

**Overseas Fieldwork Report 2004**

**Lipa City, Batangas Province, Philippines**

**March 2005**

**Graduate School of International Development  
Nagoya University  
Nagoya, Japan**

Overseas Fieldwork Report 2004  
Lipa City, Batangas Province, Philippines

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## **Introduction**

The thirteenth Overseas Fieldwork (OFW 2004) of the Graduate School of International Development (GSID), Nagoya University, was carried out in Lipa City, Batangas Province, the Philippines in September/October 2004.

This is the fourth OFW undertaken in the Philippines in cooperation with University of the Philippines Los Baños (UPLB). OFW programs in the Philippines have always enjoyed the spirit of the Academic Exchange Agreement between UPLB and Nagoya University, and have functioned to keep close ties between the two institutions. This time preparation started in January 2004 when the OFW Committee members visited the Philippines for preliminary research. After visiting some possible research sites, and considering the conditions of the host side, security, feasibility, etc., the committee chose Lipa City. For the research framework, we selected two points. 1) Focus should be on the development of barangay (smallest unit in the Filipino administration system) level, and 2) as an introduction to barangays PRA (Participatory Rural Appraisal) should be applied.

Based on the research interests of the four Working Groups (WG1: Economics, WG2: Education, WG3: Migration, WG4: Development Communication), four barangays in Lipa City were allocated respectively, and all the research activities were successfully completed thanks to their hospitality. After making a short presentation of the research findings, on the last day of our stay in the barangays (October 7, 2004), the participants tried to elaborate on their work, reflecting comments/advice received at the presentation, etc., in the final product. The present volume is a collection of the working group reports.

## **Acknowledgement**

The committee of OFW 2004 owes its fruitful results to many people and institutions that kindly cooperated with us for the program.

First of all, we are very grateful to the barangay people, who directly and indirectly took care of us during our stay. Their hospitality moved our students very much and will remain with us as precious memories forever. We would especially like to express our gratitude to the barangay captains and council members of Halang, San Isidro, Talisay, and Antipolo del Sur, and to the host families who accommodated our students for one night, and all those who made arrangements and provided us with useful information.

Secondly, our thanks are due to Lipa City office. As Mayor Vilma Santos-Recto gave us the symbolic key of Lipa City on September 27, our team was truly welcomed and well protected. Under the co-chair persons, Mr. Pedrito Martin M. Dijan Jr. and Dr. Rufo R. Mendoza, the Lipa City steering committee of OFW worked very hard to support our activities in many domains. Without their coordination, it would have been impossible to plan and complete our program in Lipa City.

Thirdly, we shall not forget to thank professors and students of the Institute of Development Management and Governance (IDMG), College of Public Affairs of UPLB. Professor Aser B. Javier, Professor Mimosa C. Ocampo, Professor Romeo B. Obedoza and Professor Rufino S. Managhaya, and student interpreters helped us, using their professional skills and knowledge. Dr. Javier, in particular, energetically supported the program as the new

director of IDMG in spite of his busy position, and Professor Ocampo cordially contributed to our team during her stay at GSID from April to September of 2004, as a visiting research fellow, by providing basic information on Filipino society and by coordinating communication between GSID and IDMG and Lipa City. (It was unfortunate that Professor Gener L. Talatala, who was expected to participate in OFW 2004, suddenly passed away in September 2004. We would like to express our sincere condolences.)

We are also grateful to those who gave valuable lectures to our participants in the preparatory seminar. Starting from Professor Ocampo, Professor Yoko Yoshikawa from Nanzan University, Professor Masataka Kimura from Ibaraki University, Professor Jun Akamine from Nagoya City University, Mr. Narihito Tatsuda from ICAN, and Professor Yasushi Hirosato, Ms. Mia Kim and Ms. Miki Goto from GSID. And, for the one-day workshop on PRA, we appreciate the facilitation done by Mr. Kamal Phuyal.

Finally, we would like to thank Ms. Kelsey Lynn Haskins for the English correction of this volume. Maraming Salamat Po to all of you.

**Committee on OFW 2004:**

Takeshi Higashimura, Associate Professor and Project Director

Yuto Kitamura, Associate Professor

Katsufumi Narita, Professor

Collaborating professor

Hiroshi Osada, Professor

Office of OFW:

Chiaki Miwa, Research Associate



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## List of Participants

### Faculty Members (9)

Working Groups Research Sites	Advisors from GSID, Nagoya University		Advisors from University of the Philippines, Los Baños	
WG1 (Economics) Barangay Halang	Hiroshi Osada	Professor	Romero B. Obedoza	Professor
WG2 (Education) Barangay San Isidro	Yuto Kitamura	Associate Professor	Rufino S. Mananghaya	Associate Professor
WG3 (Migration) Barangay Talisay	Takeshi Higashimura	Associate Professor	Mimosa C. Ocampo	Professor
WG4 (Development Communication) Barangay Antipolo del Sur	Katsufumi Narita	Professor	Aser B. Javier	Assistant Professor IDMG Director
Logistics *	Chiaki Miwa	Research Associate		

(Note) Assisted by Ms. Lenita De los Reyes, Secretary at IDMG, UPLB.

### GSID Students (27)

WG	No.	Name	Department #	Nationality	Sex
WG 1	1	Bing Song	DID	Chinese	F
	2	Yukiko Kita	DID	Japanese	F
	3	Lucas Vall *	DID	Argentine	M
	4	Shungo Kobayashi **	DID	Japanese	M
	5	Ping Wang *	DID	Chinese	F
	6	Shahnoza Narzullaeva	DID	Uzbek	F
	7	Yuko Nishiguchi	DICOS	Japanese	F
WG 2	1	Judit Bogner **	DID	Hungarian	F
	2	Satoko Horiuchi	DID	Japanese	F
	3	Kana Ueda	DID	Japanese	F
	4	Masayo Fukuoka	DID	Japanese	F
	5	Norihide Furukawa *	DID	Japanese	M
	6	Mika Kurita	DID	Japanese	F
	7	Junko Uchida	DICOS	Japanese	F
	8	Xinzhu Geng	DICOM	Chinese	F
WG 3	1	Tomoko Harada	DID	Japanese	F
	2	Bandeat Phang	DICOS	Cambodian	M
	3	Takeshi Kamoi	DICOS	Japanese	M
	4	Miki Hayashi	DICOS	Japanese	F
	5	Yukie Mitomi **	DICOS	Japanese	F
	6	Aphirom Tieokun	DICOS	Thai	F
	7	Edmund W. Hoff *	DICOS	Canadian	M
	8	Richard Hideki Kaszynski	DICOS	American	M
WG 4	1	Ke Meng *	DID	Chinese	M
	2	Yumi Miyamae	DICOS	Japanese	F
	3	Freda Maureen Bariguma	DICOS	Papua New Guinean	F
	4	Naomi Nakarai **	DICOM	Japanese	F

\*\* Group leader, \* Sub-leader, # DID: Department of International Development, DICOS: Department of International Cooperation, DICOM: Department of International Communication

### UPLB Student interpreters (4)

WG	Name	Sex	WG	Name	Sex
WG1	Elmer Antioquia	M	WG3	Lailani Limpin	F
	Ricardo Buraga	M		Arnel Tenorio	M
WG2	Christopher Manalo	M	WG4	Sheryl Datinguino	F
	Aileen Nicolas	F		Edison Montizer	M

(Note) In the above tables, all names are written in the order of a first name followed by a family name.

## Program of OFW 2004

### Preparatory Seminar

Date	Hours	Contents	Lecturer
May 12	15:00 – 16:30	Introduction to the Year 2004 OFW Assistance by UPLB	Prof. Takeshi Higashimura, GSID Prof. Mimosa C. Ocampo, Visiting Professor GSID (UPLB)
May 19	15:00 – 16:30	Research Ethics	Prof. Chiaki Miwa, GSID
May 26	15:30 – 16:30	Introduction to the Philippines	Prof. Mimosa C. Ocampo
Jun. 2	15:00 – 16:30	Functions of Barangay and Local Society of the Philippines	Ms. Miki Goto, GSID student of the doctoral program
Jun. 9	15:00 – 16:30	Political and Social Situation in Lipa city	Prof. Masataka Kimura, University of Ibaraki
Jun. 16	16:00 – 17:30	Payatas and Activities by ICAN	Mr. Narihito Tatsuda, Representative of ICAN, Philippines based Japanese NGO
Jun. 23	15:00 – 16:30	Economic Situation of the Philippines and Lipa City	Prof. Mimosa C. Ocampo
Jun. 30	15:00 – 16:30	Education in the Philippines	Prof. Yasushi Hirosato, GSID Nagoya University, with Ms. Mia Kim, GSID student of the doctoral program
Jul. 7	15:00 – 16:30	The Latest Presidential Election and National Politics in the Philippines	Prof. Yoko Yoshikawa, Visiting Professor, GSID (Nanzan University)
Jul. 14	15:00 – 16:30	Public Administration in the Philippines	Prof. Yoko Yoshikawa, Visiting Professor, GSID (Nanzan University)
Jul. 21	15:00 – 16:30	Philippines from Anthropological Perspectives	Prof. Jun Akamine, Nagoya City University
Jul. 28	15:00 – 16:30	Migrants and Overseas Filipino Workers	Prof. Takeshi Higashimura and Prof. Mimosa C. Ocampo
Jul. 27	9:00 – 18:00	One-day Workshop on PRA	Prof. Kamal Phuyal, professional PRA/PLA facilitator from Nepal
Jul. 28	15:00 – 17:00	Presentation of Research Plans by WGs	---

### Overall Schedule of Fieldwork in the Philippines

Date	Activities
Sept. 26 (Sun.)	09:30 Nagoya (CI151) → Taipei (CI635) → 15:50 Manila Move to Lipa city by bus, Meeting with UPLB professors and student interpreters
Sept. 27 (Mon.)	Participation in the Lipa City Government flag ceremony Briefings by the City Planning Office and other offices related to each WG Courtesy call at the Batangas Provincial Office Welcome party hosted by the Lipa City Government
Sept.28 (Tue.)	Beginning of field survey in each barangay Meeting with barangay captains and leaders Field survey by each WG using PRA (1 or 2 days)
Sept.29 (Wed.)	Field survey by each WG One-night home stay at each barangay
Sept.30 (Wed.) - Oct. 2 (Sat.)	Field survey by each WG
Oct.3 (Sun.)	Free time
Oct.4 (Mon.) - 5 (Tue.)	Field survey by each WG
Oct.6 (Wed.)	Preparation for the final presentation
Oct. 7 (Thu.)	Presentation of the research findings by each WG in each barangay Farewell Party hosted by GSID, Nagoya University
Oct. 8 (Fri.)	Move to Manila Meetings at respective central governmental offices related to each WG Study visit to Payatas and project sites of ICAN, Japanese NGO
Oct. 9 (Sat.)	Free time
Oct. 10 (Oct.)	11:15 Manila (CI632) → Taipei (CI150) → 20:05 Nagoya

## Detailed Schedule of Field Survey by Each Working Group

### WG1

Date	Places Visited and Activities
Sept. 27	Visit to City Hall Interview at The Cooperatives Office
Sept. 28	Visit to Barangay Hall Interview with Captain, Councils, and Secretary Visit to Sitio Tagbakin Interview with Local Fishermen
Sept. 29	Visit to City Hall Interview at Social Welfare Office Interview at City Planning Office Visit to Barangay (Transept Walk) Interview with local people Drawing Resource Map PRA Workshop
Sept. 30	Visit to Barangay Interview at Sari-sari shop Interview with Leader of Fisher folks Association
Oct. 1	Visit to Barangay Interview with Ornamental Fisherman Interview with Leader of Credit Cooperative Interview with Manager of Multi Purpose Cooperative Interview with Former Representative of Women's Association Interview with Fishing Trader
Oct. 2	Visit to Barangay Interview with Owner of a Restaurant Interview at Coconuts Factory Interview with Coconut Plantation Owner Interview at Furniture Processing Factory
Oct. 4	Visit to City Hall Interview at Agriculturalist Office Visit to Lipa bank Interview with Officer Visit to Lipa Public Market
Oct. 5	Visit to Lipa City Tourism Council Interview at Lipa City Tourism Council Visit to Barangay Hall Interview with Barangay Captain

### WG2

Date	Places Visited and Activities
Sept. 28	Visit to San Isidro Barangay Hall Visit to San Isidro Elementary School Visit to San Isidro National High School (Brief introduction of the group at each place) Revisit to San Isidro Barangay Hall PRA (Transit Walk and Resource Mapping)
Sept. 29	Visit to San Isidro National High School Interview with teachers Observation of school facility Class observation Interview with school principal Interview with students Class observation

Sept. 30	Visit to San Isidro Elementary School Interview with school principal Class observation Interview with teachers Interview with PTA members Observation of school facility Class observation
Oct. 1	Visit to Lipa City Public College Interview with professors Visit to Abundio Torre Memorial Elementary School Interview with school principal Observation of school facility Visit to Lipa City Hall Interview with city officers Presentation by city officers
Oct. 2	Visit to San Isidro Barangay Hall Interview with Barangay Councilors Interview with San Isidro National High School PTA members Reviewing of research findings
Oct. 4	Visit to Department of Education Divisional Office in Lipa Interview with officers Visit to De La Salle High School Interview with teachers Class observation
Oct. 5	Visit to San Isidro Elementary School Interview with school principal Class observation Visit to San Isidro National High School Interview with school principal Class observation

### WG3

Date	Places Visited and Activities
Sept. 28	Visit to Barangay Talisay Transect walk in the barangay Make the social and resource map of Talisay
Sept. 29	Visit to Barangay Talisay Interview with Barangay secretary Interview with 1 returnee Interview with 3 returnees Interview with 1 family member of migrant
Sept. 30	Visit to Barangay Talisay Interview with 3 returnees Interview with 5 family members of migrant
Oct. 1	Visit to Barangay Talisay Interview with 3 returnees Interview with 3 family members of migrant
Oct. 2	Visit to Barangay Talisay Interview with 2 elementary school teachers Interview with 1 religious leader Interview with 1 Barangay Youth Council Interview with 1 returnee Interview with 1 non-migrant
Oct. 4	Visit to the church in Lipa city Attend to the church seminar on migration in Lipa city Visit to Lipa City Hall Interview with an official from Public Affairs Office Interview with an economist from City Planning Office

	Interview with a statistician from National Statistic Office Interview with a NGO “Episcopal Commission for the Pastoral Care of Migrants and Itinerant People” staff member Visit to Barnagay Talisay Interview with 2 family members of migrant Interview with 1 non-migrant
Oct. 5	Visit to Barnagay Talisay Interview with 1 returnee Interview with 1 family member of migrant Interview with 7 non-migrants

#### WG4

Date	Places Visited and Activities
Sept. 28	Visit the Barangay hall at Antipolo del Sur Meeting with barangay captain and councilors Visit Sitio Alibangbang Meeting with League of Unity (LOU) members Field survey using PRA
Sept. 29	Visit Sitio Alibangbang Direct observation of slipper making Direct observation of villagers’ gathering
Sept. 30	Visit Sitio Alibangbang Interview with the president of LOU Visit a councilor’s house
Oct. 1	Visit the market Direct observation of slipper market Visit Sitio Alibangbang Field survey using PRA
Oct. 2	Visit Sitio Alibangbang Interview with three families
Oct. 4	Visit Sitio Alibangbang Interview with four families
Oct. 5	Visit Sitio Alibangbang Interview with four families Interview with a councilor

### Presentation of Research Findings at Each Research Site

The presentation of research findings was held at each barangay by each working group on October 7, 2004. The following tables show details of the program at each site.

#### WG1

Time:	9:30 a.m. - 12:00 p.m.
Venue:	Church in Halang Barangay
Audience:	Barangay captain, Barangay councilors, Members of fisherfolk, City officers from City cooperatives, Planning office, Agriculturalist office, and Social welfare office, officer from Lipa Tourism council, Officer from Lipa bank, and others (around 50 people in total)
Schedule:	9:30 - 9:35 a.m. Opening speech by Ms. Kita 9:35 - 10:40 a.m. Presentation by the group members 10:40 - 11:15 a.m. Q&A from audience 11:15 - 11:25 a.m. Comments by Prof. Obedoza 11:25 - 11:30 a.m. Farewell Session 11:30 - 11:35 a.m. Closing remarks by Ms. Narzullaeva 11:35 - 12:00 p.m. Merienda offered by the barangay

**WG2**

Time:	10:00a.m. - 12:00 p.m.
Venue:	Gymnasium in San Isidro National High School
Audience:	B Barangay captain, principals of San Isidro elementary school and San Isidro National High School, Superintendent of the Department of Education Division Office in Lipa, and others (around 50 people in total)
Schedule:	10:00 - 10:10 a.m.    Opening speech by a teacher 10:10 - 10:30 a.m.    Cultural presentation by local students 10:30 - 12:00 a.m.    Presentation by the group members 12:00 - 12:20 a.m.    Comments and Q&A from the audience 12:20 - 12:35 a.m.    Closing remarks by Prof. Mananghaya and Prof. Kitamura

**WG3**

Time:	9:00 a.m. - 12:30 p.m.
Venue:	Talisay Elementary School in Barangay Talisay
Audience:	Barangay captain, Barangay secretary, Barangay councils, Principle of Talisay Elementary School and others (around 50 people in total)
Schedule:	9:00 a.m. - 9:15 a.m.    Opening speech by Assoc Professor Takeshi Higashimura 9:15 a.m. - 10:30 p.m.    Presentation by the group members 10:30a.m. - 11:00 a.m.    Dance Performance by youths 11:00 a.m. - 11:45 a.m.    Presentation by group members 11:45 a.m. - 12:15 p.m.    Comments and Q&A from panelists 12:15 p.m. - 12:30 p.m.    Closing remark by UPLB students, Ms. Lailani Katimbang and Mr. Arnel Tenorio

**WG4**

Time:	9:30 a.m. - 12:00 p.m.
Venue:	Barangay hall in Antipolo del Sur
Audience:	Barangay captain, city government officers and others (around 40 people in total)
Schedule:	9:30 - 9:35 a.m.    Invocation by Freda Maureen Bariguma 9:35 - 9:50 a.m.    Welcome address by Barangay Captain Marlon Luancing and UPLB Prof. Aser Javier 9:50 - 11:30 a.m.    Presentation of the research findings by the group members 11:30 - 11:45 a.m.    Comments and Q&A from audience 11:45 - 12:00 p.m.    Closing remarks by Prof. Katsufumi Narita

**Presentation of Research Findings at GSID, Nagoya University**

Upon our return to Nagoya, the overall presentation was held at GSID, Nagoya University on October 27, 2004, in order to share research findings and experiences among different groups, and also receive feedback from GSID professors and students who did not participate in the field survey.

Comments and suggestions received during the above two presentation opportunities are reflected in the final report written by each WG.



## Photographs



**Lipa-city Mayor Ms. Vilma Santos hands over the key to the city to Prof. Higashimura of GSID**



**Mayor with Lipa city officers and UPLB professors**





**PRA Workshop  
as part of the Preparatory Seminar**



**WG1**



**WG2**



**WG3**



**WG4**



**Presentation at one of the research sites**



## **Background Information on Lipa City\***

### **Location**

Lipa City is located in the province of Batangas, which is a part of Administrative Region IV on Luzon Island. It is approximately 85km from Metro Manila and accessible via South Luzon Express Way, almost a one and a half hour drive from the Ninoy Aquino International Airport.

### **Land Use**

Lipa is basically an agricultural city, with two-thirds of its total land area (20,940 ha) being used for agricultural purposes. Because the soil is fertile and suitable for agriculture, Lipa boasts of its large role in the food production of the Tagalog region. A large proportion of eggs, chicken, beef and pork sold in Metro Manila also come from Lipa.

Urban residential areas make up 14% of the total area, and the central zone, which is occupied by commercial institutions and light industries, is nearly 2% of the total land area.

### **Demography**

In the year 2000 Lipa had a population of 218,447 (Male 109,938: Female 108,509) and the estimation for the year 2004 is 247,299 (Male 124,466: Female 122,833). The average annual growth rate between 2000 and 2004 was 3.16%, higher than that of the national figure of 2.3%. In 2004, Children of 12 years old and below constituted 32%, youth (13-21 years) 19%, and adults (22-59 years) 43%. The estimated number of households in 2004 is 48,582 and the household size is 5.09. The employment rate in April 2003 was 85.4 % and the unemployment rate 14.6 %.

### **Political Subdivision**

Lipa city has 72 barangays (smallest unit of Filipino administration) which are divided into five districts: urban, north, south, east and west. The Urban district has 12 barangays, North district 11, East district 16, West district 15 and South district 18. Barangay Halang, covered by Working Group 1 (Economics), is located in West district and its actual population in 2000 was 1,619, estimation for 2004, 1,833. Barangay San Isidro for Working Group 2 (Education), is in East district and the population in 2000 was 3,953, and in 2004 (estimation) is 4,475. Barangay Talisay, for Working Group 3 (Migration), is in North district and its population in 2000, and estimations for 2004, are 2,788 and 3,156 respectively. Barangay Antipolo del Sur for Working Group 4 (Development Communication), is in East district and the populations of 2000 and 2004 are 4,437 and 5,023.

## **Economic Profile**

The city's income in the calendar year 2001 was P353,886,550.

As for the average family income and expenditure of CY2001, they were P191,477 and P165,719 respectively.

The industrial estate in Lipa, which is called LIMA Techno Park, sits on 700 hectares of land, situated within the boundaries of Lipa and the municipality of Malvar. There are about 23 companies and at least 6,000 employees, producing various products, including printers by Epson Precision Phils. and wire and cables by Hitachi Cable Phils. Inc., etc.

Regarding business establishments in Lipa City, 57% (2,991) of those registered in CY 2003 were engaged in retail business, followed by 24% (1,257) in the service sector.

## **Local Government Administration**

The present Mayor, Vilma Santos-Recto, is the eighth city mayor of Lipa since it became a chartered city in 1947. She is also the only female to have become the chief executive here.

Under the mayor, Lipa City office has tackled some of the important issues named on the Ten Point Agenda; 1) Health 2) Education 3) Livelihood 4) Infrastructure 5) Garbage Management 6) Environmental Protection 7) Law, Order and Public Safety 8) Beautification 9) Market Management 10) Computerization.

## **Endnote**

\* This information consists of extracts from the following references, edited by Takeshi Higashimura.

## **References**

Cortez-Ocampo, Mimosa. 2004. "The Economic Situation of the Philippines and Lipa City, Batangas Province: Lipa City's Development Projects and Their Evaluation." GSID Discussion Paper. No.127  
Office of the City Planning and Development Coordinator. 2004. *Lipa City: The City in Focus*.

# **Economy**

## **- Income generation activities in Halang -**

1. Introduction
  2. General Information on Halang
  3. PRA Workshop
  4. Fishing
  5. Farming
  6. Ecotourism
  7. Financing
  8. Concluding Remarks
- References

### **Group Advisors**

Prof. Hiroshi Osada  
Prof. Romero B. Obedoza

### **Written by**

Shungo Kobayashi **	Lucas Vall *
Wang Ping *	Song Bing
Yukiko Kita	Yuko Nishiguchi
Narzullaeva Shahnoza Zarifovna	

\*\* Group Leader   \* Sub-leader

## 1. Introduction

This report describes the activities and findings of working group 1 during the Overseas Fieldwork (OFW) program of Nagoya University, Japan, conducted for approximately two weeks from late September to October of 2004 in Lipa city, Batangas province, Philippines.

The group was assigned to conduct fieldwork from the viewpoint of economy at the Barangay Halang in Lipa city. A barangay is the smallest administrative unit in the Philippines and roughly represents one village. The economic research was to be based only in this barangay.

Since the economic field includes a wide range of topics, the group decided to devote the research to a particular issue. The chosen topic was the *income generation activities*. Acknowledging the limitation of the group and the sensitivity of some issues, we set the final objectives of our research not to focus on what is done wrong and suggestions on what must be changed, but in:

1. discovering **potential** in the income generation activities of the village and,
2. raising some **concerns** in the exploration of such potential

The logic behind selecting *income generation activities* as our main topic is that those activities will, in the end, provide a better livelihood for the people and help them to battle poverty.

To achieve those goals, i.e. to come up with areas of potential and concern, it is necessary to have a general understanding of the barangay, its economic activities and relationships. Thus, the research started with an analysis of basic data and the realization of a Participatory Rural Appraisal (PRA) workshop on the village.

Once areas of potential were recognized, we selected those income generation activities of most importance and conducted further research through interviews in the village, and also at city offices, finally coming up with some concerns about each topic.

## 2. General Information on Halang

### 2.1. Basic Information

Barangay Halang is a part of Lipa city, in Batangas province, as it is shown on the left side of Figure 1. It is located at the northwest end of the city and is the only barangay of Lipa that has access to Taal Lake (also part of Batangas province). Although another barangay, Barangay Duhatan, has coastal area, this barangay has no settlement by the lake. It is important to note that Taal Lake has inside of it a volcanic island, which is the smallest active volcano in the world.

In the year 2000 the barangay had a population of 1,850 and 330 households, resulting in an average of 5.5 persons per household.

