIVISION**

District	Name of School, Location	No. of Schools
1.	AMPATUAN	19
2.	BULUAN	17
3.	BARIRA	19
4.	BULDON EAST	12
5.	DATU PAGLAS	17
6.	DATU PIANG I	15
7.	DATU ODIN S. NORTH	25
8.	DATU ODIN S. SOUTH	14
9.	KABUNTALAN	12
10.	MAGANOY (S. AGUAK)	16
11.	MAMASAPANO	7
12.	MATANOG (War Areas)	14
13.	PAGAGAWAN	9
14.	PAGALUNGAN	12
15.	PARANG NORTH	12
16.	PARANG SOUTH	12
17.	SULTAN KUDARAT I	21
18.	SULTAN KUDARAT II	18
19.	SK PENDATUN	10
20.	SULTAN SA BARONGIS	20
21.	TALAYAN	15
22.	TALITAY	9
23.	UPI NORTH	28
24.	UPI SOUTH	32
25.	UPI WEST	23
26.	BULDON WEST	11
27.	DATU PIANG II	10
28.	PAGLAT	4
29.	NOTRE DAME OF PARANG Parang, Maguindanao	1



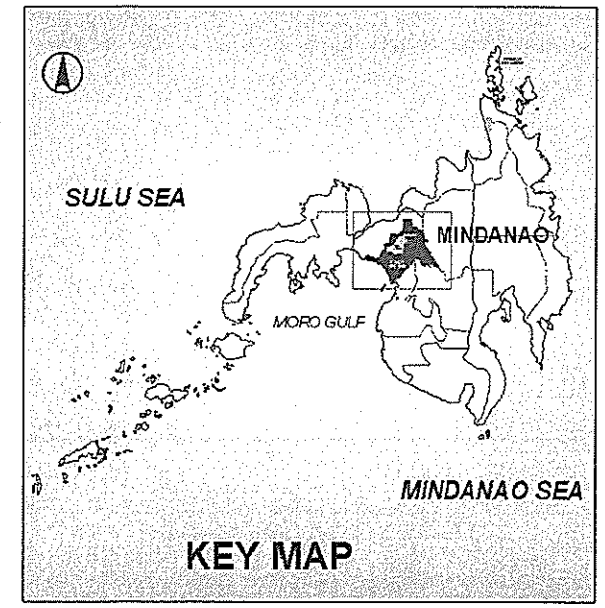
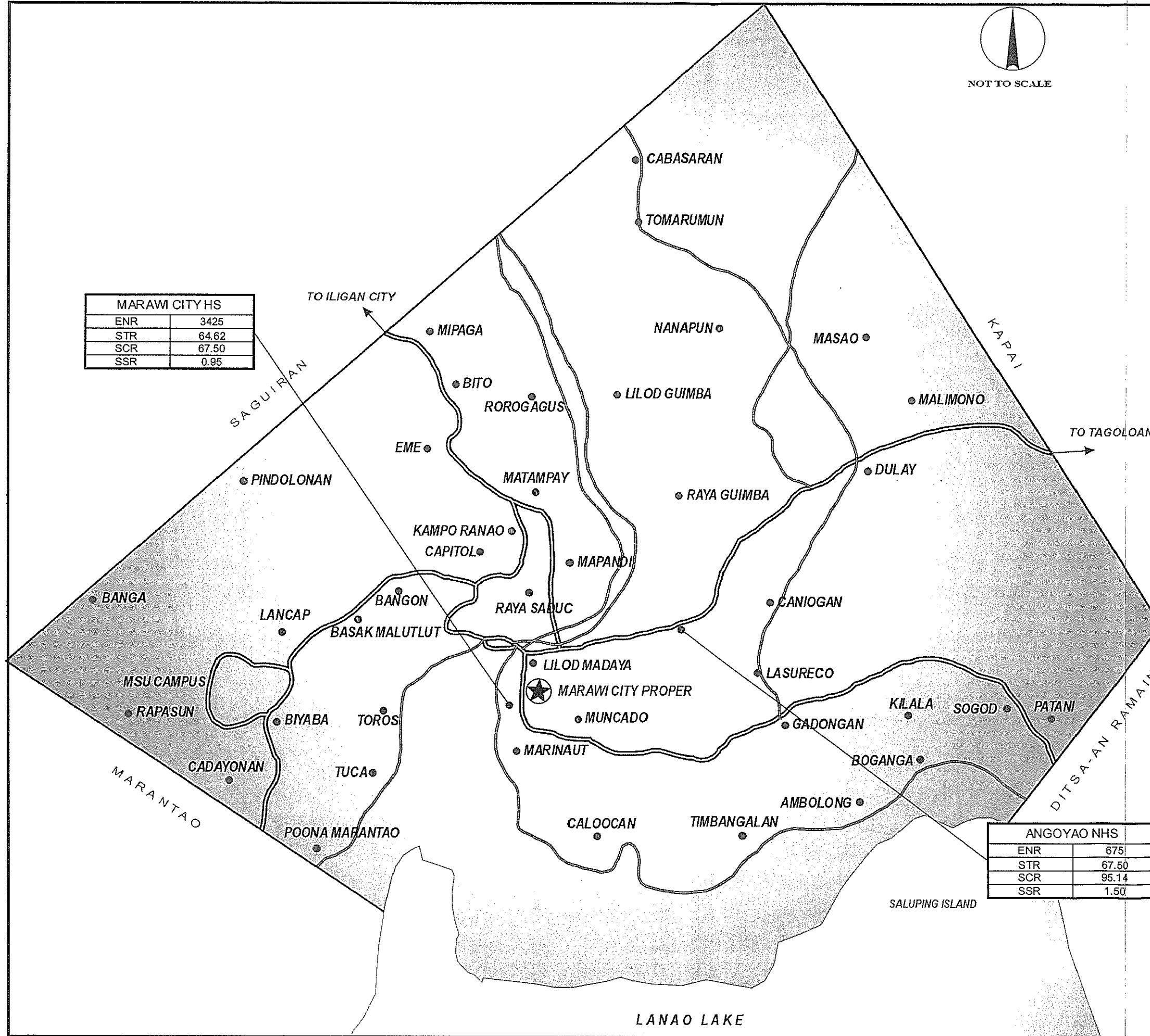
LEGEND:

