

CHAPTER 2
QUALITY OF BASIC EDUCATION

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2. QUALITY OF BASIC EDUCATION

2.1 Content and Curriculum

The present DepEd elementary and secondary school curricula is based on the 2002 restructured curriculum of five (5) learning areas, namely, Filipino, English, Science, Mathematics, and Makabayan. Except for Makabayan, each learning area provides a broad general and uniform education for the whole Philippines. Each also focuses on literacy in Filipino and in English and requires each to be used as the language of instruction in different subject areas. Science and Mathematics remain as core and basic tool subjects that focuses on improving the quality of the Filipino graduates. The core competencies of Makabayan are also the core competencies of varied disciplines such as Social Studies, Home Economics, Physical Education, Health, Music and Arts. Makabayan is aimed at becoming a “laboratory of life” or a practice environment for holistic learning to develop a healthy personal and national self-identity. It entails the use of integrated units of learning tasks, which will enable the learner to personally process, assimilate, and systematically practice a wide range of values and life skills including work skills and a work ethic. Schools are allowed to design and contextualize the implementation of Makabayan in its classes. Appendix B shows the implementing guidelines for the revised 2002 elementary and secondary curriculum.

Efficient implementation of the revised 2002 curriculum is constrained by a number of factors which include shortages of basic facilities, books and teaching materials, large class sizes, the use of shifts, multi-grade teaching in large classes without adequate facilities and learning materials, and poor teacher skill and specialization at the secondary level. A widespread problem is the non-arrival of the textbooks for the revised 2002 curriculum which forces teachers to use the old textbooks which are appropriate for the previous curriculum.

In recent years, DepEd-ARMM has adopted in its public elementary and secondary curriculum the inclusion of Arabic Language and Islamic Values. The Arabic language is an additional subjects of 300 minutes a week for grades 1-3 and 250 minutes a week for grades 4-6 in the elementary and 150 minutes a week for secondary. Islamic values are implemented under Makabayan, with 200 minutes a week in the elementary and 150 minutes a week for secondary. Table 2-1 and Table 2-1a are sample class schedules of a secondary and elementary schools illustrating the implementation of the inclusion of Arabic Language and Islamic Values in the curriculum. Islamic values replaced the Values education or *Edukasyon sa Pagpahalaga*.

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The addition of Arabic Language and Islamic Values to the DepEd curriculum in ARMM demand a significantly large number of additional qualified teachers to teach the subject area which the government cannot afford at this time. In addition to the number of teachers required, a similarly substantial number of textbooks, learning materials and teachers' manuals must be developed and printed to supply the needs of students and teachers. Unfortunately, of the 2,072 elementary schools and 140 secondary schools in the ARMM, only 535 Arabic Language teachers were hired and deployed SY2002-2003. This means that only 1 in every four schools has an Arabic teacher. In schools where there are no Arabic teachers available, the homeroom teacher is supposed to handle the teaching of Arabic Language and Islamic Values. The problem is many of these teachers do not know how to speak Arabic nor have had any training in teaching Islamic Values.

Table 2-1 Sample High School Class Schedule

Time	First Year -A	First Year - B	Second Year - A	Second Year - B	Third Year	Fourth Year
7:40 – 8:00	F L A G C E R E M O N Y					
8:00 – 9:00	English – 1	Filipino – 1	Filipino – 2	Math – 2	Science – III	Science – IV
9:00 – 9:30	Arabic – 1	THE – 1	Araling Pan. – 2	Values Ed. – 2	THE – III	Araling Pan. – IV
9:30 – 9:50	R E C E S S					
9:50 – 10:50	Science – 1	Math – 1	English – 2	Science – 2	Math – III	English – IV
10:50 – 11:20	Values Ed – 1	Arabic – 1	THE – 2	Araling Pan. – 2	Araling Pan. – III	Arabic – IV
11:20 – 1:30	L U N C H					
1:30 – 2:30	Filipino – 1	Science – 1	Math – 2	English – 2	English – III	Filipino – IV
2:30 – 3:00	Araling Pan. – 1	Values Ed. – 1	Arabic – 2	THE – 2	Arabic – III	THE – IV
3:00 – 3:30	THE – 1	Araling Pan. – 1	Values Ed. – 2	Arabic – 2	Values Ed. – III	Values Ed. – IV
3:30 – 4:30	Math – 1	English – 1	Science – 2	Filipino – 2	Filipino – III	Math – IV
4:30 – 5:00	PEHM	PEHM	PEHM	PEHM	CNT	CNT

Source: *Tabanak National High School, Tawi-Tawi Schools Division, SY2002-2003*

Table 2-1a Sample Elementary Class Schedule

Grade 1 & II		Grade III	
Time (AM)	Learning Area	Time (AM)	Learning Area
8:00- 9:20	English	8:00- 9:20	English
9:20 - 9:35	Recess	9:20 - 9:35	Recess
9:35 - 10:35	Filipino	9:35 - 10:35	Filipino
10:35 - 11:35	Arabic	10:35 - 11:35	Arabic
	PM		PM
1:00 - 2:00	Math	1:00 - 1:40	Science and Health
2:00 - 2:15	Recess	1:40 - 2:40	Math
2:15 - 3:55	Makabayan	2:40 - 2:55	Recess
	• SK & MSEP	2:55 - 4:35	Makabayan
	• Islamic Values/Studies		• SK & MSEP
	Total Minutes		• Islamic Values/Studies
			Total Minutes

Grade IV		Grade V & VI	
Time (AM)	Learning Area	Time (AM)	Learning Area
8:00- 9:10	English	8:00- 9:10	English
9:10 - 10:00	Filipino	9:10 - 10:00	Filipino
10:00 - 10:15	Recess	10:00 - 10:15	Recess
10:15 - 11:05	Arabic	10:15 - 11:05	Arabic
11:05 - 11:45	Science & Health	11:05 - 11:45	Science & Health
	PM		PM
1:00 - 1:50	Math	1:00 - 1:50	Math
1:50 - 4:10	Makabayan	1:50 - 4:10	Makabayan
	• HKS		• HKS
	• EPP		• EPP
	• Islamic Values/Studies		• MSEP
	• MSEP		• Islamic Values/Studies

Source: Inclusion to DepEd ARMM Order No. 28 s. 2003

Another emerging problem is the general and uniform implementation of the additional subjects of Arabic Language and Islamic Values in all public schools where majority of the students are Muslims. However, other religious groups are given the option whether or not to take these additional learning areas. To minimize the problem, some schools separate the classes of Muslim and non-Muslim students or separate the schools for Muslim and non-Muslim students. This creates a very volatile situation, which may cause a bigger problem later.

With regards content and curriculum, the provision in ARMM is also uniform and standardized with the exception of private schools, particularly, sectarian and madrasah, since the curriculum contains basic requirement of DepEd and additional hours for Christian Values or Religion for Catholic and Christian private schools while Madrasah would include Arabic Language and Islamic Values.

The issue on curriculum equivalency between private schools – mostly the Madrasah and the public schools affects the mobility of school children. School children enrolled in Madaris could not easily transfer to a public school or other private schools. Many of the Madaris are not able to comply with the requirements of the national curricula, thus unable to get government recognition. The curriculum of many Madaris are patterned after their donors – mostly from the middle east countries. In spite of this, muslim families believed that Madaris education contribute to the development of the muslim youth. The current DepED-ARMM Secretary has initiated the move to address this issue through the Project Madrasah Education. This project aims to unify the varied curricula among Madaris. This will integrate the learning areas in public schools to learning areas in the Madaris. In various consultations with muslim community members, many have indicated that their reason for not sending children to a public school is the fear of being christianized, the lack of facilities and time for muslim children to exercise their faith through prayers at different times of the day.

2.2 The Performance of Students

If there are issues and problems in provision and access, there are more and serious problems in providing and maintaining quality education. There are two basic issues in the provision of quality education: one is the issue of delivery on the side of DepEd-ARMM, the school, and the teacher and the second is the issue of effectivity which covers the learning of the pupils and students.

Table 2-2 gives the National Diagnostic Test results of first year students in ARMM for SY 2002-2003. Since the test was given during the month of August or barely two months after the opening of the new school year, the result of the first year exam is indicative of the learning during elementary school years. All the seven Schools Divisions in ARMM consistently showed a low percentage of correct responses in comparison to the very high percentage shown by Mindanao and the Philippines as a whole. In similar manner, the test results for Grade 4 in

SY 2002-2003, given in Table 2-2a, is lower in comparison to Mindanao and the Philippines. The Grade 4 pupils however, did much better in their test than the first year high school.

Table 2-2 National Diagnostic Test Results* - ARMM by Schools Division, (SY 2002-2003)

Schools Division	Number	Percentage of Correct Responses			
		Math	Reading Comprehension	Science	Total Test
Maguindanao	3,562	29.46	31.41	31.08	30.66
Lanao del Sur I	3,425	35.55	36.55	32.86	35.02
Lanao del Sur II	5,767	32.95	31.68	32.30	32.32
Basilan	1,079	30.37	29.38	28.07	29.33
Sulu	3,030	26.52	28.43	25.85	26.95
Tawi-Tawi	-	-	-	-	-
Marawi City	652	52.06	26.93	25.22	36.44
ARMM	17,515	32.36	31.65	30.58	31.55

Legend: * - Level : First Year Competencies

Sources: National Education Testing and Research Center (NETRC), DepEd

Table 2-2a National Achievement Test Results* - ARMM by Schools Division, (SY 2002-2003)

Schools Division	Number	Percentage of Correct Responses			
		Math	Reading Comprehension	Science	Total Test
Maguindanao	11,867	36.33	34.32	35.12	35.27
Lanao del Sur I	11,564	54.23	47.67	42.26	48.27
Lanao del Sur II	7,623	44.87	41.87	39.22	42.11
Basilan	5,140	42.29	39.86	38.17	40.21
Sulu	7,224	43.84	41.72	38.06	41.29
Tawi-Tawi	3,829	48.67	45.15	41.30	45.30
Marawi City	4,192	57.47	51.44	46.71	51.96
ARMM	51,439	45.95	42.23	39.45	42.65

Legend: * - Level : Grade Four Competencies

Sources: National Education Testing and Research Center (NETRC), DepEd

This very low performance is validated by several interviews with school principals and Division Superintendent of Schools that classify approximately 30% to 50% of their students as needing remedial classes. Many high school principals commented that they find the graduates of elementary schools academically deficient and ill prepared to tackle the academic requirements of a secondary school.

Low performance was attributed by most key informants to 1.) poor school attendance of both students and teachers, 2.) sickly and malnourished children or hungry school children, 3.) lack of capability of most parents to support and assist their children during study periods, 4.) poor commitment and/or poorly prepared teachers, and 5.) class interruptions because of armed conflict, family feuds, or teacher abandoning teaching post.

One contributory factor to low performance is the disruption of classes in many schools in ARMM because of armed conflict. Presented below is the proportion of sample schools affected by disruption of classes and the length of this disruption.

Table 2-3 Disruption of Classes and Length of Disruption Because of Armed Conflict, ARMM, 2000

DISRUPTION	Number	%
Disruption Occurred	302	41.8
No. of Disruption	164	22.7
Not Applicable	256	35.4
LENGTH OF DISRUPTION		
One to six months	106	35.1
Seven to twelve months	76	25.2
Thirteen to Twenty Four mos.	43	14.2
Twenty five to Thirty six mos.	67	22.2
Thirty seven mos. & up	10	3.3
Minimum Months of Disruption	1	
Maximum Months of Disruption	60	

Source: World Bank, Mindanao Social Assessment, 2000

2.3 Teachers and Other Support Personnel

Presented below is the total working force for the operation of basic education in ARMM. Support services are provided by non-teaching personnel and the table indicate that a ratio of 1 support personnel to 2.5 public elementary school and 1 is to 0.35 for public secondary school is found in ARMM. By divisions, the ratio of non-teaching staff to elementary schools are 1:3 in Basilan, 1:2.4 in Lanao Sur I, 1:4 in Lanao del Sur II, 1:3.4 in Maguindanao, 1:2.2 in Sulu, 1:1.3 in Tawi-tawi, and 1:1 in Marawi in City. Majority of the teaching personnel in ARMM are females.

Division/ Regional Office	Cong Dist	No. of Dist.	Working Force									Total		
			Administrators			Teaching		Non-Teaching			Elem.	Sec.	RO	
			Elem.	Sec.	RO	Elem.	Sec.	Elem.	Sec.	RO				
Reg. Office					8						78			86
Maguindanao	2	25	154	26		2,676	476	130	59		2,960	561		
Lanao Sur I	1	31	135	17		2,688	267	126	37		2,949	321		
Lanao Sur II	1	29	110	19		2,322	378	109	34		2,541	431		
Basilan	1	14	53	6		1,817	245	77	23		1,947	274		
Sulu	2	19	149	23		2,426	426	179	134		2,754	583		
Tawi-Tawi	1	17	157	16		1,572	245	157	107		1,886	368		
Marawi City	1	5	22	1		969	60	59	2		1,050	63		
Total	9	140	780	108	8	14,470	2,097	837	396	78	16,087	2,601	86	

Source: Annual Accomplishment Report, SY 2002-2003, Department of Education- ARMM

2.4 Educational Facilities

2.4.1 Overview

Staying in school does not assure children of acquiring quality education. Many schools in the seven (7) Schools Divisions of ARMM cannot provide an atmosphere conducive to learning. Many schools lack the proper physical facilities such as (a) classrooms and very often, there are also very few desks or chairs available in each classroom; (b) library; (c) a place or space to study; (d) toilets; (e) potable drinking water and fountain; (f) laboratory; and (g) a place to eat. Majority of incomplete elementary schools have earthen floors that get dusty during summer and muddy during rainy days. Of the total 2,298 elementary and secondary schools in the region, more than half have at least one dilapidated school building that needs replacement or repair.

2.4.2 Elementary Schools

Of the seven Schools Division in ARMM, Sulu ranked best in terms of teacher deployment, pupil-teacher ratio and pupil-classroom ratio in the elementary schools. This could be explained by the fact that schools in Sulu have relatively small class sizes. Basilan and Lanao 2 ranked second and third best, respectively (see Table 2-4). Maguindanao ranked last in the summation of these categories. Sulu ranked first in the teacher-pupil ratio, second in the classroom-pupil ratio and third in the total number of teachers deployed. On the other hand, Maguindanao ranked last in the teacher-pupil ratio, sixth in the classroom-pupil ratio and second in number of teachers deployed while at the same time having the highest number of enrollees.

While all divisions except Maguindanao showed a lower teacher-pupil ratio in relation to the standard of 1:45, further examination of provisions of teachers within a division reveal so much inequality between districts and between schools. Presented in Table 2-5 are the highest and the lowest teacher-pupil ratio per district in each division. In Basilan, Lamitan West district showed the lowest teacher-pupil ratio at 1:21.95 and Sumisip East district showed the highest at 1:63.48. The lowest in Lanao Sur I is 1:34.95 and the highest is 1:68.69. Similarly, Lanao Sur II has the lowest at 1:27.12 and the highest at 1:67.12. The biggest gap was shown by the division of Maguindanao with the lowest at 1:31.93 and the highest at 1:96.52 and by Tawi-tawi with the lowest at 1:22.49 and the highest at 1:80.71.

In similar manner, the classroom-pupil ratios for the divisions were somewhat closer to the standard of 1:45 with Basilan and Sulu showing a ratio of 1:37.38 and 1:41.46. However, examining the distribution of classroom-pupil ratios in districts and schools within the division, it was clearly shown that the uneven distribution of classrooms is quite uneven. Table 2-6 showed the highest and the lowest classroom-pupil ratio in the division. In Basilan, the lowest is 1:23.64 and the highest is 1:55. Lanao Sur I showed the greatest difference at 1:37.32 and 1:142.79 for Maguing District and Ditsain Ramin III District respectively.

Maguindanao and Lanao Sur 2 divisions, both have a severe lack of teachers and classrooms to improve their instructional capability. In one school visited in Parang, Maguindanao, one class had up to 75 students. Such scenario shows that the teacher's effectiveness was constrained while the classroom capacity was strained. The children, in this instance, do not learn well, since teachers cannot attend to all their needs. The room furniture's life span will also decrease two folds.

This information, however, does not take into consideration the participation ratio of school age children against the total number of students. In some instances, because of ethnic rivalry or inherited animosity, there are parents who do not want their children to attend in a school for the simple reason that the children of a rival tribe also study in the same school.

Data obtained from the DepED Central Office – BEIS, indicated schools with classroom pupil ratio of over 50, over 100, over 200 and schools with no classrooms, see Table 2-7. This is indicative of the fact that although the national average of pupil-classroom ratio across the

Schools Division seems alright, there are urgent needs among large and overcrowded classes. These schools should be the priority in the allocation of resources for school building programs.

Table 2-4 Elementary Public Schools Teacher-Pupil and Classroom-Pupil Ratios in ARMM (by Schools Division, 2003)

Schools Division	Total Student Enrollment	Total Number of Teachers	Teacher-Pupil Ratio	Classroom-Pupil Ratio
Maguindanao	128,851	2,436	52.89	49.41
Lanao Sur I	118,602	2,638	44.96	49.52
Lanao Sur II	82,775	2,018	41.02	46.19
Basilan	43,581	1,188	36.68	37.38
Sulu	81,803	2,321	35.24	41.46
Tawi-Tawi	55,636	1,438	38.69	49.24
Marawi City	37,531	974	38.53	47.81

Source: DepEd Basic Education Information System (Division data) 2003

Table 2-5 The Lowest and the Highest Teacher-Pupil Ratio in Public Elementary and Secondary Schools

Divisions	Public Elementary			Public Secondary		
	Low Ratio	High Ratio	Division Average	Low Ratio	High Ratio	Division Average
Maguindanao	31.93	96.52	52.89	2.60	92.50	23.28
Lanao Sur I	34.95	68.69	44.96	37.47	296.50	72.34
Lanao Sur II	27.12	67.12	41.02	22.55	141.50	61.56
Basilan	21.95	63.48	36.68	13.10	52.40	35.73
Sulu	27.58	54.79	41.46	14.11	88.00	31.08
Tawi-tawi	22.49	80.71	38.69	20.73	72.67	35.53
Marawi City	30.99	42.86	38.53	64.62	67.50	65.08
ARMM			45			53
Standard Ratio			45			45

Source: DepEd Basic Education Information System (District Data) 2003

Table 2-6 The Lowest and the Highest Classroom-Pupil Ratios for Public Elementary and Secondary Schools

Division	Public Elementary			Public Secondary		
	Low	High	Division Average	Low	High	Division Average
Maguindanao	43.79	120.00	49.41	2.57	60.88	25.22
Lanao Sur I	37.32	142.79	49.52	29.63	156.67	57.82
Lanao Sur II	34.16	77.82	46.19	37.21	88.00	54.54
Basilan	23.64	55.00	37.38	26.75	95.67	60.13
Sulu	33.79	54.77	41.46	14.43	146.33	52.00
Tawi-Tawi	40.87	55.02	49.24	29.69	85.75	64.41
Marawi City	46.03	53.20	47.81	67.50	95.14	89.13

Division	Public Elementary			Public Secondary		
	Low	High	Division Average	Low	High	Division Average
ARMM			45			57
Standard			45			45

Table 2-7 Number of Elementary Schools with Classroom-Pupil Ratios Ranges of Over 50

	51-100	101-150	151-200	201 & above	Black ^u
ARMM	805	147	51	31	185
Phil.	6,006	1,540	650	365	1,089

^u Black schools are those with no classroom, they are squatting on other schools or using makeshift structures.

2.4.3 Secondary Schools

For secondary level education, Maguindanao Schools Division ranked first in terms of teacher deployment, pupil-teacher ratio and pupil-classroom ratio. Sulu and Lanao 2 Schools Division ranked second and third, respectively (see Table 2-8). Marawi City ranked last in the summation of these categories. Lanao Schools Division 2 ranked third in the classroom-pupil ratio, fifth in the teacher-pupil ratio and third in the total number of teachers deployed. On the other hand, Marawi City ranked last in the classroom-pupil ratio, sixth in the teacher-pupil ratio, and last in the number of teachers deployed having the smallest number of enrollees.

The secondary schools within the division are showing a much greater unequal distribution of teachers and classroom (see previous Table 2-5). In Basilan, the lowest teacher-student ratio of 1:13.1 is observed in Sinangkapan National High School in Tuburan, and the highest is 1:52.40 in Simulatan National High School also in Tuburan. The biggest gap is observed in Lanao Sur I with the lowest teacher-student ratio of 1:37.47 in Kili-Kili National High School in Wao and the highest of 1:296.5 in Benito Memorial National High School in Maguing. The high school with the lowest teacher-pupil ratio is found in Maguindanao with 1:2.6 in Ampatuan National High School. Maguindanao showed the highest teacher-pupil ratio in Baronguis National High School Annex at 1:92.50.

Like the teacher-student ratio, the classroom-student ratio was very unevenly distributed (see previous Table 2-6). For example, the lowest ratio of 1:2:57 is observed in Maguindanao at Dinganen-Buldon National High School. The highest is in Lanao Sur I observed at Sarip National High School with a classroom-student ratio of 1:156.67.

Table 2-8 Secondary Public Schools Teacher-Student and Classroom-Student Ratios in the ARMM (by Schools Division, 2003)

Schools Division	Total Student Enrollment	Total Number of Teachers	Student-Teacher Ratio	Student-Classroom Ratio
Maguindanao	13,013	559	23.28	25.22
Lanao Sur I	15,842	219	72.34	57.82
Lanao Sur II	22,961	373	61.56	54.54
Basilan	8,719	244	35.73	60.13
Sulu	13,431	420	31.08	52.00
Tawi-Tawi	9,575	252	35.53	64.41
Marawi City	4,100	63	65.08	89.13

Source: DepEd Basic Education Information System (Division data) 2003

Table 2-9 Number of Secondary Schools with Classroom-Pupil Ratios Ranges of Over 50

	51-100	101-150	151-200	201 & above	Black ^u
ARMM	210	37	13	0	63
Phil.	11,914	3,758	1,143	545	1,907

^u Black schools are those with no classroom, they are squatting on other schools or using makeshift structures.

2.5 Provision of Education Facilities

2.5.1 Public Elementary Schools

2.5.1.1 Marawi City

Marawi City is the only division in ARMM whose teacher-pupil ratio in all districts is lower than the recommended standard of 1:45. The teacher-pupil ratio in the division ranged from a low of 1: 31 in the West District to a high of 1: 43 in the Northeast district or an average of 1: 39 for the whole city division. (See Table 2-10).

Table 2-10 Marawi City Public Elementary School Teacher-Pupil Ratio (by School District, 2003)

MARAWI SCHOOLS DISTRICT	No. of Schools	Total Enrollment	Total Number of Teachers	Teacher-Pupil Ratio
Marawi City West District	17	5,485	177	30.99
Marawi City North District	14	8,937	229	39.03
Marawi City Northeast District	8	5,640	134	42.09
Marawi City East District	11	9,068	238	38.10
Marawi City Central District	6	8,401	196	42.86
Division Totals	56	37,531	974	38.53

Source: DepEd Basic Education Information System (Division data) 2003

If teacher-pupil ratio is above the standard, classroom-pupil ratio is below the standard of 1:45. In fact all districts in the division exceed the standard by an average of 2 pupils. Classroom congestion seems to be the norm in the division. The best ratio was registered in the East District at 1: 46 while the worst at 1:53 was observed in the North district. Clearly we can observe an upsurge in enrollment in the last four years with the number of classrooms remaining uncharged. (See Table 2-11).

**Table 2-11 Marawi City Public Elementary School Classroom-Pupil Ratio
(by School District, 2003)**

MARAWI SCHOOLS DISTRICT	No. of Schools	Total Enrolment	Total Instructional Rooms	Classroom-Pupil Ratio
Marawi City West District	17	5,485	119	46.09
Marawi City North District	14	8,937	168	53.20
Marawi City Northeast District	8	5,640	121	46.61
Marawi City East District	11	9,068	197	46.03
Marawi City Central District	6	8,401	180	46.67
Division Totals	56	37,531	785	47.81

Source: DepEd Basic Education Information System (Division data) 2003

Similarly, the ratio of desk/chairs-pupils is low with the Northeast district registering the worst at 1:2.4 while the Central district tallying a ratio of 1:1.6. The ideal ratio should be at 1:1. The overall division ratio is 1:2.

**Table 2-12 Marawi City Public Elementary School Pupils to Chair Ratio
(by School District, 2003)**

MARAWI SCHOOLS DISTRICT	No. of Schools	Total Enrollment	Total Desks	Total Table + Chair Sets	Total Armchairs	Pupil-seat ratio
Marawi City West District	17	5,485	1,020	10	272	2.35
Marawi City North District	14	8,937	419	47	185	2.22
Marawi City Northeast District	8	5,640	671	31	916	2.43
Marawi City East District	11	9,068	1,785	13	954	1.99
Marawi City Central District	6	8,401	1,815	-	1,680	1.58
Division Totals	56	37,531	5,710	101	4,007	1.99

Notes: Total Seating = (Desks*2) + (Tables + Chairs set) *2 + Armchairs

Source: DepEd Basic Education Information System (Division data) 2003

Data on toilet facilities shows that most schools maintain only one water closet per sex. This is due to a number of constraints such as poor/inadequate water supply, inability to repair inoperable unit due to lack of funds, non-availability of skilled maintenance personnel and structures were built without provision for toilets. Lately, the revised design for elementary classrooms now include provision for one toilet each per sex and is being maintained by the pupils themselves. Data from the Schools Division do not record the number of toilets per school but through the surveyed schools, the one water closet per sex seems to be the norm.

Other facilities like assembly halls and sports field can only be seen in the old and large schools made in the post war era. More recently constructed schools do not have these facilities.

2.5.1.2 Sulu Province

The Sulu Schools Division reported in December 2002 that 7,513 Filipino textbooks - Gintong Pamana - Wika at Panitikan - were received and distributed to different schools in the province. The inventory of the existing number of textbook is still being conducted. The Division reported an average 1:3 textbook-pupil ratio, which is below the required number of books per student. The students have an average number of five subjects.

Other data on the distribution of textbooks to the schools are still unavailable.

Presented in Table 2-13 is the teacher-pupil ratio per district in Sulu. Only three districts out of 19 exceed the standard ratio of 1:45 and these are Panamao with a ratio of 1:55, Pangutaran with 1:48 and Tongkil with 1:49. The remaining districts are within and if not above the standard. The teacher-pupil ratio ranges from a high of 1:55 to a low of 1: 27.58 or an average of 1:35 for the Schools Division.

**Table 2-13 Sulu Province Public Elementary Schools Teacher-Pupil Ratio
(by School District, 2003)**

Sulu School Districts	No. of Schools	Total Enrollment	Total Teachers	Teacher-Pupil Ratio
Indanan	32	6,000	179	33.52
Jolo I	7	3,811	118	32.30
Jolo II	10	4,637	157	29.54
Jolo III	7	5,439	147	37.00
Jolo IV	15	4,323	147	29.41
Laminusa	20	4,116	132	31.18

Sulu School Districts	No. of Schools	Total Enrollment	Total Teachers	Teacher-Pupil Ratio
Lugus	18	3,337	78	42.78
Luuk (Kalinggalan Calauang)	30	5,479	138	39.70
Maimbung-Pata	25	4,522	114	39.67
Panamao	17	3,068	56	54.79
Pangutaran	27	3,822	79	48.38
Parang	33	5,136	169	30.39
Patikul	22	7,284	206	35.36
Siasi I	11	4,110	149	27.58
Siasi II	17	3,875	110	35.23
Sibaud	22	3,217	100	32.17
Talipao	32	4,112	122	33.70
Tapul	17	2,941	67	43.90
Tongkil	17	2,574	53	48.57
Division Totals	379	81,803	2,321	35.24

Source: DepEd Basic Education Information System (Division data) 2003

The aggregate classroom-pupil ratio in public elementary schools in Sulu is less than the recommended standard of 1:45. In SY 2002-2003, the classroom – pupil ratio for the entire area was computed at 1:42, which was above the standard. Only 3 districts reported a ratio that exceed the standard and these are Lugus at 1:47, Patikul at 1:55, and Tongkil at 1:46. The remaining 16 districts are better than the recommended standard. The best ratio was registered in Parang district at 1:34 while the worst at 1:55 was reported in the Patikul district. (See Table 2-14).

Table 2-14 Sulu Province Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)

Sulu Schools District	No. of Schools	Total Enrollment	Total Instructional Rooms	Classroom-Pupil Ratio
Indanan	32	6,000	168	35.71
Jolo I	7	3,811	92	41.42
Jolo II	10	4,637	107	43.34
Jolo III	7	5,439	122	44.58
Jolo IV	15	4,323	96	45.03
Laminusa	20	4,116	99	41.58
Lugus	18	3,337	71	47.00
Luuk (Kalinggalan Calauang)	30	5,479	128	42.80
Maimbung-Pata	25	4,522	106	42.66
Panamao	17	3,068	68	45.12
Pangutaran	27	3,822	89	42.94

Sulu School District	No. of Schools	Total Enrollment	Total Instructional Rooms	Classroom-Pupil Ratio
Parang	33	5,136	152	33.79
Patikul	22	7,284	133	54.77
Siasi I	11	4,110	113	36.37
Siasi II	17	3,875	97	39.95
Sibaud	22	3,217	86	37.41
Talipao	32	4,112	121	33.98
Tapul	17	2,941	69	42.62
Tongkil	17	2,574	56	45.96
Division Totals	379	81,803	1,973	41.46

Source: DepEd Basic Education Information System (Division data) 2003

2.5.1.3 Basilan Province

Basilan is registering one of the best teacher-pupil ratios among the seven schools division. The average for the whole division is 1:37 which is way above the standard ratio of 1:45. However, five districts registered higher ratio, the district of Tipo-tipo West at 1:58, the district of Tipo-tipo East at 1:47, the district of Sumisip North at 1:58, the district of Sumisip East at 1:63, and the district of Sumisip South at 1:51. The highest ratio is 1:63 and the lowest is 1: 22. (See Table 2-15).

Table 2-15 Basilan Province Public Elementary Schools Teacher-Pupil Ratio (by School District, 2003)

Sulu School District	No. of Schools	Total Enrollment	Total Number of Teachers	Teacher-Pupil Ratio
Lamitan East	9	4,274	142	30.10
Lamitan West	16	3,995	182	21.95
Lamitan Central	14	3,268	143	22.85
Lantawan	26	3,256	96	33.92
Pilas	9	1,555	46	33.80
Tuburan	24	4,062	101	40.22
Maluso East	9	2,807	72	38.99
Maluso West	9	2,562	86	29.79
Tipo-Tipo East	16	3,355	72	46.60
Tipo-Tipo West	23	5,275	91	57.97
Sumisip North	19	3,382	58	58.31
Sumisip East	14	3,682	58	63.48
Sumisip South	13	2,108	41	51.41
Division Totals	201	43,581	1,188	36.68

Source: DepEd Basic Education Information System (Division data) 2003

Data on the distribution of textbooks to the schools are still unavailable.

The aggregate classroom-pupil ratio in public elementary schools in Basilan is better than the recommended standard of 1:45. In SY 2002-2003, the classroom-pupil ratio for the entire area was computed at 1:38. Eight districts reported ratios better than the recommended standard. The best ratio was registered in Lamitan West at 1:24 while the worst at 1:55 was computed for Sumisip North. (See Table 2-16).

Table 2-16 Basilan Province Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)

Basilan Schools District	No. of Schools	Total Enrollment	Total Instructional Rooms	Pupil - Classroom Ratio
1. Lamitan East	9	4,274	119	35.92
2. Lamitan West	16	3,995	169	23.64
3. Lamitan Central	14	3,268	110	29.71
4. Lantawan	26	3,256	105	31.01
5. Pilas	9	1,555	57	27.28
6. Tuburan	24	4,062	112	36.27
7. Maluso East	9	2,807	65	43.18
8. Maluso West	9	2,562	72	35.58
9. Tipo-Tipo East	16	3,355	69	48.62
10. Tipo-Tipo West	23	5,275	99	53.28
11. Sumisip North	19	3,382	62	55.00
12. Sumisip East	14	3,682	70	52.60
13. Sumisip South	13	2,108	57	36.49
Division Totals	201	43,581	1,166	37.38

Source: DepEd Basic Education Information System (Division data) 2003

The ratio of desks/chairs-pupils is highest at Tipo-Tipo West at 1:2, while Pilas district tallied the best ratio of 1:0.9 or better than the ideal ratio of 1:1. (See Table 2-17).