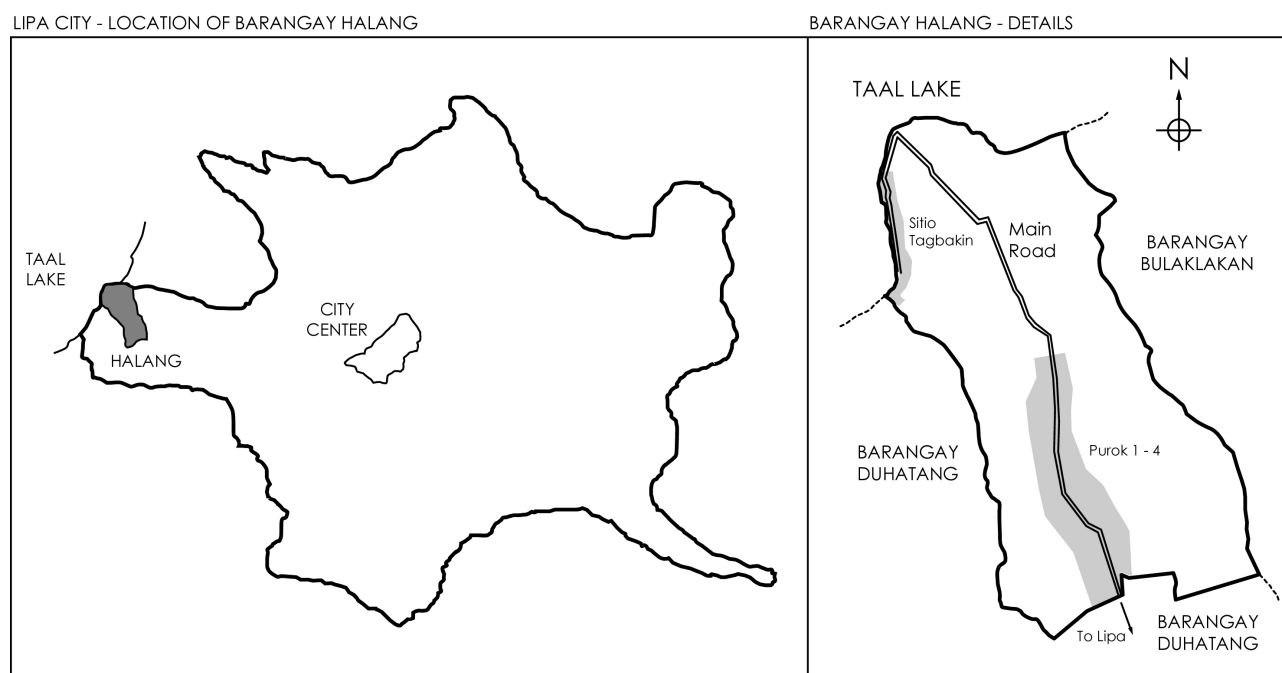
With an area of 280.596 hectares, Halang is divided into 6 administrative units, or Puroks. The divisions seem to be more related to the minimum basic needs program (MNB) of the central government planning office than to administrative reasons. However, such division is very useful to assess the barangay.

The upland area is composed of Purok 1, 2, 3 and 4. Purok 5 and 6 in fact are considered to be one unit and named “Sitio Tagbakin”, since they form a residential area and are geographically distant from the rest of the Barangay. (See details on the right side of Figure 1)

Households are on both sides of the main road that passes through the middle of the Barangay from south to north down to the Taal lake coast. This road leads to a freeway that eventually leads to Lipa's downtown. In fact, from the gates of the Barangay to the freeway this road also goes through another 2 Barangays.

The first 4 Puroks (and the Barangay office) are located at the sides of this main road from the entrance until mid-way to the lake, while the rest of the journey has no households. Once the main road reaches the coast it turns left, following the shore of the lake. Beside this coastal road is where the Sitio (Purok 5 and 6) is located. The road ends at a rock elevation (where there are also some houses).

Figure 1. Location Map of Lipa City (Left) and Barangay Halang (Right)



## 2.2. Actual Structure of the Barangay

The first 4 Puroks are not only distant geographically from the Sitio, but also have different activities, ways of living and characteristics, therefore, the general economic picture of the barangay will first be described separately, and then collectively.

### 2.2.1. Basic Characteristics of Purok 1 to 4

- They represent about 60 to 70% of the population of the barangay. The distribution of the houses doesn't follow any specific pattern, and are located according to land conditions on both sides of the main road. The average size of the land occupied by every house is about 1000 square meters. A large part of the barangay area is not used due to the presence of creeks and steep slopes.
- The means of living are diverse, including farming (main activity), employment outside of the barangay, sari-sari shops, and a few people in fishing related activities (most of them work seasonally). There are also some overseas Filipino workers returnees or families who receive financial support from them (a total of 20 persons from the barangay are currently working abroad).

### 2.2.2. Basic Characteristics of Sitio Tagbaking

- Only about 30% of the population lives in this area, but the family size is bigger than the average, with up

to 14 to 16 people per household. The houses are located along the lakeside, following its contour, very close to the shore, concentrated only in the first 80 to 100 meters from the shore. In fact, this is the cause of major concern to the people of Sitio, because according to the Philippine legislation some parts of this area belong to the government (up to 30 meters from the shore).

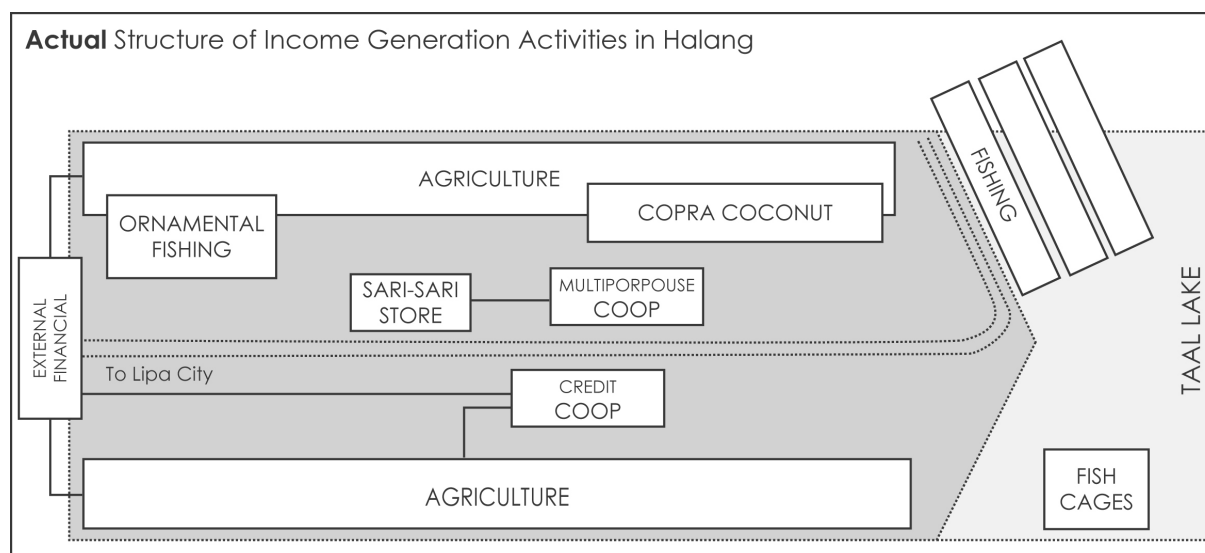
- The almost exclusive means of living among the people of Sitio Tagbakin is fishing, representing 90% of the income of the people, either catching fish (activity performed by men) or selling them on a small scale (female activity). Generally, the sales activities are done inside the barangay or in the nearest ones, during the day, while the catching takes place during the night. They are also engaged in other activities like piggery, but those activities are for livelihood reasons and not for commercial purposes.
- It is important to indicate that this area is where the people face the most inconvenience in realizing their livelihood, and poverty is more acute. In the off-season of fishing the food intake is reduced to only one meal per day.
- Another extra disadvantage of the area is the access to transportation to Lipa city. Due to extra distance and the steep slope that must be climbed to reach the area, transportation options are fewer and relatively more expensive than that of Puroks 1 to 4.

### 2.2.3. General Characteristics of Halang: The Big Picture

Although the distinction between these two parts of the barangay (Puroks 1 to 4 and Sitio) is helpful to see some basic characteristic differences, Halang can also be seen as a one economic system. With consideration of the above differences between the two parts, the barangay system can be called a united and interrelated structure involving various activities. In fact, the relationships inside the barangay are very close, and many people are even related to each other among all the puroks (including Sitio Tagbakin).

A graphic representation of this system can be drawn as follows (this graphic, though a representation, roughly matches the real map rotated 1/4 clock wise):

Figure 2. Actual Structure of Income Generation Activities in Halang



From this structure, a series of activities and linkages can be seen (the more important ones), this will help us to have a better understanding of the barangay as a whole:



- **Farming:** This income generation activity is one of the principal ones in the barangay, and covers the biggest area in the system. The activity includes two types of people: owners occupying large size land who exploit it, and those who work as employees at harvest and collection times (besides working on their own small land). Since, in Halang only 10 persons own land dedicated to farming, the major part of the people work as employees with an established minimal wage (200 pesos per day). They are employed inside the barangay but also in other barangays. The workers usually use microfinance schemes of external sources, like private banks with special schemes for them.
- **Coconut copra:** As a part of farming, the coconut business basically includes cultivation of coconut and later, in the processing of the copra, sale to external factories for the production of oil. The total coconut harvest in the area is done for this purpose, and the facilities for processing the copra have enough capacity to process all that is produced in the barangay. The rest of the coconut is considered waste (though the hard inside of the coconut is used for heating and drying the copra itself).
- **Sari-Sari shops (and other commercial activities):** Reflecting the basic needs of the barangay, they have not considerable size of provisions (being the biggest one operated by the Cooperative Multipurpose). Calenderias (small restaurants) and other space for entertainment are present too, usually run as a family business.
- **Cooperatives (COOP):** As shown in the structure figure, there are two cooperatives: a Multipurpose Cooperative and a Credit Cooperative. The cooperative concept is relatively new in Lipa city and it involves the close cooperation of the people of the village. Usually there is just one cooperative per barangay, that at the same time receives support in the form of finance and training, from the city office (The Cooperative Office). Thus, this office has been recommending the unification of the two. Basically, they provide micro finance to the members (who are generally working in agricultural, especially in the case of Credit Cooperatives). But, in the case of Multipurpose Cooperatives, they are also engaged in the sari-sari shop business. In total there are 170 members in the two cooperatives, though the cooperatives operate only in Purok 1 to 4. In both cases around 2/3 of the capital is provided by the members, and the rest from a soft loan from the city office.
- **Fishing:** Together with farming, fishing is the main source of income of the barangay. Since the activity is mainly related to the lake, it is engaged in by the people of Sitio Tagbakin. The activity is considerably important to the economy of the barangay and makes Halang different from the rest of the barangays in Lipa city. Fishing methods can be classified into three types (shown in three different boxes in the above scheme) depending on the depth of the water. “Tawilis”, the indigenous fish of the lake, and “Tilapia” are the two species caught, both being seasonal at different times of the year.
- **Fish cages:** This is fish culture in big quantities in cages (of 10 x 10 meters) located in the lake. Though the activity is relatively profitable, it has two impediments. The first one is the requirement of high investment, and thus, the cages usually are owned by investors outside the barangay. However, the actual operation of the fish culture is done by the villagers. As for the profit sharing, the barangay people receive 50% of the earnings and the capitalist receives the rest. The second limitation is the number of cages installed. This limit is to protect the ecosystem of the lake and also to avoid externalities like the obstruction of the volcano’s scenery (other barangays do not have this limitation and their coasts are crowded with cages). Therefore, in the Halang lake area only 15 cages are installed, out of which only 3 are owned by the locals. The maximum capacity for installation is around 35 to 40 cages.

- **Ornamental fishing culture:** It is a relatively new activity consisting of the raising of fish for ornamental aquariums in special pools. Started in small scale in Halang, it was later promoted by the government (the agricultural office) in the barangay and also in other places. Actually, there are 60 persons in the Halang area doing this activity. This is not the main resource of income, and is conducted as a side business of farmers (Sitio Tagbakin is not engaged in this activity).

#### NOTES:

- (1) Please refer to the following specific sections for better understanding of the above income activities.
- (2) We will use this chart at the end of the report to illustrate how this economic structure will be modified and improved, if their potential (in consideration of the concerns) is realized.

### 3. PRA Workshop

#### 3.1. Our Objectives

We conducted the PRA workshop on the second night of the fieldwork in Barangay Halang. Our goal of this workshop was to understand the whole economic structure of the village, to know the availability of both natural and artificial resources for income generation, and to identify its future potential. Here, by 'potential' we mean things and possibilities that can be improved to increase income.

In the workshop we used two methods called resource map and potential analysis. Participatory resource mapping is a method from which both local people and outsiders can identify social and economic resources. The resource map is made by the local people, so it is often said that these maps are more accurate than the ones made by the researchers and public officials. This also makes it easier for outsiders to better recognize the kind of resources existing inside the community. Generally, researchers and local people walk around the village together and present views on the resources, but because of time constraints we did not follow this process this time. Before the workshop we ourselves walked around the barangay and made a map which included the landmarks and basic infrastructures including roads, Barangay Hall, elementary school, day care center, chapel, some trees and Lake Taal. In the meeting we asked them to correct the map and then add more resources in Halang. They added natural resources like fish from the lake and coffee and coconut trees. They also pointed out many income resources such as piggeries, fish cages, tricycles and beach resort that exist in the village.

After completing the resource map in cooperation with the Barangay people, we conducted potential analysis. There, we facilitated the participants' telling us about things which could be improved based on the resource map. When you analyze the potential for new projects, it is common practice to prioritize potentials. This time, however, we did not do so because our purpose of research was only to study about their income generating activities for the purpose of raising their income level.

Twenty-nine people in Halang participated in the workshop, 17 were male and 12 female. Their occupations varied from Barangay captain, to Barangay secretary, Barangay officials, members of cooperatives, sari-sari shop owner, Barangay health-workers, Barangay nutrition workers, fishermen, farmers, members of women group, Overseas Filipino Workers and so forth.

- Advanced technology in fishing
- Utilization of coconut by-products

- Recreation and sports facilities for ecotourism
- Reduction of cooperative membership fees
- Improved water supply
- Garment factory for employment

Since our main research objective is to understand the whole income generating system inside Barangay Halang, we decided to focus on these four issues in the following research.

- Advanced technology in fishing
- Increased products of farming
- Development of ecotourism
- Effective use of financial scheme

Then, we decided to conduct further interviews of the local people and city offices according to the above topics. Through the interviews we tried to further examine the potential for future income earning and at the same time, to find out the necessary prerequisites of the new activities, which would need to be taken into consideration if implemented.

### 3.2. Limitations of the PRA Workshop in Halang

Even though we tried to balance their opinions, we have to admit that there were some limitations concerning our workshop. First, it was really difficult to focus on the four areas of potential because the livelihoods of the people in Halang are diverse and complex. For example, one woman owns a restaurant, and her husband is a fisherman, and they also have a piggery. Another woman, whose husband is a fisherman, goes fishing with her husband and works as a barangay health-worker too. On the other hand, a man whose job is to sell the tools for fishing has only one source of income. In such a situation, of course, the opinions of the people about the areas of potential were diverse and complex, according to who they were and what they did. Second, due to the shortage of time, we were unsure whether we could take all their frank opinions gathered that night into consideration.

Picture 1. PRA Workshop



## 4. Fishing

We will now discuss the topics of fishing, farming, ecotourism and finance, in detail. As we have mentioned in earlier sections, these topics were chosen in accordance with our findings from the transept walk and

the workshop with the villagers.

The first section here deals with the fishing industry. We are going to start this section by explaining our observations and findings in each fishing industry, and try to reveal a structure of the industry in Halang, which includes both strengths and weakness of the industry. Then, both future potential and concerns will be discussed. Because each fishing industry has different features, we will explain them one by one.

#### **4.1. Role of Fishery as an Economic Activity in Barangay Halang**

Barangay Halang is well known for fishery among people in Lipa city, because it is the only barangay in Lipa which has residents who live along the coast of Lake Taal. Fishery activity in Barangay Halang can be classified into three main categories, which are ordinary fishing, fish culture in cages in the lake, and ornamental fish culture. Fishery is one of the main income resources for Barangay Halang. One example showing this fact is that 90% income of the people in Sitio Tagbakin, a district along the coast of the lake, accrues from activities relating to fishery. Moreover, some people in the rest of the barangay also do work related to these activities, typically ornamental fish culture for aquariums.

#### **4.2. Observations**

##### **4.2.1. Fish Culture in Cages**

We will begin with explaining our observations of cage fishery. Cage fishery is mainly raising tilapia. Those who grow them earn P4000 per month, per cage (10 x 10 meters=100m<sup>2</sup>). People in Halang commonly operate 15 cages, but sometimes the number of cages increases to as much as 30-40 cages maximum. Each person operates 3-5 cages on average. These cages, however, are owned not by the local people in Halang but by people outside the barangay, because setting cages requires high investment costs initially.

As for trading of the products, women (10 people from Sitio Tagbakin are engaged in this job) sell these fish in the day time, while men are sleeping after having returned from the lake. Those women sell their products in the barangay. Tilapia is also sold at markets in downtown Lipa city. In addition to those, we also found a seller who brings the products to wholesalers in the other cities or municipalities along Lake Taal by boat. According to an interview with him, they own some boats and his brother takes care of the cages.

According to some interviews with the other local people, tilapia in the lake is of a higher quality than other lakes like Laguna de Bay because Lake Taal has purer water. While this is an advantage, the prices at Lake Taal are relatively higher than that of Laguna de Bay.

##### **4.2.2. Ordinary Fishing**

Ordinary fishing here means catching native fish in Lake Taal with traditional fishing methods like nets. Those who engage in this activity mainly catch tawilis and malipto, which are endemic fishes existing only in Lake Taal. According to the local people, tawilis are meaty and popular fish in Batangas region and surrounding areas.

Picture 2. Boat for Ordinary Fishing



The fishermen start their work at night with boats at a cost of P130,000, in case of large sized ones, and P35,000 for the small size. While fishermen operate at night time, women sell the products inside Halang in the day. In an interview with the fishermen living in Sitio Tagbakin, they emphasized that fishing activity takes place because of strong community relationships. Approximately 50 people take charge of one boat.

There are some restrictions on catching fish, like restrictions on size of mesh nets, imposed by the state government in order to preserve fish resources. However, production of tawilis is now decreasing, as one interviewee told us their production amount has declined by 8% within the past year.

Catching native fish has always included constraints of the natural environment. They can catch tawilis only from July to September, due to its seasonality. In the off-season, it is difficult for the people engaged in catching fish to earn income, so they often cut their daily food consumption in accordance with their declining household revenue.

#### 4.2.3. Ornamental Fish Culture

Unlike other activities related to fish in the lake, ornamental fish activities are mainly done at higher locations in Barangay Halang. Those engaged in this activity grow ornamental fishes such as goldfish, in an aquarium set in their own houses and sell them at a price of P3~5 per piece to middlemen. Sixty people are currently engaged in this business in the barangay.

The ornamental fishery has the strength of accessibility to big markets, which here means proximity of Lipa to Manila. Actually, a large proportion of the fish raised here are sold at Metro Manila. This strength can be utilized as potential for developing new markets.

Despite its strengths, a weak point of this activity is that the scale is currently limited, to some extent. According to a person who we interviewed, though he earns 500p/month from ornamental fish activities, this income is not enough for him to live. He is also engaged in other agricultural activities like cultivating fruits, crops, and so on, in order to make a living.

Picture 3. Aquariums for Ornamental Fish



### 4.3. Areas of Potential

#### 4.3.1. Fish Culture in Cages

##### (1) More Fish Cages and Owning Fish Cages

We would like to begin with pursuing the potential for cage fishing activity at first. Generally speaking, one way is simply to expand the number of cages for rising tilapia in order to increase income earning from the cages. The fishermen also may earn more income if they possess their own initial capital, a fish cage. The fish cage requires a high investment initially, but once the fishermen own the cage they do not have to pay anything to investors outside of the barangay.

## (2) Better Health Condition for Fish

Productivity per fish cage show room for improvement in terms of health conditions of fish. The cage fishermen recognized that a high mortality rate of tilapia is a great obstacle. According to an interview with a fisherman, when he bought his cage initially, the number of tilapia was almost 50,000, but 4 months later it had declined to approximately 20,000. In other words, they have potential to reduce the high mortality rate of tilapia through technological improvements. If health conditions of the fish get better they could produce more tilapia than before.

### **4.3.2. Ordinary Fishing**

#### (1) Better Equipment and Technology with Training

Improving technology and equipment should be highly prioritized, because if the fishermen would like to increase their production, they will face constraints under current technology. In the workshop with the local people we found they have demands for more advanced technology and fishery equipment. In order to get advanced technology they must learn new skills and new training at the same time.

#### (2) Fish Resource Management

We thought proper fish resource management in the whole lake could be improved to increase income in the long run, because if the resources remaining in the lake are exhausted the people engaged in catching fish cannot survive. There are several regulations in order to maintain fish resources, for example, only a specific size of mesh nets are permitted (no less than 3cm<sup>2</sup>) in order to preserve small size fish. Apart from regulations, they have a monitoring agency called “Aquatic Resource Management Council,” which is a governmental organization, also joined by some NGOs. Having some partnerships with people and agencies outside the barangay is important for the fishermen in Halang to maintain their livelihoods.

### **4.3.3. Ornamental Fish Culture**

#### (1) Higher Quality of Fishes

With respect to ornamental fishes, we observed that they have potential to improve the quality of fish. Ornamental fish require a high standard in quality, so that consumers will be eager to purchase them. If the quality of the fish is improved they will get more chances to sell them at a higher price.

#### (2) Better Market Condition

The other potential is that better market conditions may improve their income level. Due to the existence of middlemen, wholesale prices are not satisfactory for local people. If they had another method of accessing markets producers could sell their products directly. Without middlemen, they could enjoy better prices, which would give them an opportunity to make ornamental fishery their major source of income, resulting in motivation to expand their business.

## **4.4. Concerns**

### **4.4.1. Fish Culture in Cages**

#### (1) How to Finance

With respect to concerns about expansion of fish cages, there are two. One thing is that if people in Halang choose to expand the number of cages, they will have to overcome financial constraints, because high initial investment in fish cages is required, as prior mentioned. One example of this is revealed in the fact that almost all fish cages

in Lake Taal near Halang currently are owned by people outside Halang. The other point is that the number of cages, as we pointed out earlier, is limited because of the regulations imposed by the states for pursuing protection of the fish resources. In particular, the area near Halang is designated as an ecotourism area. Therefore, plans to increase cages will face legislative constraints as well as financial constraints.

#### (2) How to Specify Causes of Pollution and to Reduce It

In connection with reducing the mortality rate of tilapia in cages, in order to improve the productivity per a cage, our concern is finding the root causes of the mortality. Although the reason is not exactly clear, one possible cause we found is water pollution. We found that major sources of external pollution are piggery waste and drainage emitted from some neighboring factories, according to a couple of interviews. In addition to that, fish cages themselves could be a source of pollution, because putting in a large amount of feed for fishes also causes pollution. Therefore, we can narrow down our concern to: how to monitor pollution in the lake and how to find out actual causes of the diseases.

### 4.4.2. Ordinary Fish Culture

#### (1) How to Get Technologies

Regarding technological improvement, our concern is how the fishermen in Halang can have access to technology and skills, and who will teach them. Things we have to discuss here are not only who should provide this technology and skills, but also who will actually finance these programs. On the other hand, even though new technologies and skills training were being introduced and implemented, the extent to which technological improvement can contribute to raising income levels seems highly dependent upon the people's motivation and eagerness to participate.

#### (2) How to Stabilize Their Income

Nevertheless, there is still a problem of natural constraints due to seasonality, even if technological development is achieved. Under this constraint the fishermen have to find a solution to stabilize their seasonally fluctuating income. Otherwise, they must come up with another source of livelihood in the off-season.

#### (3) How to Conduct Scientific Research

Although preserving fish resources should be based on scientific investigation, these precise studies have not been done so far by any public agencies, according to an interview with a director of the city agriculturalist office. In order to monitor proper fish management for sustainability of the lake, in terms of the number of fish, state of pollution, and so on, scientific studies are necessary. For instance, there is also another threat that new fishes which eat tawilis have been introduced into Lake Taal. This though, can be monitored through studies. They can coordinate with state government and academics to acquire more scientific knowledge.

### 4.4.3. Ornamental Fish Culture

#### (1) How to Increase the Supply of Water

When people engaged in ornamental fishery try to expand their business, they face insufficient water resources to supply the aquariums. In our interview with an ornamental fish owner, he emphasized that increasing the supply of water is always a large concern for him whenever he would like to expand his activities, such as introducing more varieties of fishes. One impediment is that the source of water does not exist in Barangay Halang but in the other barangay, so it is not easy to expand their water resources by themselves.

## (2) How to Introduce Technology and Find a Market

Introducing new technology and finding new markets is hard to do alone for producers living in Halang, so external assistance is required. The problem here is who is going to support them and how to do it. The assistance can be done by the government. For example, the government can offer the producers some programs such as providing market information to suppliers and skills training with fish breeding specialists.

Table 1. Potential and Concerns of Fishing

	<b>Fish Culture in Cages</b>	<b>Ordinary Fishing</b>	<b>Ornamental Fish Culture</b>
<b>Potentials</b>	<ul style="list-style-type: none"> <li>• More fish cages</li> <li>• Owning fish cages as their own property</li> <li>• Better health conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Better Equipment &amp; Technology</li> <li>• Skills &amp; New Training</li> <li>• Fish Resource Management</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Quality of Fish</li> <li>• Better Market Conditions</li> </ul>
<b>Concerns</b>	How to finance expansion and ownership of fish cages? How to specify causes of fish diseases? How to reduce pollution?	How to get technology and knowledge? How to make people eager to participate? How to stabilize their income fluctuation? How to conduct scientific investigations?	How to increase supply of water? How to introduce technology? How to find a market?

## 4.5. Short Conclusion

Fishing industries have been one of the major industries in Halang and they have potential here to expand their income. For instance, introducing more advanced technologies in every area of the fishing industry, marketing opportunities in the ornamental fishing and better management of fish resources in the lake (better health conditions, maintaining the number of fish, etc.) can be done. In order to utilize the existing potential, they have various concerns that should be taken into consideration, such as methods of financing, skills training, reducing pollution, and so on. Some activities can be done cooperatively with outsiders, for example, fishermen can acquire knowledge regarding technology provided by governments. Considering the constraints of this industry, such as the natural environment, this potential can be developed.

## 5. Farming

The transept walk and workshop made us believe that there is also much potential in the farming sector. Here we discuss areas of potential and concern, which arise when we analyze the feasibility of the potential of the agricultural sector.

### 5.1. Introduction——Importance of the farming sector

It is really important that we pay attention to the agricultural sector. There are three reasons for this. First, approximately two-thirds of the population of Lipa city is engaged in farming. Also, more than 70% of the land is used for farming. Considering the large number of the farmers, farming is really significant. In Halang, as



it is the only coastal barangay in Lipa, there are many people engaged in fishing. At the same time, there are still many people benefiting from coconut raising in the plantation. Many of the people are working as farmers.

Second, there are still some children who suffer from malnutrition. Reducing the number of malnourished children is necessary for the social welfare of the village, though it is not directly related to income generation. The improvement of the farming sector will contribute a lot to this issue.