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- ★ City Center
- Town Center

Public School

Private School

**FIGURE 1-5
SELECTED INDICATORS
ELEM. PUBLIC/PRIVATE SCHOOLS
MAGUINDANAO DIVISION**

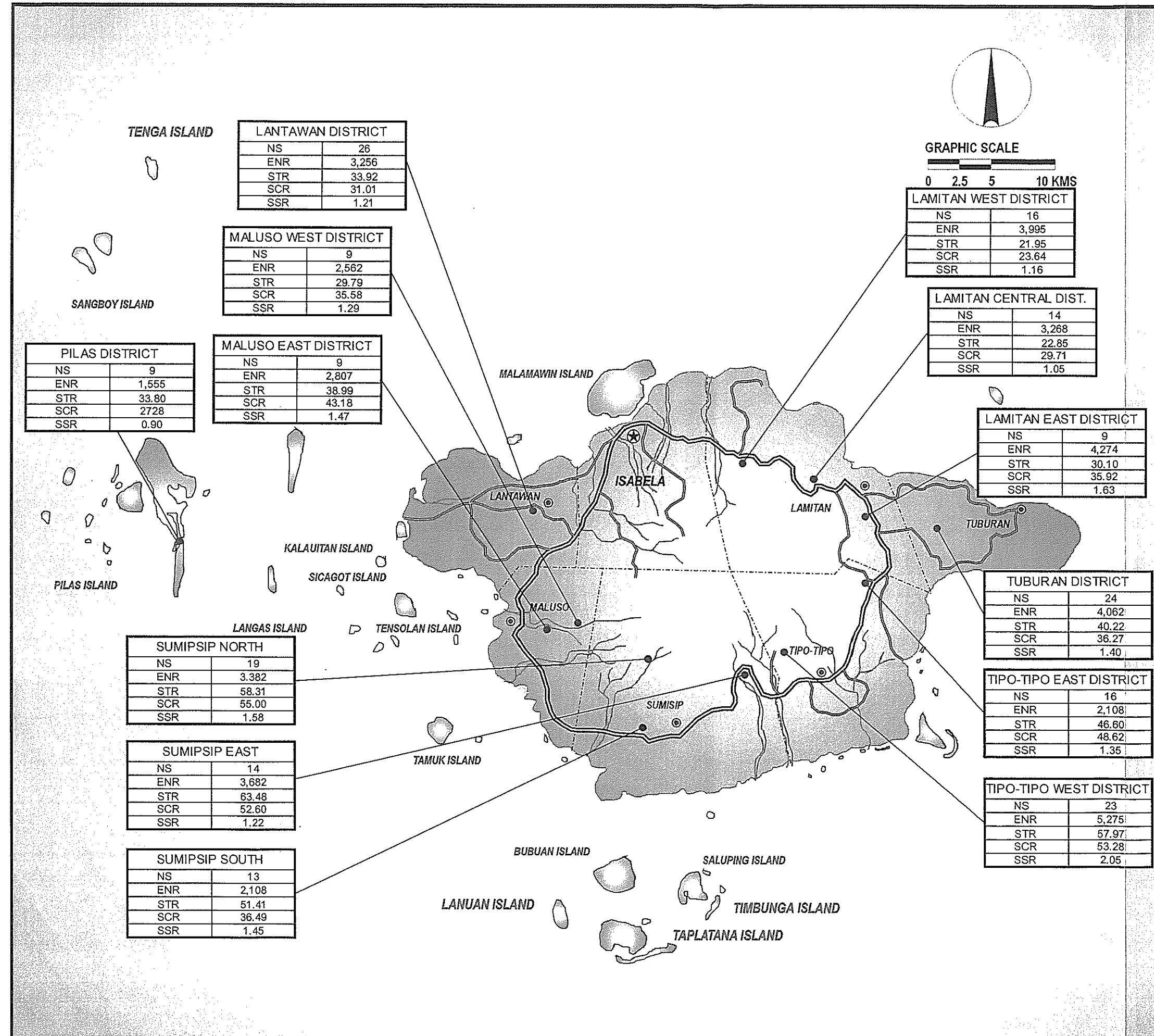


LEGEND:

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- ★ City Center
- Town Center

ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

**FIGURE 1-8
 SELECTED INDICATORS
 SECONDARY PUBLIC SCHOOLS
 MARAWI DIVISION**



LANTAWAN DISTRICT

NS	26
ENR	3,256
STR	33.92
SCR	31.01
SSR	1.21

MALUSO WEST DISTRICT

NS	9
ENR	2,562
STR	29.79
SCR	35.58
SSR	1.29

PILAS DISTRICT

NS	9
ENR	1,555
STR	33.80
SCR	27.28
SSR	0.90

MALUSO EAST DISTRICT

NS	9
ENR	2,807
STR	38.99
SCR	43.18
SSR	1.47

LAMITAN WEST DISTRICT

NS	16
ENR	3,995
STR	21.95
SCR	23.64
SSR	1.16

LAMITAN CENTRAL DIST.