Table 2-17 Basilan Province Public Elementary Schools Pupils to Seat Ratio
(by School District, 2003)

Basilan School District	No. of Schools	Total Enrollment	Total Desks	Total Table + Chairs Set	Total Arm chairs	Total Seating	Pupil - Seat Ratio
Lamitan East	9	4,274	851	179	563	2,623	1.63
Lamitan West	16	3,995	1,263	30	852	3,438	1.16
Lamitan Central	14	3,268	1,136	87	652	3,098	1.05
Lantawan	26	3,256	486	48	394	1,462	1.21
Pilas	9	1,555	547	5	615	1,719	0.90
Tuburan	24	4,062	941	10	682	2,584	1.40
Maluso East	9	2,807	646	-	619	1,911	1.47
Maluso West	9	2,562	617	41	668	1,984	1.29
Tipo-Tipo East	16	3,355	919	13	618	2,482	1.35
Tipo-Tipo West	23	5,275	935	12	677	2,571	2.05
Sumisip North	19	3,382	793	10	506	2,112	1.58
Sumisip East	14	3,682	1,179	150	355	3,013	1.22
Sumisip South	13	2,108	612	2	259	1,487	1.45
Division Totals	201	43,581	10,925	587	7,460	30,484	1.37

Note: Total Seating = (Desks x 2) + (Tables+Chairs set) x 2 + Armchairs
Source: DepEd Basic Education Information System (Division data) 2003

2.5.1.4 Lanao Del Sur I

Lanao del Sur I is registering a much more uneven teacher-pupil ratio. The highest ratio is observed in Bumbaran district at 1:69 and the lowest is found in Lumba-Bayabao II at 1:35. Majority of the districts exceed the standard ratio of 1:45. (See Table 2-18).

The worst inequality of provision is shown by the classroom-pupil ratio with the best ratio at 1:38 in Maguing and the worst at 1:143 in Ditsain Raman III. This very uneven distribution of classroom facility is quite the norm in Lanao Sur I because of the shortfalls in classroom provision and also because of the peace and order conditions in many of its areas. Eleven out of 31 districts reported a ratio higher than the recommended standard and these are districts Lumba-Bayabao II, Maguing, Marantao II, Masiu I, Masui District, Molundo, Piagapo, Saguiran II, Saguiran III, Wao I and Wao II. Classroom congestion seems to be the norm in this division. (See Table 2-19).

**Table 2-18 Lanao Del Sur I Public Elementary Schools Teacher-Pupil Ratio
(by School District, 2003)**

Lanao del Sur I School District	No. of Schools	Total Enrollment	Total Number of Teachers	Teacher-Pupil Ratio
Balindong I	14	4,368	103	42.41
Balindong II	20	6,051	122	49.60
Bubong I	10	3,306	72	45.92
Bubong II	11	3,275	59	55.51
Buadipuso-Buntong	11	3,052	77	39.64
Ditsaan Ramain I	4	3,191	83	38.45
Ditsaan Ramain II	4	2,698	59	45.73
Ditsaan Ramain III	5	3,427	52	65.90
Kapai	16	3,102	63	49.24
Lumba-Bayabao I	10	3,761	82	45.87
Lumba-Bayabao II	7	2,097	60	34.95
Lumba-Bayabao III	7	2,512	53	47.40
Maguing	11	3,284	93	35.31
Marantao I	26	6,711	153	43.86
Marantao II	8	5,032	131	38.41
Masiu I	9	5,437	122	44.57
Masui II	18	6,470	159	40.69
Masui District	10	4,331	105	41.25
Molundo	10	2,120	52	40.77
Poona-Bayabao	15	9,023	185	48.77
Piagapo	20	3,562	87	40.94
Saguiran I	4	2,186	58	37.69
Saguiran II	13	3,080	66	46.67
Saguiran III	8	2,178	50	43.56
Tamparan District	6	4,489	97	46.28
Tamparan I	7	3,479	74	47.01
Taraka I	7	2,886	54	53.44
Taraka II	7	2,736	61	44.85
Wao I	17	5,160	114	45.26
Wao II	11	2,567	48	53.48
Bumbaran	7	3,031	44	68.89
Totals	333	118,602	2,638	44.96

Source: DepEd Basic Education Information System (Division data) 2003

Table 2-19 Lanao Del Sur I Public Elementary Schools Classroom-Pupil Ratio
(by School District, 2003)

Lanao del Sur I School District	No. of Schools	Total Enrollment	Total Instructional Rooms	Classroom-Pupil Ratio
Balindong I	14	4,368	87	51.26
Balindong II	20	6,051	108	55.18
Bubong I	10	3,306	60	55.10
Bubong II	11	3,275	52	62.98
Buadipuso-Buntong	11	3,052	63	48.44
Ditsaan Ramain I	4	3,191	53	60.21
Ditsaan Ramain II	4	2,698	52	51.88
Ditsaan Ramain III	5	3,427	24	142.79
Kapai	16	3,102	57	54.42
Lumba-Bayabao I	10	3,761	68	55.31
Lumba-Bayabao II	7	2,097	52	40.33
Lumba-Bayabao III	7	2,512	41	61.27
Maguing	11	3,284	88	37.32
Marantao I	26	6,711	135	48.52
Marantao II	8	5,032	132	39.34
Masiu I	9	5,437	123	44.20
Masui II	18	6,470	131	49.39
Masui District	10	4,331	99	43.75
Molundo	10	2,120	50	42.40
Poona-Bayabao	15	9,023	164	55.02
Piagapo	20	3,562	83	42.92
Saguwaran I	4	2,186	46	47.52
Saguwaran II	13	3,080	72	42.78
Saguwaran III	8	2,178	49	44.45
Tamparan District	6	4,489	83	54.08
Tamparan I	7	3,479	66	52.71
Taraka I	7	2,886	49	58.90
Taraka II	7	2,736	57	48.00
Wao I	17	5,160	137	37.66
Wao II	11	2,567	67	38.31
Bumbaran	7	3,031	47	64.49
Totals	333	118,602	2,395	49.52

Source: DepEd Basic Education Information System (Division data) 2003

The ratio of desks/chairs-pupils is poor with the Ditsaan Raman I district registering the lowest at 1:8, while the Wao I district tallied a ratio of 1:1, the ideal ratio. (See Table 2-20).

**Table 2-20 Lanao Del Sur I Public Elementary Schools Seat-Pupil Ratio
(by School District, 2003)**

Lanao del Sur I School District	No. of Schools	Total Enrollment	Total Desks	Tables+ Chairs set	Total Arm chairs	Total Seating*	Pupil - Seating Ratio
Balindong I	14	4,368	693	77	394	1,934	2.26
Balindong II	20	6,051	537	40	586	1,740	3.48
Bubong I	10	3,306	388	-	272	1,048	3.15
Bubong II	11	3,275	290	-	272	852	3.84
Buadipuso-Buntong	11	3,052	566	64	835	2,095	1.46
Ditsaan Raman I	4	3,191	86	-	227	399	8.00
Ditsaan Raman II	4	2,698	289	-	168	746	3.62
Ditsaan Raman III	5	3,427	281	6	146	720	4.76
Kapai	16	3,102	425	-	210	1,060	2.93
Lumba-Bayabao I	10	3,761	1,191	-	755	3,137	2.54
Lumba-Bayabao II	7	2,097	415	-	270	1,100	1.91
Lumba-Bayabao III	7	2,512	388	-	75	851	2.95
Maguing	11	3,284	565	30	533	1,723	1.91
Marantao I	26	6,711	790	-	279	1,859	3.52
Marantao II	8	5,032	498	6	408	1,416	3.67
Masiu I	9	5,437	387	54	269	1,151	4.72
Masui II	18	6,470	548	35	284	1,450	4.46
Masui District	10	4,331	904	-	600	2,408	1.80
Molundo	10	2,120	625	14	139	1,417	1.50
Poona-Bayabao	15	9,023	465	176	298	1,580	5.71
Piagapo	20	3,562	911	36	476	2,370	1.50
Saguiran I	4	2,186	332	-	493	1,157	1.89
Saguiran II	13	3,080	764	68	267	1,931	1.60
Saguiran III	8	2,178	417	40	157	1,071	2.03
Tamparan District	6	4,489	681	-	699	2,061	2.18
Tamparan I	7	3,479	611	40	230	1,532	2.27
Taraka I	7	2,886	340	61	242	1,044	2.76
Taraka II	7	2,736	346	56	345	1,149	2.38
Wao I	17	5,160	851	373	2,687	5,135	1.00
Wao II	11	2,567	186	-	238	610	4.21
Bumbaran	7	3,031	220	-	144	584	5.19
Totals	333	118,602	15,990	1,176	12,998	47,330	2.51

Source: DepEd Basic Education Information System (Division data) 2003

2.5.1.5 Lanao del Sur II

The teacher-pupil ratio in public elementary schools in Lanao Sur II ranges from a high of 1:67 to a low of 1:27 or an average of 1:41 for the whole division. The uneven distribution of teachers among districts is also quite clear in Lanao Sur II. (See Table 2-21).

Table 2-21 Lanao Del Sur II Public Elementary Schools Teacher-Pupil Ratio (by School District, 2003)

Lanao del Sur II Schools District	No. of Schools	Total Enrollment	Total Teachers	Teacher-Pupil Ratio
Kalawi	12	4,629	100	46.29
Bacolod	9	2,571		
Balabagan North	10	1,673	50	33.46
Balabagan South	7	2,258	47	48.04
Kapatagan	9	1,712	26	65.85
Bayang (Upper)	9	3,500	103	33.98
Bayang (Lower)	10	3,878	143	27.12
Binidayan	17	3,725	98	38.01
Butig	21	5,556	105	52.91
West Ganassi	11	3,116	100	31.16
East Ganassi	9	2,367	70	33.81
Lumbatan I	11	2,245	79	28.42
Lumbatan II	8	1,126	24	46.92
Lumbayanague	22	5,164	96	53.79
South Madalum	8	2,710	87	31.15
North Madalum	10	1,264	35	36.11
Upper Madamba	10	2,424	39	62.15
Lower Madamba	5	1,673	34	49.21
Malabang North	14	3,597	96	37.47
Malabang South	10	3,685	130	28.35
Marogong	14	2,284	48	47.58
Calanogas	5	2,141	36	59.47
Pagayawan	14	2,215	33	67.12
Pualas North	7	1,521	36	42.25
Pualas South	10	1,941	52	37.33
Sultan Gumander	13	2,219	64	34.67
Tubaran	13	2,144	65	32.98
Tugaya East	12	5,591	133	42.04
Tugaya West	8	3,163	68	46.51
Sultan Dumalundong	3	683	21	32.52
Division Totals	321	82,775	2,018	41.02

Source: DepEd Basic Education Information System (Division data) 2003

The aggregate classroom-pupil ratio in public elementary schools in Lanao Sur II is close to the recommended standard of 1:45. In SY 2002-2003, the classroom – pupil ratio for the entire division was computed at 1:46. Eighteen out of 30 districts reported a ratio better than the recommended standard. In other districts, classroom congestion seems to be the norm. The best ratio was registered in the Bayang (Upper) district at 1:35 while the worst at 1:78 was observed in Kapatagan district. (See Table 2-22).

Table 2-22 Lanao Del Sur II Public Elementary Schools Classroom-Pupil Ratio (by School District, 2003)

Lanao del Sur II Schools District	No. of Schools	Total Enrollment	Total Instructional Rooms	Classroom-Pupil Ratio
1. Kalawi	12	4,629	100	46.29
2. Bacolod	9	2,571	46	55.89
3. Balabagan North	10	1,673	41	40.80
4. Balabagan South	7	2,258	51	44.27
5. Kapatagan	9	1,712	22	77.82
6. Bayang (Upper)	9	3,500	101	34.65
7. Bayang (Lower)	10	3,878	91	42.62
8. Binidayan	17	3,725	85	43.82
9. Butig	21	5,556	121	45.92
10. West Ganassi	11	3,116	81	38.47
11. East Ganassi	9	2,367	57	41.53
12. Lumbatan I	11	2,245	57	39.39
13. Lumbatan II	8	1,126	28	40.21
14. Lumbayanague	22	5,164	96	53.79
15. South Madalum	8	2,710	63	43.02
16. North Madalum	10	1,264	37	34.16
17. Upper Madamba	10	2,424	37	65.51
18. Lower Madamba	5	1,673	30	55.77
19. Malabang North	14	3,597	73	49.27
20. Malabang South	10	3,685	79	46.65
21. Marogong	14	2,284	45	50.76
22. Calanogas	5	2,141	33	64.88
23. Pagayawan	14	2,215	35	63.29
24. Pualas North	7	1,521	36	42.25
25. Pualas South	10	1,941	51	38.06
26. Sultan Gumander	13	2,219	50	44.38
27. Tubaran	13	2,144	56	38.29
28. Tugaya East	12	5,591	116	48.20
29. Tugaya West	8	3,163	56	56.48
30. Sultan Dumalundong	3	683	18	37.94
Division Totals	321	82,775	1,792	46.19

Source: DepEd Basic Education Information System (Division data) 2003

The ratio of desks/chairs-pupils is also high with the Kapatagan district registering the highest at 1:3 while the Bayang (Upper) district tallying the near optimal ratio of 1:0.9, better than the ideal ratio of 1:1. (See Table 2-23).

**Table 2-23 Lanao Del Sur II Public Elementary Schools Seat-Pupil Ratio
(by School District, 2003)**

Lanao del Sur II Schools District	No. of Schools	Total Enrollment	Total Desks	Tables + Chairs Set	Total Arm chairs	Total Seatings	Pupil to Seating Ratio
1. Kalawi	12	4,629	1,417	81	1,070	4,066	1.14
2. Bacolod	9	2,571	280	285	279	1,409	1.82
3. Balabagan North	10	1,673	378	106	154	1,122	1.49
4. Balabagan South	7	2,258	396	44	295	1,175	1.92
5. Kapatagan	9	1,712	145	21	235	567	3.02
6. Bayang (Upper)	9	3,500	1,714	83	202	3,796	0.92
7. Bayang (Lower)	10	3,878	645	-	380	1,670	2.32
8. Binidayan	17	3,725	1,508	3	691	3,713	1.00
9. Butig	21	5,556	290	22	290	914	6.08
10. West Ganassi	11	3,116	337	224	228	1,350	2.31
11. East Ganassi	9	2,367	791	46	729	2,403	0.99
12. Lumbatan I	11	2,245	280	39	205	843	2.66
13. Lumbatan II	8	1,126	98	106	159	567	1.99
14. Lumbayanague	22	5,164	1,160	173	1,402	4,068	1.27
15. South Madalum	8	2,710	355	93	445	1,341	2.02
16. North Madalum	10	1,264	374	-	50	798	1.58
17. Upper Madamba	10	2,424	91	21	118	342	7.09
18. Lower Madamba	5	1,673	220	-	220	660	2.53
19. Malabang North	14	3,597	807	36	679	2,365	1.52
20. Malabang South	10	3,685	851	5	700	2,412	1.53
21. Marogong	14	2,284	416	2	245	1,081	2.11
22. Calanogas	5	2,141	190	8	662	1,058	2.02
23. Pagayawan	14	2,215	371	-	227	969	2.29
24. Pualas North	7	1,521	480	-	95	1,055	1.44
25. Pualas South	10	1,941	449	17	315	1,247	1.56
26. Sultan Gumander	13	2,219	463	51	277	1,305	1.70
27. Tubaran	13	2,144	670	91	40	1,562	1.37
28. Tugaya East	12	5,591	2,491	95	580	5,752	0.97
29. Tugaya West	8	3,163	464	14	200	1,156	2.74
30. Sultan Dumalundong	3	683	36	18	613	721	0.95
DIVISION TOTALS	321	82,775	18,167	1,684	11,785	51,487	1.61

Source: DepEd Basic Education Information System (Division data) 2003

2.5.1.6 Maguindanao

Maguindanao Division has the worst teacher-pupil ratio in public elementary with highest ratio of 1:97 to a low of 1:32 or an average of 1:53 for the whole division. Only six out of 26 districts have better ratio than the standard. (See Table 2-24).

Table 2-24 Maguindanao Public Elementary Schools Teacher-Pupil Ratio (by School District, 2003)

Maguindanao School Districts	No of Schools	Total Enrollment	Total Number of Teachers	Teacher-Pupil Ratio
1. Ampatuan	21	6,512	102	63.84
2. Barira	19	3,522	63	55.90
3. Buldon	23	4,720	82	57.56
4. Buluan	16	7,346	118	62.25
5. Datu Paglas	25	5,210	82	63.54
6. Datu Piang	25	8,942	140	63.87
7. DOS North	25	7,525	165	45.61
8. DOS South	13	4,971	116	42.85
9. Kabuntalan	19	3,326	74	44.95
10. Shariff Aguak	16	4,165	99	42.07
11. Matanog	14	2,497	60	41.62
12. Pagagawan	9	3,981	71	56.07
13. Pagalungan	12	5,973	86	69.00
14. Parang North	16	7,269	195	37.28
15. Parang South	12	4,598	144	31.93
16. S. K. Pendatun	10	3,310	45	73.56
17. Paglat	4	1,320	19	69.47
18. Mamasapano	7	3,365	38	88.55
19. Sultan Kudarat I	20	7,474	143	52.27
20. Sultan Kudarat II	19	4,670	99	47.17
21. Sultan Sa Barongis	18	4,544	72	63.11
22. Talayan	12	3,847	64	60.11
23. Talitay	9	2,799	29	96.52
24. Upi North	28	7,657	149	51.39
25. South Upi	31	5,631	104	54.14
26. Upi West	22	3,677	77	47.75
Division Totals	445	128,851	2,436	52.89

Source: DepEd Basic Education Information System (Division data) 2003

Data on the distribution of textbook to the schools in the division show a substantial surplus in the number of textbooks available for pupil use. The division textbook-pupil ratio is 3.04:1 or three textbooks per students. However, the textbook availability per grade level and subject area would be the more relevant information required, but unfortunately this is not available. (See Table 2-25).

**Table 2-25 Maguindanao Public Elementary Schools Textbooks – Pupil Ratio
(by School District, 2003)**

Maguindanao Schools District	No of Schools	Total Enrollment	Total Textbooks	Textbooks-Pupil Ratio
1. Ampatuan	21	6,512	73,372	11.27
2. Barira	19	3,522	17,930	5.09
3. Buldon	23	4,720	5,007	1.06
4. Buluan	16	7,346	14,570	1.98
5. Datu Paglas	25	5,210		-
6. Datu Piang	25	8,942	38,883	4.35
7. DOS North	25	7,525	39,469	5.25
8. DOS South	13	4,971	22,584	4.54
9. Kabuntalan	19	3,326	13,834	4.16
10. Shariff Aguak	16	4,165	17,975	4.32
11. Matanog	14	2,497	8,679	3.48
12. Pagagawan	9	3,981	11,185	2.81
13. Pagalungan	12	5,973	9,541	1.60
14. Parang North	16	7,269	18,944	2.61
15. Parang South	12	4,598	34,452	7.49
16. S. K. Pendatun	10	3,310	6,423	1.94
17. Paglat	4	1,320	375	0.28
18. Mamasapano	7	3,365	TEEP	-
19. Sultan Kudarat I	20	7,474	11,741	1.57
20. Sultan Kudarat II	19	4,670	0	-
21. Sultan Sa Barongis	18	4,544	6,850	1.51
22. Talayan	12	3,847	9,362	2.43
23. Talitay	9	2,799	1,302	0.47
24. Upi North	28	7,657	22,981	3.00
25. South Upi	31	5,631	0	-
26. Upi West	22	3,677	6,863	1.87
Division Totals	445	128,851	392,322	3.04

Source: DepEd Basic Education Information System (Division data) 2003

The aggregate classroom-pupil ratio in public elementary schools in Maguindanao is higher than the recommended standard of 1:45. In SY2002-2003, the classroom – pupil ratio for the entire division was computed at 1:49. Classroom congestion seems to be the norm in this division. The best ratio was registered in Kabuntalan district at 1:37 while the worst at 1:120 was tallied in the Paglat district. (See Table 2-26).

**Table 2-26 Maguindanao Public Elementary Schools Classroom-Pupil Ratio
(by School District, 2003)**

Maguindanao Schools District	No. of Schools	Total Enrollment	Total Instructional Rooms	Classroom-Pupil Ratio
1. Ampatuan	21	6,512	105	62.02
2. Barira	19	3,522	54	65.22
3. Buldon	23	4,720	94	50.21
4. Buluan	16	7,346	148	49.64
5. Datu Paglas	25	5,210	97	53.71
6. Datu Piang	25	8,942	158	56.59
7. DOS North	25	7,525	160	47.03
8. DOS South	13	4,971	106	46.90
9. Kabuntalan	19	3,326	90	36.96
10. Shariff Aguak	16	4,165	81	51.42
11. Matanog	14	2,497	51	48.96
12. Pagagawan	9	3,981	67	59.42
13. Pagalungan	12	5,973	83	71.96
14. Parang North	16	7,269	166	43.79
15. Parang South	12	4,598	100	45.98
16. S. K. Pendatun	10	3,310	37	89.46
17. Paglat	4	1,320	11	120.00
18. Mamasapano	7	3,365	59	57.03
19. Sultan Kudarat I	20	7,474	329	51.11
20. Sultan Kudarat II	19	4,670	97	48.14
21. Sultan Sa Barongis	18	4,544	68	66.82
22. Talayan	12	3,847	65	59.95
23. Talitay	9	2,799	36	77.75
24. Upi North	28	7,657	158	48.46
25. South Upi	31	5,631	108	52.14
26. Upi West	22	3,677	80	45.96
Division Totals	445	128,851	2,608	49.41

Source: DepEd Basic Education Information System (Division data) 2003

The desks/chairs-pupils ratio is low with the Talayan district registering the worst at 1:31 while the Matanog district tallied a ratio of 1:1.2, the closest to the ideal ratio of 1:1. (See Table 2-27).

**Table 2-27 Maguindanao Public Elementary Schools Seat-Pupil Ratio
(by School District, 2003)**

Maguindanao School District	No. of Schools	Total Enrollment	Total Desks	Total Tables+ Chairs Set	Total Arm chairs	Total Seating	Pupil: Seating Ratio
1. Ampatuan	21	6,512	1,166	130	562	3,154	2.06
2. Barira	19	3,522	504	-	272	1,280	2.75
3. Buldon	23	4,720	688	36	500	1,948	2.42
4. Buluan	16	7,346	653	797	636	3,536	2.08
5. Datu Paglas	25	5,210	116	2	30	266	19.59
6. Datu Piang	25	8,942	698	96	831	2,419	3.70
7. DOS North	25	7,525	1,723	80	1,933	5,539	1.36
8. DOS South	13	4,971	696	104	1,021	2,621	1.90
9. Kabuntalan	19	3,326	506	3	312	1,330	2.50
10. Shariff Aguak	16	4,165	856	25	697	2,459	1.69
11. Matanog	14	2,497	652	215	273	2,007	1.24
12. Pagagawan	9	3,981	274	300	519	1,667	2.39
13. Pagalungan	12	5,973	522	27	755	1,853	3.22
14. Parang North	16	7,269	1,867	125	1,409	5,393	1.35
15. Parang South	12	4,598	1,087	-	699	2,873	1.60
16. S. K. Pendatun	10	3,310	154	-	250	558	5.93
17. Paglat	4	1,320	-	-	-	-	-
18. Mamasapano	7	3,365	490	100	673	1,853	1.82
19. Sultan Kudarat I	20	7,474	1,413	209	754	3,998	1.87
20. Sultan Kudarat II	19	4,670	1,186	40	796	3,248	1.44
21. Sultan Sa Barongis	18	4,544	322	88	722	1,542	2.95
22. Talayan	12	3,847	36	-	50	122	31.94
23. Talitay	9	2,799	205	-	135	545	5.14
24. Upi North	28	7,657	1,199	204	2,279	5,085	1.51
25. South Upi	31	5,631	733	-	620	2,086	2.70
26. Upi West	22	3,677	589	43	321	1,585	2.32
Division Totals	445	128,851	18,335	2,624	17,049	58,967	2.19

Source: DepEd Basic Education Information System (Division data) 2003

2.5.1.7 Tawi-Tawi

The teacher-pupil ratio in public elementary schools in Tawi-Tawi ranges from a high of 1: 81 to a low of 1: 23 or an average of 1:39 for the whole division. (See Table 2-28).

Table 2-28 Tawi-Tawi Public Elementary Schools Teacher- Pupil Ratio (by School District, 2003)

Tawi-Tawi School District	No. of Schools	Total Enrollment	Total Teachers	Teacher-Pupil Ratio
1. Panglima Sugala (Balimbingan)	30	5,125	93	55.11
2. Bongao I	7	2,384	106	22.49
3. Bongao II	22	3,591	114	31.50
4. Mapun	22	4,883	113	43.21
5. Languyan	26	4,197	52	80.71
6. Sapa-Sapa I	15	2,529	47	53.81
7. Sapa-Sapa II (Banaran)	9	2,495	49	50.92
8. East Sibutu I (Tando Owak)	11	4,537	126	36.01
9. West Sibutu/Sitangkai	8	3,493	74	47.20
10. Manuk-Mangkaw	7	3,301	76	43.43
11. West Simunul	9	5,166	167	30.93
12. East South Ubian	11	3,684	103	35.77
13. Tandubas	12	3,962	104	38.10
14. Tubig Indangan	5	1,545	53	29.15
15. Bongao Central	3	4,744	161	29.47
Division Totals	197	55,636	1,438	38.69

Source: DepEd Basic Education Information System (Division data) 2003

The aggregate classroom-pupil ratio in public elementary schools in Tawi-Tawi is significantly higher than the recommended standard of 1:45. In SY2002-2003, the classroom-pupil ratio for the entire division was computed at 1:49. Classroom congestion seems to be the norm in this division. The best ratio was registered in East Sibutu I (Tando Owak) district at 1:41 while the poorest at 1:60 was estimated in Bongao Central district. (See Table 2-29).

**Table 2-29 Tawi-Tawi Public Elementary Schools Classroom-Pupil Ratio
(by School District, 2003)**

Tawi-Tawi School District	No. of Schools	Total Enrollment	Total Instructional Rooms	Classroom-Pupil Ratio
1. Panglima Sugala (Balimbingan)	30	5,125	99	51.77
2. Bongao I	7	2,384	55	43.35
3. Bongao II	22	3,591	79	45.46
4. Mapun	22	4,883	116	42.09
5. Languyan	26	4,197	82	51.18
6. Sapa-Sapa I	15	2,529	46	54.98
7. Sapa-Sapa II (Banaran)	9	2,495	53	47.08
8. East Sibutu I (Tando Owak)	11	4,537	111	40.87
9. West Sibutu/Sitangkai	8	3,493	62	56.34
10. Manuk-Mangkaw	7	3,301	50	66.02
11. West Simunul	9	5,166	81	63.78
12. East South Ubian	11	3,684	90	40.93
13. Tandubas	12	3,962	96	41.27
14. Tubig Indangan	5	1,545	31	49.84
15. Bongao Central	3	4,744	79	60.05
Division Totals	197	55,636	1,130	49.24

Source: DepEd Basic Education Information System (Division data) 2003

The ratio of desks/chairs-pupils is quite high with the Bongao II district registering the worst ratio at 1:12 while the Tubig Indangan district tallied a ratio of 1:1.3, the ideal ratio being 1:1. (See Table 2-30).

**Table 2-30 Tawi-Tawi Public Elementary Schools Seat-Pupil Ratio
(by School District, 2003)**

School District	No. of Schools	Total Enrollment	Total Desks	Total Tables + Chairs Set	Total Arm chairs	Total Seating	Pupil to Seating Ratio
1 Panglima Sugala (Balimbingan)	30	5,125	914	65	223	2,181	2.35
2 Bongao I	7	2,384	542	217	240	1,758	1.36
3 Bongao II	22	3,591	80	36	60	292	12.30
4 Mapun	22	4,883	462	105	426	1,560	3.13
5 Languyan	26	4,197	893	29	992	2,836	1.48
6 Sapa-Sapa I	15	2,529	499	21	0	1,040	2.43
7 Sapa-Sapa II (Banaran)	9	2,495	359	13	119	863	2.89
8 East Sibutu I (Tando Owak)	11	4,537	720	65	188	1,758	2.58
9 West Sibutu/Sitangkai	8	3,493	715	95	77	1,697	2.06
10 Manuk-Mangkaw	7	3,301	244	39	262	828	3.99
11 West Simunul	9	5,166	675	112	202	1,776	2.91
12 East South Ubian	11	3,684	469	8	147	1,101	3.35
13 Tandubas	12	3,962	807	20	386	2,040	1.94
14 Tubig Indangan	5	1,545	592	25	0	1,234	1.25
15 Bongao Central	3	4,744	683	123	129	1,741	2.72
Division Totals	197	55,636	8,654	973	3,451	22,705	2.45

Source: DepEd Basic Education Information System (Division data) 2003

2.5.2 Public Secondary Schools

2.5.2.1 Basilan

The secondary schools in Basilan showed a very uneven distribution with the gap between the highest student-teacher ratio and the lowest being quite large. The highest ratio is 1:48 registered by Parang Basak National High School and the lowest ratio is 1:13 observed at Sinangkapan National High School and an average of 1:38 for the whole division. (See Table 2-31).

Table 2-31 Teacher-Student Ratio in Public Secondary Schools – Basilan

	Basilan School Name	Municipality	Total Enrollment	Total Teachers	Teacher-Student Ratio
1	Atong-Atong NHS	Lantawan	223	15	27.13
2	Atong-Atong NHS - Tairan Annex	Lantawan	184		
3	Bubuan NHS	Sumisip	227	16	30.50
4	Bubuan NHS - Saluping Annex	Sumisip	261		
5	Colony NHS	Lamitan	234	11	21.27
6	Concepcion NHS	Lantawan	371	14	26.50
7	Jacinto Cuevas NHS	Tipo-Tipo	301	9	33.44
8	Lamitan NIIS	Lamitan	1,983	48	41.31
9	Lo-ok NHS	Lamitan	327	12	27.25
10	Lubukan NHS	Lantawan	235	18	19.00
11	Lubukan NHS - Sangbay Small Annex	Lantawan	107		
12	Maluso NHS	Maluso	1,286	31	44.00
13	Maluso NHS - Canas Annex	Maluso	78		
14	Parangbasak NHS	Lamitan	574	12	47.83
15	Sinangkapan NHS	Tuburan	131	10	13.10
16	Sinulatan NHS	Tuburan	253	10	52.40
17	Sinulatan NHS - Tuburan Annex	Tuburan	271		
18	Sumisip Agro-Fisheries School	Sumisip	146	-	-
19	Sumisip NHS	Sumisip	226	21	35.33
20	Sumisip NHS - Manggal Annex	Sumisip	310		
21	Sumisip NHS - Tumahubong Annex	Sumisip	206		
22	Tipo-Tipo NHS	Tipo-Tipo	785	17	46.18
	Secondary Totals		8,719	244	35.73

Source: DepEd Basic Education Information System (Division data) 2003

Classrooms

The aggregate student-instructional room ratio in public secondary schools in Basilan is more than the recommended standard of 1:45. In SY 2002-2003, the student instructional room ratio for the entire area was computed at 1:60. About seven (7) NHS reported a ratio better than the recommended standard. Instructional room congestion seems to be the norm in this division. The best ratio was registered in the Lubukan NHS Sangbay Small Annex (Lantawan) district at 27:1 while the worst at 96:1 was tallied in the Parangbasak NHS (Lamitan) district. (See Table 2-32).

Table 2-32 Classroom-Student Ratio in Public Secondary Schools in Basilan

Basilan School Name	Municipality	Total Enrollment	Total Instructional Rooms	Classroom-Student Ratio
1 Atong-Atong NHS	Lantawan	223	5	44.60
2 Atong-Atong NHS - Tairan Annex	Lantawan	184	4	46.00
3 Bubuan NHS	Sumisip	227	5	45.40
4 Bubuan NHS - Saluping Annex	Sumisip	261	3	87.00
5 Colony NHS	Lamitan	234	6	39.00
6 Concepcion NHS	Lantawan	371	7	53.00
7 Jacinto Cuevas NHS	Tipo-Tipo	301	6	50.17
8 Lamitan NHS	Lamitan	1,983	28	70.82
9 Lo-ok NHS	Lamitan	327	10	32.70
10 Lubukan NHS	Lantawan	235	8	29.38
11 Lubukan NHS - Sangbay Small Annex	Lantawan	107	4	26.75
12 Maluso NHS	Maluso	1,286	21	61.24
13 Maluso NHS - Canas Annex	Maluso	78	1	78.00
14 Parangbasak NHS	Lamitan	574	6	95.67
15 Sinangkapan NHS	Tuburan	131	4	32.75
16 Sinulatan NHS	Tuburan	253	5	50.60
17 Sinulatan NHS - Tuburan Annex	Tuburan	271	0	
18 Sumisip Agro-Fisheries School	Sumisip	146	0	
19 Sumisip NHS	Sumisip	226	7	32.29
20 Sumisip NHS - Manggal Annex	Sumisip	310	4	77.50
21 Sumisip NHS - Tumahubong Annex	Sumisip	206	0	
22 Tipo-Tipo NHS	Tipo-Tipo	785	11	71.36
Secondary Totals		8,719	145	60.13

Source: DepEd Basic Education Information System (Division data) 2003

Desk/Chairs

Similarly, the ratio of students to desks/table chairs and armchairs set is worst at Atong-Atong NHS –Tairan Annex (Lantawan) district at 1:5 while the Maluso NHS –Canas Annex (Maluso), Sumisip Agro-Fisheries School, Sumisip NHS –Tumahubong Annex (Sumisip) district tallied a ratio of 1:0.4, the ideal ratio being at 1:1. (See Table 2-33).