Table 2. Nutritional Status of children

No. of Children under 7	No. of children weighed	Number & Percentage of malnourished children							
		1 <sup>st</sup> degree		2 <sup>nd</sup> degree		3 <sup>re</sup> degree		Total	
		No.	%	No.	%	No.	%	No.	%
334	278	48	17.27	12	4.32	0	0	60	2.58

Source: Lipa City Government

Third, when considering future potential, it is important to examine its feasibility. In the farming sector there are many things they can do to minimize their concerns, which are shown below. They can start with natural resources inside the barangay right now.

## 5.2. Our Observation in Halang

Halang has rich natural resources for farming. We can see coconuts trees everywhere in the barangay. We also see a lot of coffee and lanzones trees. There are also many kinds of vegetables planted in the backyards of homes.

Picture 4. Coconuts brought by a horse



We also had a chance to visit the factory that is producing copra, a material made from coconuts. There we learned that copra has been produced systematically. Some landowners with many coconut trees hire agricultural workers and harvest a lot of coconuts. We conducted an interview with a person who owns a coconut plantation. There we learned that she hires ten workers and pays from 200 to 300 pesos per person according to how much they harvest. The skins of the harvested coconuts, or husks, are removed and insides of the coconuts are carried to the factory by horse. At the factory the insides are dried by strong heat and then workers separate shells and meat. The dried

meat, copra, is used to produce oil while the shell is used for the fuel to dry the copra. The copra is brought out of the barangay to produce oil.

As for coffee, there was no coffee processing factory in Halang despite the many coffee trees. Actually, Lipa is where the first coffee was planted in the Philippines. Coffee production, including farming and trading, is one of the major industries in Lipa. In other barangay, for example, in Barangay San Carlos, there is a coffee producing factory.

There are also many kinds of trees like lanzones and papaya and local people seemed to be enjoying them, but they are not using them for income generation. We also recognized that there are many kinds of vegetables such as eggplants, beans and okras planted in the backyards of homes. Most of the land, however, was not well-cultivated or prepared for growing vegetables.

What is more, we found that there was a close relationship among neighbors. One of our interviewees revealed his idea, that he was poor but that he was happy because he had a good family and kind neighbors. He also told us that when he had no money his neighbors could lend him some, and when his house was broken his neighbors helped him to rebuild it. This close relationship, or strong social cohesion inside the community, must contribute to their income generating activities in the farming sector, as well as other sectors.

### 5.3. Potential

From our above observations we divided the potential in the farming sector into four points. They are as follows:

#### (1) Coconuts by-products

Coconut itself has many ways to be utilized. There is no part that should be thrown away, as the figure shows.

From the meat and liquid of the coconuts, not only oil but alcohol, dried coconuts, coconut milk, buko-juce and buko-pie can be produced. Buko is fresh meat of the coconut. Many kinds of handicrafts such as dishes, spoons, forks, trays, photo frames and boxes can be made of the outside shell, called husk. These coconut by-products are now no longer produced at all in Halang. If people know how to manufacture such coconut by-products, they will be able to produce them. It will provide job opportunities for women and those who already have one, but want to work more.

Picture 5. Process of Coconuts

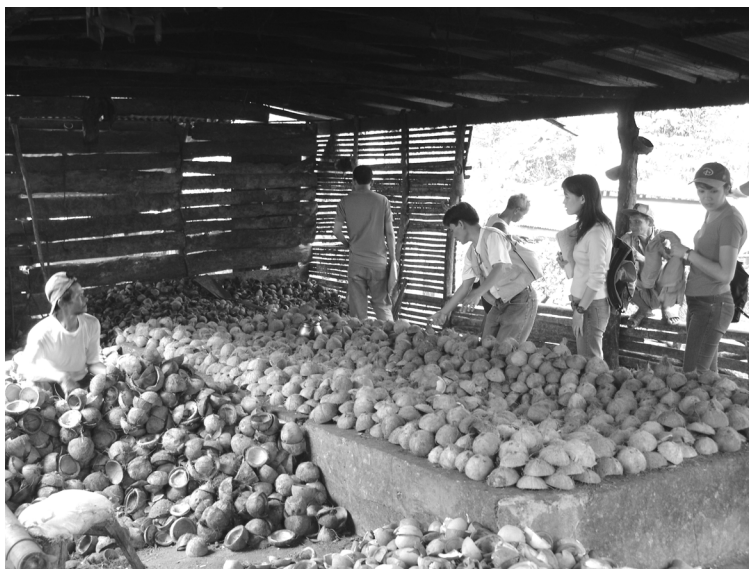
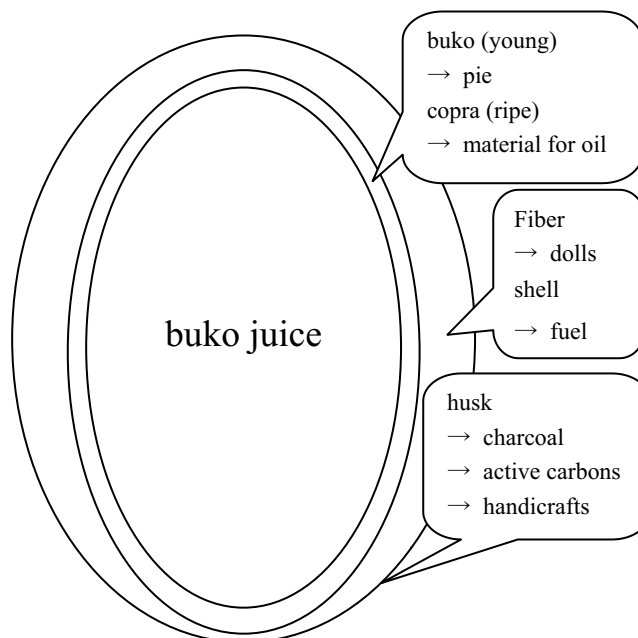


Figure 3. Coconuts by-products



## (2) Coffee

As was mentioned above, people first planted and cultivated coffee here in Lipa in the Philippines. There are many coffee trees in Halang, but they do not have any factories for processing. If there was one, they might be able to sell the coffee outside the barangay, possibly even to foreign countries.

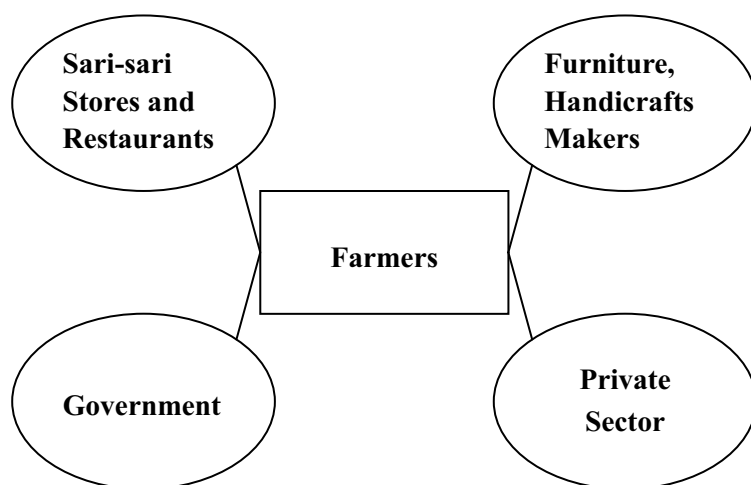
## (3) More varieties of plants and vegetables

There are various vegetables grown in backyards of homes. This means that the condition of the land is suitable for growing vegetables, even though it might not be ideal. Preparation of the soil in their backyards will enable people to grow more vegetables in terms of quantity, quality and variety. If they can grow more vegetables, they can sell it both inside and outside the barangay. We learned that people who have multiple sources of income are relatively richer than those who have single sources of income. Farming of vegetables is the simplest way to help people have more than one income source. In addition, growing more vegetables and eating them will alleviate malnutrition.

## (4) Collaboration with other sectors

In Halang local people have built a really good relationship with each other. This indicates another potential, collaboration with other sectors like sari-sari shops, restaurants and so on. This cooperation is shown in the figure below.

Figure 4. Collaboration with Other Sectors



For instance, if farmers grow more vegetables and fruits and sell them to sari-sari stores and restaurants inside the barangay, they would not have to worry much about marketing and could save on transportation fees. If someone could teach farmers how to make small crafts, the farmers would have another way of earning money. If ecotourism were developed, as we discuss later, the cooperation with the tourism sector would be possible. What is more important, the good relationship with the city office such as the agricultural office, cooperative office and social welfare

office, is necessary for farmers, because the public officials know how to provide skills training and financial support. Local farmers can utilize such opportunities to the extent desired. Also, private sectors such as Lipa Bank can extend their financial support to the local farmers.

## 5.4. Concerns

We have four concerns about the farming sector. These are common among the four points. First, land-ownership is a general concern in the farming sector. Ninety percent of the land in Halang belongs to the people outside the barangay. They might have problems asking for permission to cultivate new plants and start new businesses. Also, in the case of coconut products, they might have difficulty asking the factory owners to allow them to start producing new crafts. Second, even though people can start something with least risk in the farming sector, where to get the money for fertilizers or pesticides for vegetables, facilities to process coffee, and

tools for producing crafts, and obtaining access to skills training and information about finance and marketing, can be an issue. They need to know the ways of acquiring some financial support. Lack of information will prevent them from finding either financial or vocational support. The third concern is related to the issue of information. They may feel it difficult to find new markets and to differentiate the characteristics of their products from thousands of existing crafts if they do not have enough information. In the case of coconut by-products especially, it is quite easy to learn basic skills of production, but it is very difficult to add new value to such products. Also, in the case of coffee there are so many kinds of coffee in the world, and therefore, differentiating their own product is the concern. If they fail to add new value to the products, it will be really difficult to find their own market. Finally, to see any potential realized, motivation and willingness to start new income generating activities will be the key. If people are not willing to do anything to increase their income, nothing will happen.

### 5.5. Short Conclusion

In Halang we appreciate very much that we could observe everyday activities of the farmers, rich natural resources of the village, and the strong solidarity of the community. These observations and interviews with the people have led us to identify these areas of potential and concerns in the farming sector. These concerns, however, could be overcome by the potential and strengths that people have. Sometimes such concerns are just pre-conditions for the potential to be realized. Potential and concerns are inter-related. One crucial element of the concerns is ‘motivation’. Another problem is that people do not know how to show their willingness or eagerness to pursue potential income earning activities, even if they have them. In order to deal with this problem, the capacity for the government to provide appropriate support to the people is highly relevant and must be considered for improvement. The government could not only provide skills trainings and financial services but also build some strategies to encourage local people who really need them, to participate more willingly.

Table 3. Potential and Concerns of Farming

	coconut by-products	coffee	vegetables	collaboration
Potential	food (pie, milk, oil) handicrafts souvenirs active carbon etc.	processing souvenirs exports	eggplants beans okra, etc.	ecotourism restaurants and shops government, etc.
Concerns	Land ownership financial resources for new facilities and tools accessibility of new information and skill training marketing——finding new markets, value-added, differentiation of characteristics motivation			

## 6. Ecotourism

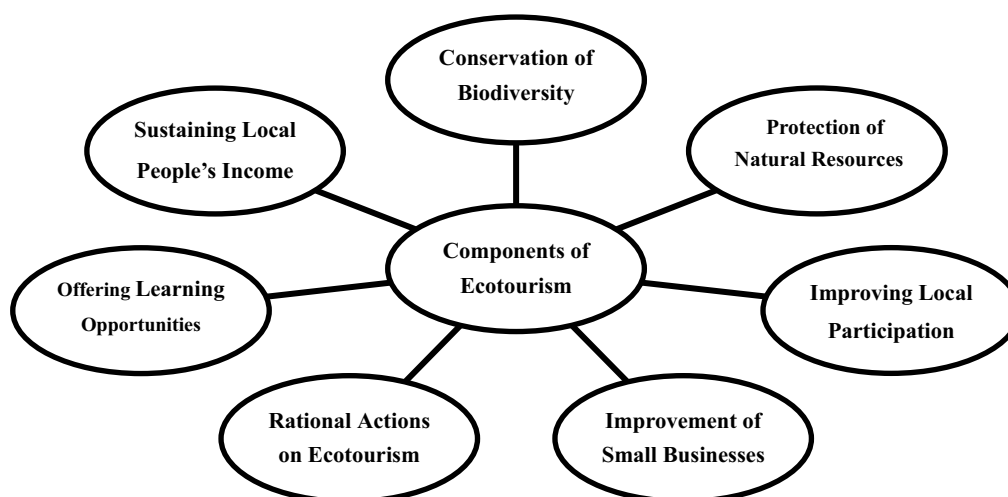
### 6.1. Objectives of the Study of Ecotourism

The main objective of this study is to try to discover the potential for improving local people's income through the development of ecotourism, and then, to raise concerns about the development of such potential by looking into the realities in the barangay, and some relative government policies.

## 6.2. Components of Ecotourism

Ecotourism is defined as, “tourism that contributes to the conservation of local environment and culture and the local economy while providing ecologically sustainable facilities and environmental study in order for tourists to comprehend, observe and enjoy the natural environment without generating the negative impacts on the environment and indigenous culture (“Guideline for Ecotourism” by the Foundation for Nature Conservation Society). As we can see from Figure 5, there are seven main components of ecotourism. Ecotourism is viewed as tourism that not only contributes to the conservation of biodiversity, but, that also sustains the well being of local people. In addition, it offers a precious learning experience for local people and involves responsible action on the part of tourists and the tourism industry. It also delivers comparatively small-scale business opportunities to the local residents and, at the same time, requires better protection of natural resources and local participation. Among the seven components, it is clear that much potential for increasing local people’s income exists in development of the ecotourism industry.

Figure 5. Components of Ecotourism



(Source: Wood, 2002)

## 6.3. Government Supported Policies for the Development of Ecotourism in Philippines

The Philippines, like many other developing countries, has been facing challenges of an increasing population, poverty, inequality, and other negative elements of development. With more than one fourth of the country’s population falling below the poverty line, pressure resulting from economic growth and productivity has directly or indirectly resulted in environmental stress and degradation. In response, the national government policies on economic development, have begun to show concerns for poverty reduction and the sustainability of economic development. The Philippine government has put ecotourism development on their prioritized development agenda, and at the same time, the government has been increasing the expenditure for tourism in general. In 1993, the budget for tourism dramatically increased, nearly 16% over the prior year. Under the Arroyo administration, tourism was elevated to a higher level of priority. It generates approximately 5 million jobs and is 8.7% of GDP (National Ecotourism Steering Committee, 2002). Ecotourism, as a comparatively new concept, and a vital part of sustainable development, is now more accepted by the Philippine government. Consequently, many

supporting policies for the development of ecotourism have been designed and introduced to the Philippine people.

#### **6.4. Potential for Development of Ecotourism in Halang**

In many places in the Philippines, pressure for productivity and growth has led to great environmental stress and degradation, which has been mainly caused by human activities. In order to prevent such environmental damage, ecotourism must be considered an important part of a country's economic development, in regards to tourism. The reasons why Halang is considered an ideal spot for the development of ecotourism are closely related to the rich and attractive natural resources of the village. Generally, there are three main areas of potential in regards to the development of ecotourism in Halang. First of all, there is a potential market for inviting sightseers to come to the lakeshore area. Every year, in the dry season, there are many visitors coming to Halang from nearby or even farther places. The second and third areas of potential are infrastructure improvement and improving the tourism services.

Picture 6. Glossary Shop on the Lakeshore



##### **6.4.1. The Market Potential**

Halang is a comparatively small sized village with abundant natural resources. It is also the only barangay among the 72 Barangays in Lipa city that has an open, unspoiled lakeshore area of Lake Taal, which has been famous for having the smallest active volcano in the world. As one of the strengths of the village is to develop its economy by connecting itself with the outside world, the concrete road between Lipa city to Barangay Halang is comparatively well constructed, as a result of the help of the local government. It takes about 40 minutes from Lipa city to Halang, and 2 hours from Manila to Lipa city, by bus. During the interview period, we were told by many villages both in Halang and the seashore areas, that sightseeing visitors consequently came from Lipa city and other cities, including Manila, to visit the lake during the dry season of the year.

##### **6.4.2. Potential for Infrastructure Development**

Due to the fact that the lakeshore area of Tagbaking is still unspoiled, there is great potential for development which, will lead to primary infrastructure improvement. Though the road from Lipa city to Barangay Halang is comparatively well constructed, the infrastructure improvement includes improving the road from Barangay Halang to the Tagbaking area, and the road inside of Tagbaking. Mr. Mercado, an interviewee from Tagbaking lakeshore area had ten shops in total, along the lakeshore. He stressed that one of the main reasons why there were not many people coming to visit the area was related to the lack of well-structured roads inside of the Tagbaking area, especially in the rainy season.

In rural areas, building or improving the road itself plays an important role in creating job opportunities,

which will directly affect the income of the local people who participate in the road building process. Many villagers in the village mentioned that the road between Halang and the lakeshore Tagbaking area needed to be improved because of the sharp curve near the lakeshore area. It was difficult for drivers to drive safely on certain curves of the road, especially when the weather was not good. Inside of the Tagbaking area, the road along the lake bank needed to be built in order to attract more visitors, especially in the rainy season. Therefore, in general, there is a need, and potential, to improve the situation of the road in Halang, as one significant part of infrastructure development.

The infrastructure development also includes building parking lots for visitors coming from outside Halang. Like building roads, building parking lots also offers job opportunities to local participants in both income increasing and skills training. In interviews we were told that there were visitors to Halang from nearby cities and even some guests from Manila, during the peak time of the year. Inside of Halang there was one simple food booth supplying rice and some other cooked dishes. It was said that during the peak time of the year, this small restaurant benefited a lot by selling extra lunches to the outside visitors in Tagbaking lakeshore area. On the lakeshore area of Tagbaking, there were only a few simply structured shops and shelters, which were mostly supplying soda, canned food and karaoke services. Also as we know, convenient transportation can only solve part of the problems for the visitors, especially when they plan to stay at the lakeshore for a little longer. As a result, building restaurants, shops, lodging and other entertainment facilities should all be considered as parts of the infrastructure development.

#### **6.4.3. Potential for Improvement of Tourism Services**

Skills training in management of road and transportation, restaurants, lodging, shops and other entertainment facilities is a necessary component of the tourism industry. It is comparatively easy to strengthen the hardware of the industry, which refers to infrastructure improvement. Once the building of hardware is done, the construction part is considered finished. However, the most important thing for people to do is to know how to acquire necessary knowledge and skills, including how to manage and run the already built hardware. In the case of restaurants, as an example, it is necessary for the owner to acquire certain skills, such as marketing, managing, cooking and other related skills. Through the analysis of the strengths of Halang, we realized this village has many advantages as a future ecotourism spot. Among the identified characteristics, rich local human resources and the strong community spirit are considered two of the most important for Ecotourism development. The reason why human resources and the community spirit are critical is that they enable the local people to directly participate in the development process, and therefore, to a large degree allow them to directly benefit from it. Without a rich supply of human resources from the village, the potential income to be generated by ecotourism would not flow into the pockets of local villagers. Without the strong community spirit and desire to participate, it could be impossible to develop the local ecotourism industry, and to make the benefits sustainable. In short, the efficient supply of tourism services should also be viewed as very critical to the potential for ecotourism development.

#### **6.4.4 Other Favorable Factors of Ecotourism Development**

Besides the several above mentioned strengths, the barangay office has offered strong leadership and friendliness. After interviews with local households, both inside of the village and the lakeshore area, we found that many of the village residents, including the village leaders, show great interest and desire in ecotourism.

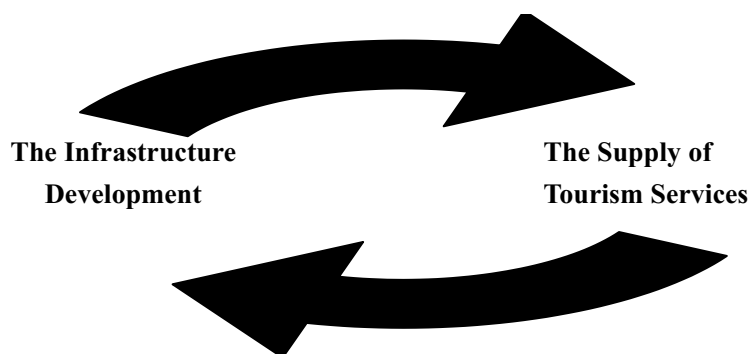
In addition, the city government also started to realize the developmental value of Barangay Halang as a ecotourism spot. Moreover, some non-governmental offices of Lipa city have also shown interest in attracting development investment to Halang for the promotion of ecotourism.

Halang has rich human resources as well. It was surprising to find out that many university graduates come from this village. During the household interviews we found that there were many families that had more than one university graduate. The first person we interviewed went to a two year college, majoring in accounting. After graduation, she stayed at home as a housewife taking care of an eight month old daughter. She said that it was difficult for her to find a job in the city because there were not many job opportunities, especially when she had a baby who needed to be taken care of. Also, she expressed that if in the future she had the opportunity, she would like to continue her studies and go abroad to work. Another interviewee, a university graduate as well, sent all of his eight children to universities to study different majors. Since their graduation, seven of his children have been working in Manila, except one child, who is still completing his university education. A long time ago, he worked abroad as a mechanical engineer for many years and he saved some money when he returned to his home. During the conversation, he stressed many times the importance of children's education. The interviewee from the sari-sari shop was a recent university graduate. The girl majored in banking and finance at university. During the interview she mentioned that she wanted to stay in Halang, continuing the sari-sari shop business which was set up by her mother. She was thinking about expanding her business in the village, especially when someday more people come to visit the lake area. When talking about human resources, it is important to recognize that the human resources pull also should includes non-university graduates as well, for example, returnees of overseas Filipino workers (OFW) and other villagers as well.

Another point that we want to address here is the community spirit that we felt strongly throughout our observations in the village. Through our PRA activities, we noticed that about 30 local villagers were coming and participating in our PRA workshop in an enthusiastic manner. The local community spirit was also visible in the cooperative fish catching activities of the lakeshore fishermen group. They organized together in collecting funds to buy fishing equipment, and after catching the fish they divided the income among themselves according to their rate of investment. During our stay we noticed that local villagers were very eager to know, to learn and to participate, in our activities as well.

In this report we have pointed out three main areas of potential in the development of ecotourism: the potential market, infrastructure improvement, and the supply of tourism services. However, among the three factors the potential for infrastructure development and the supply of tourism services are two most closely related factors. First, the development of tourism related infrastructure includes improvement and construction of many facilities in order to attract tourists from outside Halang. However, merely having a well developed infrastructure is not enough to attract tourists. On the basis of facility improvements, it is necessary to guarantee the supply of high quality tourism services. For example, visitors will not be attracted to a restaurant which is well constructed but has low quality food and other related services. Moreover, in regards to the development of ecotourism in Halang, both the development of infrastructure and the improvement of tourism should be achieved with consideration of cost effectiveness and, most importantly, environmental friendliness and economic sustainability.

Figure 6. The Relationship between Infrastructure Development and Supply of Tourism Services





## 6.5. Concerns for Ecotourism

Our concerns for development of the ecotourism industry in Barangay Halang are based on the standard view of the ecotourism system incorporating inputs, processes and outputs, as in Figure 7. The inputs include elements of demand, or markets, that is prospective tourists' motivation for and ability to travel, as well as supply, that is the travel destination's resources, including attractions, services, infrastructure and information. Processes include economic, social, and environmental interaction, which may have positive and / or negative outputs. Finally, the planning of appropriate controls, capacities, policies and strategies for tourism growth will minimize adverse impacts. (Stephen and Ross, 2001)

### 6.5.1. Input

- Concern for the Demand Side

As we mentioned in the strengths, Barangay Halang has natural attractiveness, such as the beautiful lake, open lakeshore and the world's smallest volcano. But, are these points enough for Halang to draw the attention of tourists, meet their needs, and to beat competitors? Because Lake Taal lies in the middle of an island, most of the barangays or cities around the lake have the same natural attractiveness. Although Halang is the only barangay that has open lakeshore in Lipa city, it still has to face competitors in the other cities and provinces. Therefore, our concerns focus on where the customers will come from. Will they come from Lipa city, other cities in Batangas province, or other provinces or foreign countries? And what are their needs? How to respond to these tourists' needs and provide sufficient information to them is an important issue to address.

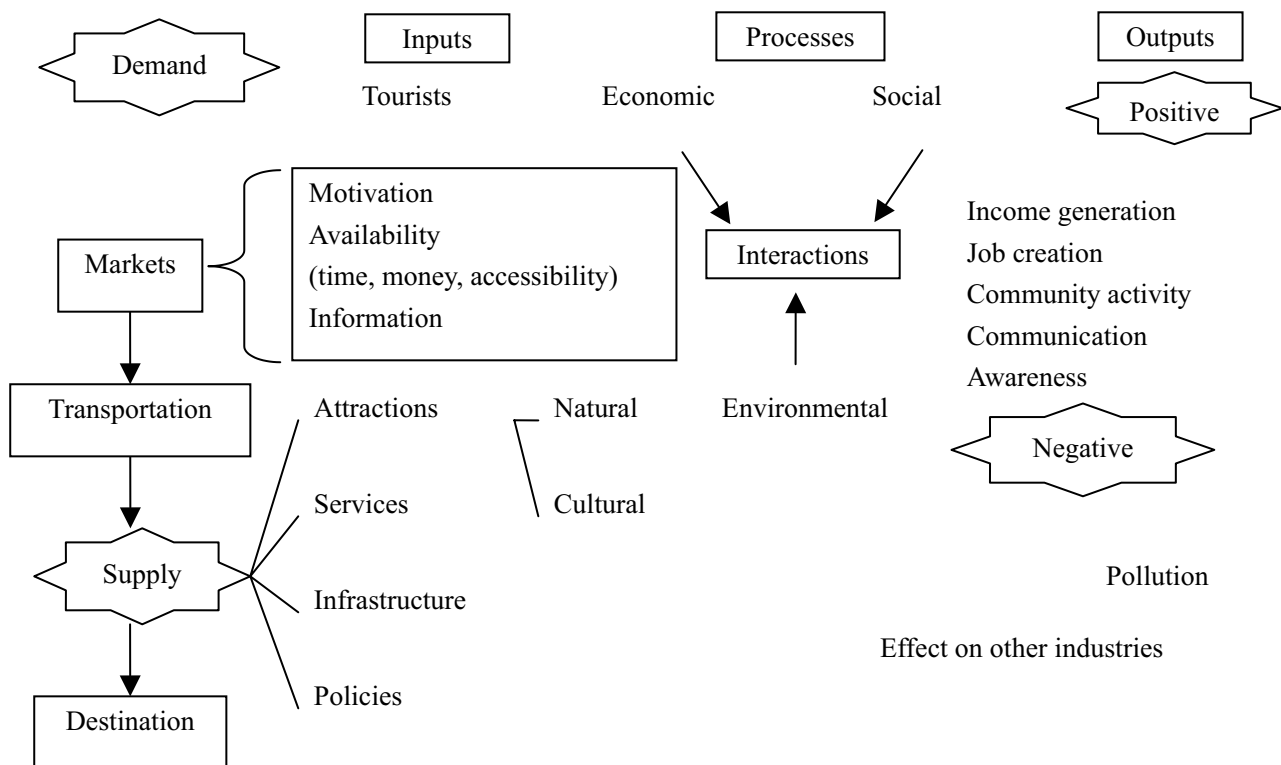
- Supply Side Concerns

The motivation of tourists who will come to Halang will be outdoor recreation. For this purpose the suppliers will provide the attraction in both natural and cultural environments. And, they will supply the infrastructure including transportation within and facilities such as catering, accommodation, shopping and some entertainment facilities. In this infrastructure, providing services and information are also significant.