NS	14
ENR	3,268
STR	22.85
SCR	29.71
SSR	1.05

LAMITAN EAST DISTRICT

NS	9
ENR	4,274
STR	30.10
SCR	35.92
SSR	1.63

TUBURAN DISTRICT

NS	24
ENR	4,062
STR	40.22
SCR	36.27
SSR	1.40

TIPO-TIPO EAST DISTRICT

NS	16
ENR	2,108
STR	46.60
SCR	48.62
SSR	1.35

TIPO-TIPO WEST DISTRICT

NS	23
ENR	5,275
STR	57.97
SCR	53.28
SSR	2.05

SUMIPSIP NORTH

NS	19
ENR	3,382
STR	58.31
SCR	55.00
SSR	1.58

SUMIPSIP EAST

NS	14
ENR	3,682
STR	63.48
SCR	52.60
SSR	1.22

SUMIPSIP SOUTH

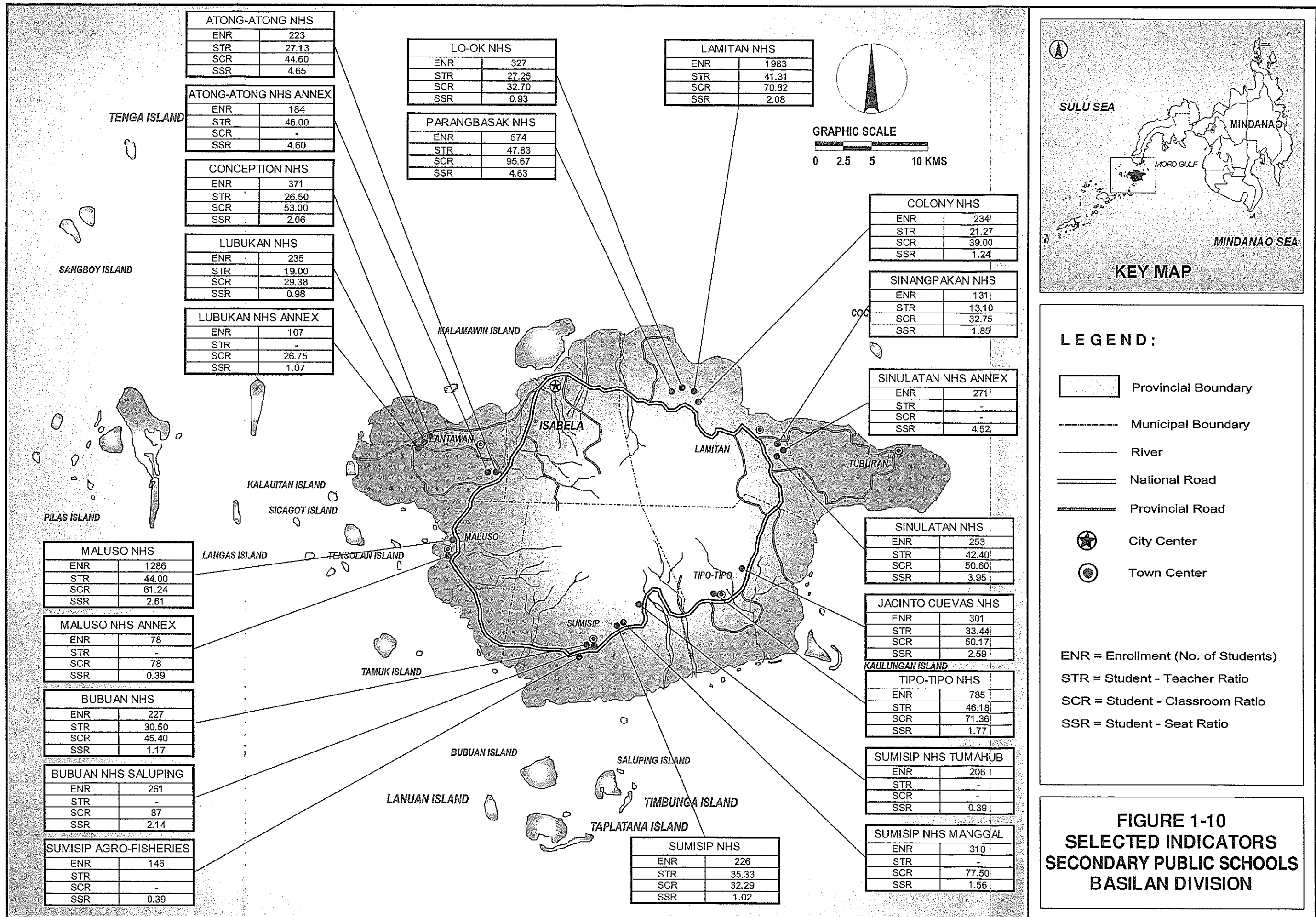
NS	13
ENR	2,108
STR	51.41
SCR	36.49
SSR	1.45