Table 2-33 Seat-Student Ratio in Public Secondary Schools in Basilan

Basilan School Name	Municipality	Total Enrollment	Total Desks	Total Table + Chair Set	Total Armchair	Total Seating	Student to Seating Ratio
1 Atong-Atong NHS	Lantawan	223	-	-	48	48	4.65
2 Atong-Atong NHS - Tairan Annex	Lantawan	184	-	-	40	40	4.60
3 Bubuan NHS	Sumisip	227	8	4	170	194	1.17
4 Bubuan NHS - Saluping Annex	Sumisip	261	2	2	114	122	2.14
5 Colony NHS	Lamitan	234	-	-	188	188	1.24
6 Concepcion NHS	Lantawan	371	-	-	180	180	2.06
7 Jacinto Cuevas NHS	Tipo-Tipo	301	-	-	116	116	2.59
8 Lamitan NHS	Lamitan	1,983	-	-	953	953	2.08
9 Lo-ok NHS	Lamitan	327	-	-	350	350	0.93
10 Lubukan NHS	Lantawan	235	-	-	240	240	0.98
11 Lubukan NHS - Sangbay Small Annex	Lantawan	107	-	-	100	100	1.07
12 Maluso NIS	Maluso	1,286	-	-	492	492	2.61
13 Maluso NHS - Canas Annex	Maluso	78	35	31	70	202	0.39
14 Parangbasak NHS	Lamitan	574	-	-	124	124	4.63
15 Sinangkapan NHS	Tuburan	131	10	4	43	71	1.85
16 Simulatan NHS	Tuburan	253	-	6	52	64	3.95
17 Simulatan NHS – Tuburan Annex	Tuburan	271	-	-	60	60	4.52
18 Sumisip Agro-Fisheries School	Sumisip	146	65	58	131	377	0.39
19 Sumisip NHS	Sumisip	226	-	-	221	221	1.02
20 Sumisip NHS – Manggal Annex	Sumisip	310	-	-	199	199	1.56
21 Sumisip NHS – Tumahubong Annex	Sumisip	206	92	82	185	533	0.39
22 Tipo-Tipo NHS	Tipo-Tipo	785	-	9	426	444	1.77
Secondary Totals		8,719	212	196	4,502	5,318	1.64

Source: DepEd Basic Education Information System (Division data) 2003

2.5.2.2 LANAO SUR I

Lanao Sur I showed the worst gap in teacher-student ratio with the highest ratio of 1:297 registered at Benito Memorial National High School and the lowest of 1:37 observed at Kili-Kili National High School in Wao. The average for the whole division is shown to be 1:72. (See Table 2-34).

Table 2-34 Teacher-Student Ratio in Public Secondary Schools in Lanao del Sur I

Lanao del Sur I Secondary School Name	Municipality	Total Enrollment	Total Teachers	Teacher- Student Ratio
1 Acoon NHS	Piagapo	794	9	88.22
2 Adiong Mem.NHS	Ditsaan-Ramain	1,639	33	49.67
3 Balindong NHS	Balindong (Watu)	550	6	91.67
4 Benito MNHS	Maguing	593	2	296.50
5 Buadiposo-Buntong NHS	Buadiposo-Buntong	935	11	85.00
6 Bumbaran NHS (formerly Frankfurt NHS)	Bumbaran	611	4	152.75
7 Datu Calaca MNHS	Marantao	761	16	47.56
8 Datu Mitumug MNHS (6/9/99)	Lumba-Bayabao (Maguing)	474	0	
9 Datu Palawan Disomimba NHS	Tamparan	1,010	15	67.33
10 Kili-Kili NHS	Wao	712	19	37.47
11 Labay Mariatao Bae NHS	Wao	955	17	56.18
12 Manguron NHS	Kapai	558	11	50.73
13 Maranao NHS	Lumba-Bayabao (Maguing)	1,649	39	42.28
14 Maranao NHS – Annex	Lumba-Bayabao (Maguing)	474	760	
15 Molondo NHS	Mulondo	552	4	138.00
16 Pagalongan NHS	Wao	665	12	55.42
17 Piagapo NHS	Piagapo	828	7	118.29
18 Pooni-Lomabao NHS	Poona Bayabao (Gata)	415	4	103.75
19 Saguiran NHS	Saguiran	668	4	167.00
20 Sampal NHS (5/ 27/97)	Saguiran	533	0	
21 Sarip NHS	Saguiran	940	6	156.67
Total		15,842	219	72.34

Source: DepEd Basic Education Information System (Division data) 2003

Classrooms

The aggregate student instructional room ratio in public secondary schools in Lanao Sur I is worse than the recommended standard of 1:45. In SY 2002-2003, the student instructional room ratio for the entire area was computed at 1:58. Five (5) schools in the district reported a ratio better than the recommended standard. However, classroom congestion seems to be the norm in this division. The best ratio was registered in the Maranao NHS (Lumba-Bayabao Maguing) district at 1:30 while the worst 1:157 was tallied in the Sarip NHS (Saguiran) district. (See Table 2-35).

Table 2-35 Classroom-Student Ratio in Public Secondary Schools in Lanao del Sur I

Lanao del Sur I Secondary School Name	Municipality	Total Enrollment	Total Instructional Room	Classroom- Student Ratio
1 Acoon NHS	Piagapo	794	10	79.40
2 Adiong Mem.NHS	Ditsaan-Ramain	1,639	33	49.67
3 Balindong NHS	Balindong (Watu)	550	14	39.29
4 Benito MNHS	Maguing	593	6	98.83
5 Buadiposo-Buntong NHS	Buadiposo-Buntong	935	10	93.50
6 Bumbaran NHS (formerly Frankfurt NHS)	Bumbaran	611	6	101.83
7 Datu Calaca MNHS	Marantao	761	18	42.28
8 Datu Mitumug MNHS (6/9/99)	Lumba-Bayabao (Maguing)	474	7	67.71
9 Datu Palawan Disomimba NHS	Tamparan	1,010	20	50.50
10 Kili-Kili NHS	Wao	712	12	59.33
11 Labay Mariatao Bae NHS	Wao	955	15	63.67
12 Manguron NHS	Kapai	558	9	62.00
13 Maranao NHS	Lumba-Bayabao (Maguing)	1,649	30	29.63
14 Maranao NHS - Annex	Lumba-Bayabao (Maguing)	474	14	54.29
15 Molondo NHS	Molondo	552	8	69.00
16 Pagalongan NHS	Wao	665	15	44.33
17 Piagapo NHS	Piagapo	828	15	55.20
18 Pooni-Lomabao NHS	Pooni Bayabao (Gata)	415	8	51.88
19 Saguiran NHS	Saguiran	668	5	133.60
20 Sampal NHS (5/ 27/97)	Saguiran	533	13	41.00
21 Sarip NHS	Saguiran	940	6	156.67
Total		15,842	274	57.82

Source: DepEd Basic Education Information System (Division data) 2003

Desk/Chairs

Similarly, the ratio of students to desks/table/chair sets and armchairs is quite bad with the Manguro NHS (Kapai) district registering the worst ratio 1:6 while the Maranao NHS (Lumba-Bayabao (Maguing) district tallying a ratio of 1:0.84. The ideal ratio should be at 1:1. (See Table 2-36).

Table 2-36 Seat-Student Ratio in Public Secondary Schools in Lanao del Sur I

Lanao del Sur I Secondary School Name	Municipality	Total Enrollment	Total Desks	Total Table & Chair Sets	Total Arm chairs	Total Seatings	Student to Seating Ratio
1 Acoon NHS	Piagapo	794	8	50	481	597	1.33
2 Adiong Mem.NHS	Ditsaan-Ramain	1,639	0	0	580	580	2.83
3 Balindong NHS	Balindong (Watu)	550	0	0	491	491	1.12
4 Benito MNHS	Maguing	593	0	0	200	200	2.96
5 Buadiposo-Buntong NHS	Buadiposo-Buntong	935	0	0	345	345	2.71
6 Bumbaran NHS (formerly Frankfurt NHS)	Bumbaran	611	0	39	108	186	3.28
7 Datu Calaca MNHS	Marantao	761	52	13	365	495	1.54
8 Datu Mitumug MNHS (6/9/99)	Lumba-Bayabao (Maguing)	474	10		98	118	4.02
9 Datu Palawan Disomimba NHS	Tamparan	1,010	0	18	1,020	1,056	0.96
10 Kili-Kili NHS	Wao	712	0	0	150	150	4.75
11 Labay Mariatao Bae NHS	Wao	955	0	87	350	524	1.82
12 Manguron NHS	Kapai	558			100	100	5.58
13 Maranao NHS	Lumba-Bayabao (Maguing)	1,649		28	1,000	1,056	0.84
14 Maranao NHS -- Annex	Lumba-Bayabao (Maguing)	474	78		150	306	2.48
15 Molondo NHS	Mulondo	552	0	0	140	140	3.94
16 Pagalongan NHS	Wao	665	0	40	665	745	0.89
17 Piagapo NHS	Piagapo	828	0	0	500	500	1.66
18 Pooni-Lomabao NHS	Poona Bayabao (Gata)	415	0	0	229	229	1.81
19 Saguiaran NHS	Saguiaran	668	0	0	0	0	
20 Sampal NHS (5/ 27/97)	Saguiaran	533	30	4	90	158	3.37
21 Sarip NHS	Saguiaran	940	0	0	0	0	
Total		15,842	178	279	7,062	7,976	1.99

Source: DepEd Basic Education Information System (Division data) 2003

2.5.2.3 LANA O SUR II

The teacher-pupil ratio in Lanao del Sur II ranges from a high of 1: 141.50 in the secondary school to a low of 1:27.42 or an average of 1: 62 for the whole division. Just like the other divisions, the inequality of provision is quiet apparent among and between schools in the division. (See Table 2-37).

Table 2-37 Teacher-Student Ratio in Public Secondary Schools in Lanao del Sur II

Lanao del Sur II Secondary Schools	Municipality	Total Enrollment	Total Teachers	Teacher-Student Ratio
1 Andong NHS	Lumbatan	998	21	47.52
2 Bacolod-Kalawi NHS	Bacolod-Kalawi (Bacolod Grande)	1,132	8	141.50
3 Bakikis NHS	Kapatagan	248	11	22.55
4 Bayang NHS	Bayang	976	11	88.73
5 Butig NHS	Butig	1,929	23	83.87
6 Calanogas NHS	Calanogas	1,041	24	43.38
7 Danugan NHS (11/14/97)	Pualas	652	19	34.32
8 Ganassi NHS	Ganassi	1,363	19	71.74
9 Lakitan NHS	Madamba	1,770	21	84.29
10 Madalum HS	Madalum	794	12	66.17
11 Madamba NHS	Madamba	496	8	62.00
12 Malabang NHS	Malabang	2,680	57	47.02
13 Marogong NHS	Marogong	1,055	18	58.61
14 Nanagun NHS	Lumbayanague	579	12	48.25
15 Pagayawan NHS	Pagayawan (Tatarikan)	752	19	39.58
16 Pualas NHS	Pualas	521	19	27.42
17 Sultan Gumander NHS	Pualas	704	16	44.00
18 Tataya NHS	Balabagan	2,068	19	108.84
19 Tubaran NHS	Tubaran	791	12	65.92
20 Tugaya NHS	Tugaya	497	15	33.13
21 Mauyag C. Papandayan NHS	Balabagan	1,081	9	120.11
22 Bacolod Grande NHS	Marogong	834	0	
Total		22,961	373	61.56

Source: DepEd Basic Education Information System (Division data) 2003

Classrooms

The aggregate instructional room-student ratio in public secondary schools in Lanao Sur II is worse than the recommended standard of 1:45. In SY 2002-2003, the student instructional room ratio for the entire area was computed at 1:55. Only four (4) schools in the division reported a ratio better than the recommended standard. Classroom congestion seems to be the norm in this division. The best ratio was registered in the Pualas NHS (Pualas) district at 1:37 while the worst at 1:88 was tallied in the Sultan Gumander NHS (Pualas) district. (See Table 2-38).

Table 2-38 Classroom-Student Ratio in Public Secondary Schools in Lanao del Sur II

Lanao del Sur II Public Secondary Schools	Municipality	Total Enrollment	Total Instructional Rooms	Classroom- Student Ratio
1 Andong NHS	Lumbatan	998	22	45.36
2 Bacolod-Kalawi NHS	Bacolod-Kalawi (Bacolod Grande)	1,132	25	45.28
3 Bakikis NHS	Kapatagan	248	5	49.60
4 Bayang NHS	Bayang	976	14	69.71
5 Butig NHS	Butig	1,929	23	83.87
6 Calanogas NHS	Calanogas	1,041	20	52.05
7 Danugan NHS (11/14/97)	Pualas	652	14	46.57
8 Ganassi NHS	Ganassi	1,363	26	52.42
9 Lakitan NHS	Madamba	1,770	30	59.00
10 Madalum HS	Madalum	794	19	41.79
11 Madamba NHS	Madamba	496	9	55.11
12 Malabang NHS	Malabang	2,680	43	62.33
13 Marogong NHS	Marogong	1,055	21	50.24
14 Nanagun NHS	Lumbayanague	579	11	52.64
15 Pagayawan NHS	Pagayawan (Tatarikan)	752	10	75.20
16 Pualas NHS	Pualas	521	14	37.21
17 Sultan Gumander NHS	Pualas	704	8	88.00
18 Tataya NHS	Balabagan	2,068	40	51.70
19 Tubaran NHS	Tubaran	791	18	43.94
20 Tugaya NHS	Tugaya	497	13	38.23
21 Mauyag C. Papandayan NHS	Balabagan	1,081	19	56.89
22 Bacolod Grande NHS	Marogong	834	17	49.06
Total		22,961	421	54.54

Source: DepEd Basic Education Information System (Division data) 2003

Desk/Chairs

Similarly, the ratio of desks/table/chairs and armchairs to students is bad with the Mauyag C. Papandayan NHS (Balabagan) registering the worst at 1:4 while the Bacolod – Kalawi (Bacolod-Kalawi, Bacolod Grande) district tallied a ratio of 1:0.49, the ideal ratio being 1:1. (See Table 2-39).

Table 2-39 Seat-Student in Public Secondary Schools in Lanao del Sur II

Lanao del Sur II Secondary Schools	Municipality	Total Enrollment	Total Desks	Tables + Chairs Set	Total Arm chairs	Total Seatings	Student to Seating Ratio
1 Andong NHS	Lumbatan	998	500	5	50	1,060	0.94
2 Bacolod-Kalawi NHS	Bacolod-Kalawi (Bacolod Grande)	1,132	1,150	0	0	2,300	0.49
3 Bakikis NHS	Kapatagan	248	0	0	245	245	1.01
4 Bayang NHS	Bayang	976	500	11	0	1,022	0.95
5 Butig NHS	Butig	1,929	1,000	23	50	2,096	0.92
6 Calanogas NHS	Calanogas	1,041	100	20	100	340	3.06
7 Danugan NHS (11/14/97)	Pualas	652	200	20	200	640	1.02
8 Ganassi NHS	Ganassi	1,363	750	10	10	1,530	0.89
9 Lakitan NHS	Madamba	1,770	251	0	962	1,464	1.21
10 Madalum HS	Madalum	794	250	12	22	546	1.45
11 Madamba NHS	Madamba	496	100	5	50	260	1.91
12 Malabang NHS	Malabang	2,680	0	27	1,800	1,854	1.45
13 Marogong NHS	Marogong	1,055	200	20	200	640	1.65
14 Nanagun NHS	Lumbayanague	579	0	11	300	322	1.80
15 Pagayawan NHS	Pagayawan (Tatarikan)	752	100	20	100	340	2.21
16 Pualas NHS	Pualas	521	100	19	100	338	1.54
17 Sultan Gumander NHS	Pualas	704	24	20	550	638	1.10
18 Tataya NHS	Balabagan	2,068	1,150	0	0	2,300	0.90
19 Tubaran NHS	Tubaran	791	100	15	100	330	2.40
20 Tugaya NHS	Tugaya	497	50	14	372	500	0.99
21 Mauyag C. Papandayan NHS	Balabagan	1,081	100	12	56	280	3.86
22 Bacolod Grande NHS	Marogong	834	100	10	100	320	2.61
Total		22,961	6,725	274	5,367	19,365	1.19

Source: DepEd Basic Education Information System (Division data) 2003

2.5.2.4 Maguindanao

The teacher-student ratio in Maguindanao ranges from a high of 1:93 to a low of 1: 2.60 or an average of 1:23 for the whole division. (See Table 2-40).

Table 2-40 Teacher-Student Ratio in Public Secondary Schools in Maguindanao

Maguindanao Secondary Schools	Municipality	Total Enrollment	Total Teachers	Teacher-Student Ratio
1 Ampatuan NHS	Ampatuan	13	5	2.60
2 B. Gallego-Edcor NHS	Buldon	202	7	28.86
3 Balungis NHS	Pagalungan	146	10	14.60
4 Buliok NHS	Pagalungan	40	4	10.00
5 Camp Siongco HS	Datu Odin Sinsuat (Dinaig)	489	20	24.45
6 Datu Paglas HS	Datu Paglas	213	6	35.50
7 Datu Piang NHS	Datu Piang	614	31	19.81
8 Datu Udtug Matalam MNHS	Pagalungan	400	24	16.67
9 Dinganen-Buldon NHS	Buldon	221	12	18.42
10 Gayonga NHS	Kabuntalan (Tumbao)	274	19	14.42
11 Gen. Salipada K. Pendatun NHS	Gen. S. K. Pendatun	586	21	27.90
12 Paglat NHS (Gen. Salipada K. Pendatun NHS Annex)	Paglat			-
13 Kabuntalan NHS	Kabuntalan (Tumbao)	274	9	30.44
14 Kauran NHS	Ampatuan	487	12	40.58
15 Litayen NHS	Parang	1,146	0	-
16 Maguindanao NHS	Shariff Aguak (Maganoy) (Capital)	926	66	14.03
17 Maguindanao NHS - Regional Science HS	Shariff Aguak (Maganoy) (Capital)			-
18 Matanog NHS	Matanog	119	9	13.22
19 Parang NHS Annex Landasan Campus	Parang	3,650	182	20.05
20 Parang NHS Main Campus	Parang	143	2	71.50
21 Rempes NHS (10/11/00)	Upi	131	0	-
22 Resa NHS	Upi	288	12	24.00
23 Sarilikha HS	Datu Odin Sinsuat (Dinaig)	282	16	17.62
24 South Upi NHS	South Upi	498	16	31.12
25 Sultan Barira NHS	Barira	48	6	8.00
26 Sultan Kudarat NHS	Sultan Kudarat (Nuling)	503	26	19.35
27 Sultan Sa Barongis NHS	Sultan Sa Barongis (Lambayong)	146	10	14.60
28 Mamasapano NHS (Sultan Sa Barongis NHS Annex)	Mamasapano	185	2	92.50
29 Talayan NHS	Talayan	463	13	35.62
30 Tunggol NHS	Pagagawan	526	19	27.68
Total		13,013	559	23.28

Source: DepEd Basic Education Information System (Division data) 2003

Classrooms

The aggregate instructional room – student ratio in public secondary schools in Maguindanao is better than the recommended standard of 1:45. In SY 2002-2003, the ratio for the entire area was computed at 1:25. Only three (3) secondary schools reported a ratio worse than the recommended standard. The best ratio was registered in the Ampatuan NHS (Ampatuan) at 1:3.25 while the worst at 1:60.88 was tallied in the Kauran NHS (Ampatuan). (See Table 2-41).

Table 2-41 Classroom-Student Ratio in Public Secondary Schools in Maguindanao

Maguindanao Secondary Schools	Municipality	Total Enrollment	Total Instructional Rooms	Classroom-Student Ratio
1 Ampatuan NHS	Ampatuan	13	4	3.25
2 B. Gallego-Edcor NHS	Buldon	202	9	22.44
3 Balungis NHS	Pagalungan	146	4	36.50
4 Buliok NHS	Pagalungan	40	2	20.00
5 Camp Siongco HS	Datu Odin Sinsuat (Dinaig)	489	13	37.62
6 Datu Paglas HS	Datu Paglas	213	4	53.25
7 Datu Piang NHS	Datu Piang	614	19	32.32
8 Datu Udtug Matalam MNHS	Pagalungan	400	20	20.00
9 Dinganen-Buldon NHS	Buldon	221	86	2.57
10 Gayonga NHS	Kabuntalan (Tumbao)	274	9	30.44
11 Gen. Salipada K. Pendatun NHS	Gen. S. K. Pendatun	586	13	32.92
12 Paglat NHS (Gen. Salipada K. Pendatun NHS Annex)	Paglat		9	17.56
13 Kabuntalan NIIS	Kabuntalan (Tumbao)	274	5	54.80
14 Kauran NHS	Ampatuan	487	8	60.88
15 Litayen NHS	Parang	1,146	28	40.93
16 Maguindanao NHS	Shariff Aguak (Maganoy) (Capital)	926	21	33.95
17 Maguindanao NHS - Regional Science HS	Shariff Aguak (Maganoy) (Capital)		5	42.60
18 Matanog NHS	Matanog	119	5	23.80
19 Parang NHS Annex Landasan Campus	Parang	3,650	150	24.33
20 Parang NHS Main Campus	Parang	143	8	17.88
21 Rempes NHS (10/11/00)	Upi	131	5	26.20
22 Resa NHS	Upi	288	8	36.00

Maguindanao Secondary Schools	Municipality	Total Enrollment	Total Instructional Rooms	Classroom-Student Ratio
23 Sarilikha HS	Datu Odin Sinsuat (Dinaig)	282	10	28.20
24 South Upi NHS	South Upi	498	15	33.20
25 Sultan Barira NHS	Barira	48	3	16.00
26 Sultan Kudarat NHS	Sultan Kudarat (Nuling)	503	16	31.44
27 Sultan Sa Barongis NHS	Sultan Sa Barongis (Lambayong)	146	4	36.50
28 Mamasapano NHS (Sultan Sa Barongis NHS Annex)	Mamasapano	185	6	30.83
29 Talayan NHS	Talayan	463	11	42.09
30 Tunggol NHS	Pagagawan	526	16	32.88
Total		13,013	516	25.22

Source: DepEd Basic Education Information System (Division data) 2003

Desk/Chairs

Similarly, the ratio of desks/table/chairs armchairs to student is quite bad with the Datu Piang NHS (Datu Piang) district registering the worst at 1:88, while the Kabuntalan NHS district tallied a ratio of 1:0.22. The ideal ratio should be 1:1. (See Table 2-42).

Table 2-42 Seat-Student Ratio in Public Secondary Schools in Maguindanao

Maguindanao Secondary Schools	Municipality	Total Enrollment	Total Desks	Total Tables+ Chairs Set	Total Arm chairs	Total Seating	Student to Seating Ratio
1 Ampatuan NHS	Ampatuan	13	0	0	0	0	-
2 B. Gallego-Edcor NHS	Buldon	202	0	0	150	150	1.35
3 Balungis NHS	Pagalungan	146	0	7	170	184	0.79
4 Buliok NHS	Pagalungan	40	0	0	0	0	-
5 Camp Siongco HS	Datu Odin Sinsuat (Dinaig)	489	0	8	700	716	0.68
6 Datu Paglas HS	Datu Paglas	213	0	0	0	0	-
7 Datu Piang NHS	Datu Piang	614	0	2	3	7	87.71
8 Datu Udtug Matalam MNHS	Pagalungan	400	0	0	0	0	-
9 Dinganen-Buldon NHS	Buldon	221	0	8	200	216	1.02
10 Gayonga NHS	Kabuntalan (Tumbao)	274	0	9	360	378	0.72

Maguindanao Secondary Schools	Municipality	Total Enrollment	Total Desks	Total Tables+ Chairs Set	Total Arm chairs	Total Seating	Student to Seating Ratio
11 Gen. Salipada K. Pendatun NHS	Gen. S. K. Pendatun	586	0	0	0	0	-
12 Paglat NHS (Gen. Salipada K. Pendatun NHS Annex)	Paglat		0	0	0	0	-
13 Kabuntalan NHS	Kabuntalan (Tumbao)	274	0	360	540	1,260	0.22
14 Kauran NHS	Ampatuan	487	0	10	250	270	1.80
15 Litayen NHS	Parang	1,146	20	0	1,450	1,490	0.77
16 Maguindanao NHS	Shariff Aguak (Maganoy) (Capital)	926	0	42	1,236	1,320	0.54
17 Maguindanao NHS – Regional Science HS	Shariff Aguak (Maganoy) (Capital)		24	2	3	55	3.87
18 Matanog NHS	Matanog	119	0	0	106	106	1.12
19 Parang NHS Annex Landasan Campus	Parang	3,650	185	126	1,423	2,045	1.78
20 Parang NHS Main Campus	Parang	143	1	0	0	2	71.50
21 Rempes NHS (10/11/00)	Upi	131	0	9	300	318	0.41
22 Resa NHS	Upi	288	0	0	200	200	1.44
23 Sarilikha HS	Datu Odin Sinsuat (Dinaig)	282	0	20	503	543	0.52
24 South Upi NHS	South Upi	498	0	12	250	274	1.82
25 Sultan Barira NHS	Barira	48	0	0	0	0	-
26 Sultan Kudarat NHS	Sultan Kudarat (Nuling)	503	0	0	0	0	-
27 Sultan Sa Barongis NHS	Sultan Sa Barongis (Lambayong)	146	0	0	0	0	-
28 Mamasapano NHS (Sultan Sa Barongis NHS Annex)	Mamasapano	185	0	0	0	0	-
29 Talayan NHS	Talayan	463	0	10	360	380	1.22
30 Tunggol NHS	Pagagawan	526	280	21	546	1,148	0.46
TOTAL		13,013	510	646	8,750	11,062	1.18

Source: DepEd Basic Education Information System (Division data) 2003

2.5.2.5 Marawi

There are only two high schools in Marawi Division and both schools exceed the teacher-student ratio standard of 1:45. Marawi City High School showed a teacher-student ratio of 1:65 and the Angoyao National High School registered a ratio of 1:68. (See Table 2-43).

Table 2-43 Teacher-Student Ratio in Public Secondary Schools in Marawi City

Marawi Secondary Schools	Total Enrollment	Total Teachers	Teacher-Student Ratio
Marawi City HS	3,425	53	64.62
Angoyao NHS	675	10	67.50
Total	4,100	63	65.08

Source: DepEd Basic Education Information System (Division data) 2003

Classrooms

The aggregate instructional room – student ratio in public secondary schools in Marawi City is worse than the recommended standard of 1:45. In SY 2002-2003, the ratio for the entire city was computed at 1:89. Both schools reported a ratio lower than the recommended standard. Classroom congestion seems to be the norm in this division. The better ratio was registered in the Marawi City HS at 1:68 is very low while the worst at 1:95 was tallied in the Angoyao NHS. (See Table 2-44).

Table 2-44 Classroom-Student Ratio in Public Secondary Schools in Marawi City

Marawi Secondary Schools	Total Enrollment	Total Instructional Rooms	Student: Instructional Room Ratio
Marawi City HS	3,425	10	67.50
Angoyao NHS	675	36	95.14
Total	4,100	46	89.13

Source: DepEd Basic Education Information System (Division data) 2003

Desk/chairs

Similarly, the ratio of desk/ table/chairs and armchairs to students still shows inadequacy with the Angoyao NHS registering the lowest at 1:1.50 with the Marawi City HS tallying a ratio of 1:0.95 with the ideal ratio at 1:1. (See Table 2-45).

Table 2-45 Seat-Student Ratio in Public Secondary Schools in Marawi City

Marawi Secondary Schools	Total Enrollment	Total Desks	Total Table + Chair Set	Total Armchairs	Total Seating	Student to Seating Ratio
Marawi City HS	3,425	30	66	3,425	3,617	0.95
Angoyao NHS	675	0	0	449	449	1.50
Total	4,100	30	66	3,874	4,066	1.01

Source: DepEd Basic Education Information System (Division data) 2003

2.5.2.6 *SULU*

The student – teacher ratio in Sulu ranges from a high of 1:68 to a low of 1:14 or an average of 1:31 for the whole division. (See Table 2-46).

Table 2-46 Teacher-Student Ratio in Public Secondary Schools in Sulu

Sulu Secondary Schools	Municipality	Total Enrollment	Total Teachers	Teacher-Student Ratio
1 Indanan NHS	Indanan	127	9	14.11
2 Jolo Agricultral HS	Jolo (Capital)	1,213	40	30.32
3 Jolo NHS	Jolo (Capital)	1,756	26	67.54
4 Jolo SOF	Jolo (Capital)	1,929	71	27.17
5 K. Calauang NHS	Kalingalan Caluang	87	5	17.40
6 Laminusa NHS	Siasi	318	11	28.91
7 Lugus NHS	Lugus	101	3	33.67
8 Luuk NHS	Luuk	786	32	24.56
9 Maimbung NHS	Maimbung	622	11	56.55
10 Old Panamao NHS	Old Panamao	122	6	20.33
11 P. Tahil NHS	Hadji Panglima Tahil (Marunggas)	72	3	24.00
12 Pandami NHS	Pandami	82	5	16.40
13 Panglima Estino NHS	Siasi	226	12	18.83
14 Pangutaran NHS	Pangutaran	819	24	34.12

Sulu Secondary Schools	Municipality	Total Enrollment	Total Teachers	Teacher-Student Ratio
15 Parang NHS	Parang	919	53	17.34
16 Pata NHS	Luuk	74	3	24.67
17 Patikul NHS	Patikul	663	13	51.00
18 Sulu NHS	Parang	1,422	34	41.82
19 Talipao NHS	Talipao	427	17	25.12
20 Tapul NHS	Tapul	435	11	39.55
21 Tongkil NHS	Tongkil	214	12	17.83
22 Pasil Indanan	Indanan	146	3	48.67
23 Timbangan Indanan	Indanan	53	3	17.67
24 Capual Luuk	Luuk	264	11	24.00
25 Lower Patibulan Panamao	Old Panamao	176	2	88.00
26 Tiptipun(Panglima Estino NHS)	Siasi	87		-
27 Maimbung Nat'l High(Extension)	Maimbung	291		-
Total		13,431	420	31.08

Source: DepEd Basic Education Information System (Division data) 2003

Classrooms

In SY 2002-2003, the instructional room – student ratio for the entire area was computed at 1:52. Fourteen (1) secondary schools reported a ratio better than the recommended standard. Classroom congestion is a problem in the majority of schools. The best ratio was registered in the Lugus NHS (Lugus) district at 1:14 while the worst at 1:146 was tallied in the Jolo NHS (Jolo Capital) district. (See Table 2-47).

Table 2-47 Classroom-Student Ratio in Public Secondary Schools in Sulu

Sulu Public Secondary Schools	Municipality	Total Enrollment	Total Instructional Rooms	Classroom-Student Ratio
1 Indanan NHS	Indanan	127	6	21.17
2 Jolo Agricultural HS	Jolo (Capital)	1,213	20	60.65
3 Jolo NHS	Jolo (Capital)	1,756	12	146.33
4 Jolo SOF	Jolo (Capital)	1,929	31	62.23
5 K. Calauang NHS	Kalingalan Caluang	87	4	21.75
6 Laminusa NHS	Siasi	318	9	35.33
7 Lugus NHS	Lugus	101	7	14.43

Sulu Public Secondary Schools	Municipality	Total Enrollment	Total Instructional Rooms	Classroom-Student Ratio
8 Luuk NHS	Luuk	786	23	34.17
9 Maimbung NHS	Maimbung	622	10	33.10
10 Old Panamao NHS	Old Panamao	122	4	30.50
11 P. Tahil NHS	Hadji Panglima Tahil (Marunggas)	72	2	36.00
12 Pandami NHS	Pandami	82	3	27.33
13 Panglima Estino NHS	Siasi	226	8	17.38
14 Pangutaran NHS	Pangutaran	819	15	54.60
15 Parang NHS	Parang	919	12	76.58
16 Pata NHS	Luuk	74	4	18.50
17 Patikul NHS	Patikul	663	12	55.25
18 Sulu NHS	Parang	1,422	21	67.71
19 Talipao NHS	Talipao	427	8	53.38
20 Tapul NHS	Tapul	435	8	54.38
21 Tongkil NHS	Tongkil	214	7	30.57
22 Pasil Indanan	Indanan	146	3	48.67
23 Timbangan Indanan	Indanan	53	-	-
24 Capual Luuk	Luuk	264	10	26.40
25 Lower Patibulan Panamao	Old Panamao	176	4	44.00
26 Tiptipun(Panglima Estino NHS)	Siasi	87	2	43.50
27 Maimbung Nat'l High(Extension)	Maimbung	291	6	48.50
Total		13,431	251	52.00

Source: DepEd Basic Education Information System (Division data) 2003

Desk/Chairs

Similarly, the ratio of desks/table/chairs and armchairs to students is unfavorable in some schools, with the Patikul NHS (Patikul) registering the worst at 1:4.42 while the Panglima Estino NHS (Siasi) district tallied a ratio of 1:0.73, with the ideal ratio at 1:1. (See Table 2-48).