In our field work, we found that the lake water was not so clear, as a result of pollution. Our concern is about how to improve the sanitation situation. Possible solutions include collection and organization of garbage by type, an effective drain system of households, and a cleaning system for lake water, to name a few. For catering and accommodation we think that the tourists, especially those from cities, would like to experience village life. For example, tourists could be accommodated in villagers' houses and eat meals which are made from the host's agricultural products or fish. As for transportation, from Halang to Tagbaking Lakeshore area there are some sudden curves on the road. Inside the Tagbaking lakeshore area also, the road is not well constructed, which is especially dangerous during the raining season. We are also concerned about the lack of tourist buses from Lipa city to Tagbaking lakeshore area directly, and recommend cooperating with some travel agents to form a travel course in Halang, such as Lake Taal scene, Volcano Scene, etc. Finally, regarding shopping, tourists would like to purchase special products that can only be bought in Halang. This need may be met through introduction of a program like Japan's "one village one product strategy". Product development will require coordination with farming and fishery.

In addition, some entertainment facilities would make Halang more attractive. Policies on ecotourism are also important.

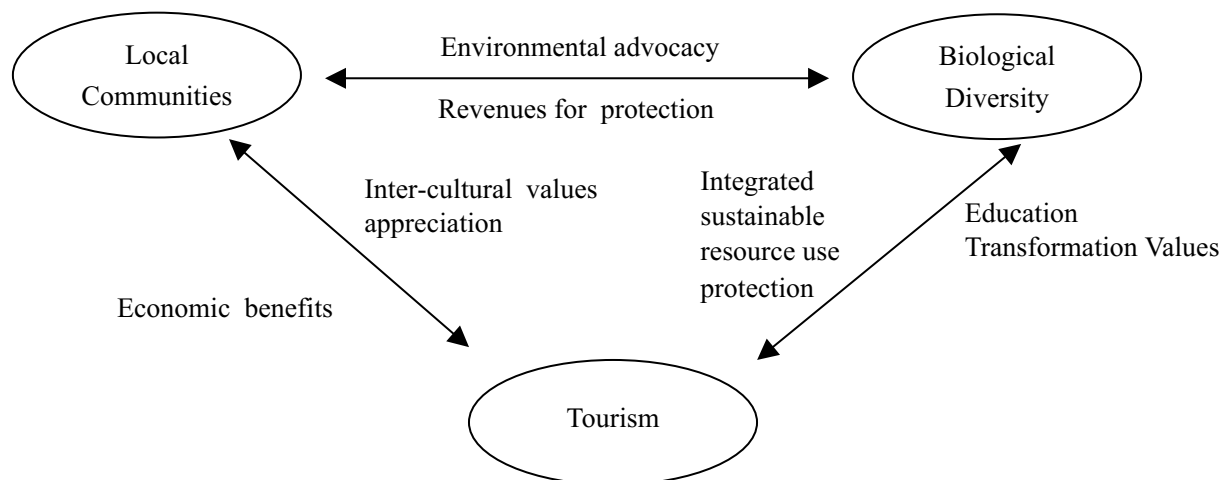
Figure 7. Overall Picture of Concerns for Development of Ecotourism Industry



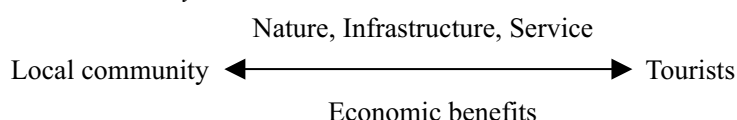
### 6.5.2. Process

As we mentioned, the processes of ecotourism includes economic, social and environmental interactions, such as is revealed in Figure 8 (Stephen and Ross, 2001). Therefore, our concern is how to develop these harmonious interactions.

Figure 8. The Process of Ecotourism



Note: *Economic activity:*



*Social activity:* Inter-cultural communication between local community and tourism; Education/transformation from biological diversity to tourists and local communities.

*Environmental activity:* Environmental advocacy and integrated sustainable resource use between local communities and biological diversity; Revenue protection from tourists to biological diversity.

Besides the concerns related to these normal processes, we will raise two main concerns for the development of ecotourism in Halang: management and market strategy. Management means managing the infrastructure, such as catering, accommodation, shopping and entertainment facilities. Relevant skills training is also important. For a market strategy we can use advertising media, travel brochures and the internet, to offer information to tourists. How to improve these activities and who will take the responsibility for these activities, are the future challenges to this community.

## 6.6. Conclusion

The ecotourism industry will undisputedly be one economic activity that improves income generation and job creation. It can also improve community activities, such as empowering the local people, especially women, and providing opportunities for them to participate in the development of ecotourism. However, we still have concern for some negative effects on the fishery industry and fishermen's lives. Ecotourism can also provide opportunities for communication between the villagers and outside tourists, and between the villagers and local offices and government. Sustainable development, participatory development and awareness of value of ecotourism from government to villagers, are also important aspects of the development of ecotourism.

Barangay Halang has not only natural attraction, strong leadership, rich human resources and

community spirit, but in addition, the villagers show great interest and desire in ecotourism. These strengths and areas of potential are the basic, significant conditions to develop the ecotourism industry. However, at present, there are still some concerns which Halang has to face, especially regarding the feasibility of ecotourism. In order to realize Halang's full strength and potential in ecotourism, a strong support system is highly essential, including government policies, city offices and city bank's cooperation, visiting experts, etc.

## 7. Financing

The financial issue is very special. It may not be an income activity of big potential *per se*, in terms of direct jobs creation, but other potential activities (fishing, farming or tourism) need financial resources, so this issue is in fact a concern closely connected to other issues. The financial activity represents great potential through indirectly helping other activities. Thus, we believe it must be analyzed separately, due to its characteristic importance, and because it presents us with a lot of additional concerns.

Financial resources are required in the development of any new activity, the growth of those activities, and also in the improvement or change regarding such activities. Consequently the potential of the income activities in Barangay Halang, being the improvement of actual activities and the engagement in new ones, also require resources.

In order to clarify our specific concerns regarding finance we will characterize the schemes that can be a source of financing in the barangay and out of them we are going to inform our concerns.

### 7.1. Potential Schemes

To understand how other activities can benefit from the efficient use of available financial resources, we will first describe the present schemes in the barangay:

#### 7.1.1. Individual Schemes

Individual schemes are those financial schemes that provide resources to individuals, whether it is provided to many individuals at the same time, or not. Through our research we found the following schemes with these characteristics:

1. **Welfare office microfinance scheme.** This special program of the Lipa city government tries to tackle poverty through providing really small amounts of credit to individuals engaged in any economic activity (in practice it is usually provided only for commercial activities such as sari-sari shops). In the case of Halang there is just one occurrence of credit being provided to a local. It shows the limited use of this scheme in the barangay. It may be due to the large amount of time and cost involved in obtaining the credit (transport to the city office for example, is a big obstacle for the people in Sitio Tagbakin) compared to the credit itself. In fact, the credit is only up to 3,000 pesos, with little interest and repayment due within 6 months, while the actual cost of getting the credit is about a third of that amount.
2. **Cooperative scheme.** As explained in section one of this report, cooperative schemes are those schemes provided by the two cooperatives present in the barangay. A cooperative is an association of people that supplies certain amounts of money into a common basket for the purpose of engaging in certain businesses. In both cooperatives' cases the minimal initial required quota per member was 1,000 pesos. However some

members chose a higher involvement, with quotas of 3,000, 5,000 or 10,000 pesos. Each affiliate can borrow twice as much of its quota with an interest of 1% monthly, with no guarantee requirements (since the community is small, not paying will bring the debtor a bad reputation, “honor” is the method of enforcement). According to the regulations, the biggest plausible quota per member is 20,000 pesos (with a 40,000 credit), though in both cooperatives no associate has yet deposited this much.

The *Credit Cooperative* has 110 associates, though only 97 are active. The member with the largest contribution is in fact the captain of the barangay, with a capital of 10,000 pesos, but he does not make use of his 20,000 pesos credit. Instead, he only tries to promote the cooperative. This cooperative is new and receives help from the city office with a loan of 100,000 pesos. The amount will be increased after further operation of the cooperative.

In the case of the *Multipurpose Cooperative*, they have fewer associates (60) but represent about the same amount of capital because their members make larger individual contributions. They also receive 100,000 pesos credit from the city office. Though they provide credits (generally in form of provisions, like rice), their main activity is the sari-sari store business, which is the biggest of its kind in the barangay. The two cooperatives have no relationship, however, there is no evident rivalry and some people (about 5) are even associated with both cooperatives.

3. **Commercial bank microfinance scheme.** This scheme, which originated as a totally private initiative, provides short term credit (up to 6 months, repayment starting after the first week) from about 5000 pesos, with a relatively high interest rate of 24% yearly. Technically, if a person performs well, after many cycles of borrowing and repaying, he or she will be able to borrow up to 30,000 pesos. The banks have staff members who go to each site looking for borrowers, gathering a group of them (usually family related persons) and lending money, having the other borrowers as guarantors (with no other collateral). The additional plus of the scheme is that the banks provide some training in terms of financial discipline and sometimes regarding livelihood concerns, like efficient ways of growing vegetables in the backyard, etc.
4. **Commercial bank regular scheme.** This is a normal scheme that exists in any economy. Basically, it is the regular lending scheme of the private banks. In the case of Lipa city, the banks lend money with this scheme (and not with the above one) from 30,000 pesos and up to generally 300,000 (house loans for example). The interest is slightly lower than that of the microfinance scheme, about 18% a year, but requires collateral, making many locals of the barangay not eligible for it.

### 7.1.2. Group Schemes

Group schemes include those financial schemes that are designed for organized groups of people or communities. Generally, they disburse bigger amounts than individual schemes do. The existing schemes are:

1. **City cooperative office scheme.** This office deals with cooperatives by providing financial resources (to cooperative projects) and training, mainly in cooperative administration issues (they are sometimes present in the cooperatives meetings). Depending on the type of project, the maximum amount is 100,000 pesos for the first time, and up to 300,000 after loan renewals (subject to repayment of 75% of previous loans). As previously explained, both cooperatives in Halang are in the initial steps, thus, they each have 100,000 peso loan. Both loans are almost fully repaid.

2. **Agricultural office projects.** This office is involved in technical aspects of agricultural issues including fishing, by providing financial resources to communities to develop some specific businesses or sectors. Their objective is not to make gains in the loan business, but to improve technology through special projects. In the case of Barangay Halang, they were already involved in two projects. One was the ornamental fish culture project, initiated by the office, which provided loans (between 3,000 and 6,000 pesos per person) and technical help to about 60 individuals. The total cost of the project was 204,000 pesos. The loan was already repaid in full.  
The second project provided better nets for fishing (nets that have a special size that select only certain size of fish, leaving the youngsters free). This project was provided to 18 persons from Sitio Tagbakin, and involved a total of 90,000 pesos. The loan is almost totally repaid.
3. **Planning office.** The planning office has no involvement with individual projects only with public goods, like infrastructure. They are in charge of financing pipelines, roads, electricity networks, etc. They have been involved in many projects in Halang, from small to large ones like the construction and improvement of the main road.
4. **Public banks schemes for cooperatives.** These banks, aligned with the government, provide special schemes for cooperatives, at lower interest rates than in normal schemes. Actually, these banks only start to operate once the credit provided by the Cooperative City Office is not enough. This usually happens after the cooperative reaches a size where the loans from the city office are no longer enough. In Halang's case, at present, this scheme is not necessary, thus, it has not been used yet.

### 7.1.3. Other Resources

There are two common financial resources available to basically anybody in a capitalist environment, and these are “*self-financing*” and “*investors*” (either internal or external). In the case of Halang though, self-investment is rare at present, since it is limited by the income level of the people. However, there are cases of successful self-finance, though they have only taken place after slow and gradual growth.

As for internal investment, many people in Halang get resources from their own family in times of need or lack of resources, though only in extreme cases. In terms of external investors, besides those overseas Filipino workers closely related with the barangay, there is little or no investment other than in the fish cages. External investors also include NGOs, but they are not present in the barangay either. Getting the interest of those investors depends on how attractive the prospects of investment in the area are. Therefore, one can conclude that the actual activities do not represent much of an incentive for investors.

Picture 8. Halang Multi-Purpose Cooperative



## 7.2. Concerns in Financial Schemes

### 7.2.1. Double Entry Table

Now that we have explained the available schemes, we must say that for each potential (fishing, tourism and farming) there are many ways of financing, and each way presents us with some concerns. Finally, the selection among the alternatives for each potential is up to the people.

We are not going to talk about the concern for each scheme or for each potential activity, since some schemes are not applicable to some areas of potential. To show where we have considerable concerns we will use a double entry table, where described schemes will be matched with the area of potential and its financial requirements. More about what is included in each potential can be found in each section dedicated to it, but we are going to consider the following desegregations:

#### 1. Fishing.

- (a) **Ornamental Fish Culture (OF)** (ornamental fishing improvement and expansion of the market)

Financial resources are needed to establish individual businesses, and to improve them. There are general infrastructural requirements, deemed necessary to provide more fresh water to the fish pools. Financial resources are also needed for special marketing activities devoted to developing new markets.

- (b) **Fish Culture in Cages** (maximization of the fish cages installed in the lake)

Financial resources are needed to construct new cages in order to maximize their numbers.

- (c) **Tawilis** (improvement of traditional fishing)

Financial resources are needed for better equipment and technology, and also for providing training and new skills.

#### 2. Farming

- (a) **Coconut** (entering into the byproducts industry)

Financial resources are needed for new technology in how to utilize the byproducts, also for installations and commercialization in new markets.

- (b) **Vegetables** (maximization of usage of backyards to enhance livelihoods)

Financial resources are needed for individuals to go into horticulture (seeds for example) and to acquire a better understanding, and use, of their land (training).

#### 3. Ecotourism

- (a) **Hardware** (construction of the facilities)

Considerable financial resources are needed to construct facilities for tourism, including lodging, restaurant buildings, entertainment and additional infrastructure, like road improvement and parking.

- (b) **Software** (provision of services)

Financial resources are required for skills training and basic working capital (including provisions).

**NOTE:** Some other issues inside each potential may be neglected intentionally because those issues do not represent much concern in terms of finance.

After describing schemes and potential desegregations, the following double entry table can be created. The main concerns, to be discussed in the next section, are those schemes and issues that are painted gray:

Table 4. Financial Scheme

	Fishing			Agriculture		Ecotourism	
	OF	Cages	Tawilis	Coconut	Vegetables	Hardware	Software
<b>Individual schemes</b>							
Welfare office							
COOP schemes							
Bank Microfinance							
Bank Regular							
<b>Group scheme</b>							
COOP office							
Agriculture office							
Planning office projects							
Public Banks COOP							
<b>Other Resources Origin</b>							
Self-finance							
Investors							

### 7.2.2. Concern for Each Particular Scheme

- **Welfare office microfinance.**

This scheme, due to the size of its resources, may only be considered a resource for the development of Tawilis or Vegetables. When using this scheme, however, the following general concerns arise:

- ♦ Is the amount of capital provided by it enough?
- ♦ Do the current procedures, in terms of time and expenses, allow Halang people to obtain the credit?
- ♦ Can backyard farming and fishing be considered economic activities worthy of promotion?
- ♦ How can one coordinate the people in the barangay to make the scheme easier to use?

- **Cooperative schemes.**

The cooperative schemes, as can be seen in the double entry table, are one of the most useful schemes available. Even so, concerns that must be considered are as follows:

- ♦ Are there enough resources if many potential activities are to be developed?
- ♦ Is the association system excluding people from using this scheme? Is the entry quota of 1,000 pesos too expensive? How can Sitio Tagbaking people be included in the scheme?
- ♦ Are the two cooperatives going to cooperate between themselves? And if so, how?
- ♦ Can the cooperatives work on issues of training and skill development?
- ♦ Will the cooperatives be capable of dealing with new businesses that historically, they have not encountered before?

- **Commercial bank microfinance scheme**

Due to costs, this scheme may not be applicable to many areas if potential. Nevertheless, they are already present, and had the positive contribution of providing training, that in some cases may make participating in this scheme worthwhile in consideration of the following concerns:



- ♦ Does the need of resources justify the use of a relatively expensive credit?
  - ♦ What kind of training can be provided by the scheme, including those beyond financial discipline?
  - ♦ Will the banks provide higher volumes of resources under this scheme or will they promote the use of other schemes?
- **Commercial bank regular schemes.** This is a typical source of funds, and cheaper than the microfinance scheme, but in the barangay it is not used much due to requirements of collateral and guarantor. Thus, the people are not eligible to use it. Even so, in the development of some areas of potential these schemes can be used, but:
    - ♦ Are the potential and the people able to fulfill the requirements in terms of guarantees?
    - ♦ Are the risks of the potential too high to qualify for these schemes? When will it be possible to use these schemes?
    - ♦ Will they also include training?
- **City Cooperative Office.** Since the cooperative schemes are very important, and this office is the main backup for them, this group scheme is also very crucial. Nevertheless, the following questions remain:
    - ♦ Are the cooperatives able to maximize their loans to 300,000 pesos? After reaching that value, will they get any help from the office?
    - ♦ Is the office keen to participate more actively in training, not only in cooperative related issues but in others too?
    - ♦ What is going to be its function in the coordination of the two cooperatives in Halang? Will this affect the limits of the credit from 300,000 pesos per cooperative to 300,000 pesos for both, if unified?
- **Agricultural office projects.** This office has played an important role before in some projects, but we have some concerns about its participation in the future:
    - ♦ Will they be willing to engage themselves in another project in Barangay Halang?
    - ♦ Do they have limitations of resources? What are those limits? Will they use those limited resources in other barangays?
    - ♦ Can the office provide vital technical training to make possible the development of some existing potential? How can one motivate locals to make requests to the office? Will the office promote new projects and propose them to the people?
- **Planning office.** Since the capability of this office is in public goods, its intervention is essential on some issues, and may have a particularly big impact in the future potential of the Ornamental Fish Culture and Ecotourism Infrastructure.
    - ♦ Will the office intervene in the improvement of water provision of the barangay? Will they promote a project in that area and finance it?
    - ♦ Will they also help the barangay in terms of the development of the infrastructure for the tourist business? Will they get involved in the road improvement or parking lot construction?
    - ♦ How can one get the office get involved in the issues? How long will it take for them to start the projects?

- **Public banks schemes for cooperatives.** As financial resources beyond the City Cooperative Office:
  - ♦ Will the barangay's cooperatives be able to fulfill the requirements of this scheme?
  - ♦ Will the risk involved in the development of the potentials be attractive to the banks?
  - ♦ Will training be involved?
- **Investors.** The concerns for mainly external investors:
  - ♦ How can one attract investors? How can one make the potentials of the barangay appealing? How can one contact and inform external investors?
  - ♦ What are the returns that these investors can get, since this is what will affect their decisions? What about the risks?
  - ♦ Are there other additional benefits that can be shown to attract investors such as NGOs or other kinds of aid?
- **Self-investment.** Some important general concerns are:
  - ♦ Will the resources available from this source be enough?
  - ♦ How long will it take to raise enough resources? Will this speed be adequate for the development of the future potential?
  - ♦ Though in coconut production the actual capitalists have important capital, are they willing to extend their investment into new businesses, mainly in byproducts businesses?

### 7.3. Final Consideration on Financing

Financial resources are needed if the areas of potential are to be realized. But, this does not clarify what resources must be used, and from which scheme they should come. Again, it is the people who develop the businesses who are in charge of making choices, and that also applies to the selection of schemes.

In financing issues problems come from two fronts: (1) when a business is not profitable enough, resources are scarce and (2) when a business has a lot of potential and grows very fast there are many financial options. Planning correctly the growth and the financial resources is a difficult task.

The choice of the schemes is also a choice of the speed of growth. If a gradual and participatory growth (which may be more suitable for the people) is to be chosen, there is the possibility of using many financial schemes for the same potential, starting from microfinance and continuing gradually on to bigger schemes. This also can include growth in cycles, slow growth, but without much financial risk. That way each person can cope with the growth and make good use of the financial scheme correspondent with their capabilities. This is only possible when time is an issue, though not an important one.

Of course the other choice is faster growth, which requires big inflows of capital and good planning. This does not mean that microfinance schemes won't be used, but bigger resource schemes will be needed. Consequently, the growth of potential will only be in the hands of those capable of raising big sums of resources.

Again, a decision must be made regarding this aspect. Yet, the concerns for those engaged are always valid, and they include not only concerns of how to get enough financial resources, but also whether they are backed up by training or not. At the end, those resources should be enough not only to make gains for the people involved, but also to repay their loans.

## 8. Concluding Remarks

### 8.1. Potential Income Generation Activities

Going back to the structure introduced in the first section of the report, we can use it to compare the potential structure that we have come up with through our research. In the following graphics both structures are displayed to allow a simple understanding of the potential we observed.

Comparing both, you can easily find some differences. It is reflective of the improvement of activities, the development of new ones, and the expansion of others. The difference in the structures is the potential being realized graphically, and those differences are:

1. **Farming** now is bigger and includes **horticulture**.
2. The ornamental fishing (**aquarium**) is expanded.
3. Coconut business is complemented with the **byproducts** industry.
4. The addition of **crafts**, related to coconut, but also to other the activities.
5. The expansion in **fishing** and **fish cages**.
6. The incorporation of **ecotourism**, as a completely new activity not present in the actual structure.
7. **Cooperatives** are related and financial linkages are stronger, including more **external help**.

Figure 9. Actual Structure of Income Generation

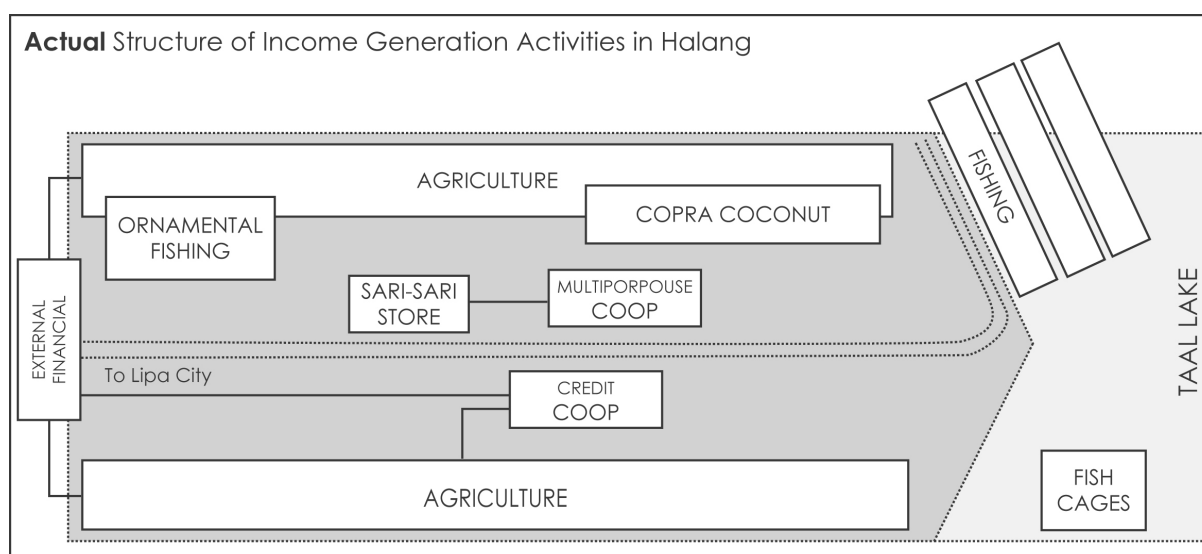
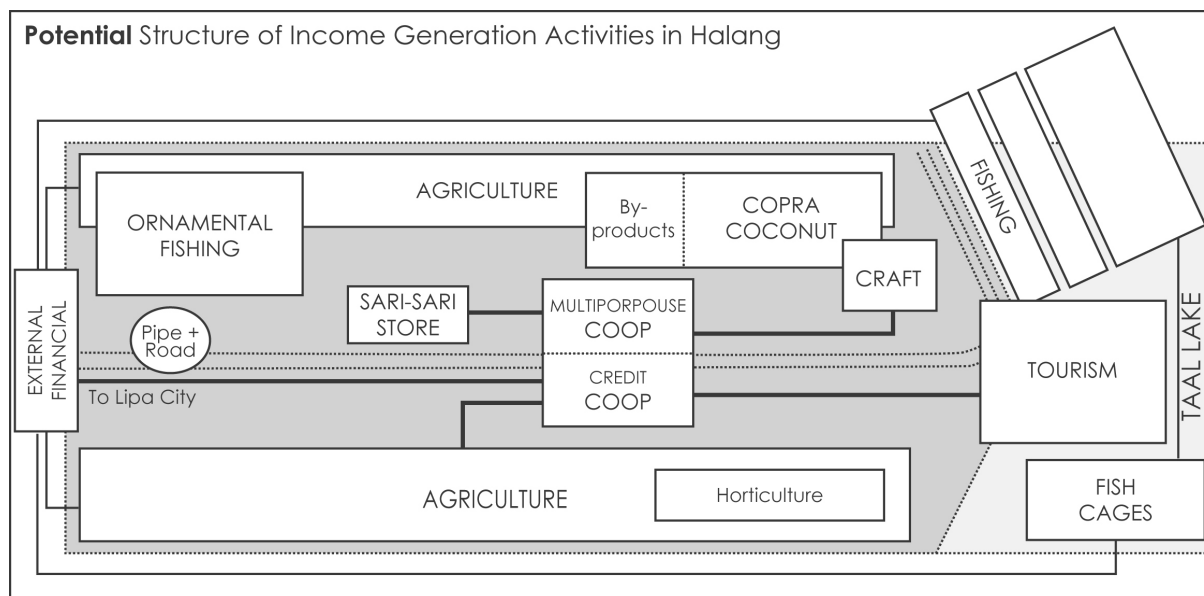


Figure 10. Potential Structure of Income Generation Activities in Halang



## 8.2. General Concerns

After showing briefly the discovered potential, we would like to address our final concerns in regards to the overall income generation activities, in accordance with what we have developed in the former sections. It consists of four elements as we will show below. The following concerns should be taken into account in order to realize the potential the people in Halang have.