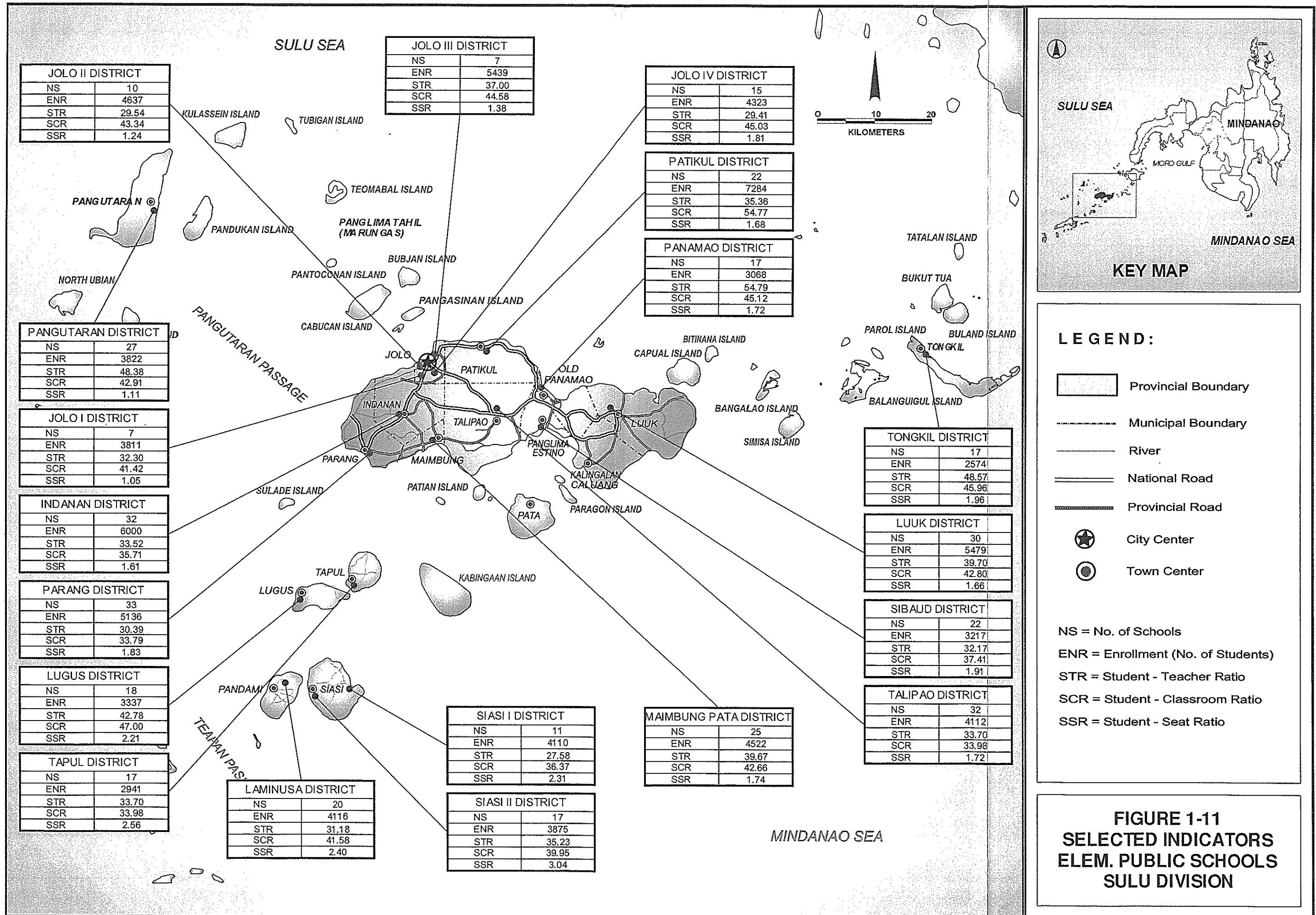
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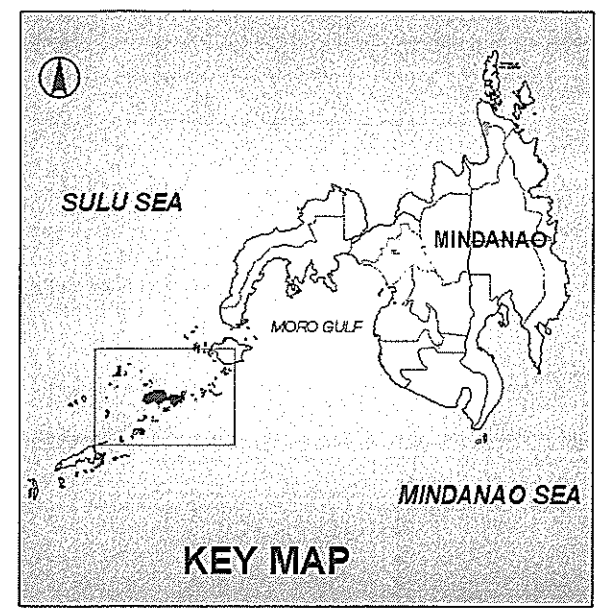
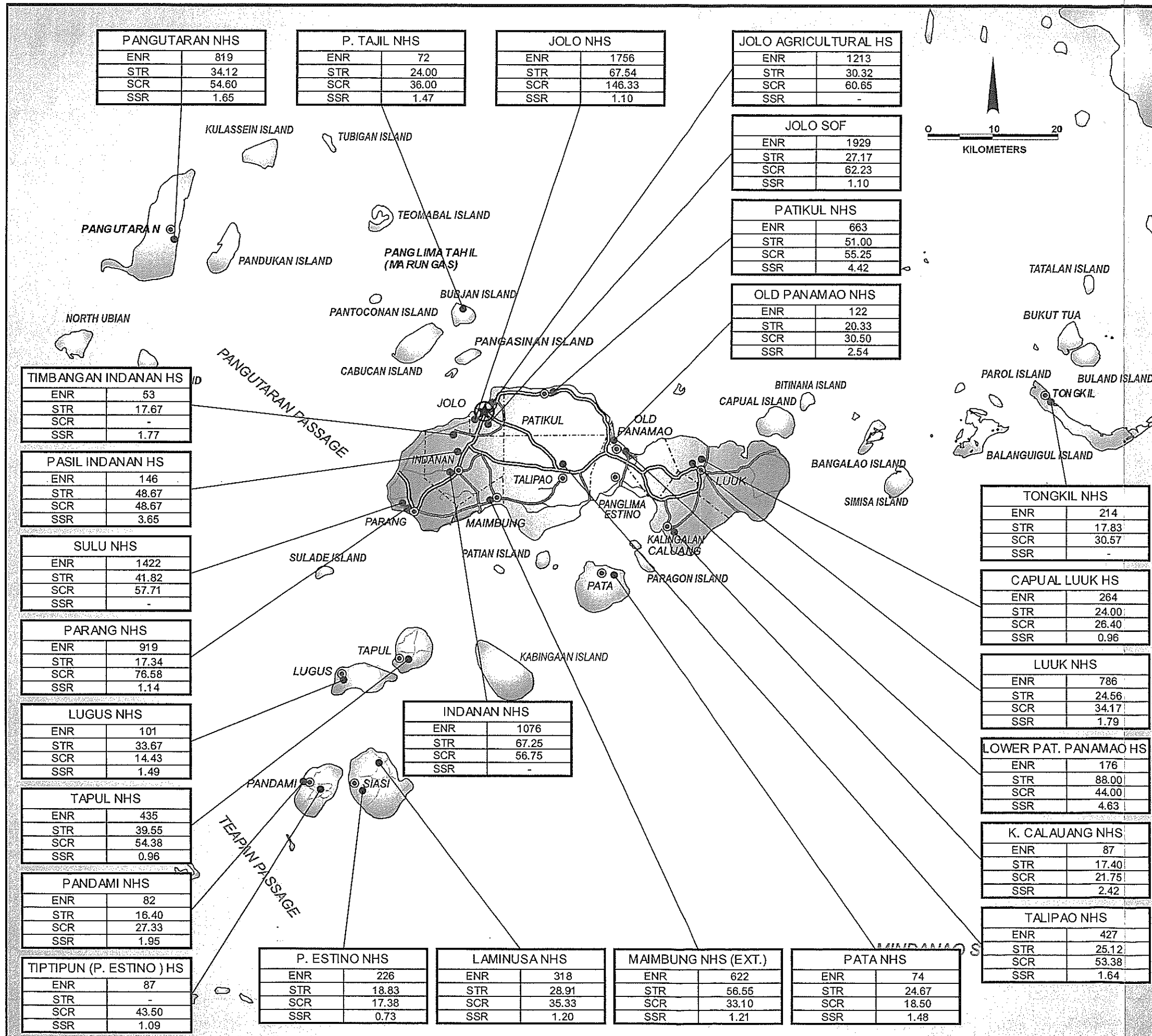
- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- City Center
- Town Center