Table 2-48 Seat-Student Ratio in Public Secondary Schools in Sulu

Sulu Public Secondary Schools	Municipality	Total Enrollment	Total Desks	Total Table & Chair Sets	Total Arm chairs	Total Seating	Student to Seating Ratio
1 Indanan NHS	Indanan	127	10	-	50	70	1.81
2 Jolo Agricultral HS	Jolo (Capital)	1,213	-	-	-	-	-
3 Jolo NHS	Jolo (Capital)	1,756	-	708	180	1,596	1.10
4 Jolo SOF	Jolo (Capital)	1,929	-	-	1,750	1,750	1.10
5 K. Calauang NHS	Kalingalan Caluang	87	4	4	20	36	2.42
6 Laminusa NHS	Siasi	318	-	28	210	266	1.20
7 Lugus NHS	Lugus	101	10	4	40	68	1.49
8 Luuk NHS	Luuk	786	16	23	362	440	1.79
9 Maimbung NHS	Maimbung	622	-	16	241	273	1.21
10 Old Panamao NHS	Old Panamao	122	-	4	40	48	2.54
11 P. Tahil NHS	Hadji Panglima Tahil (Marunggas)	72	6	1	35	49	1.47
12 Pandami NHS	Pandami	82	-	-	42	42	1.95
13 Panglima Estino NHS	Siasi	226	63	15	34	190	0.73
14 Pangutaran NHS	Pangutaran	819	150	23	150	496	1.65
15 Parang NHS	Parang	919	-	382	40	804	1.14
16 Pata NHS	Luuk	74	-	-	50	50	1.48
17 Patikul NHS	Patikul	663	50	-	50	150	4.42
18 Sulu NHS	Parang	1,422	-	-	-	-	-
19 Talipao NHS	Talipao	427	50	5	150	260	1.64
20 Tapul NHS	Tapul	435	-	8	435	451	0.96
21 Tongkil NHS	Tongkil	214	-	-	-	-	-
22 Pasil Indanan	Indanan	146	10	-	20	40	3.65
23 Timbangan Indanan	Indanan	53	-	-	30	30	1.77
24 Capual Luuk	Luuk	264	-	8	260	276	0.96
25 Lower Patibulan Panamao	Old Panamao	176	10	4	10	38	4.63
26 Tiptipun(Panglima Estino NHS)	Siasi	87	20	20	-	80	1.09
27 Maimbung Nat'l High(Extension)	Maimbung	291	-	19	200	238	1.22
Total		13,431	399	1,272	4,399	7,741	1.69

Source: DepEd Basic Education Information System (Division data) 2003

2.5.2.7 Tawi-Tawi

The teacher-student ratio in Tawi-Tawi ranges from a high of 1: 72.67 for the secondary schools to a low of 1: 21 with an average of 1:36 for the whole division. (See Table 2-49).

Table 2-49 Teacher-Student Ratio in Public Secondary Schools in Tawi-Tawi

Tawi-Tawi Secondary Schools	Municipality	Total Enrollment	Total Teachers	Teacher-Student Ratio
1 Balimbing NHS	Panglima Sugala (Balimbing)	343	11	31.18
2 Banaran NHS	Sapa-Sapa	1,076	16	67.25
3 Sanga-Sanga Annex	Sapa-Sapa	622		-
4 Batu-Batu NHS	Panglima Sugala (Balimbing)	683	11	62.09
5 Ligayan NHS	Sitangkai	375	10	37.50
6 Mantabuan NHS	Sapa-Sapa	589	19	31.00
7 Manukmangkaw NHS	Simunul	329	12	27.42
8 Sipangkot NHS	Sitangkai	206	9	22.89
9 Sitangkai NHS	Sitangkai	509	10	50.90
10 South Ubian NHS	South Ubian	250	9	27.78
11 Tandubanak NHS	Sitangkai	442	15	29.47
12 Tandubas School of Fisheries	Tandubas	436	6	72.67
13 Tawi Tawi Pilot. Opp. SOF	Bongao (Capital)	993	25	39.72
14 Tawi Tawi SAT	Bongao (Capital)	1,158	30	38.60
15 Tawi Tawi West Coast Agr'l. HS	Mapun (Cagayan De Tawi-Tawi)	196	7	28.00
16 Tubig Indangan NHS	Simunul	306	13	23.54
17 Turtle Island HS	Turtle Islands	114	5	22.80
18 Ummat NHS	Simunul	539	26	20.73
19 Ungus Matata NHS	Tandubas	409	18	22.72
Total		9,575	252	35.53

Source: DepEd Basic Education Information System (Division data) 2003

Classrooms

In SY 2002-2003, the student- instructional room ratio for the entire area was computed at 1:64 Fourteen (14) or the majority of the schools reported a ratio better than the recommended standard. The best ratio was registered in the Tawi-Tawi SAT (Bongao Capital) district at 1:30 while the worst 1:86 was tallied in the Balimbing NHS (Paglima Sugala (Balimbing) district. (See Table 2-50).

Table 2-50 Classroom-Student Ratio in Public Secondary Schools in Tawi-Tawi

Tawi-Tawi Public Secondary Schools	Municipality	Total Enrollment	Total Instructional Rooms	Classroom-Student Ratio
1 Balimbing NHS	Panglima Sugala (Balimbing)	343	4	85.75
2 Banaran NHS	Sapa-Sapa	1,076	8	56.75
3 Sanga-Sanga Annex	Sapa-Sapa	622	8	77.75
4 Batu-Batu NHS	Panglima Sugala (Balimbing)	683	10	68.30
5 Ligayan NHS	Sitangkai	375	7	53.57
6 Mantabuan NHS	Sapa-Sapa	589	18	32.72
7 Manukmangkaw NHS	Simunul	329	7	47.00
8 Sipangkot NHS	Sitangkai	206	-	
9 Sitangkai NHS	Sitangkai	509	10	50.90
10 South Ubian NHS	South Ubian	250	4	62.50
11 Tandubanak NHS	Sitangkai	442	-	-
12 Tandubas School of Fisheries	Tandubas	436	-	-
13 Tawi Tawi Pilot. Opp. SOF	Bongao (Capital)	993	-	-
14 Tawi Tawi SAT	Bongao (Capital)	1,158	39	29.69
15 Tawi Tawi West Coast Agr'l. HS	Mapun (Cagayan De Tawi-Tawi)	196	6	32.67
16 Tubig Indangan NHS	Simunul	306	6	51.00
17 Turtle Island HS	Turtle Islands	114	3	38.00
18 Ummat NHS	Simunul	539	9	59.89
19 Ungus Matata NHS	Tandubas	409	-	-
Total		9,575	139	64.41

Source: DepEd Basic Education Information System (Division data) 2003

Desk/Chairs

The ratio of desks/table/chairs& armchairs per student is quite bad with the Tawi-Tawi SAT (Bongao Capital) registering the worst at 1:7 while the Ummat NHS (Simunul) district tallied the best ratio of 1:0.28, with the ideal ratio at 1:1. (See Table 2-51)

Table 2-51 Seat-Student Ratio in Public Secondary Schools in Tawi-Tawi

Tawi-Tawi Secondary Schools	Municipality	Total Enrollment	Total Desks	Total Table + Chair Set	Total Armchairs	Total Seating	Student to Seating Ratio
1 Balimbing NHS	Panglima Sugala (Balimbing)	343	20	15	150	220	1.56
2 Banaran NHS	Sapa-Sapa	1,076	-	-	-	-	-
3 Sanga-Sanga Annex	Sapa-Sapa	622	-	-	-	-	-
4 Batu-Batu NHS	Panglima Sugala (Balimbing)	683	-	-	-	-	-
5 Ligayan NHS	Sitangkai	375	16	11	85	139	2.70
6 Mantabuan NHS	Sapa-Sapa	589	20	8	90	146	4.03
7 Manukmangkaw NHS	Simunul	329	-	-	290	290	1.13
8 Sipangkot NHS	Sitangkai	206	-	-	-	-	-
9 Sitangkai NHS	Sitangkai	509	-	-	200	200	2.54
10 South Ubian NHS	South Ubian	250	20	-	40	80	3.12
11 Tandubanak NHS	Sitangkai	442	-	-	-	-	-
12 Tandubas School of Fisheries	Tandubas	436	-	-	-	-	-
13 Tawi Tawi Pilot. Opp. SOF	Bongao (Capital)	993	-	-	-	-	-
14 Tawi Tawi SAT	Bongao (Capital)	1,158	-	-	173	173	6.69
15 Tawi Tawi West Coast Agr'l. HS	Mapun (Cagayan De Tawi-Tawi)	196	60	44	25	233	0.84
16 Tubig Indangan NHS	Simunul	306	25	50	150	300	1.02
17 Turtle Island HS	Turtle Islands	114	-	-	-	-	-
18 Ummat NHS	Simunul	539	615	55	615	1,955	0.28
19 Ungus Matata NHS	Tandubas	409	-	-	-	-	-
Total		9,575	776	183	1,818	3,736	2.40

Source: DepEd Basic Education Information System (Division data) 2003

CHAPTER 3
ASSESSMENT OF FACILITY DEVELOPMENTS

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3. ASSESSMENT OF FACILITY DEVELOPMENTS

3.1 Facility Status

School sites scanned exhibited varying status with respect to the ownership of the land utilized by the school. Some schools were created by an Executive Order of the Governor General during the American occupation while others were proclaimed by Presidential Decree up to the Marcos era. Community leaders and patrons donated some school sites but most of these are still not properly titled to the school. Such cases are prevalent in ARMM but also maybe in other regions. Teachers and school principals were busy teaching and looking for resources that they had forgotten to legalize the school site ownership.

There are also a number of school sites that were carved out of government lands mostly from military reservations while some schools were constructed on reclaimed foreshore land in the middle of the sea where dwellers lived in houses on stilts on the water. The Tambulig Buton Primary School in Sumisip, Basilan is one such school reclaimed from the sea. It is about 1,500 square meters of landfill built with coral stones where two school buildings with two classrooms each were built. As for titling the property, it is still an unresolved question since any reclamation needs government approval.

The Marawi National High School and the adjacent Amai Pakpak Elementary School in Marawi City are classic examples of public schools carved out of government military reservations. The advantage of these sites is that they can be expanded to allocate open spaces for the students' outdoor activities like sports and athletics. The military reservation is large enough.

Other school sites on government lands are mostly adaptive reuse of the property. The Sarilikha National High School in Barangay Semba, Datu Odin Sinsuat North in Maguindanao is formerly a Southern Philippines Development Authority (SPDA) constructed public market that has been converted into a public high school. Still like most school sites, the title has not been transferred.

It is noticeable that school land, declared by the chief executive from the American regime up to the Magsaysay administration, tends to be spacious and suitable for schools. School sites built in later years are mostly cramped and small as a school campus.



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The Parang National High School reserved in March 6, 1956 by President Ramon Magsaysay is an example of a school site, which was proclaimed in the early years of the republic. It has enough open spaces that could be developed into an effective facility. This school was allocated 8.5 hectares for the purpose of developing a complete facility. Unfortunately, that was never the case. It is still mostly underdeveloped vacant land with only about 20% being utilized.

Other sites, mostly barangay primary schools, show the concern of community leaders in the education of their children. A case in point is the Kamamburingan Primary School in Tipo Tipo, Basilan. Although the town is very remote and rural, the thrust of the community can be seen in the way they developed the area. They created a simulated underdeveloped plaza wherein the school is the central point and with the basic water supply faucet beside it.

Recent developments saw the proliferation of barangay schools with land allocation of about 1,500 square meters on average. The request of the Sulu Division in September 9, 2002 for 125 new school sites for barangays without schools shows this site area allocation. The smallest lot site is 1,000 square meters, which are the majority, while the largest is at 6,120 square meters. This is contrary to the present DepEd minimum lot size requirement for an elementary school of two hectares, which is also required of private schools.

Efforts to have school sites titled are now being pursued by the various divisions and districts of the DepEd-ARMM and the various PTA of the schools concerned. The government, through a PTA resolution that requested the provincial government in 1995, donated the Sulu National High School site. It was registered in the name of DepEd under OCT/TCT No. 3735. The present school administration requests for the increase in land area from one hectare to two hectares from the provincial government, was granted. Other divisions are now pursuing similar efforts towards consolidation of sites and campuses.

Photographs of sample schools and school sites are found in Appendix H.

3.2 Site Development Plans

Investigating various schools in the region showed that most school sites were mostly unplanned developments and did not have proper support facilities. The reasons for this problem are varied. Notably here are some observable features of the schools in the process of their development:

- ◆ The classroom building were placed or built as needed;
- ◆ Structures were usually located for easy access;
- ◆ Funding for construction of structures came from different sources. Some capital funds came from politicians while others were built through donated construction materials.

The result is the construction of structures in the proponents favored spot and not following an effective pattern or plan. Thus, this nature of school site development normally resulted in deficiencies such as:

- ◆ Poor land utilization;
- ◆ Difficulty in time management due to distance of one structure to another;
- ◆ Wasteful and expensively long utility lines;
- ◆ Unsanitary and unhealthy facilities; and
- ◆ Costly infrastructures in the long run.

The development of the Parang National High School is a case of large unplanned sites where classrooms extends up to about 300 meters away thereby making it difficult for the administration to manage. An efficient drainage system is not available because such would be very costly (See Appendix D).

The Don Jose Godinez Elementary School in Patikul, Jolo is another case of unplanned development. The facility is poorly ventilated due to the cramped spaces resulting from building facilities in single stories and erecting tall fences around it. This then needs the use of electric light to brighten the classrooms.

3.3 Buildings

Buildings and structures were mostly of the Marcos-type, constructed in the early 1970's. Such structures were built to augment shortfalls in classroom units. The design of this building type is temporary in nature until such time that a better building would have been designed and built. The Gabaldon type of school building in the pre-war era would have been the ideal prototype since it is designed for the tropics to suit the hot and humid climate.

The Marcos-type structure is strong, durable and quite cheap because it is pre-fabricated. This structure is an offshoot of the bungalow-type of houses, which have been proven to be very uncomfortable in the tropics. The low roofing inclination negates the rapid flow and exhaust of hot air inside the roofing and ceiling thereby releasing part of the heat out of the ceiling. This makes room temperature high inside a classroom where the ceiling is just about 2.70 meters from the floor line. On the other hand, the Gabaldon-type of structure has the opposite effect.

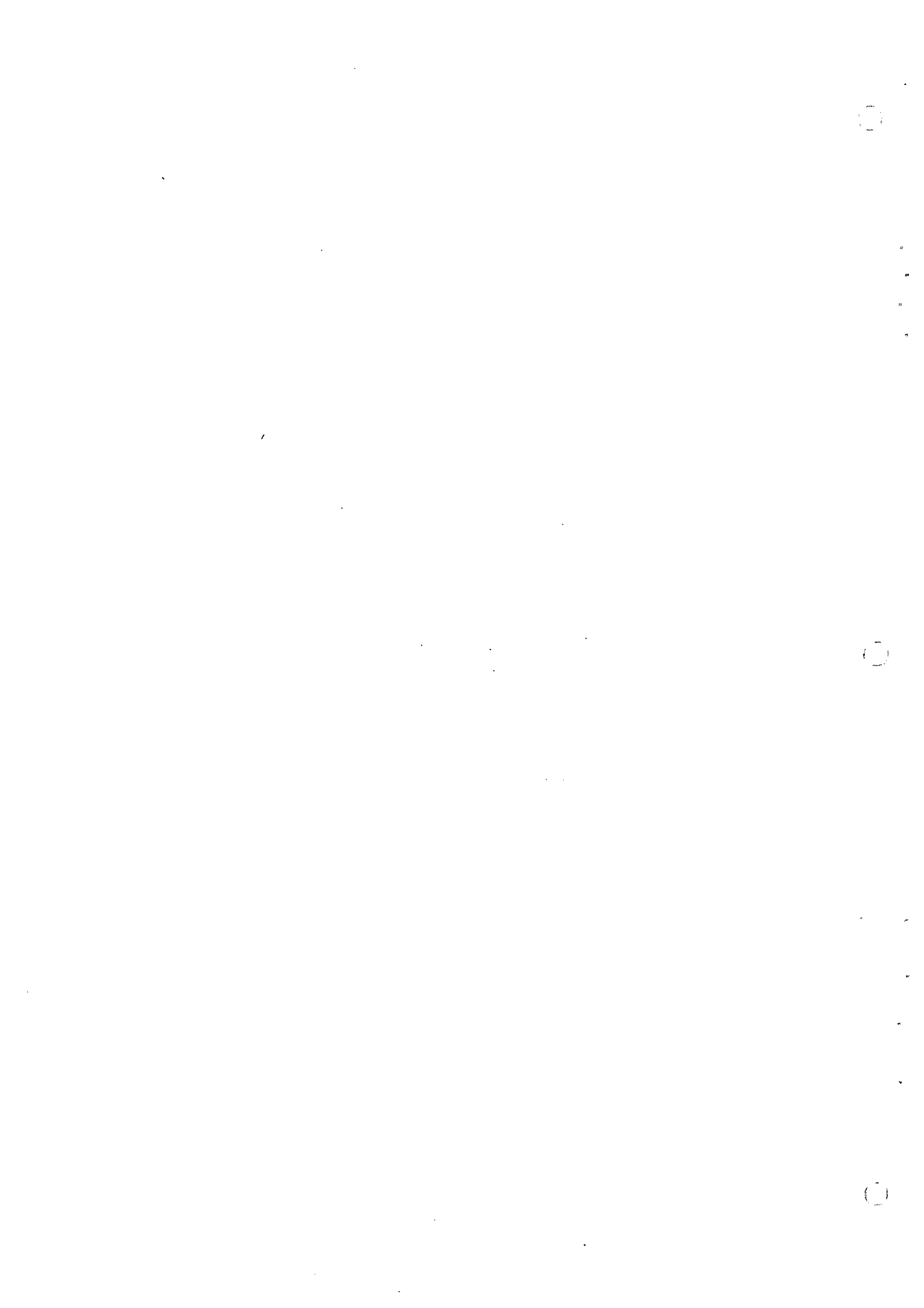
Other problems related to building design include the following:

- ◆ Poor level location of windows and other support openings for ventilation purposes;
- ◆ No mitigating designs to alleviate rainwater brought by strong winds;
- ◆ Low height of flooring from ground level of single story structures sometimes prone to flooding;
- ◆ Small or no overhangs to regulate solar heat and windy rains entry into the rooms;
- ◆ Poor room or building orientation resulting to discomfort;
- ◆ Poor or no utility services such as electrical, drainage and sewer services;
- ◆ Some buildings are designed for low density communities whereas it is located in a highly populated urban area resulting into the insertion of structures in the remaining open spaces;

In addition to the insufficient location planning for the construction of schoolbuilding facilities, an apparent concern for school facilities is the lack of reliable and updated database on the actual number and status of the facilities. An inventory of the actual condition of the facilities is an important factor in decisions for resources allocation. This is also very important for ARMM considering the many cases of schools being closed down or destroyed due to armed conflict and or being used as evacuation centers, thus, affecting the school operation. At the DepED central, there is now an effort to do school mapping exercise with the objective of rationalizing the establishment of schools viz-a-viz community demands for schooling. It will also attempt to map the location of out-of-school youth in the community to determine other appropriate modes of education delivery, thus, ensuring access to education opportunities. This school mapping

will be done in selected areas of the country and ARMM is not included. However, it will be useful for ARMM to do a similar school mapping especially so to determine the relative location of public schools and Madaris. Such an information will allow the planning for likely mobility of students wanting to transfer from either side, of the planning of possible resource sharing between government schools and Madaris in areas like teachers in Arabic language and Islamic values, from Madaris going to the public schools while teachers in the secular subjects (English, Science and Math) going to the Madaris. Sharing of instructional facilities such as science laboratories and libraries or Information Technology resources could also be established. These arrangements will likely foster peaceful and harmonious relation between government and Madaris schools – which is not presently existing.

CHAPTER 4
ADMINISTRATION AND MANAGEMENT OF BASIC
EDUCATION



4. ADMINISTRATION AND MANAGEMENT OF BASIC EDUCATION

4.1 Department of Education - ARMM

The Department of Education has been devolved to the Autonomous Region in Muslim Mindanao (ARMM) on September 7, 1991, specifically the Schools Division of Lanao del Sur I, Lanao del Sur II, Maguindanao, Tawi-Tawi and Sulu. These were later on expanded to include Basilan and Marawi City under Republic Act 9054 and was formally turned over to DepEd-ARMM on September 5, 2002 as provided by Executive Order 36, series of 2001.

Now, the expanded DepEd-ARMM is composed of seven (7) Schools Divisions, namely: Basilan, Maguindanao, Lanao del Sur I, Lanao del Sur II, Marawi City, Sulu, and Tawi-Tawi.

However, until now, the process of turned-over of Basilan from Region IX and Marawi City from Region XII to DepEd-ARMM are still incomplete. In fact, according to several key informants, salaries of teachers and Maintenance, Operating and Other Expenses (MOOE) of these divisions are still released to Regions IX and XII, who then turn this over to DepEd-ARMM. Other areas not turned-over yet include basic educational data for planning, salaries and benefits of teachers, MOOE, delivery of textbooks and instructional materials.

It is not only in relation to the turn over of Basilan and Marawi City that the transition to regional autonomy is incomplete. There has been little or no support provided in building capacity for regional autonomy. There is no consistent, stable and sustained support for its financial and budgetary requirements. The formula-based allocation of National Government resources reserved for the ARMM, over which the Region has discretion, is miniscule in comparison with annual budget transfers to ARMM allocated under the Annual National Government Appropriations Act that is subject to the approval of Congress and the President. Unlike the Internal Revenue Allotment (IRA) formula for LGU, which is computed on the basis of national revenues, the ARMM revenue allotment formula is based on revenues from ARMM, clearly a less stable source of funds. In addition, the ARMM formula leaves no room for cross-subsidization from other wealthier regions, unlike the general IRA formula.

Because of this situation, the need to encourage more LGU contribution for basic education becomes important. The Special Education Fund (SEF – is raised from 1% of Real Property



national government. A study of the World Bank has indicated an increasing percentage of LGU contribution to basic education in Luzon, Visayas but not in ARMM.

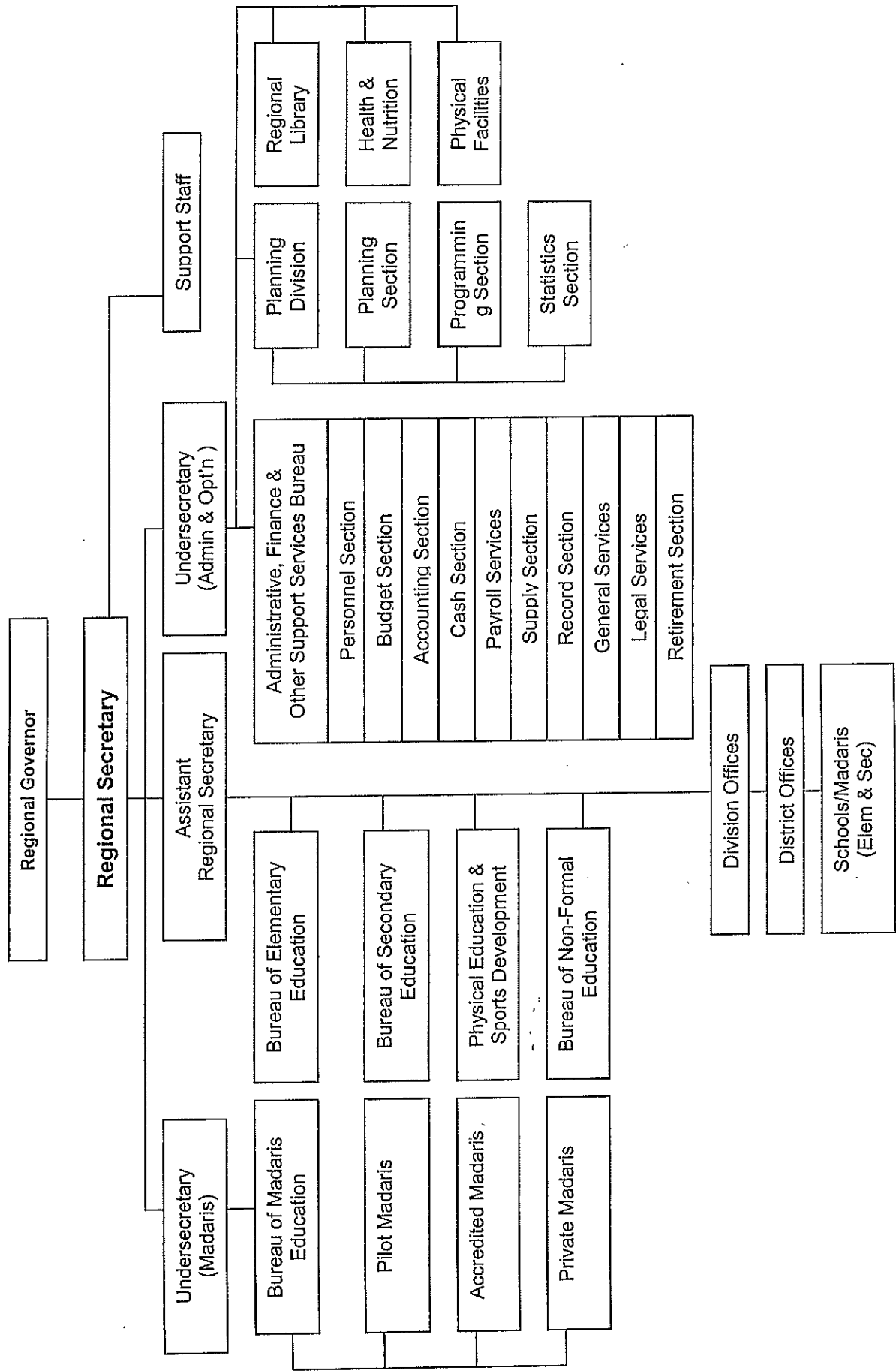
The composition and membership of the Local School Board is:

1. At the provincial level – the Provincial School Board is composed by the Provincial Governor, the Chairman of the Education Committee in Sanguniang Panlalawigan, the Division Superintendent of School, one PTCA President, and one private citizen.
2. At the municipal level – the Municipal School Board is composed by the Municipal Mayor, the Chairman of Education Committee in Sanguniang Panlungsod, the District Supervisor, one PTCA President, and one private citizen.

The ARMM exercise autonomous political powers of government and therefore all decisions and directives in education, educational policies, programs and projects and the delivery of educational services in the region is carried out by the Executive Department chaired by the Regional Governor through the Regional Secretary of Education. This highly centralized process is also true with DepEd Central Office's relationship with DepEd-ARMM and with any of its units. Figure 4-1 below shows the Organizational Chart of DepEd-ARMM. (Appendix C shows the organizational charts of DepEd-ARMM division, district and schools offices).

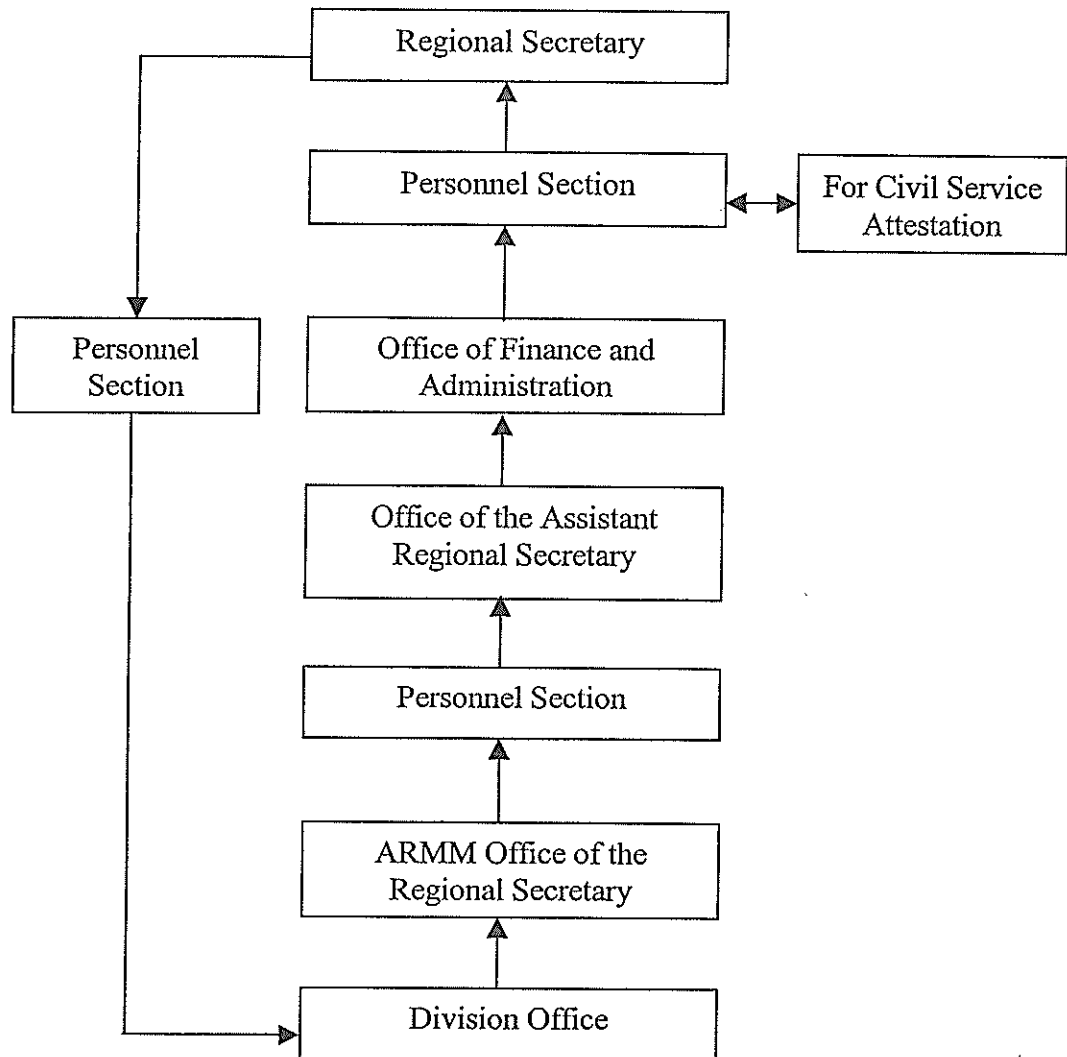
In other school divisions outside of ARMM, there are decisions (e.g. appointment of new school teachers, request for textbooks, desks and other learning materials) that are directly carried out by the Schools Division Superintendent. In ARMM, the final approval of these requests and appointments lies with the Regional Secretary of Education.

Figure 4-1 Organizational Chart of the Department of Education – ARMM



Shown below is the approval process of the request for appointments of new schoolteachers submitted by the Schools Division Superintendent to the Office of the Regional Secretary (Figure 4-2). This figure summarizes outcomes of the in-depth interviews with the Schools Division Superintendents in ARMM.

Figure 4-2 Procedure for Processing of Teacher's Appointments



Sometimes the approval of requests is delayed because transactions can be paralyzed if one or two authorized signatories are not around. Since deployment of teachers to the schools depend on teaching appointment, it is possible that some schools may lack or be without teachers until the appointments are signed. In similar manner, salaries of new teachers and provisional teachers (e.g. Arabic teachers) are usually delayed by three to four months because of delay in the approval of appointments and submission of salary requests to DBM.

When decision-making is farther away from the schools, the longer the process and the longer it will take to provide educational services. Worst, this decision may not reflect what is really needed or what is relevant to the school.

4.1.1 Schools Division

The Schools Division Superintendent is the head of the Division and she is responsible for basic education implementation in the division. Assisting the Superintendent is the Assistant Schools Division Superintendent who, in most cases, work and function in close coordination with education supervisors and district supervisors in the planning, implementation, monitoring and evaluation of the division programs and policies.

The Schools Divisions of Sulu, Marawi City, and Lanao del Sur I have two Assistant Schools Division Superintendents (ASDS) (see Appendix C), while Basilan, Maguindanao, Tawi-Tawi, and Lanao del Sur II have one each (see Appendix C). Officially, the Regional Secretary appointed the Assistant Schools Division Superintendents of Sulu, Marawi City and Lanao del Sur I but the current Schools Superintendent in these divisions designated education supervisors as their assistants and delegates work and authority to the person of their choice.

In Sulu, the problem was created by the appointment of an Officer-in-Charge other than the current Assistant Schools Division Superintendent during the time that the Division Superintendent of Schools in Sulu was detailed to the Schools Division of Tawi-Tawi. When the Superintendent came back from her Tawi-Tawi assignment, she took back her old post. The former Officer-in-Charge became one of the two Assistant Schools Division Superintendent.

Structurally, the set-up creates a lot of problem to personnel, supervisors, principals, and teachers. Aside from creating unhealthy work environment, it creates and contributes to confusion especially since the ASDS is in-charge of monitoring and evaluation of programs and services of the division.

The administrative staff of the division is composed of the Personnel, Supply, Accounting, Records and Services Officers whose major tasks are administrative in nature, and support the Schools Division Superintendent in carrying out the programs and activities of the division. The Division Planning unit and the Medical/Dental Officers report directly to the superintendents. The promotional staff composed of the education supervisors having

specialized subject areas of concern are designated to have supervisory functions over the districts comprising the division. In most cases, the ASDS and the education supervisors work and function in close coordination with district supervisors in the planning, implementation, monitoring and evaluation of the division programs and policies.

4.1.2 The School District

The school district is under the supervision of the District Supervisor whose main task and role is to monitor and evaluate the schools within the district. Approximately 90% of school districts covers all schools under a municipality. However, some large municipalities have been divided into several districts.