### (1) Motivation of the Local People

First of all, willingness to participate or **motivation** of the local people is necessary to make projects successful. No matter how well the development projects are created, if the local people hesitate to participate the outcome of the project will be weak. Introducing new technology, providing skills training opportunities, starting new agricultural activities, and businesses, etc., all require people's eagerness.

### (2) Equity

During the development process, **equity** is another factor that we should pay attention to. When a project planner tries to utilize some potential a barangay has, by creating new projects, benefits from the projects will not always be equally distributed. It sometimes happens that when a project concerning a sector is newly implemented, another sector may suffer, due to the implementation of the new project. It is not an easy task to make benefits among people balance equally, but, it is important to consider these elements and attempt to include them.

### (3) Cooperation with Outsiders

The third component is how the people in Barangay Halang can **cooperate with outsiders**. In order to utilize their potential, some external resources are necessary. They can cooperate with outsiders in various ways. Government, especially city offices here, play a significant role in terms of providing knowledge, skills training opportunities and financial resources. In addition to that, people in Halang can collaborate, in part, with the private sector, which includes commercial banks, NGOs and agencies in some other areas.

(4) Sustainability

The final point is about *sustainability*. No matter what you do, sustainability of resources is indispensable for living of the local people, because, without sustainable use of resources they cannot maintain their source of income in the long run.

**References**

Stephen J Page and Ross K Dowling. 2001. *Ecotourism*. Prentice Hall.

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## *Working Group 2*

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# Education

1. Introduction
  2. Administration
  3. Makabayan-A new Learning Area under BEC since 2002
  4. Bilingual Education
  5. Concluding Remarks
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References  
Appendix

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## 1. Introduction

Life is a long journey of learning. Education at school is one, basically crucial part of it. The children sitting now in the school benches are the future, our future, as well. What and how they learn at the beginning of their life could set the path of the rest. Therefore, our working group has chosen to conduct the research on the two aspects: the WHAT and the HOW. WHAT here means the content, or the inside of education, whereas HOW means the circumstances, the outside of education.

Neither of these two parameters can be fully effective without the other working well. Even if the content is sufficient, the teachers are trained, the curriculum appropriate, but, there is not adequate infrastructure - proper school buildings equipped with the necessary facilities - the students' attention will always be distracted and the content cannot be absorbed. In the other cases, when the circumstances are adequate, but there are leaks in the content, the education is literally empty.

Every country is aiming to develop both parts of education in order to create the whole so that the future may be built upon it. Having known this, our objective was to examine the situation, of course to a limited extent only in the Philippines, regarding the inside (what) and outside (how) parts of education.

The outside was examined by the team concentrating on the overall administration of the education system in the Philippines. Regarding the inside, or content, of the education we had two teams with two issues: the not long ago introduced new subject "Makabayan" (nationhood) and Bilingual Education. Our research was conducted in each of these three key areas, namely, administration, Makabayan, and Bilingual Education.

During the fieldwork our group worked in San Isidro barangay (village) of Lipa city in Batangas province. Despite the limited time we had opportunities to research the topics on various levels, starting from the barangay schools, through city offices and up to the Department of Education.

Research methodologies we used during our research were, firstly, class observation, which was conducted at a public elementary school, public high school and a private school. Secondly, we also conducted interviews with teachers, students, PTA members, barangay officers, and public officers of both national and local level. Thirdly, we analyzed documents obtained during our research from schools or offices we were given chances to visit.

The fieldwork at the Philippines was a great opportunity for all of us to have hands-on experience on research work. Below we summarized our findings of all the topics we conducted research on.

## 2. Administration

### 2.1. Introduction

Philippine education sector is suffering from fiscal crisis. The increased role of the public budget in financing the expanded system is almost certainly unsustainable. For all of mass education's virtues, the system of education in the Philippines still suffers from inefficiency. The challenge for Philippine education is how to preserve the quantitative gains of the past, improve equity, raise quality, and to achieve all of these objectives during a period of limited or zero growth in the public budgetary allocation to education as a whole<sup>1</sup>.

Based on the background of the situation, we will consider the possibility, from the administration side,

to solve the problems of fiscal crisis. We selected 3 topics among the many components of administration. ①To examine strategies to deal with lack of resources we examine the role of the Department of Education and local government. We focus the Decentralization in Education sector. ②To examine the possibility of other management systems we focused on 3 actors: school, barangay and PTA. Here the importance of community participation will be discussed. ③To examine the possibility of other financial resources we will focus Private Sector Involvement (Adopt-A-School Program).

During the research we focus on the role of the Department of Education, who is committed to primary and secondary school.

## 2.2. Management of the Structure and Flow of Budget Allocation

The Philippines has experienced drastic change in their educational system from the pre-Spanish times to present. However, it was the period of American rule that the original form of “secularized” and free public school was introduced into the Philippines. Therefore, we could see the various educational program influenced by the U.S.A. (e.g. single track model, few number of vocational schools, bilingual education).<sup>ii</sup>

After independence in 1946, the government of the Philippines developed its educational system by changing the modification of the educational policy based on the Republic Act.<sup>iii</sup> The latest reform has been carried out since August, 2001 which is based on Republic Act 9155 (the Governance of Basic Education Act). As a part of the reform, the name of the Department of Education, Culture and Sports (DECS) was changed to the Department of Education (Department of Education). Along with this reform, the Department of Education has been redefining the role of schools and the sub-national offices and providing the framework of education reform in administration. Two remarkable components of this reform are: 1. the empowerment of school head teachers by strengthening their leadership, and 2. school based-management under the slogan of “transparency” or “accountability”.

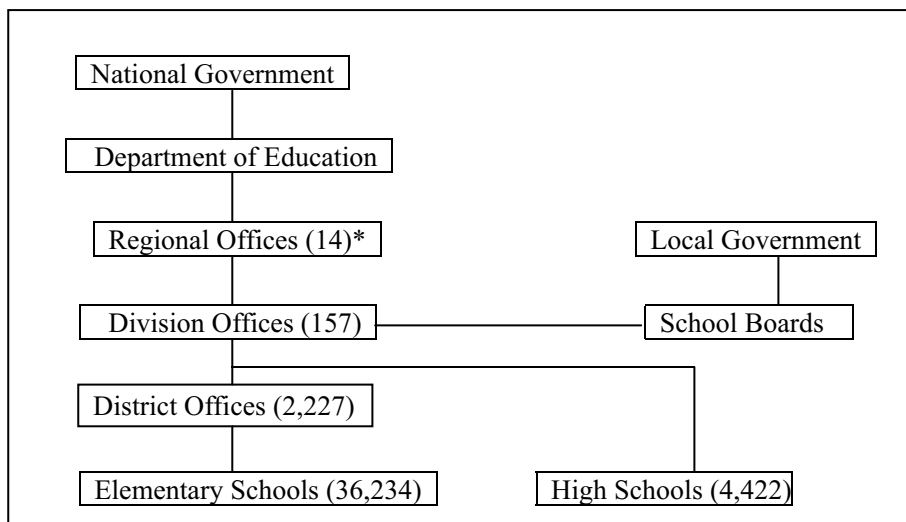
In the past, and also present to some extent, educational administration, especially in the case of elementary and high school, was highly centralized, taking over the legacy of the American rule. Therefore, most of the important administrative issues were determined at the central or regional offices (e.g. appointments, determination of scales, promotion, and above all, budget management), even though they were administrated at the sub-regional level (e.g. request for teachers by principal, processing applications and drawing up of recommendations for promotion).<sup>iv</sup> Through the reform of the Department of Education, the highly centralized character of the administration system has begun to transform to a decentralized one, meaning that local schools or sub-regional offices are able to take responsibility for the administration, mainly budget management.

### 2.2.1. Management Structure in Elementary and Secondary Schools

Management structure of basic education<sup>v</sup> is composed of two mandate hierarchies: one is from the Department of Education to local schools and the other is from the local government to local schools.<sup>vi</sup> The former hierarchy is basically responsible for elementary and high schools and the latter one for schools funded by revenue of the city hall (e.g. city college). Even though the mandate hierarchy is different, the local government financially supports basic education in the city through the local fund. The following chart is the latest management structure of basic education in the Philippines.



Figure 1. Management Structure of Basic Education



Note: The Autonomous Region in Muslim Mindanao (ARMM) is include in the number of 14 regional offices.

Source: This was made by author based on the homepage of the Department of Education in the Philippines, (Oct. 26, 2004)

In the management structure, the Department of Education is responsible for the overall administration of basic education at the national level. They play an important role in making policies, guidelines, and criteria. While the Department of Education began to attempt to decentralize or strengthen the capacity of the field offices, it still has the authority to make decisions relating to almost all of the issues of basic education (e.g. appointments, determination of salary scales, new policies or guidelines and contents of basic education). However, the Department of Education decreased their authority by limiting the numbers of undersecretary officers in the section of: 1.Program and Projects, 2.Regional Operations, 3.Finance Administration and 4.Legal Affaires under RA9155.<sup>vii</sup> This reform appears in the organizational reforms inside the Department of Education to give the administrative authority to the local offices.

At the sub-national level, the local offices, which are called the field offices, consist of regional offices, provincial or city division offices and school district offices in the case of public elementary schools. As for the secondary schools, they are directly supervised by the division offices (See Figure.1). The following table shows the number of sub-national offices.

Table 1. The Number of Sub-National Offices and Schools (2002-2003)

Levels of Offices	Numbers of Offices
Regional Office	16
Division Office	157
District Office	2,227
Elementary schools	40,763 (36,234)*
Secondary schools	7,683 (4,422)*

Note: These are the figures of total elementary or secondary schools including private schools. The figures in the parenthesis show the number of public schools.

Source: This chart is based on the data in 2002-2003 school year, referenced by the homepage of the Department of Education (Oct. 25, 2004)

These sub-national offices are responsible for the regional and local contribution and administration of the department mandate. Above all, regional offices play an important role in dealing with administrative matters, such as requests for teachers by principals, processing of teacher applications and drawing up of recommendations for promotions. As for division offices, they coordinate the upper offices with the educational field (i.e. schools). The main role of district offices headed by the district officers is to organize schools, as the smallest unit, to supervise them and to give adequate pieces of advice to school heads. They do not have the authority to deal with administrative or fiscal management, instead, they tackle “daily problems” occurring inside schools.

### 2.2.2. The Flow of Budget Allocation: from the central offices to schools

This structure also corresponds to the flow of budget allocation from the Department of Budget and Management (DBM), to schools. The bulk of fiscal support for basic education comes from DBM and the responsibilities for budget control are limited to the upper administrative levels. This appears to be one of the reasons that the management of education in Philippines has been referred to as a highly centralized system.

Starting from schools, to the central administration, each office or head master is supposed to submit the estimate sheets to upper offices directly supervising them, annually. Based on these sheets and the current budget, the central administration determines the annual budget, basically based on the number of pupils. Through regional offices, the division offices allocate budget to each schools according to pupils and teachers. This budget consists of two parts: 1.personal services and 2.maintenance and operating expenses. The budget of personal services is provided in terms of cash allowance in elementary and secondary schools, however, as for budget of maintenance and operating, it is allocated in-kind for elementary schools and in the form of cash for secondary education, based on their needs or their requests.<sup>viii</sup> In addition to fixed basic budget, additional budget is appropriated to provide schools for the emergency needs or highest productive teachers in the form of cash allowances.

Even though the bulk of the fiscal support was carried out by the central administration, the city hall also supports schools in the cities through the Special Education Fund (SEF). SEF is a relatively new fund created under RA 5447 and is administrated by the local school boards, which consist of the mayor, division officers, and school principals. The source of the fund is mainly from the local government and also 1% of the real property taxes in that city. In the case of Lipa city, SEF in 2003 attained 56,835,323.19 pesos.

SEF is utilized for the maintenance of school building, purchase of text books and teaching materials in the case of insufficient numbers, or procurement of facilities, which are provided in the form of in-kind to each school.

When the SEF was introduced, there was no room to have autonomy to create the fund at a sub-national level. In addition, from the perspective of schools, the budget coming from the central government was the only source to operate schools, even though the PTA had been making a financial contribution to schools to some extent. However by adopting the RA5447, municipal or city levels were permitted to raise funds and to respond to the school's needs with their own budget. It is said that the SEF brought the effect of not only reliving the fiscal situation but also creating a greater sense of accountability or concern for the needs of schools. SEF appears to be a foothold in the process of promotion of decentralization.

## **2.3. Role of local government in Lipa city**

### **2.3.1. Decentralization in Education Field**

There is a big push toward decentralization in the education field in the Philippines under RA 9155, which requests for the redefinition of the role of the field offices and requires the schools to take initiatives in education by utilizing local budget. In addition, the Act provides the article demanding decentralization of the authority to division offices, and then, providing quality basic education that is equitably accessible to all in order to lay the foundation for life-long learning and services for the common good. Even though there are many purposes of such education reforms, above all, in the case of the Philippines, the problems deeply rooted in the chronic fiscal shortage appear to be the one of the reason for such reforms. It seems to relieve the burden at the central level, by decentralizing, and thus dispersing some responsibility to the field offices, and by strengthening the capacity of the field offices, expecting them to become less dependent on the central budget. Now they are providing a lot of training with the field officers and school principals. According to the principal of the elementary school we visited, after finishing a session of training, she will be able to qualify to receive budget in the form of money from the division office. Now they are on the path to decentralization under this act.

### **2.3.2. Local School Board**

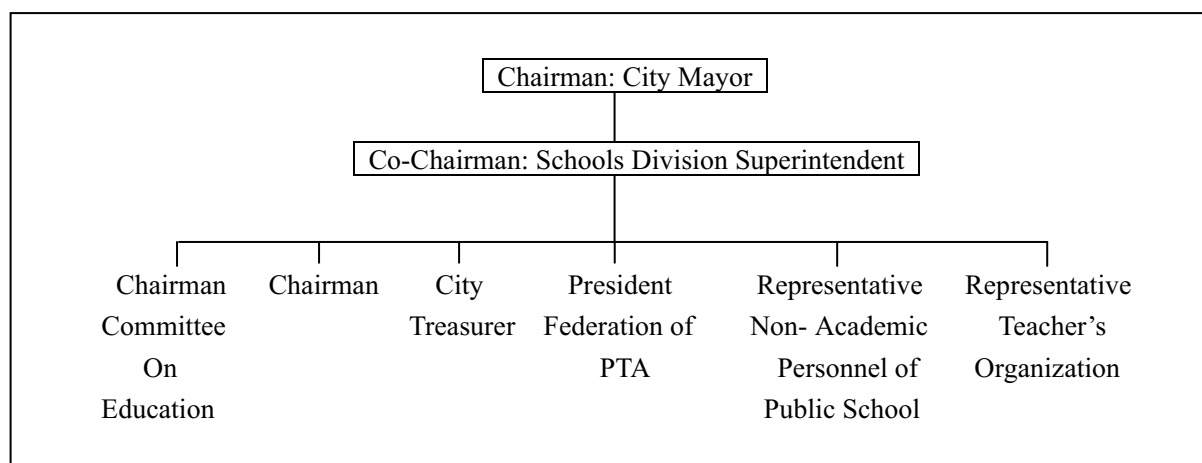
In trends of decentralization, the Department of Education expects local governments to have stronger commitments to education. So, in this section, we explain about the role of city government.

#### **① Structure of Local School Board**

Lipa city has a local school board (LSB). The structure of LSB is explained below. They represent the school administration, the local government, and parents. So they can reflect various actor's idea.

The Department of Education and the City Government of Lipa are partners in extending the best educational services for the students of Lipa.

Figure 2. Structure of the Local School Board



Source: This chart was made based upon information acquired at Lipa city hall

One of the major functions of the City LSB is to determine, in accordance with the criteria set by the Department of Education, the budgetary needs of the operation and maintenance of public schools, which shall be reflected in the form of an annual school board budget corresponding to its share of the proceeds of the special levy on real property.

The city mayor, division superintendent, and district supervisor, in consultation with the school principals, head teachers and with the public school community as a whole, identify the budgetary requirements for the projects, programs and activities that would address the priority educational needs in the public schools and submit a copy thereof to the board for its evaluation, deliberation and approval.

The board, after due evaluation and deliberation, finds it necessary to approve the budget submit thereto. It can serve as an effective tool in improving immediately and qualitatively, the delivery of basic educational services among the public schools in the city of Lipa<sup>ix</sup>.

#### Local School Board budget in Lipa

We can find 2003 and 2004 Local School Board budget in Lipa. Resolution approved the budget. Grand total budgets of Fiscal Year 2003 is P61,839,529 and 2004 is P59,889,405<sup>x</sup>.

##### I Personal services

2003: P8,723,529      2004: P12,773,529

Personal Services means: A. Honorarium of Non-Formal Education Coordinators and other NFE Officials, B. Allowance for DECS Personnel, and C. Salaries and Authorized Allowances for Teachers in Extension Classes.

##### II Maintenance and other operating expenses

2003: P7,000,000      2004: P3,900,000

Maintenance and other operating expenses means: A. Promotion of Physical Education, B. Other Department of Education Related and Co-Curricular Activities, C. Titling of School Lots/Sites, D. School

Building Maintenance, E. IT Equipment Maintenance, and F. Water consumption

### III Capital outlay

2003: P46,116,000      2004: P400,000

Capital outlay means: A. Purchase of teacher's manuals and textbooks, B. Installation of computer laboratory for Lipa City Science HS, C. Purchase of computer, D. Purchase of armchairs, writing boards, teachers table, teachers chair and other school facilities, E. Purchase of other equipment, F. Purchase of lot to special school, G. Infrastructure projects, H. Repair and Improvement of special school, and I. Repair and Improvement of special school

### IV Accounts payable

2004: P42,715,876

Request of schools

LSB decides how to use the budget for the education project. Include the budgets allocations, LSB discuss various agendas concerning school request<sup>xi</sup>. The summaries of requests are: 1. Allocation the donation for the following (grant and purchase of facilities/equipment), 2. Renaming the school, 3. Promotion of the school teachers, 4. Request for additional classroom teachers, 5. Request for repair/rehabilitation of the schools. San Isidro Elementary School requests windows and doors, roof and ceiling, gutters of Home Economic Building and paintings of buildings. National High School requests windows, doors, comfortable room and repairing of roof and classroom., 6, Request for construction of buildings. San Isidro National High School requests Science Park, 1 Macro type building with comfortable building, 7. Request for termite control, and 8. Request for purchase of equipment/furniture.

### 2.3.3. Special Education fund

In many developing countries the central government provides the bulk of financing for public education. Given tightening budgetary restraints on the central government's purse, alternative sources of financing have to be considered. One option is to rely, to a greater extent, on support from individual users or contributions from the local community. This would presumably enhance what educators call "external efficiency" because it would raise additional resources for education.

The available local funds provide the only source of flexibility and opportunity at lower administrative levels for matching resources and urgent school needs. The main source of local funds is the Special Education fund (SEF) created under Republic Act No.5477. The SEF is financed from its share of the additional tax on real property collected by the city and a certain portion of taxes on certain type of cigarettes and duties on imported tobacco<sup>xii</sup>.

Real property tax of SEF is 1% of total real property tax. Along with the process of urbanization, urban areas get much SEF but there are few schools in urban areas. The rural areas, where many people live, are suffering from lack of SEF.

To ensure effective instructions, teachers' performance is evaluated through classroom observation<sup>xiii</sup>.

### 2.3.4. Findings and Analysis

In the trend of decentralization, the local government has an important role in the education sector in the Philippines. The Department of Education wants to corporate with local government, but the local government

feels much difficulty in leading it. To make the decentralization a success, capacity building of local government is the most important task. LSB represents various actors in the different fields and to coordinate each actors are efficient. In the local government SEF contribute to improve school's facility. The possibility of SEF is increase.

## 2.4. Community Participation

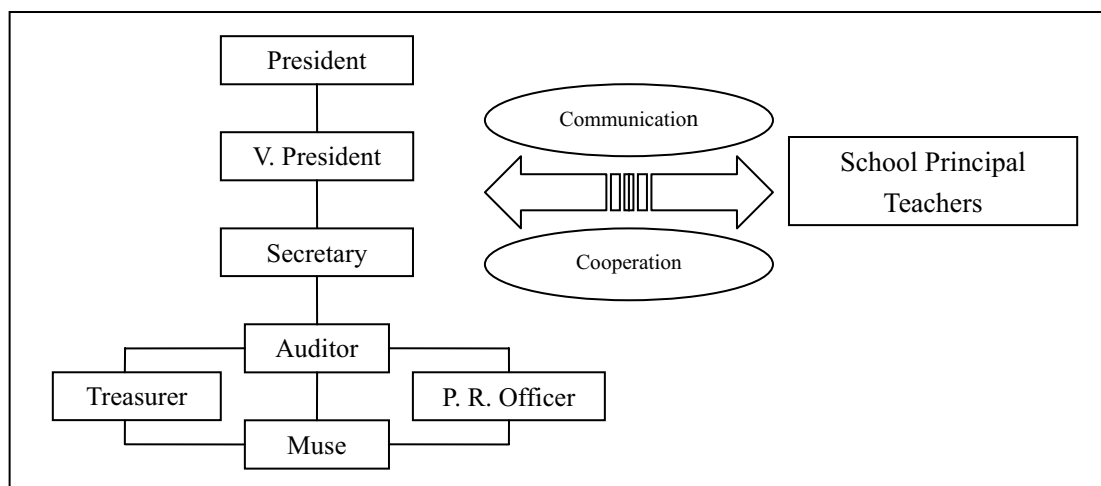
### 2.4.1. Financial Difficulties of Schools

Due to financial constraints, the Philippine government has not been able to meet the needs and demands of many schools and provide them with a large enough amount of budget. Two public schools in barangay San Isidro were not exceptions, and they both were suffering from a lack of resources. However, it became clear after school observation and interview with teachers that this does not mean that the schools do not lift a finger. In order to improve the situation, each school has been trying various different ways of fund raising. One of the notable examples is cultivation of salable plants for sale such as mahogany tree or recycling of empty bottles. However, schools cannot always find a buyer for the plants, and the amount of earning from the recycling of bottles is very much limited. This clearly indicates that school cannot maintain itself only with self-help type activities run by the school itself, but needs external help.

### 2.4.2. The Supportive Roles of PTA

Schools in barangay San Isidro, including San Isidro Elementary School, San Isidro National High School, and two day care centres, all have a PTA which consists of teachers and a number of committed parents who are the members of parents association.

Figure 3. A typical structure of a PTA



Note: Made by the author based upon interview and observation

As the figure above shows, the parents association has a well structured body, each one of whose officers is given certain task to do. They held a monthly meeting with the school principal and teachers in order to discuss school-related issues. Based on needs of schools and PTA's own areas of priority, they decide what to

provide to the school. A recent example of the provision of support from PTA to school was the construction of a new school wall. The school benefited from the construction of this new wall surrounding the school property in terms of security, and those parents who provided the help also benefited from the better security of the school to which they send their children. PTA is also active in fund raising through a popularity contest or Christmas event. Thanks to one of those activities, classrooms of San Isidro elementary school are now mostly equipped with lavatories.

### 2.4.3. The Roles of Barangay Office

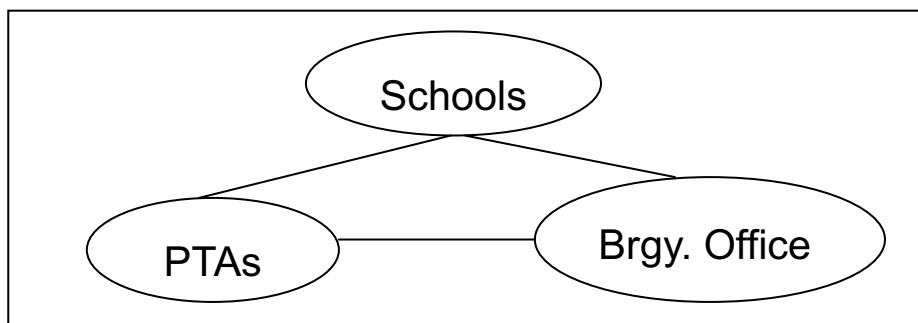
Barangay office is responsible for overall management of the community, and there is no barangay officer who specifically takes care of education. Therefore, at first there seemed to be no close link between schools and barangay office at a glance. However, this hypothesis was proved to be partly wrong after conducting interviews with barangay officers on relation between the barangay office and education.

According to barangay councilors, each of the schools and the barangay office has its own governance, implying that each of them just concentrates on its own role in the barangay and there is no interference between them. However, from our interview with those barangay officers, it also became clear that the barangay office was also “ready” to support schools based on their request. Provision of support is mainly done financially, according to the barangay captain, who goes to the city hall together with the school principal who asked for the barangay office’s help in order to negotiate the provision of financial resources with city officers. Thanks to one form of this support provided by the barangay office, San Isidro elementary school received funds as big as 1 million pesos from the city to reconstruct one of its school buildings.

### 2.4.4. Findings and Analysis

Analyzing this situation in light of our school observations and interview research conducted with teachers, PTA officers and barangay councilors, there seems to be a very strong, mutually cooperative relationship among schools, PTAs and the barangay office in barangay San Isidro. A comment made by one PTA officer during our interview session well describes this strong tie among actors. “PTA is always ready to work for the school”. Needless to say, community participation in education in barangay San Isidro is of considerable importance in order to run the schools, without which the support from the community would have been more difficult to obtain in facing financial constraints.