NS = Number of Schools
 ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

**FIGURE 1-9
 SELECTED INDICATORS
 ELEM. PUBLIC SCHOOLS
 BASILAN DIVISION**





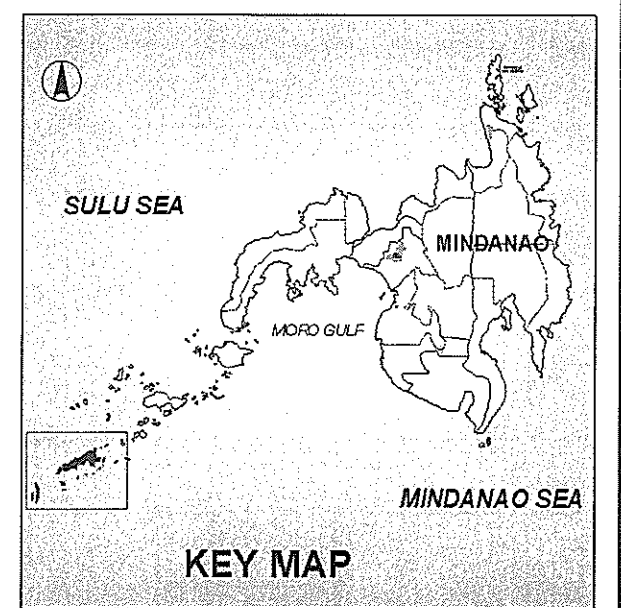
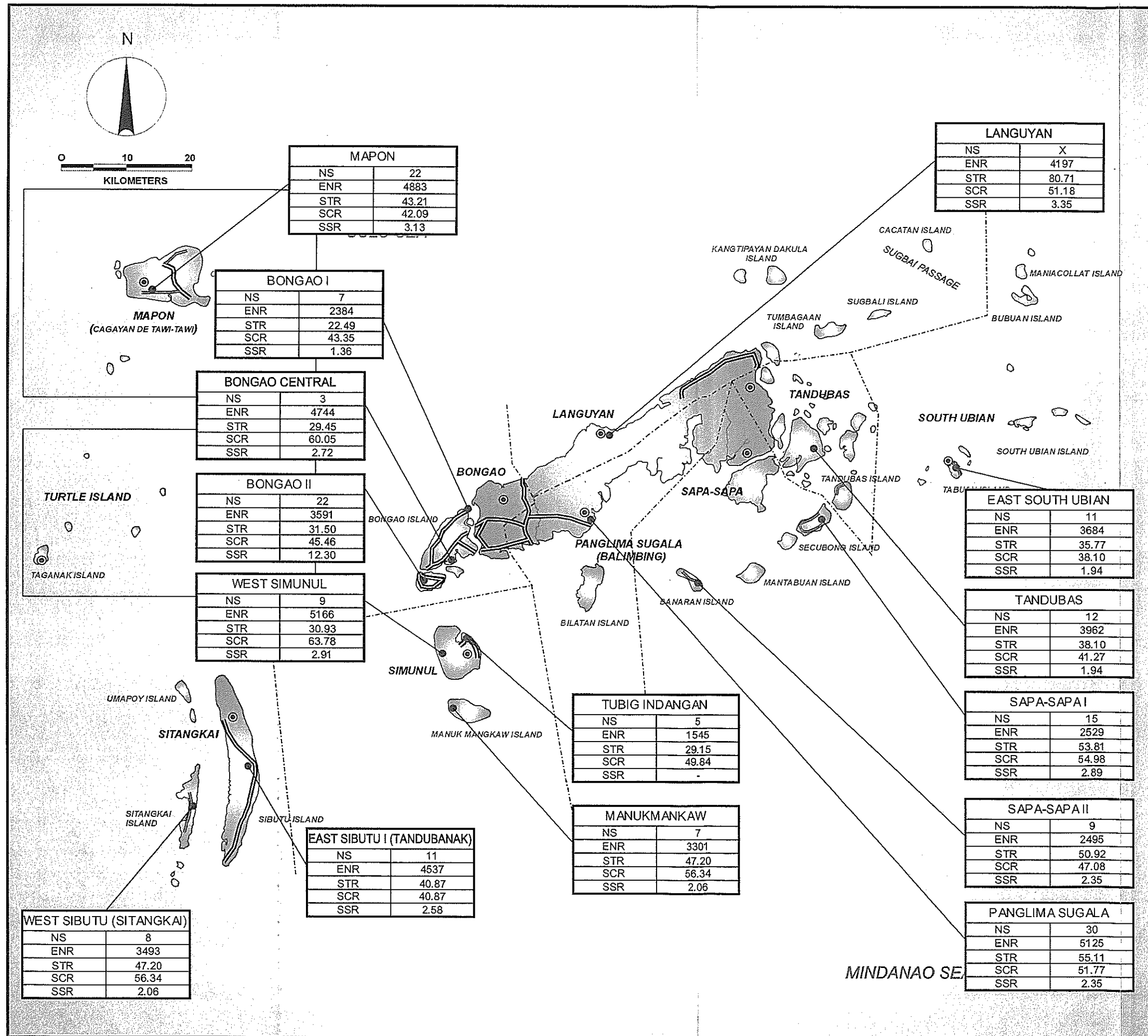


LEGEND:

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- ★ City Center
- Town Center

ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

**FIGURE 1-12
 SELECTED INDICATORS
 SECONDARY PUBLIC SCHOOLS
 SULU DIVISION**

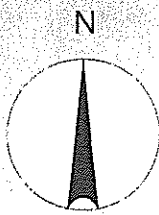
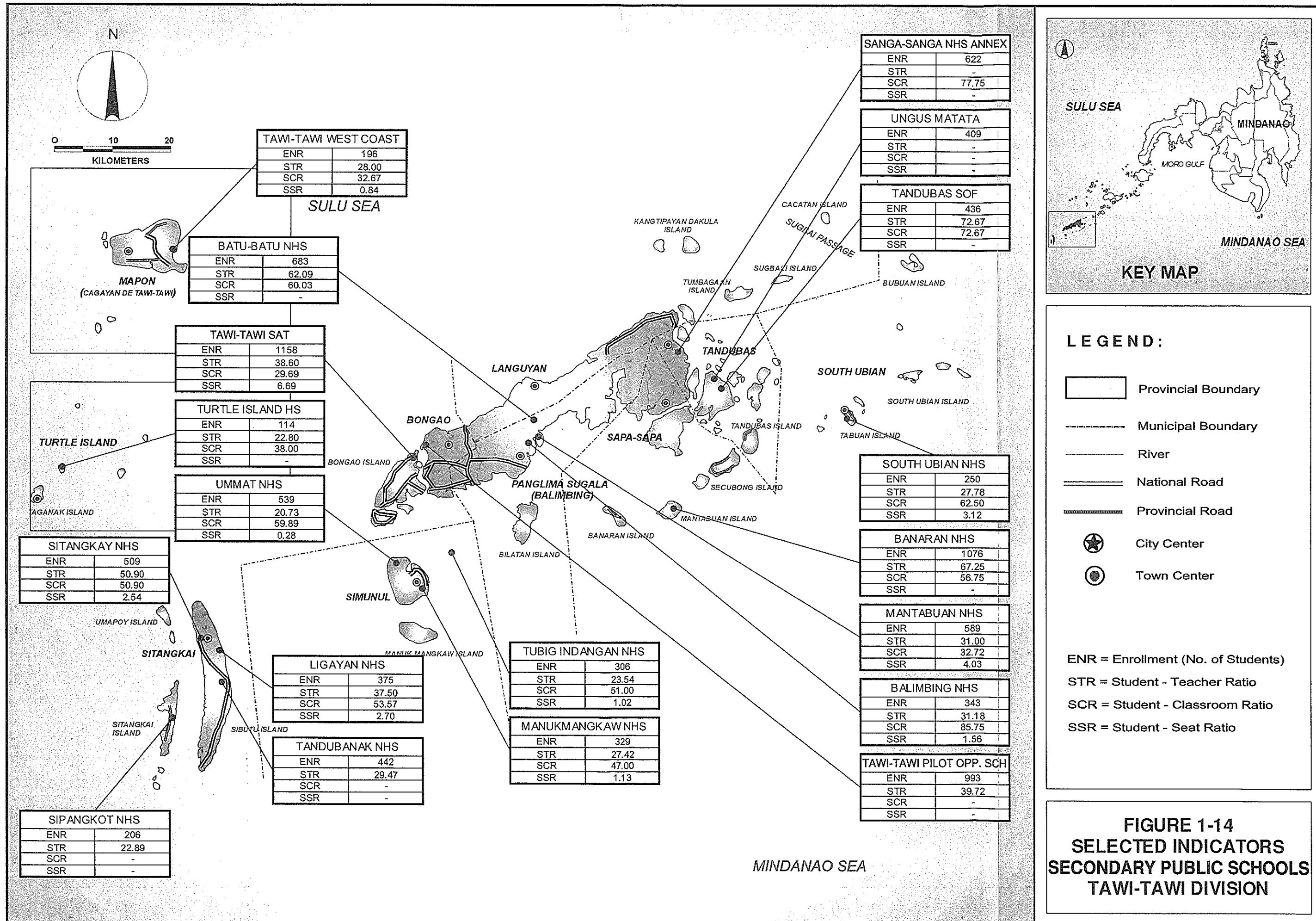


LEGEND:

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- ★ City Center
- Town Center

NS = Number of Schools
 ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

**FIGURE 1-13
 SELECTED INDICATORS
 ELEM. PUBLIC SCHOOLS
 TAWI-TAWI DIVISION**



TAWI-TAWI WEST COAST	
ENR	196
STR	28.00
SCR	32.67
SSR	0.84

BATU-BATU NHS	
ENR	683
STR	62.09
SCR	60.03
SSR	-

TAWI-TAWI SAT	
ENR	1158
STR	38.60
SCR	29.69
SSR	6.69

TURTLE ISLAND HS	
ENR	114
STR	22.80
SCR	38.00
SSR	-

UMMAT NHS	
ENR	539
STR	20.73
SCR	59.89
SSR	0.28

SITANGKAY NHS	
ENR	509
STR	50.90
SCR	50.90
SSR	2.54

LIGAYAN NHS	
ENR	375
STR	37.50
SCR	53.57
SSR	2.70

TANDUBANAK NHS	
ENR	442
STR	29.47
SCR	-
SSR	-

SIPANGKOT NHS	
ENR	206
STR	22.89
SCR	-
SSR	-

TUBIG INDANGAN NHS	
ENR	306
STR	23.54
SCR	51.00
SSR	1.02

MANUKMANGKAW NHS	
ENR	329
STR	27.42
SCR	47.00
SSR	1.13

SANGA-SANGA NHS ANNEX	
ENR	622
STR	-
SCR	77.75
SSR	-

UNGUS MATATA	
ENR	409
STR	-
SCR	-
SSR	-

TANDUBAS SOF	
ENR	436
STR	72.67
SCR	72.67
SSR	-

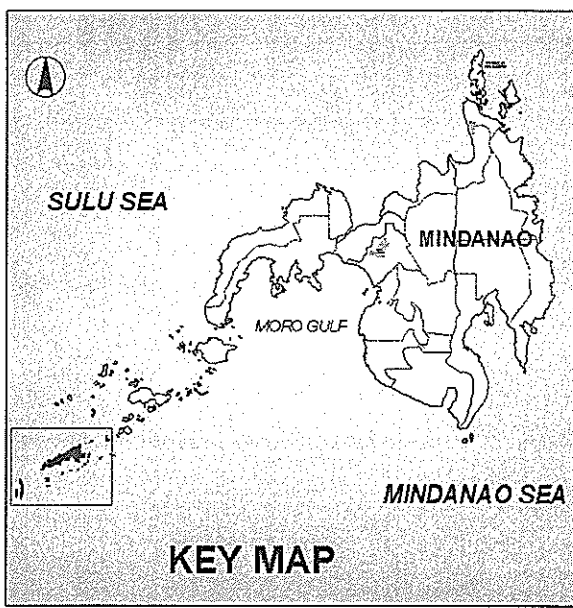
SOUTH UBIAN NHS	
ENR	250
STR	27.78
SCR	62.50
SSR	3.12