The supervisory coverage of a district supervisor is as large as the distribution of schools in their area of assignment. However, the exercise of the supervisory task or supervisory movement is constrained by the absence (for some) or the very limited travel allowance (for most) available to them. Because of this, supervisors have resorted to convening division and/or district meetings to monitor and/or to give instructions to school heads and teachers. This of course resulted in the suspension of classes, which also affected school quality and performance.

The District Supervisors support, monitor, and work with the school heads which include school principals, head teachers and teachers-in-charge. The different supervisory needs of each of these school heads also create problems and may demand more time and attention which the District Supervisor cannot provide because of the size of their area of responsibility. Furthermore, many teachers-in-charge are located in far-flung barangays or in island barangays and travel cost is high.

4.1.3 The School

The school is under the management and supervision of a school head. A school head is either a school principal (usually in central and big elementary schools) or a head teacher (usually in complete or incomplete elementary schools) and/or a teacher-in-charge (usually in complete or incomplete primary schools).

The school head is the school administrator, manager and at the same time instructional supervisor. In most cases, especially for many head teachers and teachers-in-charge, they also teach. As instructional supervisor, the school head monitors and evaluates teaching performance

of teachers in the classroom situation. They also relate with the community and the parents and help organize and develop support of parents through the Parents, Teachers, and Community Association (PTCA).

Key informant interviews reveal that Parent Teachers, and Community Association (PTCA) is the first and the most approachable entity the school asked support and assistance.

The need for desks/chairs minor repair of school-buildings and sometimes temporary school buildings are usually provided by PTCA.

These multiple and varied tasks: administration, management, supervision, and instruction are too much to expect from one person. That is why some school heads will designate a teacher as clerk to help in the administrative tasks. Mostly, this assignment is arranged internally, usually with the involvement of all the teachers in that school and the school head. Furthermore, dividing their time in these various tasks result in the neglect of many duties. In most cases, the function that will usually be affected is the teaching duties that are usually given or substituted by another teacher.

4.2 Management and Information System

The current management and information system within the DepED-ARMM is lacking in the availability of accurate and complete data that are critical for both policy and operational decisions. The limited data available are also often not processed into reports that would aid management decisions. The data on participation rate for example seems too high and inconsistencies occur between regional and division data. Because of this, data seems to be inconsistent with the general impression that many are not provided with schooling opportunities. Also, there is scarcity of information on the actual delivery of education by the private schools, particularly the Madaris. The data that has been used often by many reports has come from the ADB-study for the MBEDP done in 1997. Information on education outcomes is also wanting in the ARMM. The many questions for the dismal state of education in ARMM could have been answered by in-depth monitoring and action research. It has been an accepted fact that there is under investment in education, asking for more from both the national and regional government seems not an ultimate solution. With the limited government resources for education, priorities need to be defined so as to direct the resources to the most needy and thus have a greater impact in improving the delivery of quality education. This is where an improved

MIS will be most critical. The needed improvements are both in the use of updated technologies and management capacity levels from the region, divisions and schools.

4.3 Financing Education

The main source of funds that support and maintain basic education in the ARMM comes from National Appropriations released to the Office of the Regional Governor. The Office of the Regional Secretary for Education prepares the annual budget allocation for each division and releases this amount accordingly. The amount allocated for MOOE for each fiscal year is dependent on the actual number of pupils enrolled for the current school year. The MOOE covers maintenance and operating expenses for the region and the divisions.

The budgetary provisions for DepEd-ARMM for three (3) consecutive fiscal years – 2001-2003 – are shown in the table below:

Table 4-1 Budget of DepEd-ARMM – FY2001-2003 (in million pesos)

Type	FY 2001	FY 2002	FY 2003	3 yr. Growth (%)
Personal Services	2,480.64	2,435.86	2,623.82	5.77
Automatic Appropriation	227.84	223.35	242.29	6.34
MOOE	103.58	86.18	81.74	-21.07
Capital Outlay	1.00	45.02	-	
Total Education Budget	2,813.07	2,790.42	2,947,601	4.78

Source: Department of Education-ARMM

There is barely a 5% growth in the education budget for all of ARMM and all of these increase goes to personal services and automatic appropriations. MOOE, on the other hand, decreased by as much as 21%. Based on the total budget, the allocation per student is about ₱4,268 for one school year. The per pupil/student MOOE is very low at ₱128 for one school year.

The in-depth interviews with the Schools Division Superintendents reveal that most often, the MOOE of the divisions are not released on time. On the average, the delay is between two to three months. The Division's MOOE is also small that it cannot support the operational needs of the division. Usually it is the instructional supervision of the Division Superintendent, the Assistant Superintendent, the Education Supervisors, and the District Supervisors that suffers. On average, the travel allowance provided for most supervisors is only ₱500 per month.

The Table 4-1 indicates that while funds allocated for education are declining, the requirements for education (e.g. more teachers, more classrooms, more facilities and learning materials) are increasing.

The weakness of top-down, centralized system of allocating resources is the inability of the system to detect inefficiencies and losses at the bottom. In many instances, the losses could be due to corrupt practices.

Also, data has indicated that ARMM has been dependent on public funding. New sources of funding has to be mobilized. This may include private corporations through the Adopt-a-School Program and equity shares for education from LGUs.

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

Besides carrying out its basic function, the Department of Education in ARMM also implement programs and projects that could be classified as special because of its specific objectives and target. Many of these projects are implemented in partnership or in cooperation with various funding agencies and organizations. The number and the variety of projects presented below indicate the tremendous work being exerted for educational reforms in ARMM. Despite of all these accomplishments, however, the shortfalls and backlogs in basic education remain substantial. Presented below are finished, on-going, or planned projects and programs in basic education in ARMM.

Project Title/ Activity	Coverage Area	Purpose	Status	Source of Funding
Badjao Youth Development Program	SULU	To assist the Badjao's children in providing food and school supplies	On-going	Consuelo Foundation of Hawaii and is implemented by Sanyang Multi-purpose cooperative
Child Friendly School	SULU	To enable all schools in Sulu to become child friendly by providing support in the form of teaching-learning materials and devices and teachers training	On-going	DepEd Sulu
Bright Smile, Bright Future Program	BASILAN		On-going	DepEd Basilan

Project Title/ Activity	Coverage Area	Purpose	Status	Source of Funding
Reading Education Training Program	BASILAN	To improve the reading competencies of teachers	On-going	DepEd Basilan
Adult Literary Programs	ARMM Provinces	Adult Literacy programs for Muslim communities and Madrasah	On-going	WB, ADB, UNDP, UNICEF, JBIC, PBSP
Basic Education for Mindanao (BEAM) BEAM-HOME	All seven school Divisions of ARMM	1. Strengthening the Teaching of Arabic and Islamic Studies - Module Development - Trainers Training - Training of Arabic Language Teachers 2. Support to Selected Madaris Materials Development - Teachers Training	On-going	Aus Aid
BEAM – Stage 2 Muslim Education	Muslim Communities	Support to increase the access to basic education of children from Muslim communities	In the pipe- line	Aus Aid
School Based Training Program (SBTP)	All school Divisions in ARMM	To conduct training of teachers at the school level	In the pipe- line	DepEd ARMM
Growth with Equity in Mindanao (GEM)	Mindanao including ARMM provinces	Capacity building of school Administrators and teachers	On-going	USAID
Tawi-Tawi Licencure Examination for Teachers (LET) Review Assistances Projects	Bongao, Tawi- tawi	To support non-board passer graduates and teachers attend review classes in preparation for the Licencure for Examination of Teachers (LET)	Completed	Exxon-Mobil, Phil. In partnership with PBSP and Muslim Upliftment of Tawi-tawi, Inc. (MUFTI)
Tawi-tawi Licencure examination for Teachers (LET) Review Expansion	Bongao, Tawi- tawi	To expand the completed project by supporting another batch of LET review classes and to improve the local partner's institutional capacity to continuously enhance the LET review program	On-going	PBSP & EXXON – MOBIL, Phil. In partnership with MUFTI
Construction of Multi- purpose Training Center Assistance Project	Bongao, Tawi- tawi	To support MUFTI in its adult literacy program	On-going	Angelo King Building Fund in Cooperation with PBSP & MUFTI

Project Title/ Activity	Coverage Area	Purpose	Status	Source of Funding
School Building Assistance Project	Bongao, Tawi-tawi	A three-classroom school building in Brgy. Karongdong, Bongao, Tawi-tawi was constructed for Patal Primary Schools. Desks and Basic classroom facilities were also provided	On-going	Japan Grant Assistance for Grassroots Projects, PBSP, & DepEd-Tawi-tawi
Tawi-tawi School of Arts & Trades Science laboratory Equipment Assistance Project	Bongao, Tawi-tawi	To improve the performance of students in science by providing science laboratory equipment	On-going	Angelo King Foundation, PBSP in cooperation with Tawi-tawi school of Arts and Trades
Patal Livelihood Assistance project	Bongao, Tawi-tawi	To develop technical and vocational skills of parents of school children to sustain the schooling of their children by providing opportunities to generate additional income.	On-going	GTZ, PBSP in cooperation with TESDA- Tawi-tawi.
Functional Literacy	ARMM	23,101 individuals acquire skills in reading, writing, and numeracy	On-going	PBSP
Access to Basic Education	ARMM	19,713 children and youth have improved access to basic education	On-going	PBSP
Enhancement of the Quality Education	ARMM	66,650 students benefits from the improvements in the quality of education	On-going	PBSP
School Building Construction	ARMM	20 three-classroom multi-grade school building to enable recipient schools to decongest existing classrooms	On-going	PBSP-CocaCola Foundation, Petron Foundation, Japanese Grant Assistance for Gross roads project
Assistance for Literacy Improvement	ARMM	Twenty literacy centers were constructed - develop modules for adult literacy programs - train literacy training facilitators - 6 months literacy classes	On-going	PBSP-Angelo King Building Fund, United Way, Inc.
Scholarship Assistance	ARMM	Scholarship Assistance to selected elementary students	On-going	PBSP-PhilAM Foundation, Elena Tan/Salome Tan

Project Title/ Activity	Coverage Area	Purpose	Status	Source of Funding
				Foundation, O.T. King Scholarship Foundation, Paglas Corporation
Science Laboratory	ARMM	Three Science Laboratories were established & provided with basic Chemistry, Physics and General Science facilities	On-going	PBSP-Elena Tan Foundation, Bahay ni Angelo King Foundation
Peace Education	ARMM	Trainings on Conflict Transformation	On-going	PBSP-EXXON Mobil, Phils.
Peace Education	ARMM	Training on Post conflict debriefing	On-going	USAID
Peace Education	ARMM	A peace education curriculum is being developed for the elementary and secondary level.	On-going	PBSP
Licensure Examination for Teachers (LET) Review Assistance	ARMM	Review classes were conducted for teachers intending to take the LET. Review modules developed and professional reviewers were hired and trained.	On-going	PBSP-EXXON-Mobil, Phils.
Computer Education	ARMM	Computer Laboratories were established in two Science High Schools and teachers in these schools were trained on I.T.	On-going	PBSP-Mirant Phil. Foundation
Livelihood Assistance for Parents	ARMM	To address the problems of insufficient income of parents to sustain their children schooling by providing them technical/vocational skills training and working capital to start or expand an enterprise	On-going	PBSP-GTZ
Affirmative Action on Education (Supplemental feeding, deworming, and immunization of grade schoolers)	ARMM	A tri-sectoral approach to keep children in school through supplement feeding for malnourished school children, deworming, and immunization.	On-going	PBSP-Kraft Foods, Inc.

Project Title/ Activity	Coverage Area	Purpose	Status	Source of Funding
Supplemental Feeding, Deworming, Immunization of grade schoolers	ARMM	PTCA are mobilized to provide supplemental feeding to malnourished children, deworming, immunization, & health education.	On-going	PBSP-Committee of German Doctors in Developing Countries.

Activity	Coverage Area	Purpose	Status	Source of Funding
Development of curriculum, Teaching Materials and Training Modules				
1. Hiring of 12 Ulama Curriculum Writers for Arabic Language and Islamic Values	ARMM		Accomplished	DepEd-ARMM
2. 1 st National Conference on the Unification of Private Madaris Curriculum	ARMM		Accomplished	DepEd-ARMM
3. Hiring of 18 Ulama Curriculum Writers for Unified Curriculum	ARMM		Accomplished	DepEd-ARMM
4. 1 st Seminar/Workshop on Curriculum Preparation	ARMM		Accomplished	DepEd-ARMM
5. 2 nd Seminar/Workshop on Curriculum Preparation	ARMM		Accomplished	DepEd-ARMM
6. 2 nd National Conference on the Unification of Madaris Curriculum Framework:	ARMM		Accomplished	TAF/DepEd-ARMM
6.1 - Arabic Language & Islamic Values - Unified Madaris Curriculum - Integrated Pilot Madarasah	ARMM		Accomplished	DepEd – ARMM
7. Detailing of Curriculum	ARMM		On-going	DepEd – ARMM
7.1 Arabic Language and Islamic Values in Public Schools: - Elementary Levels - Secondary Levels	ARMM		Accomplished In Progress	DepEd – ARMM DepEd – ARMM
7.2 Unified Private Madaris	ARMM		In Progress	DepEd – ARMM
7.3 Integrated Pilot Madarasah			In Progress	DepEd – ARMM
8. Observation-Study Trip to Singapore & Malaysia	ARMM		Accomplished	DepEd – ARMM

Activity Development of curriculum, Teaching Materials and Training Modules	Coverage Area	Purpose	Status	Source of Funding
9. Visit of Dr. Ghazi Executive Director and Founder, IQRA. They Lectured on the Second Seminar/Workshop	ARMM		Accomplished	DepEd – ARMM
10. Acquisition of IQRA teaching and curriculum materials (sample copies)	ARMM		Accomplished	IQRA
11. Preparation of Textbooks on Arabic Language and Islamic Values for Public Schools	ARMM		In Progress	DepEd – ARMM
11.1 - Elementary Levels - Secondary Levels	ARMM		In Progress On Schedule	DepEd – ARMM DepEd – ARMM
12. Preparation of Textbooks for the Unified Curriculum for Private Madaris and Integrated Pilot Madrasah	ARMM		On Schedule	DepEd – ARMM
13. Printing/purchase of teaching and curriculum materials	ARMM		For preparation and funding	Donor Community
14. Engage the services of IQRA for the Review/design of curriculum and teaching materials, including Training Modules for teachers	ARMM		For preparation and funding	Donor Community
15. Acquisition of Copyright for all IQRA curriculum, teaching and training modules	ARMM		For preparation and funding	Donor Community
16. Preparation of training modules for trainor's training and teacher training. Two stream: - Arabic Streams - English Streams	ARMM		For preparation and funding	DepEd – ARMM/BEAM
17. Research Update on Madrasah Institution in the ARMM – the collection, organization and analysis of Base Line Data and the preparation of the Official Directory of Madrasah Institutions.	ARMM		In Progress	TAF/DepEd – ARMM

Activity	Coverage Area	Purpose	Status	Source of Funding
Upgrading of Teachers for Arabic Language and Islamic Values & teachers for Private Madaris				
1. Training of Trainors	ARMM		For preparation and Funding	Donor Community
2. Teacher Training	ARMM		In Progress/for Funding	BEAM/Donor Community
3. Preparation of Qualification standards for teachers in: Public school for teachers in Arabic Language & Islamic Values	ARMM		On Schedule	DepEd – ARMM
4. Need for more teacher items Public School Teachers for Arabic Language & Islamic Values	ARMM		In Progress	DBM/Congress Annual budget of DepEd – ARMM
5. Teaching of English to Teachers in Private Madaris/Arabic Languages and Islamic values in Public Schools	ARMM		For preparation and Funding	Donor Community
6. Preparation of qualification standard for teachers in: <ul style="list-style-type: none"> - Arabic Languages & Islamic Values in the public school - Private Madaris 	ARMM		On Schedule	DepEd – ARMM
7. Scholarship Programs <ul style="list-style-type: none"> - Local - Foreign 	ARMM		For preparation and Funding	Donor Community
8. Postgraduate Diploma/Degree for Teachers in Arabic Language and Islamic Values in Public Schools: two streams: <ul style="list-style-type: none"> - Arabic Stream - English Stream 	ARMM		For preparation and Funding	Donor Community - Brunci
9. New Academic Program for a new BSEE/BSE Major in Arabic Language and Islamic Values for Public School Teachers	ARMM		On Schedule	DepEd – ARMM MSU

Activity Recognition and Accreditation of Private Madaris	Coverage Area	Purpose	Status	Source of Funding
1. Preparation of Manual of Procedure for Recognition and Accreditation of: - Private Madaris - Academic Degree/Diploma Obtained by Filipino Muslim from Muslim Countries in the Middle East	ARMM		On Schedule	DepEd - ARMM
2. Orientation on Basic Education subjects	ARMM		For Preparation and Funding	Donor Community/DepEd – National
3. Orientation/Consultation Seminars for Madrasah Administrators, Proprietors, Teachers of Madaris	ARMM		On Schedule	DepEd - ARMM
4. Program of Financial Assistance to Madaris for: Physical Facilities Operations & Maintenance Laboratory Equipment Computers	ARMM		For Preparation and Funding	Donor Community/DepEd – National/FAPE
5. Technical Assistance for the Transition period after adopting the Unified Curriculum			For Preparation and Funding	DepEd – ARMM/Donor Community

Activity Integrated Pilot Madrasah	Coverage Area	Purpose	Status	Source of Funding
1. Technical assistance in the preparation of a feasibility study for the Pilot Integrated Madrasah, to include complete designs to cover curriculum, teacher trainings, physical structures, capital and operating costs, ownership and management options, among others.	ARMM		For Preparation and Funding	Donor Community
2. Project Proposal for the seven madaris to be submitted for possible financial grant from the donor community or member countries of the OIC.	ARMM		For Preparation and Funding	Donor Community or OIC member country or countries

Activity Enrichment Programs	Coverage Area	Purpose	Status	Source of Funding
1. Observation- study tours. The project will be enriched with experiences of the international Islamic Community. There will be constant interaction with trends in delivering madrasah education worldwide. For this, observation-tours will be done in countries where there is a growing intellectual community among Muslims such as Malaysia, Indonesia, India, Pakistan, Egypt, UK, and the USA.	ARMM		For Preparation and Funding	Donor Community
2. International conference & Roundtable discussion on sharing the best practices in madrasah education.	ARMM		For Preparation and Funding	Donor Community
3. Teaching of English for Ulama and graduates of madaris locally and those graduates from Arab Countries.	ARMM		For Preparation and Funding	Donor Community
4. Establishment of Language Institutes for English, Arabic and Bahasa Malayo	ARMM		For Preparation and Funding	Donor Community/OiC members countries
5. Prayer rooms or Mosque in all public elementary and secondary schools.	ARMM		For Preparation and Funding	Donor Community/OiC member countries

Activity Creation of Fund Assistance for Madrasah Education	Coverage Area	Purpose	Status	Source of Funding
1. Creation of the Foundation	ARMM		On Schedule	DepEd – ARMM
2. Preparation of the Feasibility Study of FAME	ARMM		For Preparation and Funding	Donor Community
3. Drafting of the Executive Order for the creation of FAME for the approval and signature of the President	ARMM		On Schedule	DepEd - ARMM
Strengthening Functional Education Literacy Program (FELP). A) Illiterate and out of school youth trained and B) Skills development training for illiterate adults.	ARMM	Reduced high incidence of illiteracy. Non-literate out of school youth and adults 15 years and above are recipients. Illiterate adults learn	On- going	DepEd – ARMM

Activity	Coverage Area	Purpose	Status	Source of Funding
Creation of Fund Assistance for Madrasah Education		skills to augment their income and they also become literate 2,800 pax.		
Strengthen the Continuing Education Program (CEP), NFE accreditation and equivalency LSDS implementation.	ARMM	Increased enrolment of OSY and adults in the A & E classes (Formal education or TESDA) 2,800 pax	On- going	DepEd – ARMM
Strengthen the NFE Mobile Program – making education accessible to non-literate OSY and adults in the far-flung or remote areas.	ARMM	Education made accessible to non-literate out of school youth and adults. 2,800 pax	On- going	DepEd -- ARMM
Capability Program: a) Conduct of training/workshop for NFE supervisors and coordinators on NFE programs. b) Orientation of Mobile on Mobile Program	ARMM	Training conducted. 175 pax Training conducted. 105 pax	On- going	DepEd – ARMM
Recommend qualified and competent Asatids and deserving students for scholarship grant at Saudi Arabia & other countries.	ARMM	Deserving students/Asatids are recipients. 100 pax	On- going	DepEd – ARMM
Annual Achievement Test for Madaris Education	ARMM	Increased performance of Madaris pupils.	On- going	DepEd – ARMM
Conduct seminar – Workshop to Determine Core Competencies in Teaching of Arabic Language and Islamic Values.	ARMM	Increased performance of Arabic teachers. 560 pax	On- going	PA-BEAM HOME
Service Audit Workshop as a continuation of the series of activities under the Organizational Development and Public Service Excellence Organizational Dev. And Public Program (PSPE) in coordination with Asia Foundation and Advocacy Mindanao Foundation, Inc.	ARMM	Public awareness for heads of office. 4 pax	On- going	Asia Foundation
Conduct of Training/ Workshop for Arabic Teachers on classroom management, lesson plan making and grading system.	ARMM	Increase effectiveness of Arabic teachers. 560 pax	On- going	National/Local Fund
Establishment of elementary/secondary in areas	ARMM	Elem/Secondary schools established in areas	On- going	Capital Outlay/DepEd-

Activity	Coverage Area	Purpose	Status	Source of Funding
Creation of Fund Assistance for Madrasah Education where they are needed.		where needed – 5% in every division.		ARMM
Establishment of 2-classroom school buildings with comfort room in Elem./Sec. Schools with greater number of classroom shortage.	ARMM	Additional number of classrooms constructed.	On- going	FY 2003 capital outlay DepEd – ARMM
Establishment of DepEd – ARMM Training Center	ARMM	Construction of Training Center	On- going	World Bank Dep-Ed-ARMM
Intensify health and nutrition services to students/pupils and personnel.	ARMM	Implementation of the school health, medical, and nutrition program and organize community drug watch.	On- going	DepEd – ARMM
Supplementary feeding of identified undernourished Grade I to IV pupils	ARMM	Identified pupils fed thru self-help and food production and thru parents	On- going	Dep-Ed ARMM
Deworming of Pre-elementary and Grade I pupils who are recipients of the supplementary feeding program	ARMM	Deworming done		
STAFF-DEVELOPMENT				
Participation in seminar-workshop in Reang for secondary English/Filipino teachers.	ARMM	200 teachers participated	On- going	Dep-Ed ARMM
Participation in seminar-workshop on Thinking Skills for secondary teachers.	ARMM	200 teachers participated	On- going	Dep-Ed ARMM
Participation in Advanced Management Development Program.	ARMM	100 personnel participated	On- going	Dep-Ed ARMM
Conduct Training on Computerization and Information Technology Awareness.	ARMM	200 teachers participated	On- going	Dep-Ed ARMM
Conduct seminar-workshop on the new curriculum	ARMM	120 secondary schools represented	On- going	Dep-Ed ARMM
Conduct Human Resource Development/Enhancement - Seminar-workshop on Sports Technical Implementing Guidelines - ARMM Board meeting - Seminar on Clinician and Accreditation of Coaches and Officials.	ARMM	-Technical officials updated with recent Sports Technical Management -Conducted. - Conducted and participated in by 565 coaches and officials.	On- going	Dep-Ed ARMM
Orientation on the	ARMM	Participated.	On- going	Dep-Ed ARMM

Activity	Coverage Area	Purpose	Status	Source of Funding
Creation of Fund Assistance for Madrasah Education				
Implementation of the Basic Education Pangkalusugan Pagkamakabayan				
Conduct of mobilized training on Basic Education Curriculum focusing on Pagkamakabayan project (MSEPP) with coaching and sports Psychology lectures.	ARMM	Trained concerned trainees identified in the training design.	On- going	Dep-Ed ARMM
Conduct of mobilized training on Basic Education Curriculum focusing on Pagkamakabayan project (MSEPP) with coaching and sports Psychology lectures.	ARMM	Trained concerned trainees identified in the training design.	On- going	DepED – National
Participation in division-based Training on effective Teaching –Learning in CFSS	ARMM	Training conducted.	On- going	UNICEF
Participation in division-based Trainings on Health Promotion in CFSS.	ARMM	Training conducted.	On- going	UNICEF
Technical Assistance to Divisions and Pilot Child-Friendly Schools.	ARMM	Assisted subject schools.	On- going	UNICEP
Conduct of CFM-FSS Orientation for DECS regional supervisors and personnel.	ARMM	Conducted.	On- going	UNICEF
Participation in national workshops to be convened by DECS CO on CFM/CFSS program.	ARMM	Attended.	On- going	UNICEF
Advocacy to teacher training institutions and non-DECS stakeholders on CFM/CFSS. Multi-grade instructions.	ARMM	Participated.	On- going	UNICEF
CCFM/CFSS Orientation to schools division superintendents and regional managers.	ARMM	Attended.	On- going	UNICEF
Mass Training of School Administrators on Basic Education Curriculum (BEC) Reforms.	ARMM	Trained administrators	On- going	DepEd-National/RO
Mass training of teachers on Basic Education Curriculum (BEC) Reforms.	ARMM	Trained teachers on implementation of BEC reforms. 100 school principals	On- going	DepEd-National
Summer 2003 teacher training on Project RISE and MUST	ARMM	Trained teachers	On- going	DOST-ARMM

Activity Creation of Fund Assistance for Madrasah Education	Coverage Area	Purpose	Status	Source of Funding
Conduct a seminar-workshop on Effective Arabic Teaching and Standard Curriculum Development.	ARMM	Conducted.	On- going	DepEd – ARMM
Seminar-workshop for the training/upgrading of Arabic teachers Madaris administrators and Standard Curriculum Development.	ARMM	150 Arabic administrators, teachers and personnel trained.	On- going	Dep-Ed ARMM
Recruitment of Arabic Language teachers.	ARMM	Prepared and submitted request to Malacañang regarding the proposed 2,000 additional items for Arabic teachers.	On- going	Dept. of Budget, Manila
Prepare and submit master plan of BME to Muslim donor countries.	ARMM	The Secretary and the Undersecretary to personally submit to various ministers of Education in Muslim countries the proposed master plan.	On- going	Dep-Ed ARMM
Upgrading the competence of Madaris teachers and administrators.	ARMM	Seminars/trainings conducted.	On- going	Donor country
Standardization of instructional materials on Madaris education.	ARMM	Standardized instructional materials.	On- going	Donor country
Funds for salary of English and Filipino teachers assigned to accredited Madaris.	ARMM	Identified teachers paid.	On- going	Donor country
Establish Pilot Madaris in all municipalities.	ARMM	Pilot Madaris established in all municipalities.	On- going	Donor country
Establish an office for fund assistance to Madaris education.	ARMM	Office established.	On- going	Donor country
Develop a career progression scheme for teachers and administrators with in-service training programs.	ARMM	1,000 deserving teachers upgraded.	On- going	DepEd – ARMM
Training program for teaching & non-teaching personnel to enhance the use of the modern school facilities and equipment. Attending seminar-workshop and other training programs.	ARMM	10 SS selected teachers attended short-term teacher training.	On- going	BSE
Teacher/staff participation in regional, provincial and international conferences, competitions, seminars and	ARMM	100 teachers/staff participated.	On- going	DepEd-ARMM

Activity	Coverage Area	Purpose	Status	Source of Funding
<p>Creation of Fund Assistance for Madrasah Education trainings.</p> <p>Training/upgrading of Health and Nutrition personnel regarding health and nutrition concerns/special programs.</p> <p>Strengthen the principal decision-making through the concentration management function.</p> <p>Training/upgrading administrative discipline, personnel Action, Financial and Fiscal Management and HRD.</p> <p>Capability building/training of NFE supervisors/managers, NFE coordinators and Mobile teachers.</p> <p>Organization of the DepEd-ARMM Employees' Association</p>	<p>ARMM</p> <p>ARMM</p> <p>ARMM</p> <p>ARMM</p> <p>ARMM</p>	<p>150 SS principals & administrators attended the 2001 DECS-ARMM Annual Sec. School Principals and Administrators conference.</p> <p>100 regional and division HN personnel trained/updated.</p> <p>100 Elementary & Secondary School Principals attended the Advance Management Development Program (AMDP).</p> <p>Secondary and Elementary school principals empowered.</p> <p>50 HRM, Finance, Acctng, Cash, Internal Control and Audit personnel trained.</p> <p>NFE Managers, Service Providers, Supervisors and clientele trained.</p> <p>80 Employees participated.</p>	<p>On- going</p> <p>On- going</p> <p>On- going</p> <p>On- going</p> <p>On- going</p>	<p></p> <p></p> <p></p> <p></p> <p>GAA</p> <p>Dep-Ed ARMM</p>
<p>CRRICULUM DEVELOPMENT</p> <p>Accreditation, recognition and permit to establish Madaris schools.</p> <p>Unification of Madaris curriculum.</p> <p>Development and reproduction of community-based curriculum and instructional materials. Adaptation/Translation of UNICEF Mina Smile Video Tape.</p>	<p>ARMM</p> <p>ARMM</p> <p>ARMM</p>	<p>All Madaris within the ARMM are required to apply for recognition, accreditation and permit to operate.</p> <p>Intensively campaigned for the unification of Madaris curriculum in ARMM.</p> <p>Developed NFE desired curriculum and instructional materials and distributed to the field.</p>	<p>On- going</p> <p>On- going</p> <p>On- going</p>	<p>Dep-Ed ARMM</p> <p>Dep-Ed ARMM</p> <p>DepEd-ARMM</p>

Activity Creation of Fund Assistance for Madrasah Education	Coverage Area	Purpose	Status	Source of Funding
Strengthen skills on the principles and methods of teaching related to the curriculum of PE for Elementary and Secondary Levels particularly, Physical Fitness Program, Gymnastics and Football.	ARMM	Various trainings conducted/attended	On- going	DepEd-ARMM
Request for equipment, facilities and instructional materials assistance in PE and Sports.	ARMM	Request submitted.	On- going	DepEd-ARMM
Establish Pilot Madaris in some municipalities in ARMM.	ARMM	Established Pilot Madaris.	On- going	DepEd-ARMM
Preparation of sports facilities/equipment and other support materials for the 2003 Palarong ARMMMAA and strengthen linkage with concerned persons in support to the Palarong ARMMMA.	ARMM	Preparation/Linkage made.	On- going	DepEd-ARMM/Local Fund
Post monitoring and Evaluation on the implementation of PEHM (MSEPP).	ARMM	Monitored.	On- going	DepEd-ARMM
Conduct a survey on the actual physical aspects of all Madaris Schools in ARMM.	ARMM	Improved Madaris building and facilities.	On- going	DepEd-ARMM
Supervision, monitoring and evaluation of Arabic instruction, programs and projects.		Strengthened the Madaris Educational System.		National/Local Fund
Monitoring and evaluation of NFE programs.	ARMM	Literacy rate increased; efficient implementation of NFE programs and projects.	On- going	DepEd-ARMM
Supervision & monitoring CFM/CFSS programs.	ARMM	Monitored/supervised the program.	On- going	DepEd-ARMM
Monitoring the construction of a 3-CL school building in the divisions of Lanao Sur II, Maguindanao and Tawi-tawi funded by the Japanese Embassy through PBSP.		School building constructed	On- going	Japanese Embassy
Actual physical inventory of facilities such as armchairs, desks, text-books and classrooms		Accurate physical status of physical facilities gathered.	On- going	2002 Capital outlay

Activity	Coverage Area	Purpose	Status	Source of Funding
Creation of Fund Assistance for Madrasah Education				
Preparation of Project Proposal to be submitted to JICA		New projects proposed.	On- going	DepEd- ARMM
Implementation and monitoring of the repair of selected school buildings in divisions of Lanao Sur I, Lanao Sur II, Maguindanao, Sulu and Tawi-tawi.		Repaired subject school buildings.	On- going	DepEd- ARMM
Ocular inspections of dilapidated school buildings and preparation of budget proposal and project cost estimates.		Data gathered/evaluated.	On- going	DepEd- ARMM
Procurement of health and nutrition facilities, equipment and supplies.		Procured.	On- going	DepEd- ARMM
Procurement/distribution of Swellen's chart.		Procured/distributed.	On- going	DepEd- ARMM
Procurement/Provision of IEC materials.		Procured/distributed.	On- going	DepEd- ARMM
Procurement of medicines		Procured.	On- going	DepEd- ARMM
Survey and evaluation of health and nutrition facilities.		Health and Nutrition facilities surveyed.	On- going	DepEd- ARMM
Conduct monitoring of Health and Nutrition Programs/Projects as well as health and Nutrition Section implementors in all divisions.		Conducted	On- going	DepEd- ARMM
Conduct of Search for Outstanding school nurse and most outstanding schools division superintendent.		Conducted	On- going	DepEd- ARMM
Conduct of Search for KID LISTO		Conducted	On- going	DepEd- ARMM
Tapping NGOs, GOs and LGUs to support the Health and Nutrition programs.		Tapped organizations concerned.	On- going	PNRC/DSWD/NGO's

4.5 Reliability and Validity of Data

The education data collected from ARMM come from four levels, namely: (a) schools; (b) divisions; (c) regions; and (d) national or central DepEd. All the data coming from these offices are official because they bear the signature of the officer in charge of the office. However, many of these official data are inconsistent and even some data coming from the same level, e.g. division are also found to be inconsistent.