Figure 4. Cooperative relationship among actors



Note: Made by the author based upon interview and observation

However, it also should be noted that roles played by PTAs and the barangay office should be regarded,

ultimately, as complementary to the activity of the Department of Education and its provincial and regional branches, and local governments. Although PTAs can bring innovative ideas about fund raising, and the barangay office is also helpful in obtaining external financial resources, neither of them can substitute the main provider of educational resources. Therefore, strengthening community participation does seem to be helpful for the schools, but the ultimate goal should be to strengthen the upper structure of the education sector.

## **2.5. Adopt-A-School Program as alternative finance**

### **2.5.1. Background of Adopt-A-School Program (AASP)**

Many of the problems of education nowadays are linked to under investment. As we explained in earlier sections, the Department of Education has suffered from fiscal crisis, especially after the financial crisis in Thailand 1998. Therefore, the Department of Education stated clearly that the government cannot and should not shoulder on its own the task of delivering quality education<sup>xiv</sup>. And for this reason the Department of Education pushed for the full implementation of Adopt-A-School Program (AASP) to give the private sector an avenue to provide additional resources to public education. The Department of Education defines that AASP shall refer to a program which allows private entities to assist public school in a particular aspect of its educational program within the agreement period<sup>xv</sup>. Since the budget allocation for delivery hasn't been able to correspond to the annual growth in student population, the delivery of quality education is hindered<sup>xvi</sup>. That is where the Department of Education has attempted to implement educational programs to address the key issues of access and quality of basic education. Under these circumstances the Adopt-A-School Program was legally instituted by the passage of Republic Act.No.8525, otherwise known as the AASP in February 1998. RA 8525 establishes the Adopt-A-School Program, which aims to create multiple partnerships with private sector towards providing much needed assistance and service to public schools. After that, in order to call on private institutions and individuals to help improve the quality of public education system from the aspect of financial support for pro-poor school, on the initiative of the Department of Education, Bureau of Internal Revenue released the Revenue Regulation for the AASP in March 2003<sup>xvii</sup>. Before the regulation, Bureau of Internal Revenue implemented the Tax Incentives Provision of RA 8525; pursuant to section 4 and 244 of the National Internal Revenue Code (Tax Code) of 1997<sup>xviii</sup>. Therefore the regulations include tax incentives, which are needed to encourage their interest and support from private sector. Tax incentive accruing to private sector has two entitlements. One is that deduction from the gross income of the amount of contribution and donation and additional amount equivalent to 50% of such contribution that were attracted AASP, but each incentive are subject to limitation and condition. Another is that exemption of the assistance made by the donor from payment of donor's tax pursuant to the tax Code of 1997<sup>xix</sup>.

The Department of Education does not particularly aim to privatize some public schools through this program. But when school facilities and instruction of subject at public schools are compared with private schools, the gap of quality such as infrastructures and materials is wide between schools. Perhaps this is not immediate cause of promoting AASP. Now that the Department of Education would really like private sector to involve in delivery of quality education, because the Department of Education cannot afford any more to cover budget for all public schools, especially pro-poor schools.

### **2.5.2. Structure and contents of AASP**

If schools get some supports from private sector, those schools are called "adopted". For that reason,



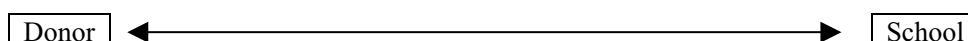
Japan International Cooperation Agency (JICA) programs from Japanese Official Development Assistance (ODA) also had referred to as “adopted”. But after the Department of Education institutionalized the system of AASP, a school went through the proper procedures and became an adopted school. The Department of Education expresses its view about a type of school. According to the rule of the Department of Education, school fund of AASP is supplied by private sector, but then school delivery is provided by public service, that is, the Department of Education is responsibility to the service. And yet the government does not ask for private sector all funds for adopted schools, because it still provides funds for somehow expensive area such as school buildings. In short, the Department of Education hopes that private sector will make good the shortage of funds.

This program carries a menu of options that private sector can select from following six parts<sup>xx</sup>. These parts include Infrastructure, Teaching and Skill Development, Learning Support, Computer and Science Laboratory Equipment plus Library Materials, Food and Nutrition, and Donor’s Choice. School can get financial support from every possible means. Then there are two types of process for involving private sector. One type (pattern A) is that donor directly supports school; another (pattern B) is that donor route the services through the division office of the Department of Education. Generally priority is given to schools located such as in the poorest provinces, or low-income municipalities. AASP toward school usually starts from donor side, but school’s request can be sometimes accepted. The business sector, foundations, Non-governmental organizations, private schools, civil organizations and individuals can adopt schools. Private sector is supposed to organize own support through coordination with secretary in the Department of Education. Then the Adopt-A-School secretariat shall facilitate the linkage between the adopting individual and the target school.

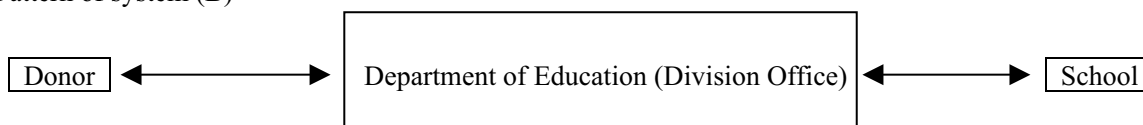
Although a donor negotiates about providing fund for support from both hard side and soft side with a target school, what donor can do is to provide any support about finance. That is, donor cannot intervene in management and education planning of the school.

Figure 5. Patterns of Adopt-A-School Program

Pattern of system (A)



Pattern of system (B)



### 2.5.3. Example of an Adopted School

During this research in October 2004, we visited and had interview with a certain school in Lipa City that actually got some supports from Metro Lipa Rotary Club. In 2000, the secretary of the Club went to the school and informed schoolteachers that this school is a recipient of the AASP. The Rotary recommended the school to be the recipient having been damage by a fire that broke out in school that brought to lest of so many books, equipment and facilities as well. Although a sudden offer of the Rotary surprised the school, for the school they could not ask for a better chance to improve its lost environment. After they decided to receive a desirable proposal from the Rotary, both sides begun to talk on what priorities the school need that the Rotary could help. Different services were provided with them since then such as reading materials, construction, repair and training

for the teachers for their effective teaching strategies. Besides support from the Rotary, Filipino Chinese chamber in Quezon also gave assistance with building the principal's office to this school. However the chamber's project is not regarded as AASP because its contribution did not go through the formalities.

Since construction of classrooms and comfort rooms has been already finished, the external appearance and facilities of this school is little difference from those of non adopted school which we went to see. The principal said that projects of construction and maintenance mainly made a greater impact on this school. Supports from the Rotary enabled quality of the school to come up to average, compared to those of other schools in Lipa City. Main reasons are here. Pupils got to be able to concentrate on lessons after completing classrooms, and then teacher can bring great benefit to students' achievement by acquiring the technique and theories in teacher training in English.

The importance here is that these supports have been given through the division office of the Department of Education in Lipa. At the present this school is still under the AASP, and what the principal do hope is that more help could be extended to the school in order to fulfill its dream of sustaining quality education. But there remains the question that the principal has not got much and detail of information as to whole process of AASP. Of course after this school was to be a recipient of AASP, school side had negotiation with donor side for priority in the school. However he does not only know that why his school was selected as AASP but also that how long donor will continue to provide support.

#### **2.5.4. Finding and analysis**

After institutionalizing the system of AASP, the Department of Education can have an accurate grasp of that which school is supported and what assistance is provided in the school. This is a big difference between before and after its implementation. That is why the Department of Education will be able to arrange the distribution of supports among schools. And this will lead to reduce the disparity in facilities and teacher training among schools. And then these days system of AASP shows a tendency to change over from pattern A to pattern B, the Department of Education can take care the relationship between schools and donors. Moreover interference of the Department of Education is useful to find out corruption between donor and school. On that point, we can think highly of institutionalizing the system and procedure of AASP.

According to the Department of Education, AASP is going to be carried on with the negotiation under the leadership of school principal. But as it is mentioned before, since school side doesn't know procedure of this program, it seems difficult to take the initiative in. It is true that the Department of Education has recently promoted decentralization. In that point if principals get empowered to some areas such as budget allocation and school management under decentralization, they would be able to involve in negotiation deeply at an early stage in AASP. Meanwhile principals have not understood the system of AASP and got empowered very much yet. Hence many principals of adopted schools seem not to have little connection with donors, so they worry about when providing support from donor will stop. Although we mentioned earlier that AASP should have an agreement period, donors do not often set a support period in many cases of AASP. The Department of Education expects schools to develop an ability to maintain facilities and raise funds as regards fiscal aspect and instruction of program, even if donor stops giving support suddenly. For that purpose principal empowerment is requested to be in hurry for success. Nonetheless it seems that the system of AASP has still been incomplete and fragile. In addition at the present time the Department of Education has not been doing monitoring of AASP properly and constant feedback to both schools and donors. Even now division officers sometimes visit adopted schools to assess the program, however the Department of Education does not give donors feedback on their performance unless donors ask for a report on effects of their support from the Department of Education.

Institutionalization of AASP has produced great results and the Department of Education have big hope that schools will improve quality education by this program. But we can say two potentials about promoting AASP. One is that there is somehow scope for any further consideration about the system of program from a feasible study to evaluation after the project. Assessment and feedback of impacts and effects to both schools and donors encourages them to achieve further improvement. Another problem is that how the Department of Education encourages private sector to participate in this program more and more. It is difficult for us to tell that whether tax incentive to private companies is one of the most effective ways to have them cooperate on AASP or not. But the Department of Education fully expects private companies to get involved in AASP from tax incentive. For we think that private companies can probably afford to apply the money which they do not have to pay taxes owing to getting a tax break to investment and support toward school, and what is more important seem that private sector is acknowledged its contribution to education in society. Therefore for the purpose of getting involved of private sector, what the Department of Education can do is to tell nation-wide that why the Department of Education wants to ask a help for quality education. Then we consider that the Department of Education needs to spread fundamental principals and value of education for all Filipino as human beings. From this standpoint, it is much important that value education in school may be able to touch people's heart in order to get involvement as private sector. Therefore we hope that good services and environment can enhance students' livelihood of having productive and successful futures.

Since AASP is still new program, it may be difficult and too early to assess impacts and effects. However some schools actually have already improved on aspects from finance and instruction. In order to make sure results of AASP, establishment of procedure and system in this program can be very helpful.

## **2.6. Conclusion**

The primary objective of administration part was to see, based upon our recognition that education sector of the Philippines has been faced with the problem of stagnation mainly due to financial constraints, what kind of coping strategies are adopted at different levels of education sector, from central to local level. A large part of the research was devoted to, as the first step, understand the structure of Philippine education sector with a focus on our research site, Lipa city and barangay San Isidro. At the same time, we tried to deepen our understanding on actual coping strategies taken at each level of education sector, focusing on the role of local government, community participation and the Adopt-A-School Program.

## **3. Makabayan - A New Learning Area under BEC since 2002**

### **3.1. Background**

A new learning area, Makabayan, was introduced into Philippine public primary and secondary education when the nation started to implement the new curriculum for the public primary and secondary schools in 2002. The new curriculum, the name of which is Basic Education Curriculum (BEC), has been restructured into the five learning areas of Filipino, English, Science, Mathematics, and Makabayan. Filipino is one learning area as well as a medium of instruction for Makabayan. English, likewise, is one learning area as well as a teaching

medium for Science and Mathematics.

Besides this, under the new curriculum what is of great challenge and interest is that so-called value education is integral to all the learning areas, from the elementary to secondary levels. In the Philippines value education or development in learners had always been emphasized, even before 2002. Nevertheless, it is a new challenge we rarely see in other countries, where value education is integrated into all learning areas. This point more or less explains why the word “Makabayan” was adopted to name a new integral learning area. For “Makabayan” in Filipino means “patriotic”, meaning that the new Basic Education Curriculum emphasizes, with strong commitment, educating the citizens with both self, and national identity.

## **3.2. Research Purpose**

### **3.2.1. Research Interest**

As mentioned above, the Philippines introduced Makabayan under the drastic educational reforms of 2002. Now it is still less than two years since the new challenge was taken on. Because of the short period of implementation and other time limitations, we first chose to focus on discovering the overall curriculum restructuring paying attention to integration of value education and responses from teachers, students, and community. Our paper firstly aims to show what BEC is in relation to changes made after the introduction, as well as the contents of Makabayan. Although it is still early to assess the impact of the curriculum reform and examine the effect, it is worth seeing how people concerned respond to the curriculum. We, therefore, conducted interviews with teachers who actually practice the curriculum and PTA or parents. This research exclusively deals with public schools because BEC is optional for private schools to adopt. Our research questions are shown below.

RQ 1. What is Makabayan?

RQ 2. What have responses been like from both the school and community sides?

### **3.2.2. Method**

In order to figure out the questions above and to understand the curriculum reform of the Philippines education better, we decided to conduct our research through document review and analysis, interviews, and class observation. Including possible preliminary studies by secondary data in Japan, documents gained only in the field were an important part in preceding our research. We conducted interviews with those in charge of managing local schools, officers of the Department of Education in the central government and those in the delegation office in Lipa City, with the purpose of better understanding the framework of Makabayan together with BEC. We had several interviews with school teachers of both primary and secondary schools in order to know how they deal with the new learning area, Makabayan, in practice. Trying to understand how the community responds to changes made regarding what and how their children are taught at school, our interviews ranged to those with PTA members. We observed classes of Makabayan both at elementary and secondary levels so as to see how the new learning area is taught in reality.

### 3.3. 2002 Curriculum Reform: Basic Education Curriculum (BEC)

#### 3.3.1. Introduction of BEC

##### 3.3.1.1. Overview of the curriculum reform

The 2002 Basic Education Curriculum includes drastic changes in curriculum but the philosophy and goals of BEC are very much based on the 1987 Constitution of the Republic of the Philippines. The following is an excerpt from the Constitution, Article XIV, Section 3 (2).

*The school shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency* (The 2002 Basic Education Curriculum, 2002, p.1).

The 2002 BEC can be said to have been developed to better achieve the above mentioned ideal education in today's changing world. Along with the basic ideas based on the consistent philosophy of Philippine Basic Education, BEC clearly reassures the ideal figure to be fostered through basic education. Through BEC, basic education tries to have every learner be functionally literate, equipped with life skills, appreciative of the arts and sports, and imbued with the desirable values of a person who is *makabayan* (patriotic), *makatao* (mindful of humanity), *makakalikasan* (respectful of nature), and *maka-Diyos* (godly) (The 2002 Basic Education Curriculum, 2002, p.3).

##### 3.3.1.2. Rationale for Curriculum Reform

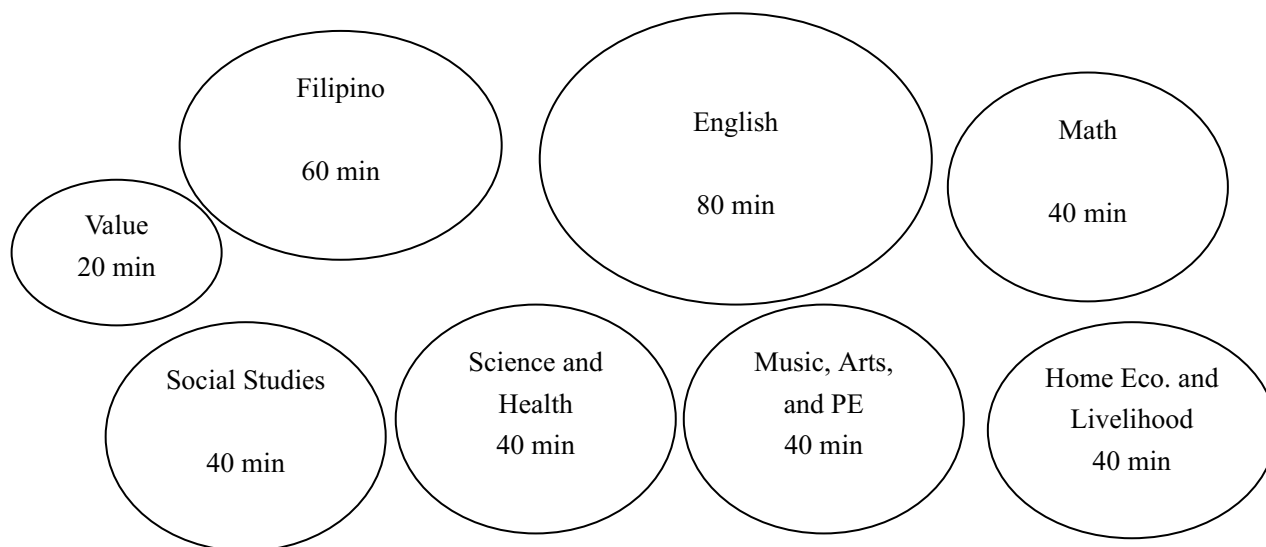
Here, we try to see why it was necessary to develop the new curriculum. As implied in the philosophy of Philippine education any curriculum has to be relevant and responsive to a rapidly changing world, which means curriculum needs to be reformed from time to time in order achieve better performance of learner's. Major issues concerned were the structure of learning areas including each time allotment and teaching approach. Before BEC, there were 8 learning areas both in elementary and secondary schools, which brought complications, especially for elementary students. As for secondary education, NSAT (National Secondary Achievement Test) showed a decline in the scores of science and mathematics (The 2002 Basic Education Curriculum, 2002, p.6). This can be explained by academic reasons. There is another reason, which is to promote unity among Philippines in such a diverse society. Besides these directly curriculum-related problems, great concern was raised about the so-called "one-size-fits-all approach", under which the limited diversity of geography and students was not taken into account. These issues led to curriculum restructuring in 2002.

##### 3.3.1.3. Changes made in BEC

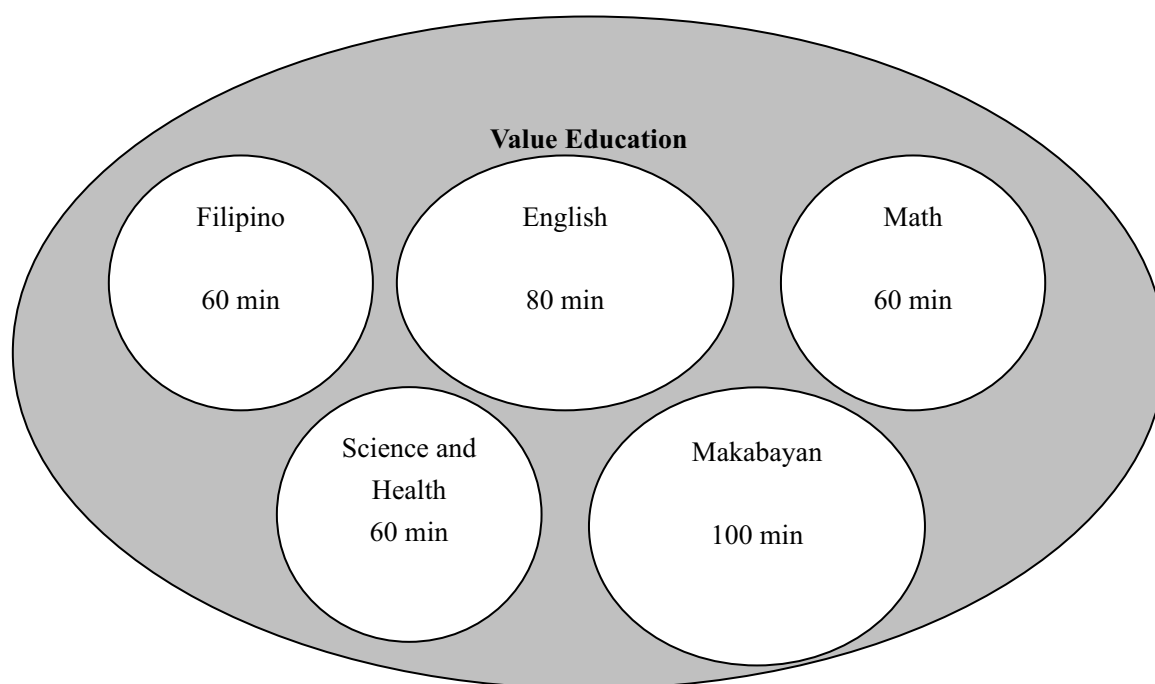
In response to the problems mentioned above, five new learning areas were introduced with the purpose of making curriculum more simplified and integral. The following are to show how it is different, taking Grade 4 in elementary education as an example.

Figure 6

*Before BEC in daily time allotment (total 360 min)*



*After BEC in daily time allotment (total 360 min)*

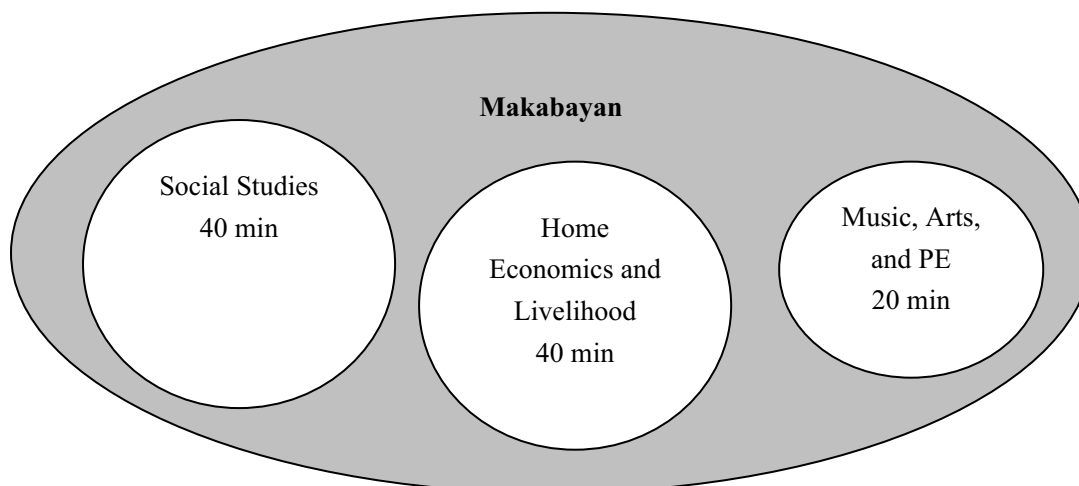


As shown above, 8 learning areas were lessened to 5 learning areas, with more daily time allotment to Math and Science and Health. At the same time, now integrated into every learning area, value education is no longer taught as a single subject.

### 3.4. Contents of Makabayan

Although other subjects except for Filipino, English, Mathematics and Science were absorbed into the new learning area as Makabayan in order to make curriculum simpler, almost the same subjects exist. Below are the subjects inside Makabayan and daily time allotment of each subject, taking elementary grade 4 as an example again.

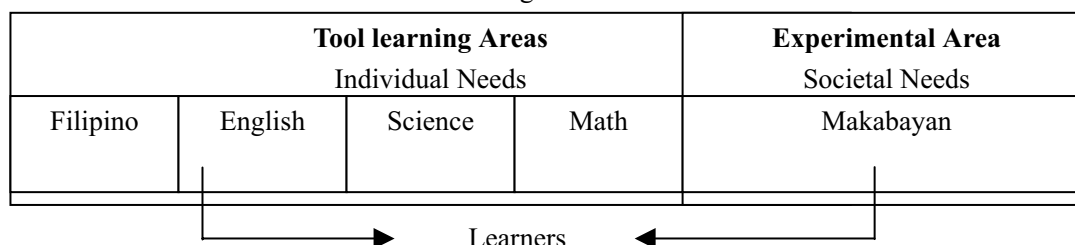
Figure 7



Makabayan, in both elementary and secondary schools, and in all grades, is supposed to be a “laboratory of life” or an environment for the practice of holistic learning, to develop a healthy personal and national self-identity.

The idea behind this curriculum restructuring is to develop among Filipinos a well-balanced self and national identity, actualization of his or her own desire in life, as well as contributing to the society. The figure below shows how it is achieved in the new curriculum.

Figure 8



The Tool Learning subjects are vital learning areas and are basic tools to be required in order to enhance individual competencies and meet individual needs. On the other hand, as Makabayan means “love of country”, this experimental area enables learners to practice exercising tools in practice, that is, in society.

### 3.5. Integration of Value Education

“Value education across the curriculum is a channel towards self-realization and service to society and is entwined with the end of human existence” (Operations Handbook in Makabayan, p.246). Value education, which is now integrated into all learning areas, teaches how to deal with self and others, serve others, country, and God, and deal with issues and problems posed by the environment and world. While weekly 60 minute time allotments for value education are still given in secondary school in a single set of classes, value education is no longer conducted in elementary school.

Under BEC, teachers now need to integrate some factors of values into every subject. The way of integration is up to teachers and thus, what they have to do is to think of each specific subject and make a lesson plan which combines value aspects. In Mathematics, for example, a value, “working well with others”, is integrated as something to learn through the class. As stated in BEC handbook, every teacher is a value educator and thus, value education is now being more emphasized than ever before.

### 3.6. Response

Research Question 2

Interviews teachers, students, and PTAs and class observation at national high school and elementary school.

#### 3.6.1. Interview with teachers at National High School in Barangay (Brg.) San Isidro

Date: 29. September, 2004

Time: 13:30-14:30

Interviewee : Female Teacher      *Livelihood Education, Music & Arts*    1<sup>st</sup> grade

Female Teacher      *Livelihood Education, Music & Arts, English, Mathematics*

Both teachers basically agreed with the introduction of Makabayan as pointing out the some advantages that increasing the students’ activity (because teachers use more group works and participatory activities than before) and good reflection from students. But teachers have to shoulder more works such as preparation of the class and making lesson plan. Even though they go to teacher training held by the Divisional Office of the Department of Education in Lipa city every summer and when necessary and they were provided lectures and workshops of teaching method not only the Makabayan but also the other subjects, they did not get enough information and materials there, they said. In short, teachers understand the concepts and ideas of Makabayan, however they have difficulties of its implementation.

Regarding of Value Education, they mentioned that each teacher had to handle Makabayan, so they need more skill of class managing. Also for students, it is difficult to finalize what teacher imply in the class, because Value Education is no more specific independent area of subject. These could be counted as the issue teaching method and curriculum component of Makabayan.