BANARAN NHS	
ENR	1076
STR	67.25
SCR	56.75
SSR	-

MANTABUAN NHS	
ENR	589
STR	31.00
SCR	32.72
SSR	4.03

BALIMBING NHS	
ENR	343
STR	31.18
SCR	85.75
SSR	1.56

TAWI-TAWI PILOT OPP. SCH	
ENR	993
STR	39.72
SCR	-
SSR	-



LEGEND:

- Provincial Boundary
- Municipal Boundary
- River
- National Road
- Provincial Road
- City Center
- Town Center

ENR = Enrollment (No. of Students)
 STR = Student - Teacher Ratio
 SCR = Student - Classroom Ratio
 SSR = Student - Seat Ratio

While it is true that the Department of Education (DepEd) provides basic education in a standardized national form, the differences in socio-cultural and economic conditions of communities hinder the implementation of a uniform and centrally determined education with unified and equal provision and standards throughout the country. For ARMM, one must factor in the peace and order situation as the most visible hindrance to equality of provision and quality of schooling. The diverse socio-cultural groups also contribute to the difficulty of maintaining uniform curricula. Some communities have private schools with Christian religious content, others maintain Madrasah with Muslim content, and others have private schools maintained by NGO or private individuals. Table 1-4 gives the distribution of barangays by type of elementary school by schools division.

Table 1-4 Percentage Distribution of Barangays by Type of Elementary School, by Schools Division (SY 2002-2003)

Type of Elementary School	Maguin danao	Lanao del Sur 1	Lanao del Sur 2	Basilan	Sulu	Tawi- Tawi	Marawi City	Total ARMM
Barangays with Complete Elementary School	48.0	22.6	21.7	67.6	46.6	54.7	31.2	38.2
Barangay with Incomplete Elementary Schools	4.0	1.6	1.7	4.3	2.4	2.5	0	2.5
Barangay with Complete Primary School	11.6	11.5	8.9	11	11.7	10.8	14.6	11.1
Barangay with Incomplete Primary Schools	30.4	18.3	36.4	13.3	31.7	28.6	14.6	26.8
Barangays without Schools	6.0	46.0	31.3	3.8	7.6	3.4	39.6	21.5
Total Barangays	467	567	492	210	410	203	96	2,445
Total Percent	100	100	100	100	100	100	100	100
Barangays with school but not operational/ temporarily closed	5.6	3.7	3.9	9.5	2.4	11.3	0	4.87

Source: 2000 Census of Population; Schools Division Data Bulletin, Table 1;
Schools Division Master lists of Schools with address and type of School;
List of Schools, BEIS Quick Count, DepEd-ARMM, SY2002-2003



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1.2 Access and Survival

In the ARMM, access to elementary education is quite low with a regional participation rate of 78.12% (see Table 1-5). Secondary school participation rate (see Table 1-6) is even lower at 41.91%. Comparison by Schools Division indicates a high degree of inequality with Lanao del Sur I showing the lowest elementary school participation rate of 60.53% while Basilan showed the lowest participation rate in the secondary level at 21.90%. Tables 1-5 and 1-6 show that participation rates taken from the Division Accomplishment Reports are somewhat higher than those reported in the paper entitled, "State of Basic Education in ARMM" prepared by Assistant Regional Secretary M.I. Saligoin. Both data sets are given for comparison purposes.

Table 1-5 Elementary Level Performance Indicators by Schools Division, SY2001-2002

Schools Division	ELEMENTARY				
	Retention	Completion	Participation		Graduation
Maguindanao	79.11	35.01	98.99	81.39*	87.01
Lanao del Sur I	79.00	26.00	97.00	60.53*	80.20
Lanao del Sur II	70.67	22.73	99.56	95.48*	79.22
Basilan			73.40	63.08*	
Sulu	85.00	37.00	95.19	83.19*	85.00
Tawi-Tawi	84.41	43.01	92.12	83.18*	83.66
Marawi City	85.40	46.00	87.00	80.00*	99.50
Total ARMM	79.64	32.75	96.57	78.12*	83.02
Mindanao				94.12*	

Source: Schools Divisions Data Bulletin, SY 2001-2002

DepEd-ARMM 2001 Profile

*"State of Basic Education in ARMM", M.I.Saligoin, 2003

Table 1-6 Secondary Level Performance Indicators by Schools Division, SY2001-2002

Schools Division	SECONDARY				
	Retention	Completion	Participation		Graduation
Maguindanao	82.21	78.56	88.35	50.57*	95.00
Lanao del Sur I	81.69	81.65	85.00	24.50*	93.50
Lanao del Sur II	80.72	80.25	79.00	65.46*	94.50
Basilan			30.11	21.90*	
Sulu	76.00	72.30	82.95	69.20*	92.00
Tawi-Tawi	72.46	82.69	90.12	34.61*	97.02
Marawi City	82.60	62.00	27.16	27.18*	96.10
Total ARMM	75.34	41.44	78.12	41.91*	95.46
Mindanao			88.12	54.17*	

Source: Schools Divisions Data Bulletin, SY 2001-2002

DepEd-ARMM 2001 Profile

*"State of Basic Education in ARMM", M.I.Saligoin, 2003

In addition, a number of communities do not have access to elementary education (see previous Table 1-4). Inaccessibility of elementary schools could either be because the community has no elementary school or that it has a school but is either not operational or temporarily closed. One other form of inaccessibility is the incomplete offerings of the specific school to allow the child to continue to the next elementary grade level.

Table 1-4 shows that there are 21.5% of barangays in ARMM that do not have public elementary schools and 4.87% of barangays with public elementary schools which are either not operational or temporarily closed. This means that approximately 26% of communities in the region do not have access to public elementary education.

It is also interesting to note that there is a large number of out-of-school youth of about 64,000 among the 6-12 year olds and 163,000 among the 13-16 year old groups (OPS, MBEDP). This represents about 21% of the total out-of-school youth in Mindanao. Such a large clientele would require access to the provision of schooling opportunities either through the construction of new schools or establishment of other modes of education delivery such as distance learning or mobile schools. This also affirms previous studies that the participation of school age children is affected not only by the availability of access to a school facility but also the capacity of families to support the cost of sending children to school. Measures to improve the livelihood of parents is thus important.

These large and growing number of out-of-school youth demand special attention. It is important to review the Non-Formal Education sector and the other alternative education delivery services such as adult literacy and livelihood/skills training and their capacity to provide services needed in informal education section.