The data used in the summary tables presented in the report come from the division unless otherwise indicated in the footnote. Comparison of data by levels were done to validate the information. Specific and detailed data presentation by various levels are presented in the appendices. Additional validation of data includes school visits, in-depth interviews of key informant and focus-group discussion with school principals.

The data, which are usually school-based, are submitted to the District and Division Office. These data are then collated and tabulated by the Planning Officer and are submitted electronically as BEIS to the Regional Office in ARMM. The region forwards the electronic copy to the Central DepEd Office. However, there are other data that are tabulated at the Division level, which may not be included in the BEIS electronically but are available in hard copies.

Another problem encountered is the differences in definition at various levels or between divisions or districts. Sometimes one type of summary table is found in one division but not in another division. Common to all divisions is the non-availability of school age population that would allow one to check how participation rates and other performance indicators were calculated. (Refer to Appendix G).

CHAPTER 5
THE MADARIS EDUCATION

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5. THE MADARIS EDUCATION

5.1 Characteristics and Composition

Madaris (plural of Madrasah) educational institutions are found in many barangays and communities in ARMM. A Madrasah is a privately operated school that relies on the support of the local community or foreign donors particularly those from Islamic countries. In the traditional Madrasah, classes are held on weekends as the children attend regular schools on weekdays. On the other hand, development-oriented Madrasah operate like a regular school where the students go through Madrasah edadi (pre-school) to Madrasah tsanawi (high school). Teachings concentrate on Islamic religious and cultural teachings, with Arabic as the medium of instruction. Expectedly, Madaris students lack the competitive skills required for employment and are not eligible for transfer to the regular schools because the Madaris do not implement the standard curriculum of the DepEd. Each Madrasah operates independently and the curriculum is as diverse as the background and country of training of the operators and teachers (Boransing, 2003).

The DepEd-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.

Arabic Language and Islamic Values in Public Elementary and Secondary Curriculum

There are two (2) presidential issuances that authorize the teaching of Arabic in basic education. These are Letter of Instruction (LOI) No. 897 - Teaching of Arabic Language in Areas Predominantly Populated by Muslim Filipinos and Presidential Decree (PD) No. 71-A -

Adopting Arabic as Alternative Medium of Instruction in Muslim Areas. PD 71-A was first issued to allow the use of Arabic as an auxiliary medium of instruction. This also allows the printing of textbooks, reference materials and the production of relevant instructional materials and devices that will promote the use of Arabic in the elementary and secondary schools in areas predominantly populated by Muslim Filipinos.

The 1996 Peace Agreement between the Government of the Republic of the Philippines and the MNLF and Republic Act 9054 made mandatory the teaching of Arabic Language and Islamic Values in the public schools. Paragraph 117 of the peace agreement states that "Existing Madaris, including Madaris Ulya, shall be included under the Regional Autonomous Government educational system as presently organized in the area of autonomy." Section 12 of Republic Act 9054 further states that "The Regional Assembly shall enact legislation for the strengthening and development of Madrasah Educational System in the autonomous region."

In consonance with RA 9054, the implementation of the teaching of Arabic Language and Islamic Values in public elementary and secondary schools began in SY 2002-2003. Shown in Appendices E1-E3 are the class schedules of sample schools showing the time allocations for Arabic Language and for Islamic Values every class day.

Approximately, 535 Arabic Language teachers were deployed by DepEd with permanent teaching items in SY 2002-2003 and an additional 600 provisional Arabic Language teachers hired by the Office of the Regional Secretary for SY 2003-2004. In SY 2002-2003, the provision was one Arabic teacher per 4.13 schools or for one school with one Arabic teacher, three (3) schools do not have one. The provision of Arabic teacher is so inadequate that most school heads were instructed to have the teaching of Arabic Language and Islamic Values under the homeroom period, thereby giving the responsibility to the class advisers. Unfortunately, many class advisers have not been trained to teach Arabic Language and Islamic Values. Worst, many of them cannot even speak nor understand Arabic.

In the first two years of implementation, the problem of the large requirement for Arabic teachers and the problem of finding enough number of qualified Arabic teachers are becoming quite clear to many education administrators in ARMM. This is, of course, aside from the funding requirements to pay these teachers. The Madrasah system in the Philippines only offers high school program and rarely college degree. Most teachers are graduates of schools from

overseas mostly from Islamic countries. Some teachers who finish the Civil Service prescribed four-year degree in education have majors in Islamic Studies in local colleges and universities. However, their graduates cannot supply the Arabic teacher requirements in ARMM.

In addition, the implementation of the teaching of Arabic in the elementary and secondary schools located in areas predominantly populated by Muslim Filipinos has resulted in the trilingualism the basic education curricula. These three (3) languages are English, Filipino, and Arabic. Department Order No. 25, series of 1974 provides that English and Filipino are not only subject areas in both elementary and secondary levels of education but also used as media of instruction starting Grade I. In Grades 1 and 2, the vernacular used in the where the school is located, shall be the auxiliary medium of instruction. Furthermore, the additional 150 minutes per week each for Arabic Language and for Islamic Values have made the elementary and secondary curriculum heavy in comparison to non-ARMM schools.

Nevertheless, this development was welcomed by many sectors, particularly the Ulama Council of Philippines and the Federation of Islamic Arabic Madaris in the Philippines. The issues raised by some sectors are:

- ◆ The addition of Arabic and Islamic Values subjects has made the elementary and secondary curriculum heavy;
- ◆ The required number of Arabic teachers is substantial which DepEd cannot afford;
- ◆ Finding qualified Arabic teachers is a serious problem; and
- ◆ There is immediate need for appropriate and good Arabic textbooks and teaching materials.

5.2 The Private Madaris

There are 741 private elementary Madaris (see Table 5-1) and 19 private secondary Madaris (see Table 5-2) in ARMM with an approximate enrollment of 87,977 students. These Madaris are supported by communities or private individuals usually Ulama or Ustadz trained outside of the Philippines. Shown in Appendix F1 is the list of private elementary and secondary Madrasah with the total number of teachers and enrolment for the Schools Division of Sulu for

Most of the communities that support the madaris are very poor, their average income close to subsistence relative to national and Mindanao standards. The level of poverty in the community has a particular depressing effect on the madaris. Unlike public schools wherein close to 100% of all costs are met by the government, over 90% of Madaris depend entirely on tuition fees for recurrent expenditures and most rely on individual benefactors for the initial capital required for the school building and other needed furniture and fixtures.

The individually sponsored and managed schools currently follow curricula across a spectrum from the majority which offer a curriculum patterned after the madaris of the Middle East where their teachers or operators were trained, those which combine elements of both Middle East and DepEd curriculum to those that provide DepEd curriculum, where added subjects in Arabic and Islamic Values have been included. The many current curriculum practices, however, do not represent the curriculum pattern or outcomes desired by the communities they serve. Many leaders desire an outcome which will enable the students to continue their schooling in the regular non-madrasah stream or if the madrasah stream to qualify for secular occupations.

About 3% of Madrasah follow a formal curriculum which include the following teaching areas: “Akhlag” (character building), “Ulum” (science), “Siha” (health), English, “Mojstama” (social studies) – “Tareekh” and “Joghrafiya”, “Hisab” (mathematics), Arts – “Adabol Arabi” and “Nashi” (music), physical education, Arabic Language and Islamic Studies, and Koran.

The basic facilities, equipment and teaching learning resources are meager and do not support effective teaching and learning. Many of the Madrasah schools are one-room buildings usually located near a Mosque. The room is usually divided by a curtain cloth like malong to separate male from female pupils. The teaching staff and principals are males receive irregular and very low pay, and being employed at the individual school, do not have a stable career or prospects for advancement. Pre-service teacher education is gained overseas, for some in programs in senior madaris or specialized programs in State Colleges, for a very small number in a regular university program, and for some preparation has been gained as pupil-teachers.

Some Madaris operators perceive that recognition bring no tangible benefits to the schools as they are not accompanied by any form of government assistance or ability to require higher tuition from the parents. All of the divisions of DepEd have created a coordinator of madaris that offers some assistance usually with non-physical input for the madaris' success. Other

leaders appreciate that government recognition is essential for students to progress to higher levels of education and skilled occupations. Many are willing but deterred by the inability to meet the current standards required and some by the exclusive role of the government to decide. To date, only 35 Madaris or 3% of madaris have gained recognition status within the non-government sector.

External support from overseas religious/government organizations is received by madaris through the Office of Muslim Affairs, Council of Madaris Schools, or direct to individual schools usually in the form of grants. The funds can be used for operating costs or capital works. This funding is currently very limited and irregular and the distribution rules are decided on an ad hoc basis. The proposed Fund for Assistance for Madrasah Education can provide a mechanism for both the provision of funds by government and the management of funds for madrasah from external sources.

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 and its characteristics currently operating in ARMM;
- ◆ Financial support from the government and external sources on a predictable and sustained basis for recurrent expenditure (teachers, materials, maintenance) and for capital investment;
- ◆ 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;
- ◆ Teacher and administrators/managers education programs (pre and in-service);
- ◆ Development of effective organizations beyond the individual school level to support the individual schools with material and professional resources and programs; and

- ◆ Establishment of effective means to foster cooperation between the madaris and related organizations and leaders/officials of DepEd.

Each of these needs of the madaris is interrelated with the others. These needs can be met only under conditions of voluntary cooperation between the leaders of the individual madaris, the leaders of the madaris related organizations and the leaders/officials of DepEd-ARMM, madrasah education being one of the primary programs of DepEd ARMM. In the report prepared by Professor Manaros B. Boransing, the pursuit of all the four components are given top priority especially in project preparation and sourcing of funds. The report also focused on the tasks and the identification of the cooperating agencies that will later implement these components and tasks.

Data on Madrasah and its distribution across the seven divisions in ARMM are very incomplete. Many of the information in the report were generated through key informant interviews, secondary data, papers (i.e. the report of Prof. Boransing) and the Mindanao Basic Education Development Project Studies. There is a crucial and immediate need to generate the most reliable and accurate information as to the number and location of these madrasah schools. Unless this is done, it is quite difficult to assess and support these schools.

CHAPTER 6
ISSUES/CONCERNS IN BASIC EDUCATION

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6. ISSUES/CONCERNS IN BASIC EDUCATION

6.1 General Observations

The shortfalls in the inputs that results in the lack of participation and achievement in the DepEd schools are many and interrelated. Some of these are community inputs – such as parental resources and attitudes or level of support from local communities. Some are ecological - such as difficult terrain or isolated conditions. Some are issues of security and peace and order. Each of these are serious constraints in provision and participation, which the schools can do little to overcome. Some of the causal factors are characteristics of the schools themselves or of the school system and can be addressed. The major factors identified through consultations with various stakeholders in education, in-depth interviews focus group discussions, and consultative workshops in the division, and school visits provided a rich qualitative data to explain the problems and shortfalls in basic education in ARMM. Some of the issues raised are:

- ◆ The problem of governance and leadership in the region. The prevailing mistrust and observed inefficiency in the local government add to the very low morale of many educators in the fields. There are some serious plans to improve the visibility of the regional government to the communities but it will take time to change the perception of people;
- ◆ The peace and order condition, The MILF, Abu Sayaf, and the government's hard stand against the rebels have affected the education of children not only in areas of conflict but also in communities used as evacuation centers. The peace and order problems also include a lot of family feuds, which are the reason why many schools are temporarily closed;
- ◆ The structural problems and problems of administration and management of education. There are so many policies and procedures that act as deterrent to effective school management. The many head teachers and teachers-in-charge rather than a principal indicate that many schools do not really have a trained leader and therefore the school is not empowered for school-based management;

- ◆ The centralized set up both in financing, budgeting, planning, and administration results in inefficiency and open for abuse. The centralized decision-making also creates ineffective implementation of programs and projects at the division, district, and school levels. The weak data management, sector outcome monitoring and evaluation leads to untargeted policy and investment actions.
- ◆ The accepted practice of trying to separate Muslim students in specific schools so they can easily implement Madrasah education in public schools may create separation and selection bias for Non-Muslim students. Similarly, the selection as to subculture, i.e. separating Tausugs, Yakan, and Sama is a problem that has serious cultural and social repercussions aside from creating problems in provisions;
- ◆ The provision of incomplete schools or no schools at all which require student/pupil to travel or walk a long distance to continue schooling;
- ◆ The lack of motivation for children and parents to finish schooling because the benefits of achieving good education is not visible or the economic gain due to educational qualification is very limited;
- ◆ Cultural Division or animosity; and
- ◆ Inadequate budget, supplies, teachers, facilities, classrooms, teaching materials, support personnel and many others.

6.2 Provisions, Access & Survival, and Performance of Pupils

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

1. Insufficient provision of schools both public and private including Madrasah;
2. Inequality of provisions between divisions, between districts, and between schools;
3. 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;

4. Low survival, low participation, and low attendance of students in both the elementary and secondary schools;
5. Difficulty of implementing a uniform and centrally determined 2002 curriculum because of weak leadership, substandard provision, peace and order situations, and the presence of diverse socio-cultural groups;
6. Substandard performance in National Achievement Tests and more students needing remedial classes

6.3 Administration and Management of Basic Education

1. Highly centralized and inefficient management;
2. Unfulfilled or partial implementation of autonomy such that there is little or no support in building capacity, effectiveness, and authority of the autonomous DepEd-ARMM;
3. Partial turn-over of the Divisions of Basilan and Marawi City to DepEd-ARMM;
4. Insufficient financial allocation for maintenance and operation such that per pupil MOOE is very low;
5. Highly centralized and top-down management of funds, allocation of resources, budgeting and planning;
6. Insufficient and inconsistent information for efficient and effective decision-making.

6.4 Arabic Language and Islamic Values in Public Schools

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

1. The addition of Arabic Language and Islamic Values has made the elementary and secondary curriculum heavy with Arabic Language adding 300 minutes per week for grades 1-3, 250 minutes per week for grades 4-6, and 150 minutes per week for secondary. Islamic Values added 200 minutes per week for the elementary and 150 minutes for secondary;

2. The tri-lingualism in basic education curriculum in ARMM, that is, English, Filipino, and Arabic;
3. The required number of Arabic Language teachers is substantial which DepEd cannot afford and cannot supply;
4. The lack of funding to support the program;
5. The difficulty of finding qualified Arabic Language teachers was a serious problem;
6. The lack of appropriate and good Arabic Language and Islamic Values textbooks and teaching materials.

6.5 Private Madaris

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

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

9. Establishment of effective means to foster cooperation between the madaris and related organizations and officials of DepEd;
10. A working organizational structure in DepEd that recognize, monitor, evaluate, and supervise private madaris;
11. Institutional support and development of private madaris;
12. Development of textbook and teaching materials

6.6 Basic Facilities

6.6.1 Lack and Uneven Distribution of Teachers

In Maguindanao and Lanao del Sur I the lack of teachers is quite obvious. This is shown by the low average pupil-teacher ratio of 1:53 in Maguindanao; 1:45 in Lanao del Sur I; and 1:41 in Lanao del Sur II. Sulu Schools Division however tallied a more favorable pupil-teacher ratio of 1:35.

6.6.2 Lack of Classrooms

Lanao del Sur I and Maguindanao lack the highest number of classrooms compared to the other ARMM Schools Division. Lanao del Sur I has a high 1:50 classroom-pupil ratio followed by Maguindanao's 1:49 classroom-pupil ratio. The other divisions having poor average classroom-pupil ratios are: Tawi-Tawi at 1:49 and Marawi City. Only Basilan had a favorable 1:38 pupil-classroom ratio.

6.6.3 Lack of Textbooks

The lack of textbook is not only in terms of quantity but also in subject matter. Various divisions make do with using the old books of the old curriculum for the new curriculum. Having an average of three books per students for five subjects is definitely a problem for the effective learning of school children.

6.6.4 Lack of desks, chairs and blackboards

The main problem with desks, chairs and blackboards is that the DepEd does not seem to have an instituted system for replacing these furniture. A life span inventory should be made so that

monitoring and inventory can be made properly. There will always be a need for such items because some are destroyed, some deteriorate through use while others deteriorate due to old age.

6.6.5 Lack of maintenance fund and personnel

Through all the surveyed schools, it was observed that there are no maintenance personnel. The buildings and facilities have deteriorated due to use, misuse and time and without a skilled maintenance carpenter or craftsman, the pace of deterioration is further hastened.

6.6.6 Lack of support facilities (laboratories, library, assembly halls, sports field/activity)

Very few school sites were provided with laboratory rooms or Home Economics workshops. These are mostly for complete elementary school, which have large enrollments.

6.7 Facility Development

6.7.1 Untitled School Sites

Most school sites or lands are not properly titled in the name of the school or at least DepEd. Even campuses declared way back during the American era or pre-war period are still under the executive proclamation with no existing land titles. Sulu Schools Division is actively doing its part in having the school sites titled but other divisions seem unaware of the problem if not resolved soonest.

6.7.2 Small school sites

Small barangay school sites pose a problem in terms of allocating activity spaces for children. Children or pupils are normally active and regulating their movement would be difficult if they need to get out of the school campus just to engage in children sports or games. The area would also be a dilemma if and when the student population increases and there is a need to expand.

However, barangay primary schools on small lots could ideally be located and built if the following criteria can be met:

- ◆ The school site is located beside a public barangay playground;

- ◆ The area is open to a public plaza with amenities like multi-purpose assembly/basketball court, playground and green open space;
- ◆ It is part of a large government reservation; and
- ◆ The lot is beside an open rice field where future expansion is a possibility

6.7.3 Unplanned School Site Development

Due to unplanned construction and development of the school sites or uncontrolled growth, the school site development created various site-related problems. Such undirected activity resulted in the following concerns:

- ◆ 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; and
- ◆ Sanitation and health problems due to the small and cramped school sites.

6.7.4 Inappropriate Building Design

The design of school buildings investigated were found to be inefficient for the following reasons:

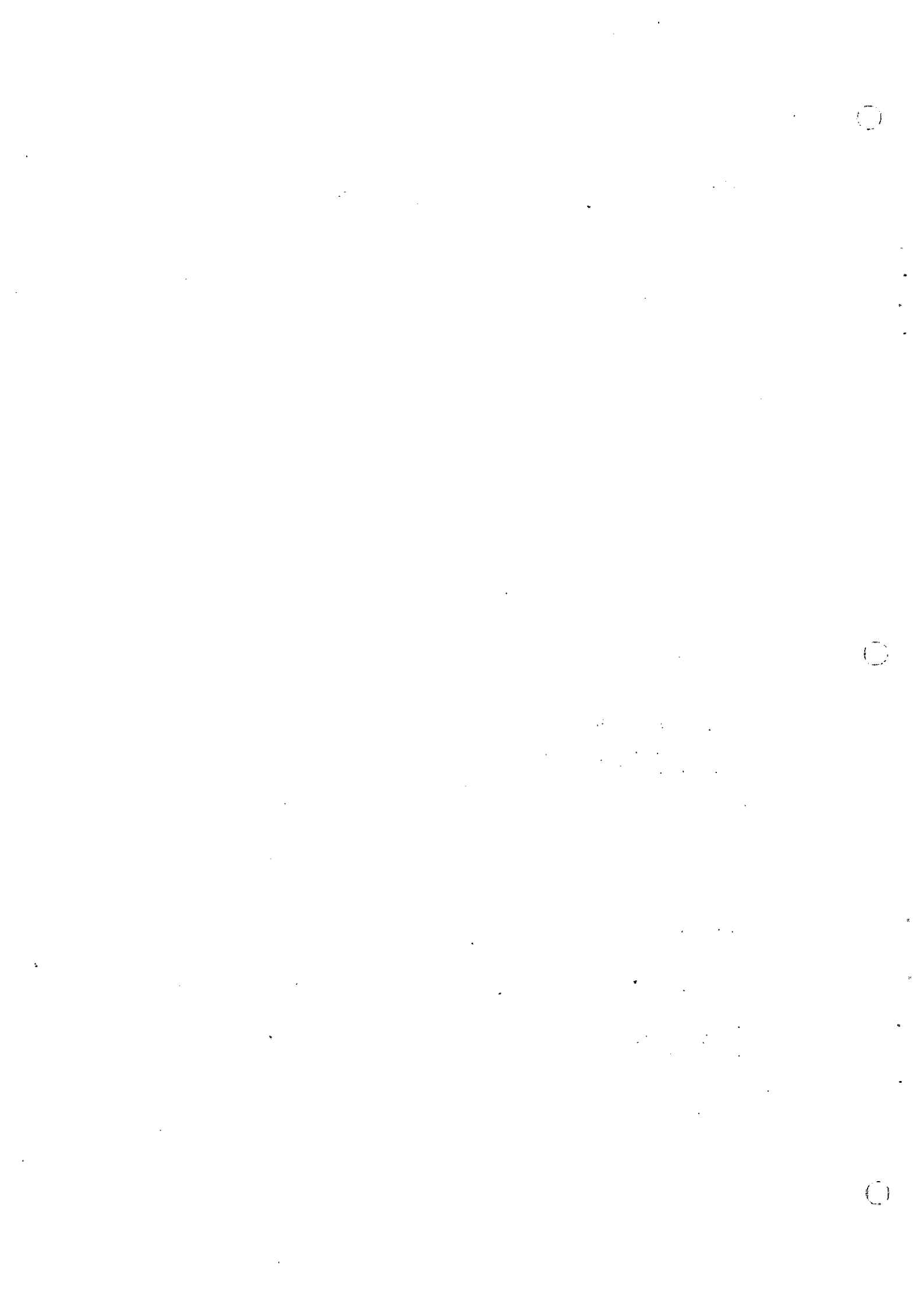
- ◆ The low incline of roofing induces the building to accumulate heat making it uncomfortable;
- ◆ Often, buildings are erected without considering flooding and undertaking the appropriate mitigating measures;
- ◆ Difficulty in maintenance;
- ◆ Poor allocation of spaces; and
- ◆ Poor lighting and ventilation

6.7.5 Poor Utility Services

Unplanned developments normally result in problems with utility services. Site drainage is the most observable one since most school campuses shows signs of muddy and undrained areas usually affecting room cleanliness. Sometimes clogged water results in ponding, appropriate for the breeding of mosquitoes.

Other problems like electrical supply to classrooms, water supply to toilets, canteens and laboratories and communication lines are sometimes not allocated or constructed due to the high cost.

CHAPTER 7
***DEVELOPMENT OBJECTIVES/STRATEGIES/
PROGRAM-PROJECTS***



CHAPTER SEVEN

7. DEVELOPMENT OBJECTIVES/STRATEGIES/PROGRAM-PROJECTS

7.1 Goal/Objectives

Goal: To contribute to peace and development through improved the access to quality basic education.

Objectives:

1. To expand schooling opportunities and equitable access to basic education.
2. To improve the relevance and learning outcomes in priority learning areas.
3. To improve key management and operating systems.

7.2 Strategies and Interventions

1. Expanding schooling opportunities and equitable access
 - 1.1 To ensure access of every barangay to a complete elementary school and provide at least one secondary school in every municipality
 - Completion of incomplete schools (construction, equipment, teachers, textbooks)
 - Establishment of elementary schools in barangays without access (site planning and development, construction, equipment, teachers, textbooks)
 - 1.2 To expand beneficiaries under the Education Service Contracting Scheme private schools (student subsidy through the GASTPE)
 - Advocacy for ESC and support for students and schools to be eligible
 - 1.3 To expand the alternative delivery systems such as through the Accrediation and Equivalency
 - Conduct of Accrediation and Equivalency classes
 - Advocate for more LGU support to retrieve back the drop-outs
 - 1.4 To establish more Day Care Centers to be used as venue for pre-school classes and adult literacy and livelihood programs

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- Construction of Day Care Centers
 - Operation of Day Care Centers (staffing c/o DSWD and LGUs)
 - Conduct of literacy and livelihood classes
 - Link with cooperatives and business centers
2. Improving the relevance and learning outcomes in priority areas
- 2.1 To develop, print and distribute relevant textbooks and learning materials that re-reflective of the culture and history of communities served by the school
- Support to curriculum materials development, printing and distribution
 - Training in Overseas University for Curriculum writers
 - Expert services
- 2.2 To support teacher in-service training programs that will the teaching strategies and subject content understanding for priority learning areas such as Science, Math, Makabayan (Technology and Livelihood Education only).
- Expert services
 - Support to training
 - Teacher exchange in overseas university for observation and on the job training (practical works approach)
 - Equipment or teacher materials to support INSET
- 2.3 To provide improved learning facilities and equipment in the teaching of priority learning areas
- Science and math equipment
 - Science laboratories
 - Tools for Technology and Livelihood education
3. Improving key management and operating systems
- 3.1 To improve the MIS
- Enhancement training on the DepED National BEIS

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- Installation of computers at the region, division and selected schools
- Capacity building in data analysis and report preparation
- Development of website
- Training on website research
- 3.2 To improve physical facilities planning and maintenance
 - School mapping
 - School sites planning and inventory
 - Land use planning
 - Culture sensitive, cost effective building design
 - School facilities maintenance manual and training of staff
- 3.3 To improve capacity for information and publication
 - Installation of desktop publishing
 - Risographs, duplicating, binding machines
 - Training
- 3.4 To improve networking for cooperative linkages
 - Advocacy with LGUs
 - Advocacy with corporations, businesses for “Adopt-A-School Program”
 - School and Community link for maintenance

7.3 Projects

- ◆ Educational programs focused on improving access, better facilities, quality programs, effective teachers, and better and transparent and accountable management and financing;
- ◆ Providing schools to communities without them, opening temporary closed schools, and completing incomplete schools;

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- ◆ Support for students and teachers such as scholarships programs, feeding programs, and learning materials and devices;
- ◆ Building the necessary educational infrastructures such as school building, classrooms, libraries, laboratories, industrial arts/home economics, toilets, and the likes;
- ◆ Technical support for teachers and administrators, in-service training and development;
- ◆ Providing the necessary facilities and services such as desks, tables, water, and electricity;
- ◆ Providing enough number of teachers, support personnel and school heads;
- ◆ To prepare a land use plan for all large school campuses for administrative efficiency and cost saving measures;
- ◆ 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.

APPENDIX A
ENROLMENT BY GRADE LEVEL AND BY DIVISION
(1998-2003)

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Appendix A-1

Public Elementary Enrollment by Grade Level, by Division
SY 1998-1999 to SY 2002-2003

Division	Pre School	Grade						Total
		1	2	3	4	5	6	
BASILAN								
1998-1999	4,883	13,074	10,478	9,156	8,408	6,670	5,274	57,943
1999-2000	4,806	13,156	10,031	8,624	7,636	6,803	5,441	56,497
2000-2001	2,902	13,326	10,365	8,767	7,659	6,660	6,023	55,702
2001-2002								
2002-2003	3,578	12,779	8,609	6,799	6,009	5,046	4,356	43,598
LANAO SUR I								
1998-1999		19,710	18,374	16,577	14,486	13,276	12,833	95,256
1999-2000	535	24,760	19,310	13,993	11,366	8,679	7,017	85,660
2000-2001	794	24,238	19,277	13,751	11,409	8,527	6,685	84,681
2001-2002	380	27,308	22,609	16,448	12,810	9,769	7,217	96,541
2002-2003		34,024	27,652	20,320	15,496	11,084	8,523	117,099
LANAO SUR II								
1998-1999		28,879	20,559	13,598	10,448	7,655	6,231	87,370
1999-2000	1,331	24,768	18,353	12,599	9,356	6,743	5,384	78,534
2000-2001	1,942	23,926	18,191	12,895	9,168	6,960	5,425	78,507
2001-2002	1,617	21,841	17,069	11,728	9,117	6,493	5,475	73,340
2002-2003	1,592	25,144	20,094	13,657	9,569	2,762	5,509	78,327
MAGUINDANAO								
1998-1999		34,165	22,139	16,850	13,863	11,128	9,793	107,938
1999-2000	929	41,917	23,076	17,760	14,520	12,049	10,236	120,487
2000-2001	758	34,959	23,177	18,158	15,115	12,340	10,781	115,288
2001-2002	820	38,357	23,734	20,153	15,483	13,115	11,322	122,984
2002-2003	802	42,176	25,031	19,507	16,302	13,708	12,611	130,137
MARAWI CITY								
1998-1999		8,104	5,958	4,764	3,936	2,810	2,748	28,320
1999-2000	260	8,746	6,053	5,365	4,163	3,069	2,863	30,519
2000-2001	204	10,093	6,538	5,518	4,664	3,370	2,823	33,210
2001-2002	291	10,508	7,604	6,469	5,242	3,673	2,811	36,598
2002-2003	317	10,885	7,990	6,317	5,322	3,854	3,134	37,819
SULU								
1998-1999	724	19,483	15,514	11,834	9,655	7,724	6,806	71,740
1999-2000	774	12,801	15,975	12,530	9,976	8,329	6,809	67,194
2000-2001	722	21,229	17,062	12,800	10,749	9,216	7,253	79,031
2001-2002	718	21,550	16,469	13,323	11,064	8,843	7,526	79,493
2002-2003	899	21,983	17,093	13,384	11,546	9,356	8,201	82,462
TAWI-TAWI								
1998-1999		12,251	10,350	8,745	7,920	6,734	6,076	52,076
1999-2000	1,247	12,736	10,181	7,890	7,529	5,802	5,302	50,687
2000-2001	1,091							1,091
2001-2002	1,193	13,010	10,829	9,084	7,803	6,313	5,754	53,986
2002-2003	1,177	12,295	9,916	8,333	7,134	5,919	5,084	49,858
TOTAL ARMM								
1998-1999	5,607	125,666	103,372	81,524	68,716	55,997	49,761	490,643
1999-2000	9,882	138,884	102,979	78,761	64,546	51,474	43,052	489,578
2000-2001	8,413	127,771	94,610	71,889	58,764	47,073	38,990	447,510
2001-2002	5,019	132,574	98,314	77,205	61,519	48,236	40,105	462,972
2002-2003	8,365	159,286	116,385	88,227	71,378	51,729	47,418	542,788

Source: Basic Education Information System: Division Data, DepEd-ARMM

Appendix A-2

Private Elementary Enrollment by Grade Level by Division

SY 1998-1999 to SY 2002-2003

Division	Pre School	Grade						Total	
		1	2	3	4	5	6		
BASILAN									
1998-1999	424	221	213	165	209	149	177	1,558	
1999-2000	377	147	108	94	97	115	105	1,043	
2000-2001									
2001-2002									
2002-2003		48	37	26	21	22	22	176	
LANAO SUR I									
1998-1999				NO PRIVATE SCHOOL					
1999-2000				NO PRIVATE SCHOOL					
2000-2001				NO PRIVATE SCHOOL					
2001-2002		37	26	19	25	32	19	158	
2002-2003	136	39	50	38	35	39	28	365	
LANAO SUR II									
1998-1999		31	28	27	23	25	25	159	
1999-2000	109	58	36	45	30	30	30	338	
2000-2001	154	115	90	71	64	40	59	593	
2001-2002	250	114	82	71	53	98	30	698	
2002-2003	174	106	116	80	64			540	
MAGUINDANAO									
1998-1999		141	121	108	85	75	45	575	
1999-2000	144	141	121	108	85	75	69	743	
2000-2001	144	182	141	124	95	58	68	812	
2001-2002	154	93	71	74	61	50	48	551	
2002-2003		132	135	139	122	84	97	709	
MARAWI CITY									
1998-1999		696	651	674	517	407	394	3,339	
1999-2000	1,511	817	675	595	544	427	293	4,862	
2000-2001									
2001-2002	1,978	1,165	1,017	859	839	727	510	7,095	
2002-2003		1,100	1,032	868	731	704	646	5,081	
SULU									
1998-1999		819	764	476	470	165	158	2,852	
1999-2000		487	483	478	473	467	464	2,852	
2000-2001		487	483	478	473	467	464	2,852	
2001-2002		172	186	158	197	196	167	1,076	
2002-2003		168	169	178	158	192	193	1,058	
TAWI-TAWI									
1998-1999		123	116	109	107	100	96	651	
1999-2000		123	116	109	107	100	96	651	
2000-2001		123	116	109	107	100	96	651	
2001-2002	145	100	134	121	104	102	95	801	
2002-2003									
TOTAL ARMM									
1998-1999	424	2,031	1,893	1,559	1,411	921	895	9,134	
1999-2000	2,141	1,773	1,681	1,429	1,336	1,214	1,057	10,631	
2000-2001	298	907	903	782	739	665	687	4,981	
2001-2002	2,527	1,681	1,472	1,290	1,279	1,205	869	10,323	
2002-2003	310	1,593	1,673	461	1,235	1,143	986	7,401	

Source: Basic Education Information System: Division Data, DepEd-ARMM

Appendix A-3

Public Secondary Enrollment by Grade Level by Division
SY 1998-1999 to SY 2002-2003