On the other hand, teachers emphasized the importance of Value Education in terms of behavior, attitude, and discipline for students and explained that they should be the role model and respected by students.



### **3.6.2. Interview with teachers at elementary school in Brg. San Isidro**

Date: 30. September, 2004

Time: 13:00-14:30

Interviewers: 3 teachers who teachers Makabayan

Elementary school teachers emphasized the difficulty of class management because of the lack of resource, materials, and time like wise the national high school teachers. They also have occasions of teacher training provided by the division office of the Department of Education in Lipa city during summer vacation and occasionally. Indeed, teaching materials even sometimes textbooks, for Makabayan were not supplied by the Department of Education, thus teachers have to choose and purchase textbooks and they are very busy for the preparation of the materials which are used in the class such as drawings, pictures, real objects and music tapes. Although teachers are given 360 pesos by the Department of Education annually as a clothing allowance, it is not enough amount for the preparation of the materials. Thus they cover at their own expense. The amount of the annual expenditure for the purchasing some material for Makabayan per teacher estimates approximately 1 month teacher salary. It would be a big burden for teachers.

Another difficulty is related to the evaluation for students. Even though Value Education is integrated all the subjects, they have to evaluate separately as before introduction of Makabayan. That also takes time for teachers.

In terms of the difficulty of implementation of Makabayan as a whole, teachers have to break down the objectives of Makabayan which was introduced by the Department of Education into each subject by themselves without being given enough training and materials, therefore, teaching methods and skills depend on teacher. Teachers understand the idea and importance of Value Education, but it is difficult for teachers to share same understanding and skills among the teachers and there is some difference how to organize the class among the teachers and schools.

Teachers think Value Education as the vital to unify the society and to play the role to promote students' sense as a Filipino. That is why they concerned about it most of the time, they said.

### **3.6.3. Interview with PTA members in barangay San Isidro**

Date: 3. October, 2004

Time: 10:30-12:00

Interviewee: 3 PTA members

The objectives of this interview was to be clear about the relationship between parents and school side (teachers and principle) and recognition of the education for their children.

PTA members have PTA meeting with teachers and principal every Monday and all parents meeting every month. Their interactions are basically smooth and they seem have enough chance to communicate each other, however, meeting topics are only school activities and management. And they often help their children with homework, so they know what children are learning at school in effect. Yet, they have few knowledge about the school curriculum partly because of the lack of physical participation of school (There is no system of class observation.). Even they did not know the curriculum change and the name "Makabayan".

It was obvious that they wanted their children to have higher education considering not only school education but also education at home or community. In addition to the core subjects (Math, Science, English) which are important to get higher education, they emphasized that children should have learned the discipline and

good manners related to the value. As for the value education, they think it is not only the teachers' obligation, but also parents' and community role. It is necessary for them to have an opportunity to share the idea of education, to talk with children a lot, and to be sensible to children's attitude in order to grow the socially adjusted citizens as a Filipino.

### **3.6.4. Interview with official at the division office of the Department of Education in Lipa city**

Date: 4. October, 2004

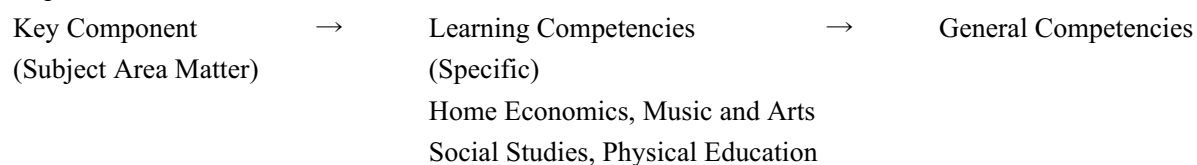
Time: 10:00-11:30

Interviewee: Educational Supervisor

The objective of this interview was (1) to obtain detail information about the contents of Makabayan, (2) to confirm the political and social background of the introduction of Makabayan, (3) to listen the opinion from the educational official who has been drawn up plans.

#### **3.6.4.1. About BEC (Basic Education Curriculum) since 2002**

BEC has following features. It is divided core subject and social studies which redesigned 4 leaning components such as Home Economics, Music and Arts, Social Studies, and Physical Education. It drives for Interactive / Integrative approach. The Department of Education designed the lesson plan module for teachers which includes Activity Web that 1 theme has 4 component and 8-9 days combination activity. It shows how to break each theme into specific class like below. Based on the lesson plan, all teachers plan together but they have to be dependent.



#### **3.6.4.2. Contents Makabayan Matrix**

Makabayan Matrix has these features as follows. All the objectives and Uniformity of themes for each grade are integrated into Makabayan Matrix. It includes topic, skills, activities, and subject matter area and explain how to put together these in the practice systematically. Indeed there are still vacant parts in it now and vacant parts have to be identified by the teachers, the officer of the Department of Education explained. He pointed that, therefore, skill matter of Makabayan will and has to go for the future.

#### **3.6.4.3. Background Why was Makabayan introduced?**

There are mainly four reasons why Makabayan was introduced by the Department of Education, according to the officer. The first reason is cost saving. Secondary, there was necessity to come up with new curriculum (Needs for another set of curriculum) from both school side and the Department of Education side. Third, there was necessity to change because the existing curriculum were overcrowded. So the Department of Education change the primary and secondary school curriculum that is NESC (New Elementary School Curriculum) and NSEC (New Secondary Education Curriculum) into BEC: (Basic Education Curriculum) "Value" is placed across all the learning areas. It means value education has been more emphasized in a sense.

Incidental / Integrated values are written in lesson plan such as manner, discipline, and value. The forth reason he mentioned is that there are decline of academic performance of students. Thus, it was necessary to more

emphasize “quality” in terms of time, learning, teacher, and students. As for the time setting of curriculum, Makabayan was taught for 40 minutes everyday at primary school before. Under the BEC, Makabayan has been taught 60 minutes (1-3 grades) and 40 minutes (4-6 grades) everyday since the curriculum changed. Both high school and elementary school have adopted same principles.

#### 3.6.4.4. Examination

There are 5 levels of Examination according to structure in geographical level as follows.

Table 2

Exam at each level	Exam Designers	Exam Timing
1. School	by teachers	each period
2. District	by principal	end of semester
3. Division	by divisional officer	end of school year
4. Region	by regional supervisor	end of school year
5. National (Department of Education)	by NETRC year	end of school

\*NETRC: National Education Testing Research Center (Department of Education)

Teachers have to formulate the test based on the objectives in the handbook in order to check students’ satisfaction of learning competencies.

#### 3.6.4.5. Reaction

According to the officer, teachers have difficulties and don’t understand the principle of Makabayan and some teachers don’t want to change and be integrate

#### 3.6.4.6. Teacher Training

National seminar for teachers conducted under BEC is held by the Department of Education. But it is only in service training. Teacher Training includes teaching method (practical), disolate ex) choke talking, strategies, and lesson plan. He mentioned that the importance of the linkage to teaching method in college curriculum (pre-service training).

#### 3.6.4.7. Future Direction

It is essential to reference material evaluation and textbook evaluation.

### 3.7. Conclusion

The new learning area Makabayan started to be adopted in an overall curriculum reform called BEC as we have discussed so far. The introduction of Makabayan implies the new future direction in the Philippines education. As Makabayan includes all the social learning subjects, as a single learning area, the line was made clear between so-called “tool-learning areas”, that is, Filipino, English, Science, and Math and “experimental learning areas”, Makabayan. This aims to enable students to more easily focus on learning the essential tools in

order to improve academic performance in those areas. This would be the most apparent and short term goal to be achieved by the introduction of Makabayan: BEC.

But the fundamental idea about this curriculum reform seems to go even deeper. After the curriculum change in 2002, “value” entered all learning areas in both elementary and secondary schools and indeed no more value education, as a single set of classes, is given to elementary school students today. This integration, however, does not mean that value education has less emphasis put upon it than before. On the contrary, as we found out during our interview with all the concerned, teaching values has had as much emphasis placed on it as teaching practical knowledge and skills. This is derived from a philosophy of Philippine education, that the education is keen to foster the citizen with not only intellect but also good values. Ideas like this are not special only to the Philippines. Emphasis on comprehensive education, problem solving, and child-centered approach and so forth, have been the main stream of education in other countries these days. However, integrating values into all learning areas is a unique characteristic and challenging idea of Philippine education.

As mentioned above, Basic Education Curriculum (Makabayan) is still new and it seems too early to assess the effect of it. Thus, our research objective has been to clarify Makabayan along with the curriculum reform focusing on value education, and see how it has been implemented by those concerned. Although we still have to wait and see the outcome with caution by credible monitoring, we can raise some issues or challenges as our conclusion now.

As it is often the case with any attempt, it is extremely difficult to put ideas into practice. Here is an old wise saying: “Easy said, difficult done”. Through the interviews we had, we sometimes face situations in which interviewees have different opinions on the same topics we raised depending on who they are, that is, officials of the Department of Education, teachers, or parents. For, in the first place, there seems to be some gap in the understanding of the idea of the new curriculum among them. It appears that the extent of understanding is weaker, as we conduct interviews from officials to parents, through teachers. There was even a case in which a parent did not really know about the introduction of Makabayan. Partly due to the abstract nature of the instructional handbook of the new curriculum, we found it difficult for teachers, who actually use it in practice, to fully understand what they need to do so as to realize the objectives written. This might also be derived from limited opportunities of both pre-service and in-service teacher training. The opposite can also be said. While officials of the Department of Education have a good understanding of the idea of BEC, since they are not the ones to practice it there seems to be a lack of understanding about what is going on in schools where the actual practice is done. Teachers are now facing such problems as increased time required to make each lesson plan, which includes value education, and lack of materials to use in class. As a result teachers face much more burden than before.

All these issues are inter-related in complexity and none of them is single standing. In addition, it is true that many of the issues such as teacher training and lack of materials are greatly affected by financial matters, which cannot be solved at once. We, however, have seen great passion of teachers despite all these challenges, high degree of participation by community, and constant effort to improve the situation by officials, meaning that there is something being done for improvement now. It could be said that more promotion of communication among all the concerned would be the key, in order to see a better outcome of the reforms in the near future.

## **4. Bilingual Education**

### **4.1. Background**

The Philippines is a multi-lingual country. Its language background is extremely complex because of its special geography and history. The Philippines is the second biggest island country in the world, which is composed of over seven thousand islands and because of this, regional differences have led to a lot of dialects being used, even now there are still more than 180 local languages spoken in the various islands (Ohno & Tarada 2001).

The Philippines has a long history of colonization which left deep tracks on its medium of instruction. The Philippines has been occupied by several countries and accordingly, the medium of instruction varied during each period.

#### **4.1.1 Spanish period**

First, Spain colonized the Philippines for more than three hundred years. During that period, Spain wanted to exercise dominion over the Philippines by spreading its religion - Christianity, so a lot of priests were sent there in order to affect Filipinos' spirit through religious education. Unfortunately, there were too many colonies under Spain's rule, so that it was impossible to send sufficient priests to every colony. Therefore, some inexperienced theological students carried out this difficult task. These theological students held the Christian education with the Philippines' local language, for this way was more efficient than teaching Filipinos Spanish (Onohara 1998), and thus, Spanish, combined with a lot of local languages were spoken during Spanish period.

#### **4.1.2. American period**

One of the most important influences was during the period of American occupation. According to the Paris Treaty in 1898, the Philippines was transferred from Spain to America. From then, America established its own education system in the islands of the Philippines, and English became the public language used in every level of society. During that period, not only the medium of instruction in the education system was English, but also the content of the text books was only about America, and with this reason, the average enrollment time at the elementary level was less than three years, for the Filipinos couldn't learn anything about their own country. The English education was not very successful, but as a transmission vehicle, English played a neutral role and subsisted in this multi-lingual society.

#### **4.1.3. Japanese period**

During the Second World War Japan colonized the Philippines for about three years. During this period Japan wanted to resist the American education system, so Filipino – the current official national language, based on the Tagalog language, which is one of the major languages used in the Philippines – was encouraged to be used as the medium of instruction.

#### **4.1.4. Independent period**

After the Second World War, the Philippines became independent in 1946, and English revived under this liberated social environment. As a result of their special geography and history mentioned above, the problem

of medium of instruction became a long debated issue.

The language changes listed below showed that the language background in the Philippines is very complex. Besides that, the problem of too many local languages used in the different districts also made it difficult to be unified. Therefore, in order to communicate conveniently between people who have different language background, The Ministry of Education, Culture and Sports introduced a bilingual policy at all levels of schooling in 1974. That means, from the very beginning, from the first grade in elementary school, the pupils are taught in English in Mathematics and Science, and of course English as a separate subject. The rest of the subjects were taught in Pilipino. This policy also mentioned if any problem occurred because of language difference, English has priority over Pilipino. However, in 1987, a guideline of new bilingual policy was proclaimed, in which, “Pilipino” was changed to “Filipino”. At the same time, “Filipino” was declared officially as a national language, so its position became higher than before.

Figure 9: The main language changes in the Philippines’ history

time	Language policy and language change
Pre-1565	Local language and Arabic
1565-1898	Local language and Spanish
1897	Tagalog as a public language
1898-1942	English as medium of instruction
1937	Tagalog as a national language
1942-1946	Tagalog and Japanese
1946	Tagalog as a national language and English as a public language
1959	“Tagalog” changed to “Pilipino”
1974	Bilingual Education Policy (Pilipino and English)
1987	“Pilipino” changed to “Filipino”

## 4.2. Purpose

Considering this bilingual education policy of the Philippines, Filipino as one of their original languages, it seems there is no problem using it as a medium of instruction. But for English, because it is not their original language and they hardly use it in their daily lives, so may some difficulties exist in its implementation. This is also shown in some of the yearly statistics on the performance of students in school (Basic Education Statistics Fact Sheet, 2004). Therefore, our research team, during the two weeks’ Overseas Fieldwork, focused on this issue, namely English as medium of instruction. Our objective was to discover the effects and efficiency of this system. We wanted to look at the advantages and the disadvantages, and find out what kinds of solutions are used in the case of any problems due to the usage of English. Finally, we could whether learn English as a medium of instruction is really appropriate or not.

### 4.3. Methodology

During the overseas fieldwork, we used the following research methods:

Class observation:

- at public elementary school
- at public high school
- at private school

Interview:

- with teachers  
(elementary school, high school, college, private school)
- with students (high school)
- with PTA members
- with public officers (Department of Education)

Hereby we will summarize the findings learned at the different research sites in the Philippines.

### 4.4. Findings

#### 4.4.1. Elementary education

##### 4.4.1.1. Class observation in public elementary school

Time: 30<sup>th</sup> September, 2004 morning

Objects: Science (grade four),  
Mathematics (grade six)  
Kindergarten

Class observation in public elementary school

Time: 5<sup>th</sup> October, 2004 morning

Objects: Mathematics (grade one)  
Science (grade six)

The class observation in different grades showed that the pupils are very disciplined. They behave well and concentrate on the teacher's explanation and they also can follow the instructions properly. Since their English abilities are not adequate to freely express themselves, they memorize the answers to the questions. Sometimes we felt that maybe the pupils do not exactly understand the meaning of all the words, still, while repeating the memorized sentences many times, they could get accustomed to the foreign language.

Because pupils have hardly any contact with English before they enter school, many pictures and drawings with both English and Filipino are used during the classes, as well as games and group work, in order to make it easier for the pupils to understand the content of the class. However, in some cases we also found that unfortunately, the English abilities of some teachers are also limited, which makes it more difficult to effectively transfer the knowledge to the pupils.

#### 4.4.1.2. Interview in public elementary school

Time: 30<sup>th</sup> September, 2004 afternoon

Objects: One female teacher of science

One female teacher of mathematics

As we learned during interviews, in the case of non-understanding of the learning material, the teachers try to explain it with other words, but still in English, and sometimes Filipino is also used. According to the teachers' opinion, English is very important in the future of every Filipino child, regardless of further education or occupation. Therefore they would not change the system, despite some difficulties concerning understanding.

One interesting and probably important thing at the school was that all the classes begin with a song in English, which is called "motivation song". It is always about the subject itself, through this the children can start the lessons in a more relaxed manner and good mood, and also at the same time, they are stirred to study hard on this subject.

#### 4.4.2. Secondary education

##### 4.4.2.1. Class observation in public high school

Time: 29<sup>th</sup> September, 2004 morning

Objects: Science (grade three)

Mathematics (grade two)

Class observation in public high school

Time: 5<sup>th</sup> October, 2004 afternoon

Objects: Mathematics (grade three)

In the high school of barangay San Isidro, as well as in the elementary school, we had class observation of different grades and different subjects. Here we found that the students are much more confident with English. They are more active and quick in responding to the teachers' questions since they are able to speak more freely. Sometimes they try to express their own ideas and encourage each other to speak up. However, since they are more confident and active, it also means that during the class they are not as disciplined as those we saw at the elementary school.

Regarding the teaching methods used in the high school, the group work still remains, but the students also have to make short presentations. The teachers always correct the English mistakes of their expressions and often confirm their understanding of the materials. In the high school as well, every class starts with a motivation song.

##### 4.4.2.2. Interview in public high school

Time: 29<sup>th</sup> September, 2004 morning

Objects: Students of different grade

We also asked the students about their views and feelings regarding English. They altogether liked English and find that it, what they described as "funny", is an interesting language. They like English music, and read in English and of course watch English programs on TV. They do not know yet whether they will use English in their future, but still like to learn it. Despite the fact that they do not speak English outside the school, we



observed that most of them had a good command of it.

#### **4.4.2.3. Interview in public high school**

Time: 29<sup>th</sup> September, 2004 afternoon  
Objects: One female teacher of science,  
One female teacher of English  
One male teacher of mathematics

According to the opinions of the teachers of the high school, English is important for the future, especially to be able to communicate with the world outside of the Philippines. Besides that, it is also necessary in the future because the textbooks exist only in English. The teachers do not want to have books in Filipino because the explanations and expressions in science and mathematics are much more complicated in their own language than in English. However, there are big problems with understanding English, especially in the first year of high school. According to the teachers, only a small proportion of the students bring the adequate level of English-speaking ability with them from elementary school. Generally, until graduation from high school every student can catch up and be able to finish school. In order to improve the English abilities of the students, the teachers promote reading as the main method, and encourage them to read more and more with a loud voice. One of the initiatives for this is the national literacy month with the slogan: "Drop everything and read!"

#### **4.4.3. Parents**

Interview in Barangay San Isidro  
Time: 2<sup>nd</sup> October, 2004 morning  
Objects: One female PTA member  
One male PTA member

While doing interviews with parents of some pupils in Barangay San Isidro we learned that the most important reason for learning English is to be able to communicate with the world outside the Philippines. They regard the system of teaching nowadays as better than when they had been studying at the school. The parents said that their children do not have problems with English or with doing the homework, as they perform very well at the school.

#### **4.4.4. Lipa City Public College**

Interview in public college  
Time: 1<sup>st</sup> October, 2004 morning  
Objects: Four female teachers of English

This college is the school where the future teachers are trained. The most important thing the students learn here is the practice of English. They are forced to speak only English inside the college even during lunch break. If somebody is found speaking something other than English, he has to accept a sanction of doing something for the class, such as cleaning the classroom for example. However there are two places, in the back garden and in the school cafeteria, where it is allowed for the students to use their mother tongue. The teachers of the college encourage the students to think in English directly and naturally, and to like English from their inside, thus, trying to make English become part of the lives of the students, since their opinion is the same, that it is

necessary to be able to communicate with the world. Therefore, teachers encourage students to be active in intercultural communication and accept different cultures with a positive attitude.

#### 4.4.5. De la Salle Private School

Class observation in private school

Time: 4<sup>th</sup> October, 2004 afternoon

Objects: English (grade four)

Interview in private school

Time: 4<sup>th</sup> October, 2004 afternoon

Objects: One female teacher of English

During our research we also had the chance to visit one private education establishment in Lipa City, the very prestigious De la Salle School. We could therefore make a comparison between the situation in education at the public and the private sector.

What we learned there is that they have the same problems regarding the pupils' and students' performances, but because of the better financial situation, De la Salle has many more possibilities to train the teachers in order to educate the children better. The teachers can attend regular seminars, workshops and training. Also there is a special team in the school for continuous curriculum observation. Through this method, the problems can be seen immediately, and also solved more easily than in public schools.

#### 4.4.6. Department of Education in Manila

Interview at the Department of Education

Time: 8<sup>th</sup> October, 2004 morning

Objects: Several officers

From the information we received during the interview at the Department of Education we learned that basically three main problems exist.

The first is that it is difficult to have good teachers of mathematics and science who also have a good command of English, and therefore, in some cases science and mathematics teachers' major is English, not science and mathematics.

The second is the frequent changing of the Secretary of Education. Every second year, a new secretary receives the position, and therefore the continuation of various policies and projects is sometimes uncertain. The best example of this is the Lingua Franca program. According to the program, in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade of elementary school every subject would be taught in Filipino. The purpose of the program is to give the children first a good knowledge base of their mother tongue and only after that start to learn a foreign language. Due to the secretary change, although the program is not cancelled, it is on "on hold" status.

The third problem in the Philippines regarding the language of education is the regional differences in dialects. In many parts of the Philippines, Filipino is not the mother tongue of the local people. Therefore, English on some occasions, is considered a more common language among Filipinos, than Filipino, the national language itself.

## 4.5. Recommendations

At every level of the education system we found that the main burden is on the teachers of all three levels of education, including elementary, secondary and tertiary. Therefore our main recommendation for the improvement of the English level of students would be to provide more teacher-training. Of course we all know that requires financial resources. Our suggestion is that one possibility could be to utilize the support of various NGOs.

The other major problem we discovered is that the pupils, when entering elementary school, lack the necessary base of English command to be able to perform well. This has a continuous effect through all years of the elementary school up until the start of the high school, where the English level of the students seems to not be adequate for the learning material to be taught. Therefore, although we know long policy discussion and decisions are needed, we would like to suggest the inclusion of extra classes in the curriculum both in the first year in the elementary school, and if needed, in the first year of the secondary school as well.

If both sides could be improved than probably the student's performance could also be better.

## 4.6. Conclusions

During our research in the Philippines, we had the opportunity to take a look at all the levels of the education system of the Philippines, starting from elementary school up to the Department of Education. Although the scope we could cover is very narrow, we could still see the advantages and the disadvantages of the education system regarding English as the medium of instruction.

Although there are problems with the children's performance, especially in the lower grades at the elementary school and in the first year of high school, all the children sooner or later can catch up and have at least some basic ability to speak English.

According to all the people we talked to during the fieldwork, English is essential knowledge for all the Filipino people's lives. Despite the problems in the system, it is of high importance that all the children start to learn English as soon as possible and learn it actively. Filipinos are becoming confident and proud of speaking English well. They use English to communicate with the people who have a different language background. And moreover, Filipino people regard English as the mean to absorb knowledge and advanced technologies from outside, and also to share information about the Philippines with the world, which could make the Philippines develop not only regarding education but also economically and socially much faster.

## 5. Concluding Remarks

Our decision to divide the group into small sub-groups seems to have been academically fruitful, since it allowed the group to look at various topics simultaneously and therefore gave us a wider insight of the education sector of the Philippines. In addition, when we examined the outcomes of each of the three sub-topics and started group discussion, there also appeared a common finding among them. Hereby we shall put all the sub-groups together again and discuss the common findings, and group conclusion.

The common findings, which the group came up with was that education sector of the Philippines lacks

resources, in terms of finance, material and personnel. Philippine education has been suffering from severe financial constraints, and from the administration group's research it became clear that the education sector has still not been able to overcome this issue. Makabayan and English group have come to recognize that a lack of textbooks and inadequate teacher training are both casting a shadow on education in the Philippines.

Those issues have to be tackled immediately. This would then lead us, first, to an argument on who are going to be the actors. Regarding this point, as we observed in the field, community participation and its positive impact on the improvement of education seems to be a great possibility. The role of the private sector seen in the example of the Adopt-A-School Program should also be valued. In addition, local government can be expected to play more active role by utilizing the local school board and special education fund. When it then comes to the Department of Education, it seems that it is expected not only to focus on its role as the top structure of education sector but also to develop frameworks in which those non-Department of Education actors would be able to acquire more capacity and skills through empowerment. Therefore, it seems that using both top-down and bottom-up strategies while keeping balance between them is the key issue.

Aside from the argument above, to be given a chance to visit, observe and interview with different levels of actors in the education sector made it possible to make a comparison with regard to roles and positions of each one of them and to identify their similarities and differences, hence a better understanding of issues being dealt with. For instance, as for the case of Makabayan, the team started the research by looking at the actual implementation of the subject at school level, by observing classes and interviewing teachers who taught the subjects themselves. After listening to the opinions of the "implementers" of the subject, they next went to local community people whose children were the "receivers" of the education. Here the team was given chances to interview the parents and eventually came to a good understanding about what opinion they had toward the subject. Finally, they obtained information from the top "policy makers" of the Department of Education regarding the policy behind the subject and they came up with a clear picture about what the department was trying to disseminate down to the lower structure of the education sector, and how. By looking at various actors from policy-makers, implementers to receivers in this way, in other words, by employing both macro and micro perspectives and comparing policy, implementation and response, our understanding of the subject was surely broadened.

It has to be emphasized that our research was conducted only within a small area in the Philippines, and we have to be very careful about this limitation of our work. In addition, we also have to bear in mind the fact that we are not in a position to present any concrete solutions to Filipino people. We could never exaggerate how grateful we were for the people's warm welcome and support to us, who came from outside. It also has to be stressed that we could not have closed our research with this degree of satisfaction without the support of our adviser from University of the Philippines Los Baños, Professor Mananghaya, and our friends, Christopher and Aileen.

Finally, we would like to extend our deep sense of gratitude to our adviser, Professor Yuto Kitamura.

