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SENATE
P.S. RES. No. 34

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Introduced by Senator WIN GATCHALIAN

**A RESOLUTION DIRECTING THE APPROPRIATE SENATE COMMITTEE 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, for school year 2020 to 2021, there are 1,204 public schools
6 comprised of 953 public elementary schools, 130 junior high schools, and 121 senior
7 high schools without access to electricity affecting 175,755 enrolled students
8 comprised of 149,174 elementary students, 16,405 junior high school students, and
9 10,176 senior high school students ;¹

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;²

¹ Submission of the Department of Education (DepEd) to the Senate Committee on Energy (24 February 2022).

² 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;³

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;

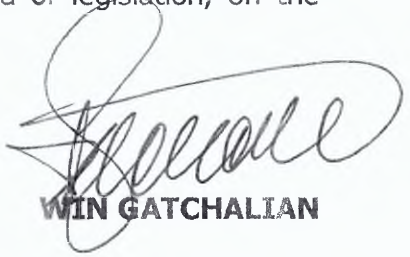
34 WHEREAS, the DepEd budget for fiscal year 2020 includes Two Billion Four
35 Hundred Ninety-nine Million Ninety-five Thousand Pesos (Php 2,499,095,000) for the
36 36 electrification of unenergized schools and modernization of electrical systems of
37 on-grid schools. This includes the upgrading of 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;

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;

³ 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).

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

Adopted,



WIN GATCHALIAN