In Basilan, 3.8% of barangays have no public elementary schools and 9.5% have schools, which are temporarily closed. In Maguindanao, 6.0% of barangays have no schools and 5.6% have schools, which are temporarily closed. Tawi-Tawi has the lowest number of barangays without schools at 3.4% but the highest percentage of barangays with temporarily closed schools at 11.3%. Sulu has 7.6% of barangays with no schools and 2.4% of barangays have schools which are temporarily closed. Lanao del Sur I has the highest percentage of barangays without schools at 46% with 3.7% of barangays with temporarily closed schools. Lanao del Sur II has 31.3% of barangays without schools and 3.9% of barangays with temporarily closed schools. Marawi City Schools Division has 39.6% of barangays without schools and none of its barangays with temporarily closed schools.

The unique situation of the Division of Marawi City is the concentration of public and private schools in the city center, leaving the rest of the division without schools. The presence of the Mindanao State University (MSU) main campus in the city allows for public and private schools to operate near it to serve as feeder school.

Table 1-4 also shows several aspects of incompleteness. An incomplete elementary school is until grade 5 only while a complete primary school is only until grade 4. Incomplete primary school is either until grade 1, grade 2, or grade 3 only. Forty per cent of barangays in ARMM have incomplete schools and 66.3% of these are incomplete primary schools. Lanao del Sur II showed the highest number of barangays with incomplete schools at 47%; next is Maguindanao with 46%; Sulu with 45.8%; Tawi-Tawi with 42%; Lanao del Sur I with 31.4%; Marawi City with 29.2% and Basilan with 28.6%. Most incomplete schools also have combination or multi-grade classes. Incomplete schools are one of the main causes of low participation, low transition to the next grade level and low survival to grade 6 or low survival to fourth year high school. In many island barangays like those in Tawi-Tawi, Sulu, and Basilan, the nearest complete elementary school maybe located in another island or in the main island. For example, in Barangay Tambulig Buton of Sumisip, Basilan, the nearest complete elementary school is in Barangay Sulloh which is in another island about 30 to 45 minutes by motorboat.

If the picture is quite gloomy for elementary school provision, high school is even worst. The majority of communities outside the Marawi City Schools Division and capital municipalities do not have access to a high school. For ARMM as a whole, the average number of high schools in each district is 1.3, compared with the average number of elementary schools per district of 14.7. So there is currently a ratio of one (1) high school per 9.1 elementary schools in the region.

If access to school is low, keeping these children in school is even lower (see Table 1-7). Among those that began in Grade I, only 45.92% stay in school until Grade VI in SY 1998-1999, only 37% in SY 1999-2000, only 48.28% in SY 2000-2001 and only 48% in SY 2001-2002. In comparison to survival rates shown for Mindanao and the Philippines, the survival rates for ARMM is about 21% lower than the Mindanao average as a whole and 30% lower than the Philippine average.

**Table 1-7 Elementary School Survival Rate by Schools Division
(SY 1998-1999 to 2001-2002)**

School Division	1998-1999	1999-2000	2000-2001	2001-2002
Maguindanao	30.87	46.32	26.83	37.37
Lanao Sur I	158.18	29.47	37.50	32.23
Lanao Sur II	24.69	18.98	29.37	23.50
Basilan	38.47	41.56	49.71	39.52
Sulu	37.46	49.75	30.65	55.09
Tawi-Tawi	61.11	39.85	50.86	43.81
Marawi City	35.18	43.33	62.37	99.12
Average ARMM	45.92	36.98	48.28	48.00
Average Mindanao	55.02	50.50	66.00	61.13
Average Philippines	64.09	63.46	72.09	67.20

Source: *Schools Division Data Bulletin, Division Accomplishment Report and DepEd Statistical Bulletin, SY 1998-1999 to SY2001-2002*

Schools Division level data similarly reflect this dismal picture with many divisions showing a lower survival rate. With the exception of Marawi City, the Schools Divisions of Basilan, Lanao Sur I, Lanao Sur II, Maguindanao, Tawi-Tawi and Sulu consistently showed low survival rates for the four school year periods.

Many studies have pointed out that factors affecting a child's survival in elementary school include, i) health and nutrition – as many children are underweight, malnourished and thus sickly; ii) distance of school from home; iii) inability to cope with the lessons, iv) lack of interest, and v) poverty.

In ARMM, the primary cause of low survival, low attendance and drop-out is poverty. Children at the very young age are expected to work in order to augment family income.

Secondary School survival rates to fourth year is relatively higher compared to elementary (see Table 1-8). This is because those that proceed to high school are usually a select group who are purposively sent by their parents to study in nearby city or town centers. Despite these selective process, Lanao Sur I, Basilan, Maguindanao, and Sulu showed lower survival rates compared to Mindanao and the Philippines.

**Table 1-8 Secondary School Survival Rate by Schools Division
(SY 1998-1999 to 2001-2002)**

Schools Division	1998-1999	1999-2000	2000-2001	2001-2002*
Maguindanao	38.03	61.70	53.50	54.59
Lanao Sur I	59.42	116.13	34.44	63.35
Lanao Sur II	79.16	26.34	75.17	48.98
Basilan	83.15	58.57	65.30	63.25
Sulu	88.17	215.43	57.25	60.72
Tawi-Tawi	79.26	69.68	83.15	45.75
Marawi City	53.09	31.17	107.72	98.89
Average ARMM	69.24	53.62	78.00	63.57
Average Mindanao	66.22	65.37	66.00	68.36
Average Philippines	70.31	69.50	71.68	73.10

Source: *Schools Division Data Bulletin, Division Accomplishment Report and DepEd Statistical Bulletin, SY 1998-1999 to SY2001-2002*

It is apparent that the occurrence of non-operational schools, barangays without schools, districts without high schools, incomplete schools and the peace and order situation may have resulted in children dropping out of school. The distance and hardships in commuting to and from the complete elementary schools or to and from the secondary schools is also possibly one contributory factor to low attendance and low survival. High school aged children in many

instances leave school because of the need to help earn for family living needs. Thus, they could be absent for long periods during say planting and harvest seasons and eventually drop-out. This indicates the need for more flexible school calendar or alternative delivery modes. This becomes worst in situations of armed conflict where the children evacuees are expected to mix and blend with existing and on-going classes in evacuation centers.