Division	First Year	Second Year	Third Year	Fourth Year	Total
BASILAN					
1998-1999	4,213	3,559	2,838	2,353	12,963
1999-2000	4,149	3,443	3,063	2,513	13,168
2000-2001	4,608	3,975	3,363	3,046	14,992
2001-2002	2,561	1,924	1,601	1,339	7,425
2002-2003	2,930	2,434	1,823	1,532	8,719
LANAO SUR I					
1998-1999	2,246	1,977	1,846	1,807	7,876
1999-2000					
2000-2001	3,609	2,968	2,368	1,471	10,416
2001-2002	3,324	2,862	2,215	1,533	9,934
2002-2003	10,214	9,124	6,748	4,768	30,854
LANAO SUR II					
1998-1999	5,035	4,256	2,716	1,530	13,537
1999-2000					
2000-2001	4,904	4,467	3,040	2,140	14,551
2001-2002	6,074	5,025	4,156	2,819	18,074
2002-2003	7,364	5,993	5,061	3,584	22,002
MAGUINDANAO					
1998-1999	5,704	4,641	3,785	3,064	17,194
1999-2000	5,755	4,246	3,781	2,975	16,757
2000-2001	5,947	5,503	4,237	3,310	18,997
2001-2002	6,507	4,995	3,933	3,127	18,562
2002-2003	6,497	5,503	4,237	3,310	19,547
MARAWI CITY					
1998-1999	899	613	529	401	2,442
1999-2000	1,066	746	638	492	2,942
2000-2001	1,214	691	568	430	2,903
2001-2002	1,316	876	651	516	3,359
2002-2003	1,486	1,045	1,078	491	4,100
SULU					
1998-1999	1,913	1,953	1,694	1,751	7,311
1999-2000					
2000-2001	3,663	2,869	2,467	2,090	11,089
2001-2002	3,833	2,773	2,321	2,034	10,961
2002-2003	4,325	3,578	2,711	2,257	12,871
TAWI-TAWI					
1998-1999	2,433	2,101	2,143	1,990	8,667
1999-2000	2,933	2,458	2,061	1,584	9,036
2000-2001	2,515	2,585	2,204	1,850	9,154
2001-2002	2,356	2,061	1,827	1,445	7,689
2002-2003	1,648	1,565	1,338	1,151	5,702
TOTAL ARMM					
1998-1999	22,443	19,100	15,551	12,896	69,990
1999-2000	13,903	10,893	9,543	7,564	41,903
2000-2001	26,460	23,058	18,247	14,337	82,102
2001-2002	25,971	20,516	16,704	12,813	76,004
2002-2003	34,464	29,242	22,996	17,093	103,795

Source: Basic Education Information System: Division Data, DepEd-ARMM

Appendix A-4

Private Secondary Enrollment by Grade Level, by Division
SY 1998-1999 to SY 2002-2003

Division	First Year	Second Year	Third Year	Fourth Year	Total
BASILAN					
1998-1999	503	518	444	455	1,920
1999-2000	459	469	424	417	1,769
2000-2001	560	463	399	391	1,422
2001-2002					
2002-2003	423	450	377	311	1,561
LANAO SUR I					
1998-1999	96	91	93	91	371
1999-2000	96	91	93	91	371
2000-2001	94	89	91	88	362
2001-2002	122	116	78	53	369
2002-2003	111	86	92	71	360
LANAO SUR II					
1998-1999	268	251	217	180	916
1999-2000	268	251	217	180	916
2000-2001	366	343	296	246	1,251
2001-2002	447	374	360	336	1,517
2002-2003	399	378	323	287	1,387
MAGUINDANAO					
1998-1999	1,887	1,599	1,456	1,217	6,159
1999-2000	1,662	1,714	1,710	1,707	6,793
2000-2001	1,317	1,207	1,094	1,042	4,660
2001-2002	1,150	965	913	794	3,822
2002-2003	1,967	1,747	1,521	1,404	6,639
MARAWI CITY					
1998-1999	2,505	2,227	2,122	3,219	6,854
1999-2000	1,663	1,675	1,298	1,355	5,991
2000-2001					
2001-2002	2,038	1,913	1,778	1,515	7,244
2002-2003	2,466	2,533	2,090	2,115	9,204
SULU					
1998-1999	624	623	601	593	2,441
1999-2000	624	623	601	593	2,441
2000-2001	716	693	607	560	2,576
2001-2002	762	733	632	547	2,674
2002-2003	688	763	742	582	2,775
TAWI-TAWI					
1998-1999	578	568	552	552	2,250
1999-2000					
2000-2001	578	568	552	552	2,250
2001-2002	355	388	356	312	1,411
2002-2003	293	258	235	191	977
TOTAL ARMM					
1998-1999	6,461	5,877	5,485	6,307	24,130
1999-2000	4,772	4,823	4,343	4,343	18,281
2000-2001	3,631	3,039	3,039	2,879	12,588
2001-2002	4,874	4,117	4,117	3,557	16,665
2002-2003	6,347	5,380	5,380	4,961	22,068

Source: Basic Education Information System: Division Data, DepEd-ARMM

APPENDIX B
EDUCATION CURRICULUM
(2002)

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Appendix B
The 2002 Basic Education Curriculum Weekly Time Allotment

Grade/Year Level	Filipino	English	Science	Mathematics	Makabayan	Total Minutes/week
1	400	500	Integrated in English and Makabayan	400	300	1600
2	400	500	Integrated in English & Makabayan	400	300	1600
3	400	500	200	400	300	1800
4	300	400	300	300	500	1800
5	300	400	300	300	600	1900
6	300	400	300	300	600	1900
First year	300	300	300	300	780	1980
2 nd year	300	300	300	300	780	1980
3 rd year	300	300	300	300	780	1980
4 th year	300	300	300	300	780	1980

Source: Department of Education

Appendix B-1
The New (2002) Secondary Education Curriculum

Learning Units	Minutes Per Week		Units Credit	
	Year I to Year III	Year IV	Year I to Year III	Year IV
FILIPINO	240	240	1.2	1.2
ENGLISH	300	300	1.5	1.5
MATHEMATICS	300	300	1.5	1.5
SCIENCE	400a	400a	2	2
MAKABAYAN				
ARALIN PANLIPUNAN (AP)	200	200	1	1
TECHNOLOGY & LIVELIHOOD	240	240	1.2	1.2
EDUCATION (TLE)				
MUSIC, ARTS, P.E, AND HEALTH	240	300	1.2	1.5
EDUKASYON SA PAGPAHALAGA (EP)	60	120	0.3	0.6
TOTAL	1580	1700	9.9	10.5

Source : Enclosure to Dep Ed Order no.37,s.2003

- a. In addition to this time allotment, students are encouraged to conduct outdoor science investigatory project.
- b. In addition to this time allotment, students will spend time to practical work skill development activities outside the classroom (e.g minor repair of school facilities as practicum in Civil Technology of Industrial Arts)
- c. Provision of additional 60 minutes weekly, for pilot teaching in the Fourth year
- d. Included Citizenship Advancement Training (restructuring of the Citizen Army Training) in the Fourth year using English as the medium of instruction.

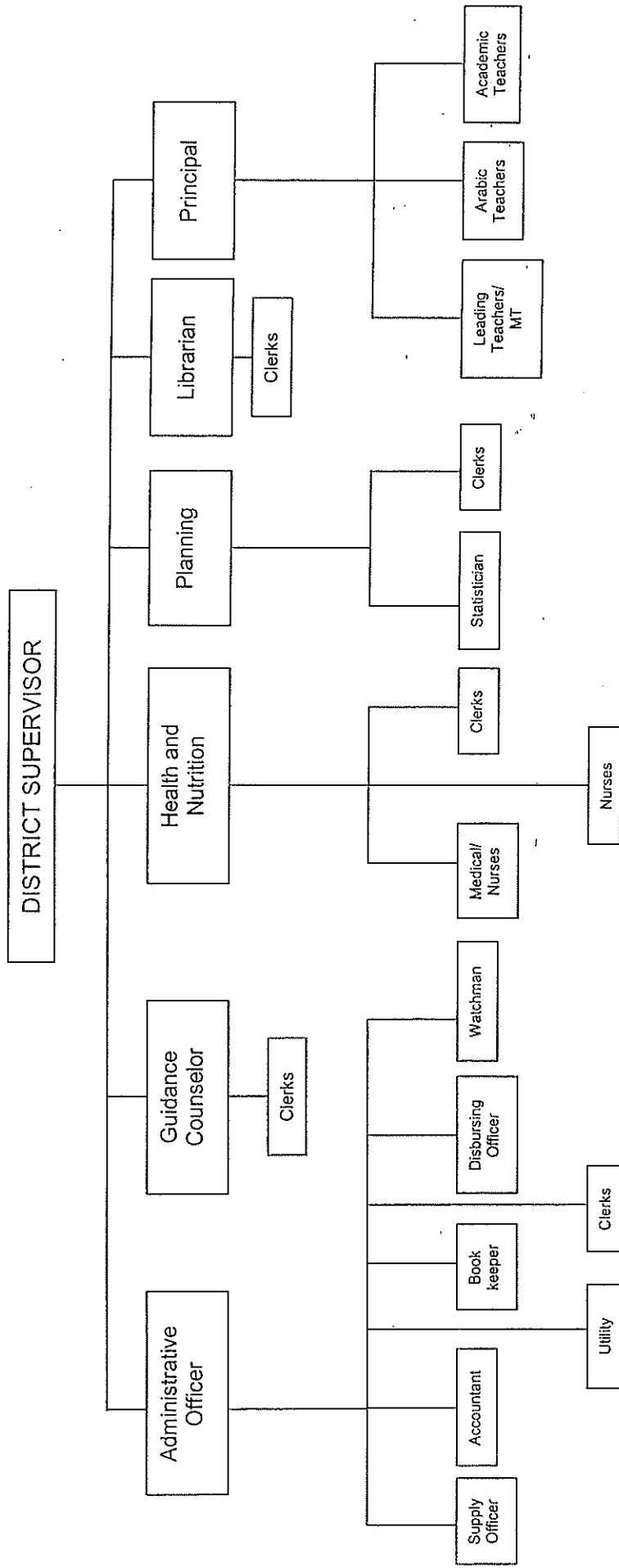
APPENDIX C
ORGANIZATIONAL CHARTS

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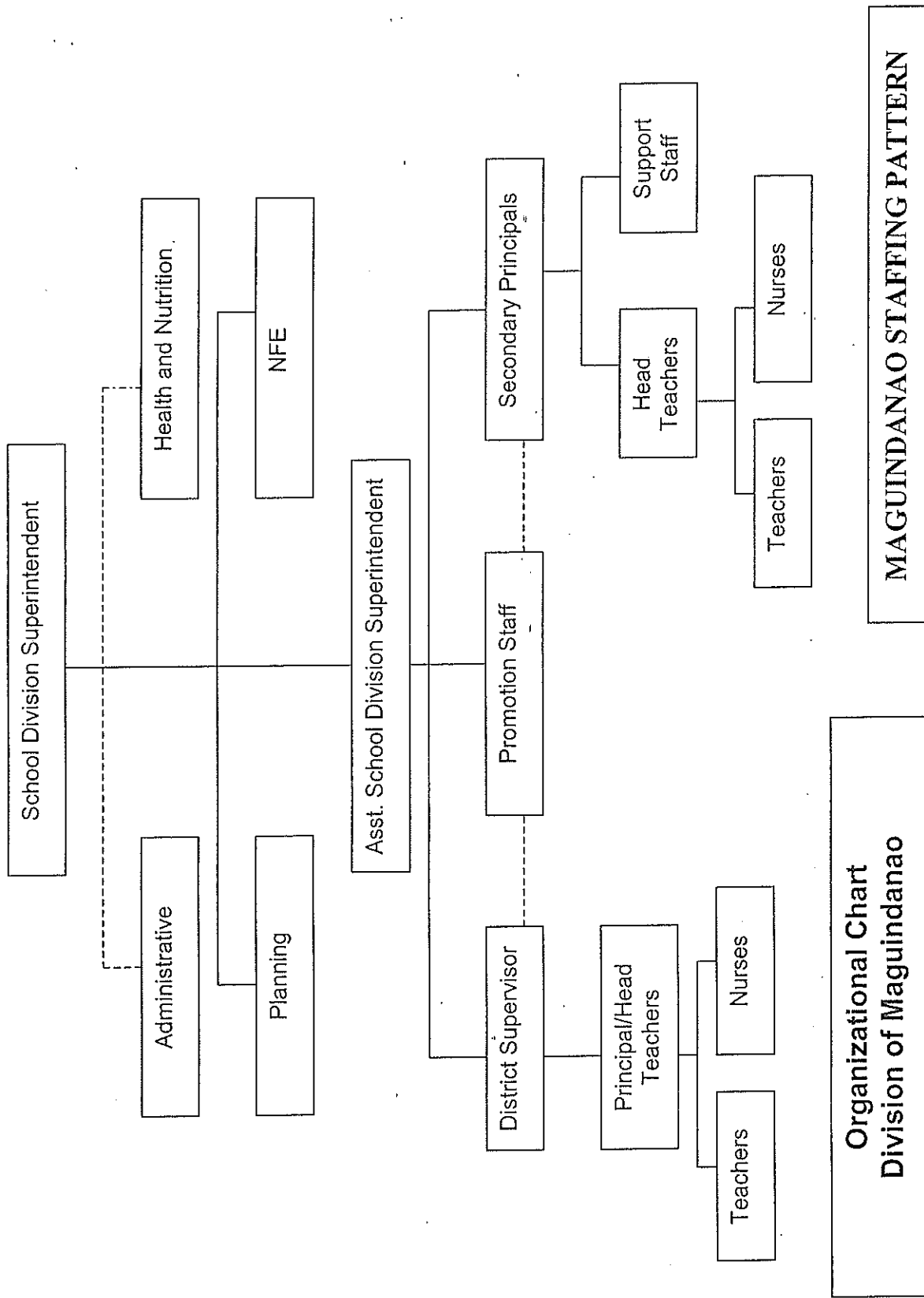
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Appendix C

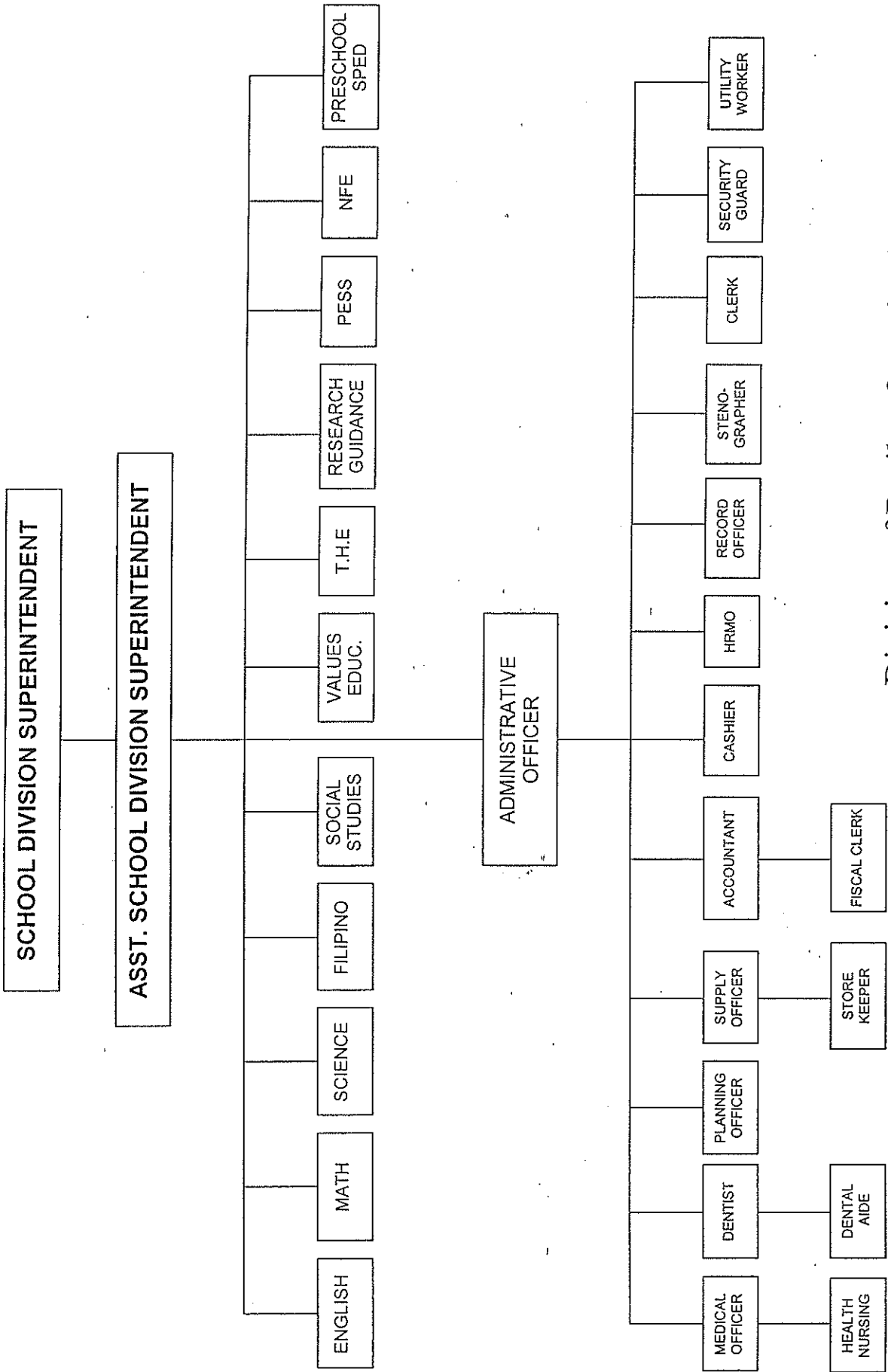


PROPOSED DISTRICT STAFFING PATTERN OF
MAGUINDANAO

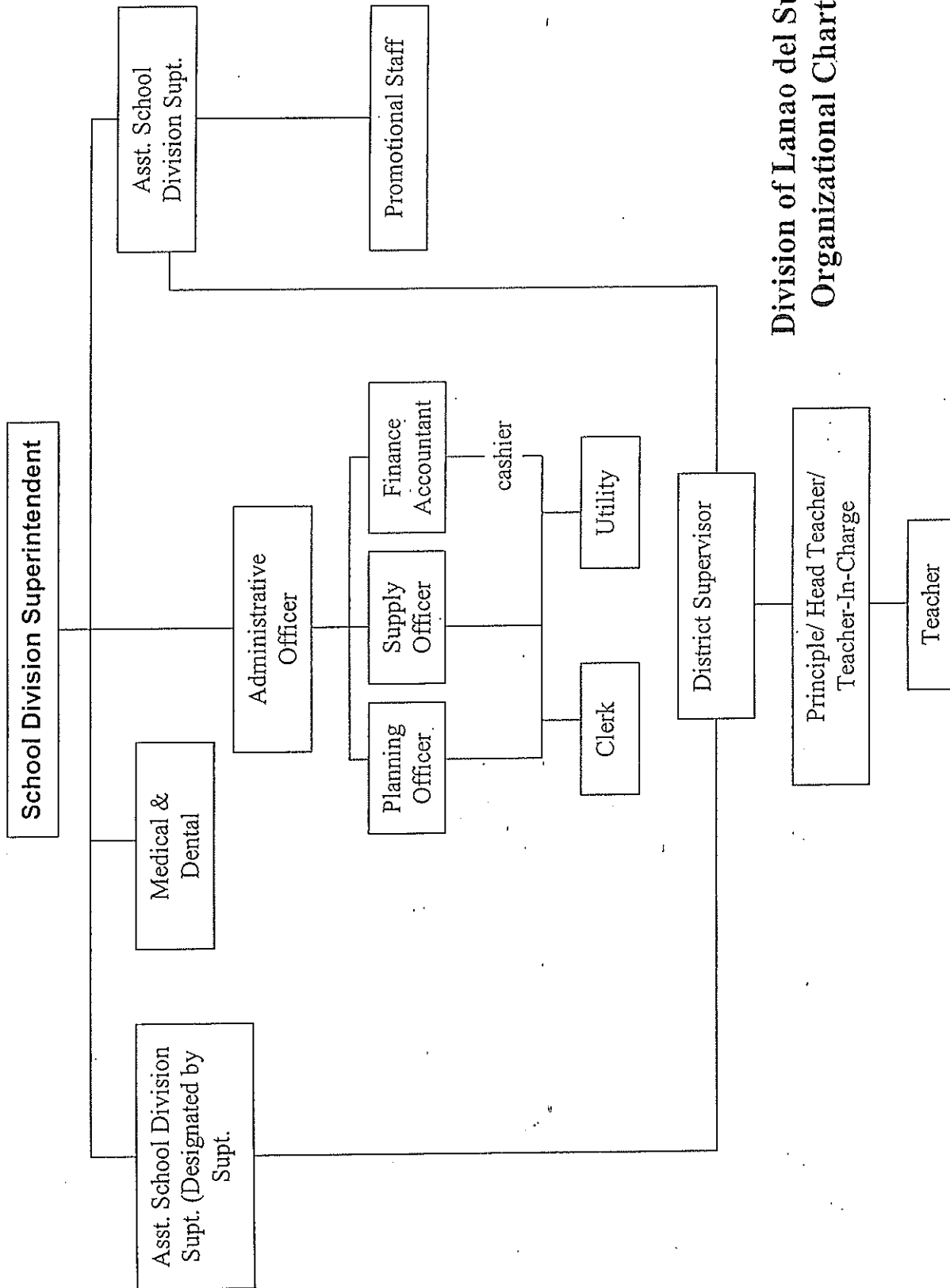


**Organizational Chart
Division of Maguindanao**

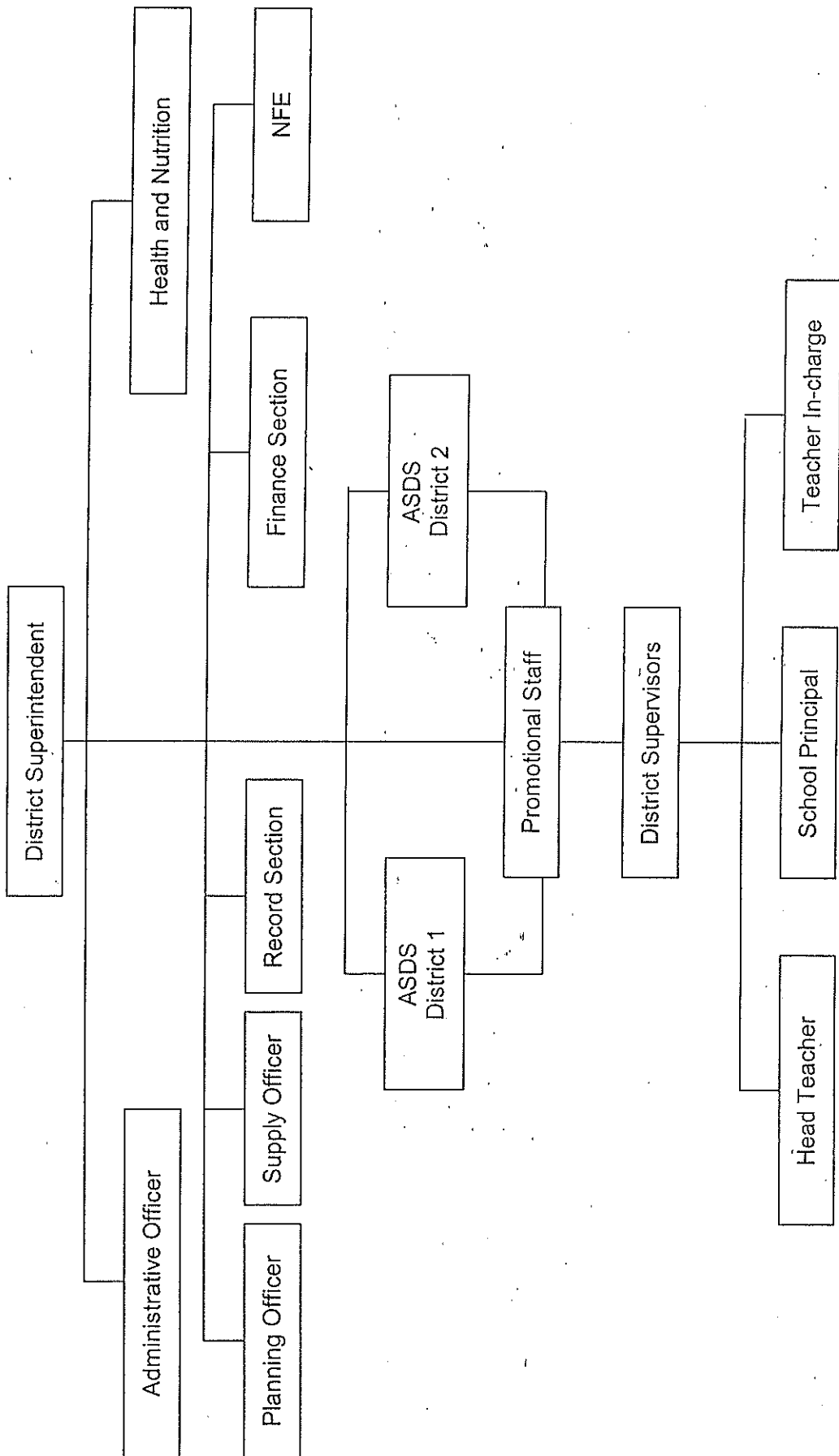
MAGUINDANAO STAFFING PATTERN



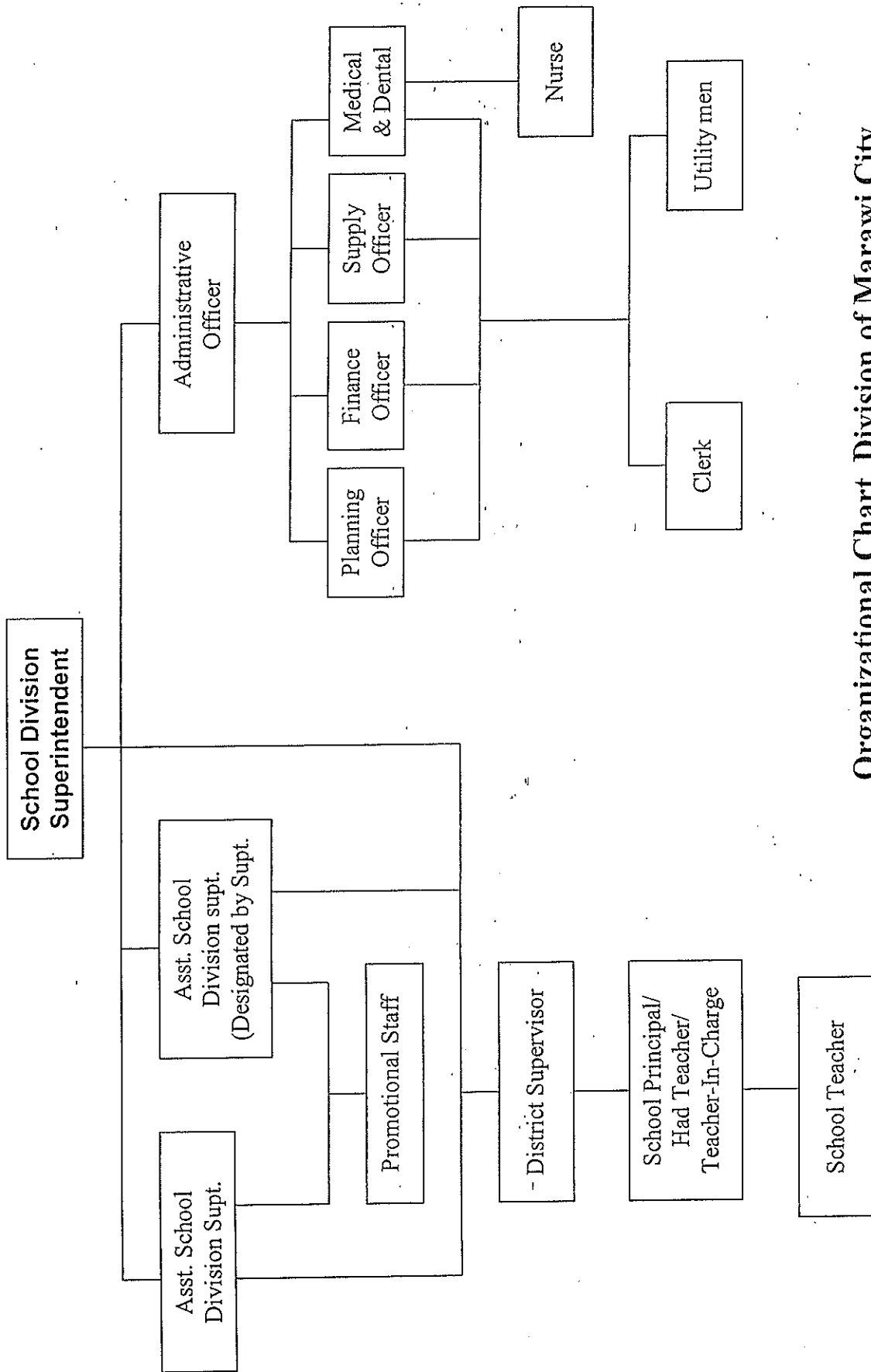
Division of Basilan Organizational Chart



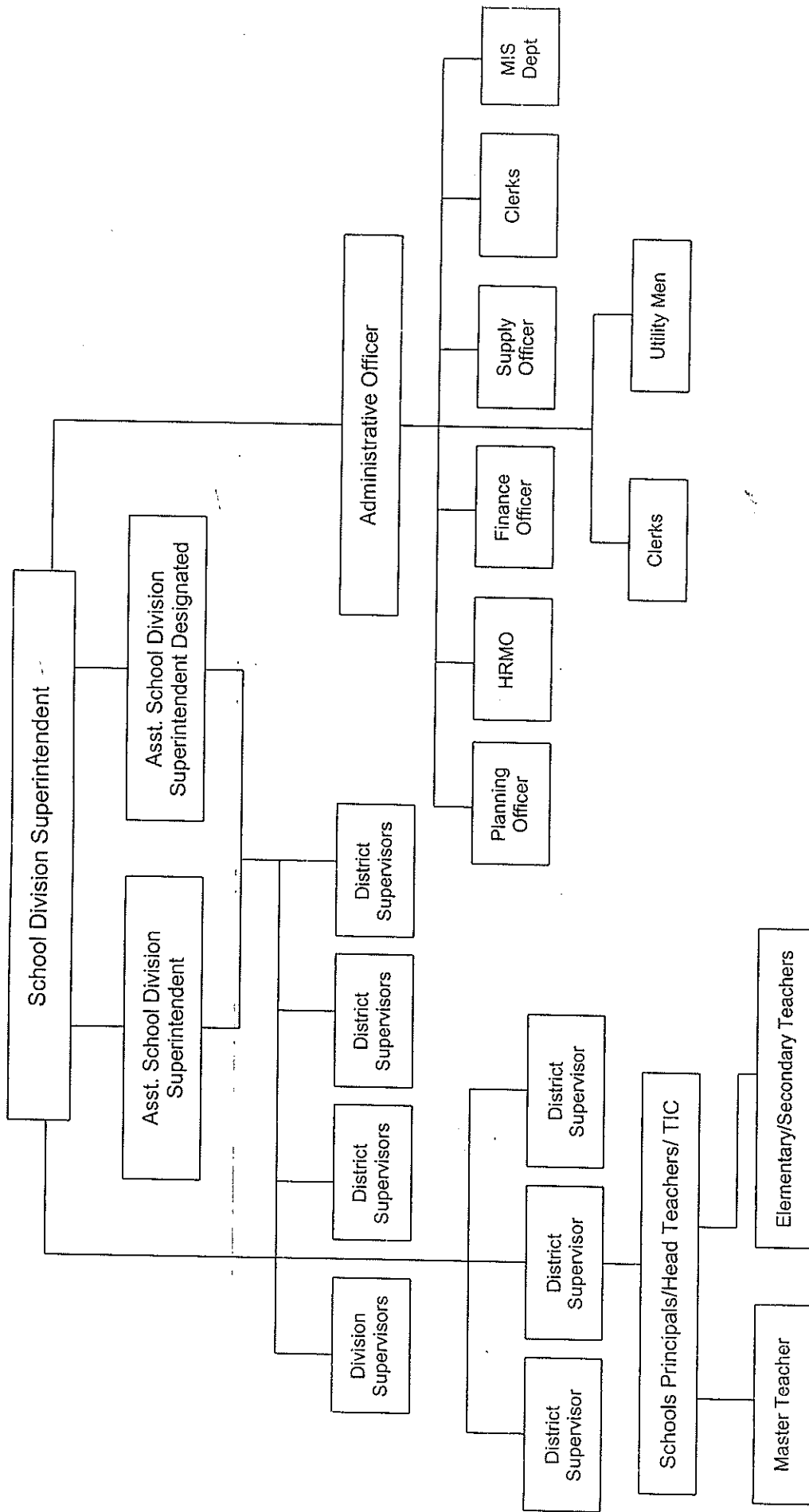
**Division of Lanao del Sur
Organizational Chart**



Organizational Chart Division of Sulu

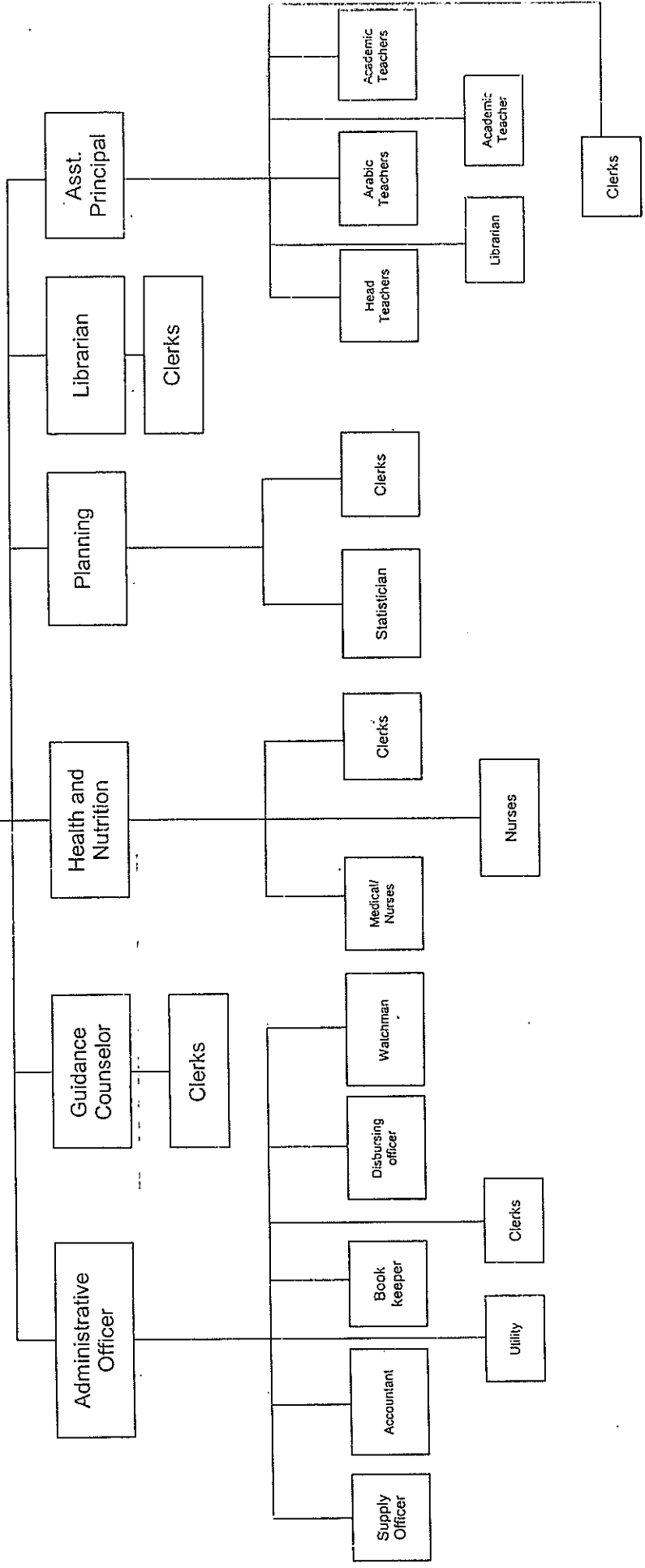


Organizational Chart, Division of Marawi City



Organizational Chart Division of Marawi City

SECONDARY SCHOOL PRINCIPALS



PROPOSED SECONDARY SCHOOL PRINCIPAL STAFFING
PATTERN OF MAGUINDANAO

APPENDIX D
SITUATION ANALYSIS OF
SELECTED PUBLIC SCHOOLS

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Appendix D1

Amai Pakpak Central Elementary School

Location: Marawi City

1. AmaiPapak is situated in the center of the city .By ocular inspection; the area is about 12,800 square meters. The land is owned by the government also used as a military reserve post. It has no title yet. The lot is adjacent from the city hall. The school is facing west the farthest resident serve is about 40 kilometers. Since it situated in the center of the town, parents just drop their children before going to work. Transportation available is by jeep and tricycle. Topography is plain. No covered walks, just a roof extended (overhangs) beside the room, can give the children shelter from the rain after class. Parking space is wide and the vicinity also serve the DECS Division of Marawi City office. Playground is wide with landscaping (greenhouse). Road going to the school was cemented and the perimeter fence was made of concrete.
2. Water facility is available from the Marawi City Water District (MCWD). Power is also available from LASURECO, but the rear part of the school has no lighting facilities. Drainage is also a problem, every time it rains, the area most especially the rooms become muddy. Communication is available through telephone and cell phone. Garbage is being collected from 4 PM to 8 AM by the city government.
3. Classroom area is commonly 8 meters x 6 meters. Library and laboratory area, occupies a room each. H.E. occupies about two rooms.
4. The roof was made of a G.I. Sheet but a lot of them need repair. Flooring was cemented. Windows and door are made of woods. The ceiling mainly is plywood but lot of rooms doesn't have a ceiling at all. The stage is about 5 meters x 6 meters.
5. Usually there is a C.R. for every room shared use by male and female student, but water distribution for each needs repair. This resulted to a student to fetch water to the room where water is available. Administration and Guidance office occupies the same room. Pupil to classroom ratio average is 1:60. Principal office measured about 8 meters x 6 meters.

