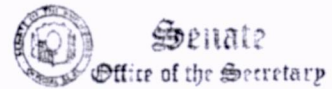



EIGHTEENTH CONGRESS OF THE )  
REPUBLIC OF THE PHILIPPINES )  
First Regular Session )



20 FEB 19 P2:20

**SENATE**  
**P.S. RES. No. 330**

RECEIVED BY: 

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Introduced by Senator WIN GATCHALIAN

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**A RESOLUTION DIRECTING THE SENATE COMMITTEE ON ENERGY TO CONDUCT AN INQUIRY IN AID OF LEGISLATION ON THE ELECTRIFICATION OF ALL PUBLIC PRIMARY AND SECONDARY SCHOOLS**

1 WHEREAS, the Department of Energy (DOE) and the National Electrification  
2 Administration (NEA) register their rural electrification milestones and achievements  
3 in terms of electrification of households and do not include electrification of public  
4 primary and secondary schools in their respective electrification targets;

5 WHEREAS, as of September 2019, according to the Department of Education  
6 (DepEd), there are one thousand six hundred sixty-four (1,664) public primary and  
7 secondary schools without access to electricity affecting three hundred eighty  
8 thousand five hundred twenty-nine (380,529) enrolled students who do not benefit  
9 from the advantages brought about by electrification;<sup>1</sup>

10 WHEREAS, an Institute of Development Studies 2014 research shows that  
11 electrification of schools results in more hours of study since children and adults can  
12 read even during the evening. Also, children who are usually assigned to household  
13 chores for buying or collecting fuel have more time to devote to study their lessons.  
14 Moreover, performance indicators of schools and students tend to show direct short-  
15 term benefits such as what was noted above, as well as long-term effects like better  
16 educational attainment for members of a household;<sup>2</sup>

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<sup>1</sup> Submission of the Department of Education (DepEd) to the Senate Committee on Energy (23 September 2019)

<sup>2</sup> Institute of Development Studies (IDS). "Maximisation of Benefits for the Poor of Investments in Renewable Electricity: A Policy Tool for Project Planning" Evidence Report No. 86. Edited by: Pueyo, A. Spratt, S., and DeMartino, S. Pages 11, 25, 27, 33, and 34 (July 2014)

17 WHEREAS, a similar 2014 study conducted by the United Nations Department  
18 of Economic and Social Affairs explained that provision of electricity to previously  
19 unenergized schools have a positive effect on children due to improved comfort and  
20 improved education brought about by better lighting. Likewise, basic lighting enables  
21 classes to be taught in the early morning or late at night and electricity access  
22 facilitates information and communications technologies through education using tools  
23 like computers or televisions. Furthermore, electrified schools enable administrators  
24 to recruit and retain better qualified teachers and have been correlated with  
25 improvements in test scores, graduation rates, and overall school and student  
26 performance;<sup>3</sup>

27 WHEREAS, presently, the DepEd has an electrification program using  
28 appropriations from its Basic Education Facilities Funds. The DepEd, through this  
29 program and in close coordination with NEA and DOE, prioritizes the provision of  
30 electricity to unenergized schools assisted by the local distribution utilities or through  
31 the provision of the solar photovoltaic systems for off-grid schools. Part of the program  
32 includes the upgrading of the electrical connections of existing on-grid schools to  
33 comply with the electrical requirements;

34 WHEREAS, the DepEd budget for fiscal year 2020 includes Two Billion Four  
35 Hundred Ninety-nine Million Ninety-five Thousand Pesos (Php 2,499,095,000) for the  
36 electrification of unenergized schools and modernization of electrical systems of on-  
37 grid schools. This includes the upgrading of existing electrical power systems of  
38 buildings, and purchase and installation of appropriate transformers and solar power  
39 systems energizing an estimated 1162 schools leaving 502 schools with no budget for  
40 electrification;<sup>4</sup>

41 WHEREAS, it is imperative for Congress to be apprised of the status of  
42 electrification of all public primary and secondary schools and determine the necessary  
43 legislative intervention to achieve total electrification of the remaining 502 schools  
44 mentioned above;

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<sup>3</sup> UNDESA. "Electricity and Education: The benefits, barriers, and recommendations for achieving the electrification of primary and secondary schools." Under the direction of Vera, I. Energy and Education. Page 8. (December 2014)

<sup>4</sup> Submission by the Department of Education to the Senate Basic Education Committee on 21 November 2019.

45           NOW THEREFORE BE IT RESOLVED, as it is hereby resolved, to direct the  
46 Senate Committee on Energy to conduct an inquiry, in aid of legislation, on the  
47 electrification of all public primary and secondary schools.  
48

Adopted,



**WIN GATCHALIAN**