6. Ventilation is good due to an active wind breeze in the area. Some rooms use electric fans if the room is pack more than its capacity. Lighting is available except in the rear part of the school. Wind directions come from the northeast during daytime, the Lanao Lake area. By nighttime wind blows from the southwest:

AMAI PAKPAK ELEMENTARY SCHOOL

+/-120.00 METERS

+/- 80.00 METERS

Road

Entry Gate

GUIDANCE/
FACULTY
1-STOREY

PHEM

2
STOREYS
12
ROOMS

Admin
Principal's
Office

1 STOREY
4 ROOMS

1
STOREY
6
ROOMS

2
STOREY
8
ROOMS

STAGE

1 STOREY
8 ROOMS

1
STOREY
2
ROOMS

1
STOREY
2
ROOMS

2
STOREY
8
ROOMS

1
STOREY
3
ROOMS

SITE OF MARAWI NATIONAL HIGH SCHOOL

NORTH

SKETCH OF SITE DEVELOPMENT PLAN

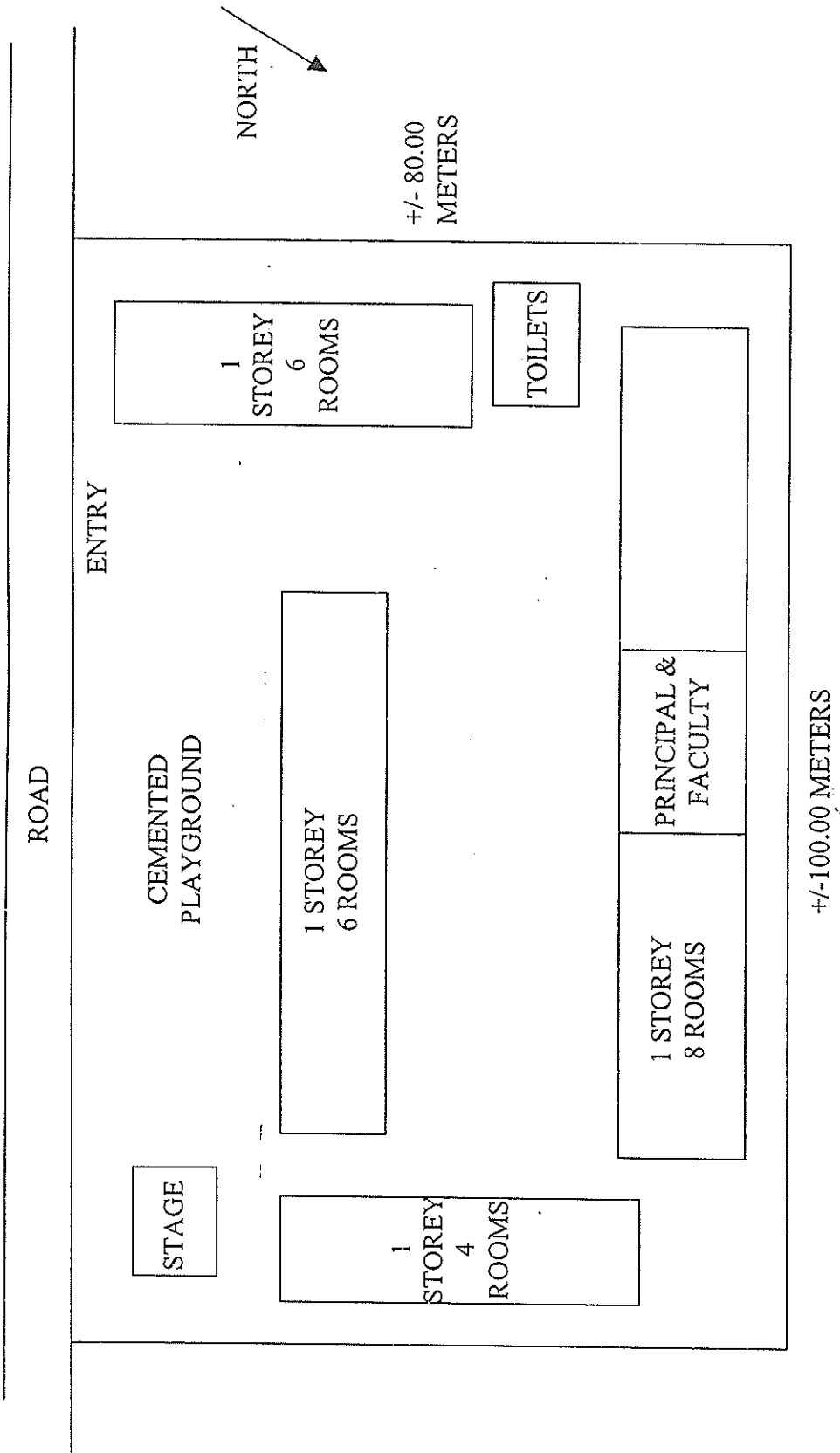
NOT TO SCALE

Appendix D2

Bai Inumba Blo Bacarat Central Elementary School (BacolodChico)

Location: Marawi City

1. The lot area is about a hectare. But by ocular inspection, It is only about 8, 000 sq. mts. (80x100). The Principal told me that the titling is on the process by the Dep.Ed. The distance from the city hall is about 2kilometers. The gate is facing southeast from where the Lanao Lake is situated. The farthest student serve is about 1.5 kms. Students who go to school everyday, mostly are on hike, others ride a jeep. Topography is plain. There is no covered walk except for roof for extended from the classroom buildings. Parking and playground is available. There is also an area for the landscaping. Road going to school was already cemented. There's no fence around the perimeter. There is no gate.
2. Water is abundant because of school's water pump. Power is unavailable. A small canal made by the student serves as a drainage during rainy season. No septic tank. There is no communication equipment except by cell phone. Solid waste disposal by means of a compost pit and burning.
3. Classroom area most commonly measured about 6 meters x 7 meters, constructed during the Marcos time. A newly constructed building is about 8 meters x 7 meters. Library, Laboratory, Principal, Canteen and Supply room occupies a room each in which measured about 6 meters x 7 meters. Roof was made of G.I. sheet. Flooring is cemented but need repair. The stage are about 5 meters x 6 meters and concrete finished. Water closet are available but only one for every sex. The average children per classroom are about 40.
4. Ventilation is natural. The area is windy beside the lake. There is no lighting facility. Wind direction by day comes from Southeast. Afternoon come from every direction.



BACOLOD CHICO ELEMENTARY SCHOOL

SKETCH OF SITE DEVELOPMENT PLAN

NOT TO SCALE

Appendix D3

Marawi City National High school

Location: Marawi City

1. Marawi City National High School situated beside Amai Pakpak Elementary School. In fact the site was once belong to the Amai Pakpak. According to the DECS division of Marawi City, the total lot area is about 2 ha. The area belongs to the army/military reserve. The area is not yet titled. The local government planed to add more space by donating the area from the rear intended as a park The distance from the city hall is about 100 meters. The gate is facing the west. The farthest pupil serve by the school is about 30 kilometers. The school can be reach by means of tricycle, jeep and FX. Topographical description of the area is plain. There is no available covered walk. Parking is not available. Except for the open space intended for the playground. A road going to school is in good condition because it is already concreted. Perimeter fence is a concrete hollow blocks with a wrought iron gate.
2. Water seldom reaches the area. Power is available but they always suffer frequent brownouts. Drainage and the sewage system are poor. Septic tank is available but does not functioning due to poor maintenance and already full of waste. Communication is available by telephone through principal's office. Garbage disposal is through the city disposal system and being collected by the trucks everyday.
3. The average classroom area is about 7 meters x 6 meters. Library occupies one classroom area. Laboratory room is available but dilapidated. One teacher commented that if you burn an alcohol lamp, it would explode the building. Flooring is made of concrete. Windows are made of wood panes. Doors are also made of wood and plywood. Ceilings are plywoods, but most of the rooms have no ceilings at all. Stage area is about 5 meters x 6 meters and made of concrete but the roof is very much dilapidated. Toilets are being constructed but never been use because of water unavailability. Actively used and being maintained is a single water closet for male and female student.
4. Administration and Guidance office occupy a room each.

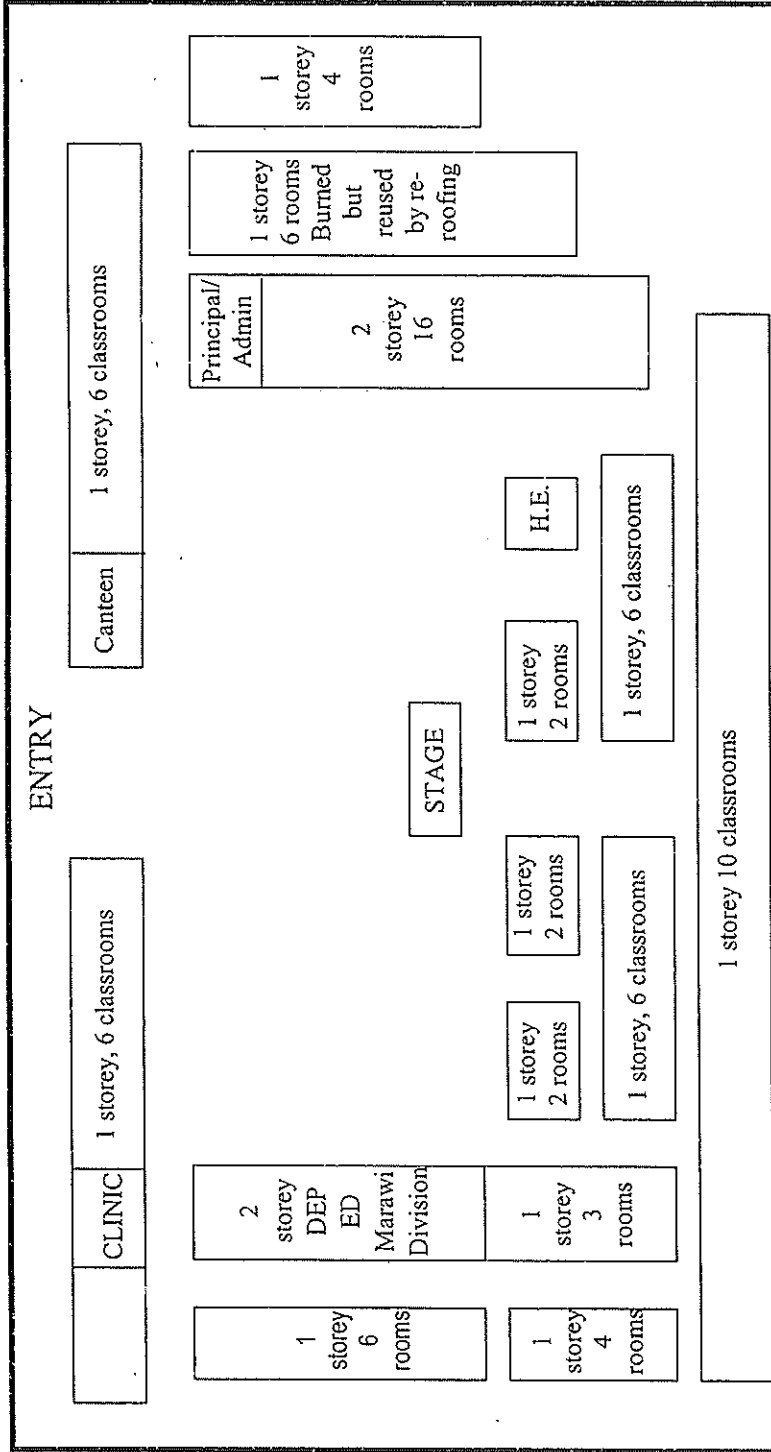
5. The average pupil to classroom ratio is 80 per room but the highest is about 105 per room.
6. The Principal and faculty/admin staff occupied about two rooms.
7. Ventilation is natural. The place is windy and rainy during afternoon. Lighting is not always available due to frequent brownout. Lanao Lake is situated in that area.a



R O A D

+/-160.00 METERS

+/- 80.00 METERS



ENTRY

STAGE

Canteen

1 storey, 6 classrooms

CLINIC

1 storey, 6 classrooms

2 storey DEP ED Marawi Division

1 storey 6 rooms

1 storey 3 rooms

1 storey 4 rooms

1 storey 2 rooms

1 storey 2 rooms

H.E.

1 storey, 6 classrooms

1 storey, 6 classrooms

Principal/Admin
2 storey 16 rooms

1 storey 6 rooms Burned but reused by re-roofing

1 storey 4 rooms

1 storey 10 classrooms

SITE OF THE AMAI PAKPAK ELEM. SCHOOL

SKETCH OF SITE DEVELOPMENT PLAN

NOT TO SCALE

MARAWI NATIONAL HIGH SCHOOL

Appendix D4

Don Jose Godinez Elementary School

Location: Patikul, Jolo

The school in general is not a well-planned development. It looks more like a school site wherein one building is located and constructed once capital funds arrived. The end result is a hodgepodge of structures cramped together thereby relegating the need for proper lighting and ventilation to the least of priorities. The facility then resulted into an unhealthy atmosphere within which it would be difficult to teach students to be hygienic, sanitary and clean whereas their surroundings does not exhibit so. The proliferation of garbage site within the campus reflects these state of improper sanitation and hygiene.

Generally the facility having all structures at single stories and not well maintained looks depressing and offensive. The high walls of the perimeter fencing, constructed because of the proliferation of squatters in the adjacent lot, add damage to this pervading scenario. It even makes the building look smaller thereby adding to that depressing space experienced when inside the facility.

Site Related Analysis

The particular lot site is not large enough for an elementary school facility although the general orientation is ideal for planning school buildings in a humid tropical environment. The longer side of the site is oriented north and south making the space for room allocation ideally not directly facing the hot sun in the east and the west. Looking more in depth into its development, the facility was never planned but simply constructed to suit the need for classrooms as the population grew.

Stagnant water besides the toilets creates breeding spaces for mosquitoes. Clogged roof gutters may cause the breeding of dengue carrying mosquitoes. The generally narrow and cramped setbacks or easements add to these unhygienic spaces.

There is not much problem when it comes to utility services. Water supply in the area is quite adequate but the electrical power supply adequate although Patikul or the whole islands of Jolo in general is frequently experiencing power supply brownouts.

Buildings/Structures

The classrooms although built to the required dimensions (EDPITAF standards) do not have the necessary natural lighting and ventilation. The setbacks of the structure from the high walls reduce the penetration of natural lighting and the flow of fresh air in and out of the room. This situation induces need for artificial ventilation like ceiling fans and electric lighting. In the process electric consumption for the whole facility increases. The width allocation for corridors is likewise very narrow and can cause accidental harm if in case the pupils run en masse due to some unavoidable reactions. These cramped spaces can also trigger the fast spread of communicable diseases.

The comfort rooms or toilets are barely useful and sanitary. It uses the Antipolo and squat-type water closet where a pail is needed to flush the refuse. The number of water closet is not enough to sustain the total school population if planning standards were to be used. Naturally due to over population the comfort rooms never dries up which induces the growth of moss that also invites other organisms to thrive making it therefore unsanitary.

Provision for a library is not even adequate it is simply a row of bookshelves on one side of the principal office. Similarly, the canteen is not as sanitary as should be. There is no provision for the following facilities: laboratories, workshops, computer rooms, play courts; play field and covered multi-purpose hall.

Problems Extracted

No clear site development plan.

There is no distinct activity separation or land use plan.

National building code standards on easements or setbacks not followed

Building shell design not suited to human comfort in the humid tropical climate.

Natural lighting and ventilation is not adequately provided.

Provisions for basic facilities are below standards if not completely missing.

Facility does not adhere to accepted sanitary and hygienic standards.

Observations

Buildings were either constructed by new administrators or donated by politicians with an end view of showing off their achievements.

No definite infrastructure plan is being followed in the construction of buildings and facilities.

A team of design professionals did not plan the design and site layout of the facility i.e., architectural and engineering design services, construction management services, etc.

APPENDIX E
CLASS SCHEDULE OF SELECTED PUBLIC SCHOOLS
(SY 2002-2003)

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Appendix E-2
Baimbing National High School Class Schedule, Tawi-tawi Division, SY 2002-2003

Time	First Year-A	First Year-B	Second Year-A	Second Year-B	Third Year	Fourth Year
7:40 - 8:00	F L A G C E R E M O N Y					
8:00 - 9:00	Science - I	Filipino - I	Math - II	Filipino - II	English - III	Filipino - IV
9:00 - 9:30	T H E - I	Arabic - I	Values Ed. II	Araling Pan. - II	T H E - III	Araling Pan. - IV
9:30 - 9:50	R E C E S S					
9:50 - 10:50	English - I	Math - I	English - II	Science - II	Math - III	English - IV
10:50 - 11:20	Values Ed. - I	Arabic - I	T H E - II	Araling Pan. - II	Araling Pan. - III	Arabic - IV
	L U N C H B R E A K					
1:30 - 2:30	Filipino - I	Science - I	Filipino - II	English - II	Science - III	Science - IV
2:30 - 3:00	Araling Pan. - I	Values Ed. - I	Arabic - II	T H E - II	Arabic - III	T H E - IV
3:00 - 3:30	T H E - I	Araling Pan. - I	Values Ed. II	Arabic - II	Values Ed. - III	Values Ed. - IV
3:30 - 4:30	Math - I	English - I	Science - II	Math - II	Filipino - III	Math - IV
4:30 - 5:00	P E H M	P E H M	P E H M	P E H M	C N T	C N T

Source : Baimbing NHS

Appendix E-1
Tandubanak National High School Class Schedule, Tawi-tawi Division, SY 2002-2003

Time	First Year-A	First Year-B	Second Year-A	Second Year-B	Third Year	Fourth Year
7:40 - 8:00	F L A G C E R E M O N Y					
8:00 - 9:00	English - I	Filipino - I	Filipino - II	Math - II	Science - III	English - IV
9:00 - 9:30	Arabic - I	T H E - I	Araling Pan. - II	Values Ed. II	T H E - III	Araling Pan. - IV
9:30 - 9:50	R E C E S S					
9:50 - 10:50	Science - I	Math - I	English - II	Science - II	Math - III	English - IV
10:50 - 11:20	Values Ed. - I	Arabic - I	T H E - II	Araling Pan. - II	Araling Pan. - III	Arabic - IV
	L U N C H B R E A K					
1:30 - 2:30	Filipino - I	Science - I	Math - II	English - II	English - III	Filipino - IV
2:30 - 3:00	Araling Pan. - I	Values Ed. - I	Arabic - II	T H E - II	Arabic - III	T H E - IV
3:00 - 3:30	T H E - I	Araling Pan. - I	Values Ed. II	Arabic - II	Values Ed. - III	Values Ed. - IV
3:30 - 4:30	Math - I	English - I	Science - II	Filipino - II	Filipino - III	Math - IV
4:30 - 5:00	P E H M	P E H M	P E H M	P E H M	C N T	C N T

Source : Tandubanak NHS

Appendix E-3
Sirilikha National High School Class Schedule, Maguindanao Division, SY 2003-2004

Time	I-A		I-B		I-C		Time	I-A
	Mrs. R. Mama - 1	Time	Ms. J. Kabuntulan - 2	Time	Mrs. R. Esmail - 3	Time		
M O R N I N G S E S S I O N								
7:15 - 7:30	Flag Ceremony	7:15 - 7:30	Flag Ceremony	7:15 - 7:30	Flag Ceremony	7:15 - 7:30	Flag Ceremony	Flag Ceremony
7:30 - 8:30	Filipino 1-1	7:30 - 8:30	Math - II	7:30 - 8:50	Science	7:30 - 8:30	T.L.E. - 3	T.L.E. - 3
7:30 - 8:30	Values (Friday Only) 4	8:30 - 9:30	Filipino - 1	8:50 - 9:30	Araling Panlipunan	8:30 - 9:30	Math - 5	Math - 5
8:30 - 9:30	English - 4	9:30 - 9:45	RECESS	9:30 - 9:45	RECESS	9:30 - 9:45	RECESS	RECESS
9:30 - 9:45	RECESS	9:45 - 10:25	A.P. - 13	9:45 - 10:45	M A P E H	9:45 - 10:45	English - 4	English - 4
9:45 - 10:45	Math - II	10:25 - 11:25	T.L.E. - 2	10:25 - 11:25	Values (Friday Only) 3	10:25 - 11:25	M A P E H - 12	M A P E H - 12
10:45 - 11:45	M A P E H - II	10:25 - 11:25	Values (Friday Only) 2	10:25 - 11:25	Filipino	10:25 - 11:25	Values (Friday Only) 12	Values (Friday Only) 12
A F T E R N O O N S E S S I O N								
1:15 - 2:35	Science - 1	1:15 - 2:15	English - 4	1:15 - 2:15	T.L.E.	1:15 - 2:35	Science - 10	Science - 10
2:35 - 3:35	T.L.E. - 3	2:15 - 3:15	M A P E H - 16	2:15 - 3:15	Math	2:35 - 3:15	A.P. - 10	A.P. - 10
3:35 - 4:15	A.P. - 13	3:15 - 4:35	Science - 6	3:15 - 4:15	English	3:15 - 4:15	Filipino - 1	Filipino - 1

Source : Sirilikha NHS



APPENDIX F
DATA ON PRIVATE MADRASAHS IN SULU

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Appendix F-1
List of Private Madrasah with Number of Teachers and Enrollment
Division of Sulu, SY 2002-2003

School/ Madrasah	Address	No. of Teachers	No. of Pupils & Students	Level
1. Rabatulmuallimin	Serentes St. Jolo, Sulu	10	500	Elementary
2. Irsad Al Islami	Hadji Butu St., Asturias, Jolo, Sulu	25	1,100	Elementary
3. Mohammad Sali Amilasan	San Raymond, Jolo, Sulu	15	600	Elementary
4. Mahad Nurul Islam	KM 2, Kajatian Indanan, Jolo, Sulu	10	600	Elementary
5. Kasanyangan Al Islami	Kasanyangan, Jolo, Sulu	10	200	Elementary
6. Almunawwiriln Al Islami	Upper Lahi, Kakuyagan, Jolo, Sulu	25	300	H.S.&Coll.
7. Mahad Janub Garbi Mindanao Al Islami	Serentes St., Jolo, Sulu	4	500	Elementary
8. Husniyatul Madrasah Al Islami	Tulay, Zone 3, Jolo, Sulu	15	70	Elementary
9. Mahad Nahdatullah Al Islami	KM 2, Kajatian, Indanan, Jolo, Sulu	10	150	Elementary
10. Madrasah Imam Masa Aislami	Maimbang, Sulu	10	400	Elementary
11. Madrasah Darulhuda Al Islami	Lugus, Sulu	4	120	Elementary
12. Mah'had Silangkn Irshad Al-Islami	Parang Sulu	15	250	Elementary
13. Mah'had Imam Aras Dangan AL-Islami	Parang Sulu	7	200	Elementary
14. Mah'had Ismael Irshad Al Islami	Parang Sulu	7	190	Elementary
15. Mah'had Parang Al-Islami	Parang Sulu	12	452	Primary
16. Siganggang Madrasah Al-Islamiya	Pandami, Sulu	2	94	Elementary
17. Sibaud Madrasah Al-Islamiya	Pandami, Sulu	3	120	Elementary
18. Hambilan Madrasah AlIslamiya	Pandami, Sulu	2	85	Elementary
19. Subah-Subah Madrasah Al-Islamiya	Pandami, Sulu	2	75	Elementary
20. Semol Madrasah Al-Islamiya	Pandami, Sulu	2	80	Elementary
21. Bas Buaya Madrasah Al-Islamiya	Pandami, Sulu	2	75	Elementary
22. Maligay Madrasah Islami	Patikul, Sulu	2	175	Elementary
23. Anuling Madrasah Al-Islamiya	Patikul, Sulu	3	168	Elementary
24. Mahad Itihad Al Islamiya	Pangutaran, Sulu	3	350	Elementary
25. Lantung Babag Al-Islamiya	Pangutaran, Sulu	3	153	Elementary
26. Madrasah Lahngagan Al-Islamiya	Pangutaran, Sulu	3	155	Primary
27. Kahuy Niyug Al Islami	Pangutaran, Sulu	2	75	Primary
28. Madra Patutul Al Islami	Pangutaran, Sulu	2	58	Primary

School/ Madrasah	Address	No. of Teachers	No. of Pupils & Students	Level
29. Madrasa Tubig Al Islami	Pangutaran, Sulu	2	85	Primary
30. Pangdan Niyug Al Islami	Pangutaran, Sulu	1	53	Primary
31. Pandukan Al Islami	Pangutaran, Sulu	2	78	Primary
32. Mahad Sias>Addaural Islami	Siasi, Sulu	9	25	Primary
33. Madrasa Arrahmatul Islamia	Siasi, Sulu	4	90	Primary
34. Saut Laud Madrasam al Islami	Siasi, Sulu	3	80	Primary
35. Barak Madrasatul Islamia	Siasi, Sulu	2	60	Primary
36. Kampung Baro Madrasatul Al Islamia	Siasi, Sulu	2	70	Primary
37. Salang Madrasatul Islamia	Siasi, Sulu	2	65	Primary
38. Kampo Islam Madrasa Al Islamia	Siasi, Sulu	3	90	Primary
39. Babus Salam Madrasa Al Islamia	Siasi, Sulu	3	75	Primary
40. Ummul Qura Al Israd Al Islami	Indanan, Sulu	7	180	Primary
41. Nurul Islam Al Islami	Indanan, Sulu	2	50	Primary
42. Husniyatul Madrasa Islami	Indanan, Sulu	1	45	Primary
43. Madrasa Bato-Bato Al Islami	Indanan, Sulu	2	100	Primary
44. Kasalamatan Al Islami	Patikul, Sulu	5	278	Primary
45. Darul Muhtak Al Islami	Patikul, Sulu	2	120	Primary
46. Lipayun Madrasa Al Islami	Patikul, Sulu	2	174	Primary
47. Kaunayan Madrasa Al Islami	Patikul, Sulu	1	145	Primary
48. Madrasa Lugus Al Islami	Lugus, Sulu	10	80	Elementary
49. Madrasa Huwit-Huwit Al Islami	Lugus, Sulu	2	55	Elementary
50. Madrasa Assuhadah Al Islami	Lugus, Sulu	2	110	Elementary
51. Madrasa Lugus Sangkalay Al Islami	Lugus, Sulu	2	70	Elementary
52. Mahod Moro Assanawiyya Al Islami	Lugus, Sulu	10	345	Elem.&High Sch.
53. Madrasa Darul Ulam Al Islami	Talipao, Sulu	5	115	Primary
54. Madrasa Tarbiyatudiniya Al Islami	Talipao, Sulu	4	194	Primary
55. Madrasa Jam-Iyyatul Ulum Al Islami	Talipao, Sulu	4	93	Primary
56. Madrasa Kanatuban Al Islami	Talipao, Sulu	4	93	Primary
57. Mahad Moro Fihadyatil Islam	Talipao, Sulu	7	170	Primary&Elem.
58. Madrasa Tampakan Al Islami	Talipao, Sulu	2	60	Primary
59. Madrasa Binuwang Al Islami	Talipao, Sulu	2	58	Primary
60. Madrasa Addahwatul Islami	Siasi, Sulu	8	240	Primary&Elem.
61. Madsa Al Iftihad Al Islami	DarulIslam, Tabialan, Tongkil, Sulu	3	85	Elementary

School/ Madrasah	Address	No. of Teachers	No. of Pupils & Students	Level
62. Ma'had Al Ittihad Al Islami	Tabialan, Tongkil, Sulu	11	20	Elem.&H.S.
63. Madrasa Al Irtihad Al Islam	Luuk Tongkil, Sulu	2	138	Primary
64. Madrasa al Irtihad Al Islam	Taigirnis, Tongkil, Sulu	2	125	Elementary
65. Madrasa Al Ittihad Al Islami	Tambu Bubu, Tongkil, Sulu	2	45	Primary
66. Madrasa Al Ittihad Al Islami	Igaga, Tongkil, Sulu	2	88	Primary
67. Ma'had Al Ittihad Al Islam	Dagun, Tongkil, Sulu	2	188	Elementary
68. Madrasa Al Ittihad Al Islami	Kampung Slamat, Tongkil, Sulu	2	12	Elementary
69. Madrasa Al Irtihad Al Islam	Sabambal, Tongkil, Sulu	3	158	Elementary
70. Madrasa Al Irtihad Al Islami	Pahrul, Tongkil, Sulu	2	158	Elementary
TOTAL		373	12,358	

Source: DepEd-ARMM, Sulu Schools Division



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