<Working Group 2>



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- iv Jimenez, Emmanuel. 1996. Do Local Contributions Affect the Efficiency of Public Primary Schools? *Economics of Education Review*. 15 (4): pp.377-386.
- v Department of Education referred both elementary and secondary education as basic education. In this section, the term of the basic education is utilized in following way of the Department of Education.
- vi The new administrative reform was referenced by the webpage of the Department of Education. Oct. 2004.
- vii RA9155 provides that the Department of Education should have no more than four undersecretaries and four assistant secretaries with at least one undersecretary and one assistant secretary who are career service officers chosen among the staff of the department. The latest reform of the Department of Education was referenced by the homepage of Department of Education.
- viii The reason why the form of the procurement for operating expenses i.e. in-kind for elementary and cash for secondary is because the head master received the training for management of the budget provided the local offices. According to the head master in elementary we visited, she is going to have training in the next spring

- and to be qualified in receiving the annual budget in the form of cash.
- ix Republic of the Philippines LOCAL SCHOOL BOARD  
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  - x Republic of the Philippines LOCAL SCHOOL BOARD  
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  - xi Summary of request This document was given by Division office
  - xii Do Local Contributions Affect the Efficiency of Public Primary Schools?  
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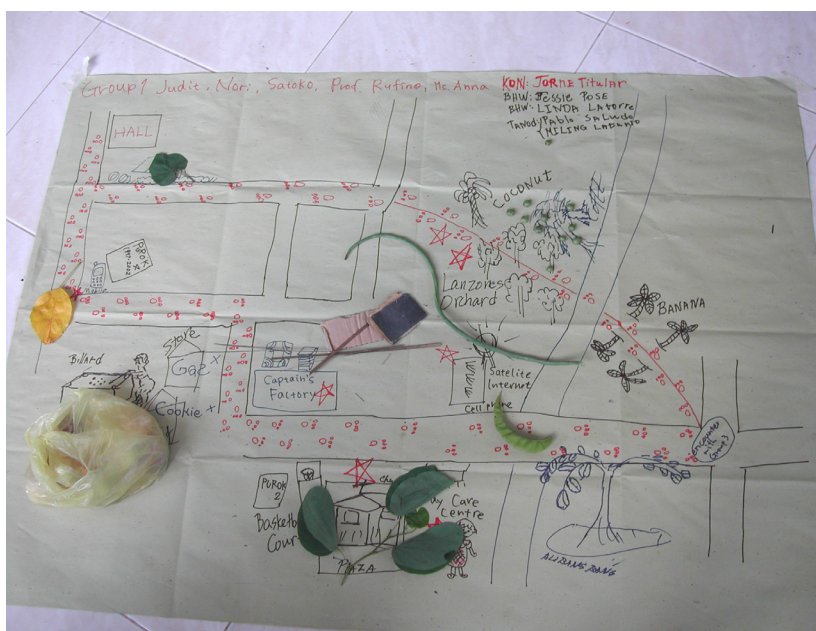


## Appendix

### <PRA Session>



### <Resource Map of barangay San Isidro>





<Lipa City Public College>



# **Migration**

## **- Causes and Effects of Migration in Talisay -**

1. Introduction
  2. General Information on Labor Migration in the Philippines and Talisay
  3. Causes and Strategies
  4. Contribution of Labor Migration in Talisay
  5. Effects on Cultural and Social Aspects
  6. Profile of Interviewees
  7. Concluding Remarks
- Endnotes  
References  
Appendix

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## **1. Introduction**

### **1.1 General Introduction**

In recent years migration has become an essential part of the economy of the Philippines. With around 8 million citizens (10% of the national population) abroad, many Filipino nationals work to send remittances to their families in order to ensure a certain standard of living. In turn this increases the capital influx into the communities where the families live and has a great influence on the financial condition of the country itself. The dynamics of this situation are not limited solely to financial advancement and this is what we have attempted to examine. From the initial inspiration to go abroad and work to the varying influences that this decision creates, this paper will attempt to analyze the inner workings of labor migration in its current form in Barangay Talisay.

Overseas Filipino Workers (hereinafter referred to as OFWs) have an effect on all levels of society in the Philippines. This study will focus on the most fundamental political organization—the community level or the “Barangay.”

### **1.2 Research Objectives**

The objectives go beyond examining the results of migration. Before studying labor migration, one must look at the causes; why do people decide to leave the community for “greener pastures” instead of staying at home in the Philippines where the role of the family is so dominant? It is our intent to address the issues that concern the academic world and demonstrate a meaningful basis for the better understanding of the OFW phenomenon and the concept of labor migration itself.

In conducting research on this particular subject, two standing objectives were developed to serve as guidelines for the progression of research. To examine and address the causes and effects of labor migration on the community at the Barangay level is the first and foremost objective, which served as the backbone of the group’s academic interests in the field of labor migration. Simply put, this primary objective sought, first to decipher the factors within the community, and, then overseas, in prospective countries of employment, and, then to examine the magnitude of impact the actual phenomenon of labor migration has on the Philippines at the Barangay level. In correlation with the first objective, the second research objective was to benefit the society and people of which were to be the target of the research, and was designed as more of a counterpart to the first, with a moral, rather than, academic expectations. Due to the limitation of status placed upon us, direct action can not be taken towards the benefit of the target community, and thus by providing an accurate depiction of the circumstances currently surrounding labor migration in Talisay, the authors hope that the community will receive a return on its investment of time and cooperation.

### **1.3 Methodology and Data Acquisition**

For the purposes of conducting research on the subject of labor migration at the Barangay level, the main research question, “what are the causes and effects of labor migration in Talisay?” was formed. Upon this main question stemmed five subsequent related questions. The first of which was, “what are the reasons and strategies behind labor migration?” This question was made to address the issue of why migrant workers decide to pursue employment abroad, and to examine any uniform or isolated strategies migrant workers or their families employ when migrating for employment purposes.

Statistics have proven that there has been a shift in the primary destination country-of-choice in the migrant workers originating from Barangay Talisay. Whereas at one time, a vast majority of the migrants sought

employment in Hong Kong, at present migrants indicate a predominant preference of seeking employment in Italy. The second research question addresses the issue of the shift in destination countries, specifically, and attempts to unveil the reasons why the shift has occurred.

“How do remittances contribute to development in Talisay?” was the third related question designed to analyze the methods of the transition of remittances sent by migrant workers overseas into tangible development projects. This particular related question is devoted to uncovering the realities of remittances and their applications to development projects in Talisay—namely to tackle the specifics regarding the use of remittances on development projects and to identify the linkage between the funds and development projects.

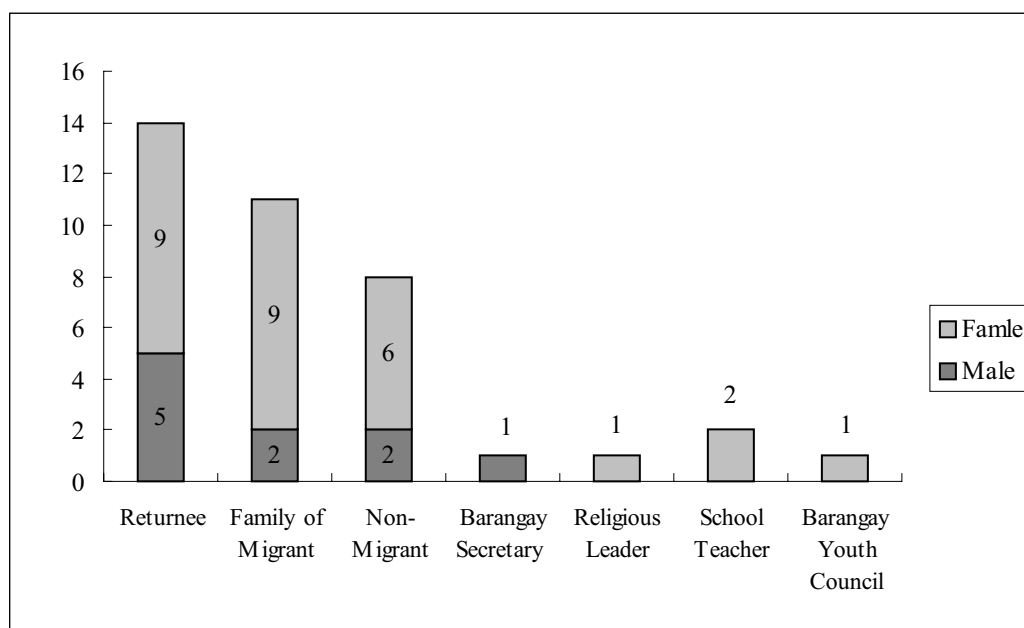
The fourth related question, sprouting from the main research question was, “how does working abroad change one’s values?” It can be assumed that by residing abroad for both long and short durations, the ideals and perceptions of a people can be changed. This is particularly true if the environment in which the migrant worker was subjected to was rigorous or adverse. The question was asked to respondents in both the “migrant” and “family of migrants” categories in order to grasp any changes noticed in the migrant’s values, ideals and perceptions from the first and third person perspectives.

Closely related to the fourth related question is the fifth, and last, research question, which aims to examine, “how working abroad changes the relationship within family and community?” The primary focus of this question lies in the identification of any changes in the relationships that exist among migrants. This question was not limited to addressing the relationships between immediate family and the migrants themselves, but also sought to examine the relationships between family and neighbors. In addition, the question was applied to measure the impacts on family members left behind in the Philippines, while one or more of the family members were working abroad.

In this respect, two main methods were employed for the gathering and analysis of data. The first method employed was the transect walk, which was a brief walk around the community of Talisay which served as the arena for the research on labor migration. The purpose of this walk was to better acquaint the participants with the environment in which they would be conducting fieldwork in and also to foster familiarization with the establishments and people that were in the vicinity of the Barangay. Based upon the transect walk, a resource map was created, listing the areas of potential research interests and location of migrants who would be respondents in the interviews. The resource map was created along the guidelines of color coordination, in which varying color indicators were used to classify individuals and locations into specific categories such as the “country of destination” for migrants and families of migrants, “non-migrants,” “churches,” “schools” and other topics of relevance in the field of labor migration which warrant identification and recognition. This resource map can be seen on the final page of this paper.

The second, and focal, method was the interview, in which a total number of 38 members of the community agreed to participate. Prior to the commencement of each interview session, the interviewees were informed of the motives and intent of the research, along with a brief introduction of the members who would be present in the interview setting. The interviewees were classified into sub-groups and asked questions prepared specifically for each respective sub-group. This laid the foundation for the acquisition of data on which the research group would base their assumptions and hypotheses on. The breakdown of the interviewees, along with their classifications, is listed in Figure 1.

Figure 1. Classifications of Interviewees



As Figure 1 indicates, 28 female and 10 male, making a total of 38 members representing various aspects of the community were selected. For purposes of data analysis, the interviewees were further classified into sub-categories as indicated in Figure 1. The focus of the research being the causes and effects of labor migration in Talisay, over half of the interviewees (25) had either experienced working abroad, or had experienced having an immediate member—or members—of the family living abroad. In addition, to illustrate the realities of those who are not directly and vicariously involved in labor migration, 8 non-migrants were interviewed to address the domestic state of affairs. Finally, several other members such as teachers, religious leaders and members of the Barangay council were selected, principally, for their knowledge and experience regarding a specialized aspect of the community. These individuals became the focal subjects of data acquisition and analysis.

## 2. General Information on Labor Migration in the Philippines and Talisay

Before introducing the findings of our research in Barangay Talisay, we will first provide some background information to facilitate the understanding of the context within which the study lies. Initial habitation of the Philippines dates back far before recorded history but labor migration as we know it in the Philippines goes back several hundred years. Since World War II the Philippines has experienced a dramatic increase in migration and this subject will be touched upon in this chapter. A number of national organizations that tackle immigration issues exist and we were fortunate enough to have the opportunity to visit and talk to the staff of OWWA (Overseas Workers Welfare Administration) in Manila, and so we will use this information to shed light on some of the work they do to assist Filipino labor migrants in the Philippines and around the world. A description of the situational surroundings that Talisay finds itself in will create a better understanding of the results of the fieldwork discussed in the following chapters.

## 2.1 History

Workers' migrating from the Philippines is not a new phenomenon. It has been happening for centuries beginning with forced migration under Spanish rule from the 17<sup>th</sup> to 19<sup>th</sup> centuries. The first forms of voluntary migration came at the end of the 1800s with the opening of sugar cane plantation farming in the new American state of Hawaii. When Spain relinquished control over the Philippines to the United States at the end of the Spanish American War in 1898. The people of the country found themselves with a new set of conditions under American rule and movement to different locations in the American sphere of influence including certain states such as Alaska, California and Louisiana, began in the early 1900s (Mateo, 2004).

Change in migration destinations and strategies employed became more apparent after World War II. The United States removed Japan from power in the Philippines in 1946 and with their proficiency in English Filipinos began playing important roles as support staff for American military efforts around the world, particularly in Asia. Major scenarios in which Filipinos took part as cooks, laborers and more notably as military personnel were the Korean War, Vietnam War and as staff at many bases in the region.

This history was in fact the beginning of both a pattern of change in the destination of migrants and an actual emigration movement to the United States. These issues are in fact very closely linked. The purpose of this portion of the paper is to analyze the dynamics behind this change in labor destinations and the reasons for these changes.

Migration has in recent years become a critical part of the global movement of capital. Increases in trade among economies around the world are driven by the less restricted movement of goods and funds across borders. This liberalization of business coincides with an increased need for workers regardless of where they are from. However, there are still some countries that resist the deregulation of these financial and migration barriers. As noted by the International Organization for Migration, international migration has increased steadily from 120 million in 1990 to more than 175 million in 2002 (Süssmuth, 2003: 10). This contrast between countries that are liberalizing their borders and those that are resisting this general trend in an attempt to limit the economic and security impact of large movements of people from one country to another reason for conflict over migration issues that many nations are facing today.

The Philippines is one of those countries that have been trying to come to terms with the effects of mass population movement. A great number of workers within the country are farmers or fisherman and thus are vulnerable to natural disasters and market fluctuations; a problem that is faced in other developing Asian countries as well. As a result, even though Filipinos may have a high level of education they find that the Philippines does not provide suitable job opportunities for them. Faced with the difficulty of finding a satisfying job at home, many Filipinos have been choosing to look abroad for work that will allow them to provide their family with the ability to sustain a preferable standard of living and give their children increased chances for success in their future.

## 2.2 Destination Countries

The scale, including extent and diversity, of international migration from the Philippines has become well known internationally. The statistics are remarkable. As of December 2001, 7.41 million people or some 10 percent of the country's population lived and worked abroad. In the late 1990s, the yearly deployment of Filipino workers averaged 800,000 per year. In 2003, 867,969 left to find work in more than 100 destination countries (POEA, 2004). It is not surprising that the country has now become a main source of international migrants. There are two types of international migrants from the Philippines: the migrants who seek permanent residence in another country, and the migrant workers who seek temporary employment abroad.

Deployment to Asian countries has always been the easiest and closest move for labor migrants from the

Philippines over the years. There are a number of other popular destinations and the indicators in the international statistics differ from those of Talisay. As seen in the table below, Saudi Arabia has maintained its popularity as a destination country from 1998 to 2002. There was a decrease in 2003 but Saudi Arabia is still by far the most popular destination for labor migrants (Table 1). If one compares this with the data from the 4 Asian countries (Hong Kong, Japan, Singapore and Taiwan) one can see that although there is about the same total number of migrants to the Asian region, there has been a noticeable reduction in numbers in Hong Kong and Taiwan. Singapore's yearly immigration has remained steady and there has been a significant increase in the numbers of migrants to Japan among Filipino labor migrants. Although there has been changes in the numbers of people going to certain countries, overall Asia and the Middle East remain the 2 most common regions for labor migrants to travel to from the Philippines.

Table 1. Filipino Overseas Contract Workers by Major Countries of Destination, 1998-2003

	1998	1999	2000	2001	2002	2003
Hong Kong	122,337	114,779	121,762	113,583	105,036	84,633
Japan	38,930	46,851	63,041	74,093	77,870	62,539
Singapore	23,175	21,812	22,873	26,305	27,648	24,737
Taiwan	87,360	84,186	51,145	38,331	46,371	45,186
Italy	20,233	21,673	26,386	21,641	20,034	12,175
Saudi Arabia	193,698	198,556	184,724	190,732	193,157	169,011
USA	3,173	3,405	3,529	4,689	4,058	3,666
Canada	1,957	2,020	1,915	3,132	3,535	4,006

Source: Philippine Overseas Employment Administration website (<http://www.poea.gov.ph/html/statistics.html>)

The total number of migrants to Italy, Canada and the United States is significantly less than the number of those going to these more popular regions. The totals do not include naturalized citizens so in the case of the North American countries these numbers may be misleading. For Italy we can see that even though it is a destination that is far from the Philippines there is a significant number of people who are going on a national scale. According to these figures, almost 10 times the number of people is migrating to the Middle Eastern country than to Italy. This result is quite different from the statistics that we gathered in Talisay.

One detail that is not included in these numbers is the ratio of male to female migrants. In 1992 there were 107,585 female migrants compared to 96,633 male. This gender gap has grown in recent years and by 2000 there were 174,768 female and 70,427 male migrants (Scalabrini Migration Center, 2000). Not only has the total female migrants increased in the past few years, but male migration has also decreased sizably. This is consistent with the greater number of females migrating from Talisay as well.

### 2.3 Common issues resulting from migration

The impacts of labor migration are various. Its effect on the economy is obvious and the remittances sent by migrants have increased the economic potential both of individual households and communities on the whole. Behind this positive economic impact, however, there are some worrisome results that are visible at the national level. This section will deal with the impact of labor migration in social areas, focusing particularly on the change in relationships within families and communities. The ramifications of migration are many in order to assist in easing the burdens created a number of government agencies, OWWA being one of them, have come into

being as a result.

### **2.3.1 General Social Issues of Labor Migration**

Nowadays, the detrimental effects of labor migration to family and community are cause for alarm in Philippine society. Some of the major issues are the breakdown of the family relationship and the increase in social inequality within community. Unemployment or the fact that it is difficult to find work that can ensure prosperity for the family has also been a factor in the increase of migrants going abroad.

The problem of family disruption has been caused by the long-distance marriages and the development of a more non-traditional family lifestyle. Philippine media sources have reported many types of marital problems and illicit arrangements as a result of the absence of spouses who work overseas. Because of the distance and reduced communication, it sometimes happens that a spouse who left to work abroad find someone new as a relief from loneliness and anxiety. The same situation may happen to a husband or wife who is left behind. Both parties become vulnerable to illicit arrangements and relationships (Gonzalez, 1998: 98).

Non-traditional lives brought on by one or both parents working abroad also affect children who are left behind. Many OFWs leave when their children are quite young, hence, they do not form necessary emotional bonds. A long separation therefore creates a gap between children at home and parents who work abroad, creating a difficult situation for OFWs in repairing the relationship with their children.

Without developing emotional bonds that are fundamental pillars of traditional life in the Philippines, children become attached to their parents only through the money and gifts they receive. Some children become spoiled due to the flow of material benefits. Others drop out of school because of a lack of parental supervision, guidance, and role models. Some of these children eventually turn to petty crime, gambling, alcohol and even drugs (Gonzalez, 1998: 97). These issues have shaken the family relationship and become major causes of family breakdown.

In addition to family issues, social stratification within the community resulting from migration in the Philippines is another concern. As stated above, migrants are better off economically in the first place, and their newly acquired wealth only served to heighten inequality and social tensions, resulting in increased resentment towards returnees (Gmelch, 1980: 153).

Employment is another area that has had a large affect on migration. With a great number of jobs in the Philippines still connected to agriculture or fishing, the prospect of finding a quality job is slim. For the few jobs that require a higher level of education, the competition is fierce and the salaries still not as high as jobs that can be found abroad. For those who return from abroad and try to reintegrate into society, the difficult employment situation is even more disheartening; pushing them to return overseas to look for work.

### **2.3.2 Reintegration program of OWWA**

Responding to the social costs of labor migration, OWWA, one of the leading government agencies, is providing a number of services to migrants and returnees, including one that is called a “reintegration program”. However, this does not mean that these services and programs of OWWA work effectively to benefit all returnees and their dependents.

As stated earlier, the effects of migration on relationships in families and the community creates some serious problems. The issues related to migration are not limited to these, however. Besides these, OWWA recognizes other critical issues like untapped potential of remittances and the low saving rates of OFWs (OWWA presentation handout). Although the remittances from OFWs have increased significantly in recent years, from US \$ 103 million in 1975 to US \$ 7.5 billion in 2001 (Bangko Sentral ng Pilipinas, 2004), they have not been used for



national economic development. Most of money received from OFWs is not invested in what is deemed to be “productive” community wide endeavors, but are spent on families’ maintenance of a consumer lifestyle. Even though some have attempted to set up enterprises with remittances of their OFW spouses, it is said that due to a lack of capacity such trials tend to fail. Studies have also indicated that when a worker decides to remain in the Philippines there is not always enough savings to start his or her life. Often the earnings have been spent on children's education and investing in a house, land, and unnecessary consumer goods (Lazo, n.d.: 3-4).

As a cushion for these adverse impacts, OWWA provides a reintegration program that consists of psychosocial and economic services. The main component of psychosocial services is the OFW family welfare program, which contributes to the OFW facilities and assists dependents by providing social counseling services. The economic programs include information on savings and investment options which can be accessed through various government financial institutions.

From these various programs we can see that OWWA recognizes the seriousness of the situation and is trying to tackle these migration-related issues. However, throughout the interviews we found that many of these activities do not reach the Barangay level. On the other hand, we found local NGOs and church groups played crucial roles in dealing with the social issues caused by migration in Talisay. Although OWWA provides a variety of services, they have no direct contact with those at the Barangay level. Several reasons for this resulting situation can be assumed. First, the services of OWWA are basically limited to the members of OWWA, who earn higher incomes (Yanaihara 1992: 64). Therefore, the services of OWWA are quite limited in scale and are utilized irregularly by the OFWs and their families (Lazo, n.d.: 3). Second, there was no information sharing system created between OWWA and the Barangay council. There is no direct liaison between various Barangays and OWWA offices. As a result, there is a gap in the provision of assistance; those who do need help are referred to OWWA and do so by internet, telephone or a direct visit to their office. OWWA and other international organizations like it play an important role in providing resources and helping migrants who are in difficult situations at home or abroad, but it is not a universal program that reaches all migrants at all levels of society.

## **2.4 Research Dais—Barangay Talisay**

The Philippines is second only to Mexico in the dispatch of workers abroad and there have been many studies done on the phenomenon of the OFW. Yet, to truly understand how this movement of people affects the society on the whole, one cannot overlook the most essential community level.

For research to be conducted on the subject of labor migration, Barangay Talisay was selected, and done so for a number of reasons. The administration of the overseas fieldwork program at the Graduate School of International Development, Nagoya University chose this Barangay with the assistance of Lipa City hall. It is a rural community occupying a relatively large area, which lies on the outskirts of the City of Lipa. Talisay has been selected by Lipa city as a model Barangay because of years of well-managed progress by its council and Barangay Captain. On top of this, almost every part of the community is affected by the influences of migration. Revealing to what extent this affects the development of the Barangay is one of the aims of this paper.

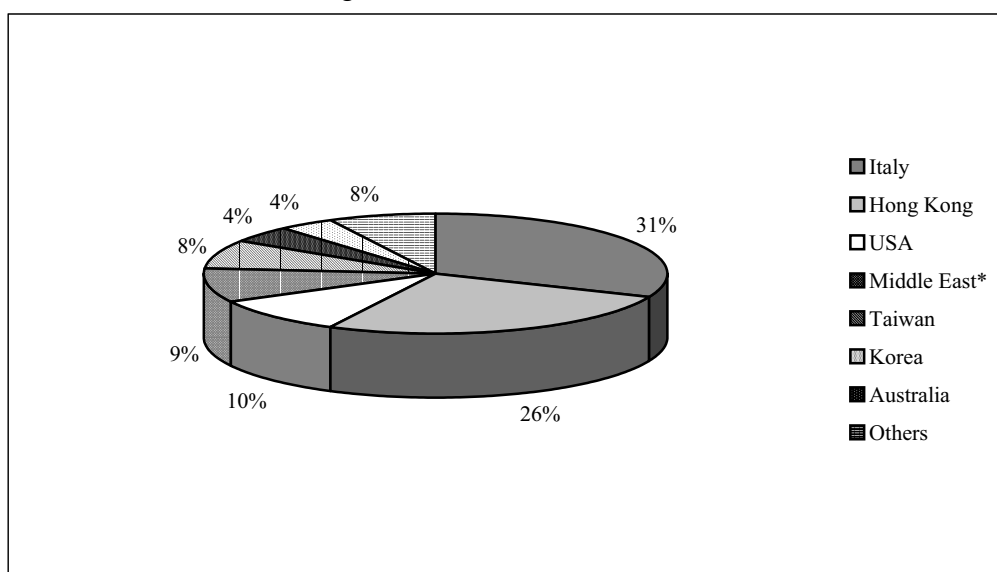
The characteristics exemplified by the Barangay closely resemble that of towns in Japan and other countries, having its own form of local government in the form a “Barangay office”, which oversees the well-being of its citizens. The responsibilities of the Barangay office are numerous, and a Barangay captain is selected to act as the head of the community. Whether it be on the national or local level, the structure of politics remains the same and strong politics compounded with tight relations within the community reflect positively upon the Barangay. This is, perhaps, one of the main reasons why Barangay Talisay has been selected as a “model Barangay” to serve as an icon of success for other Barangays to follow. In addition to the existence of a Barangay

office its political leader, the Barangays also have their own unique law enforcement and peacekeeping entities, referred to as “tanods,” which ensure the security of the Barangay. The members of these security groups are not sworn police officers, and as such, are given by the government, powers of arrest. They are civilians and not to be confused with other elements of official law enforcement agencies and government arms of investigation.

The Barangay itself had 1,403 males and 1,385 females making up its total population of 2,788 back in the year 2000. Of which, the total number of migrants was 222, which made up roughly 8% of the entire population at the time. It should also be noted that in the year 2000, the ratio of male and female migrants was almost completely equivalent to the respective gender complement of the Barangay, with the total number of males being 109 and total number of females being 113.

With approximately 8% of its population overseas Filipinos can be found in greater or lesser numbers in most countries around the world. Through this vast network others can get help in moving abroad if they so choose. With increasing numbers going to certain countries, communities have grown in such countries as Hong Kong, Singapore the United States and Italy. Migration in Barangay Talisay started approximately 20 years ago, with the initial pioneers of labor migration going to Hong Kong for work. However, at the time, only sporadic movements within the community were noted, and it was not until the 1990’s, when the shift in countries of destination occurred from Asian countries to Italy, that migration made the leap to new heights. Figure 2 is a compilation of data indicating the countries of preference for migrant workers. The articles of classification were chosen by the Barangay office.

Figure 2. Countries of destination



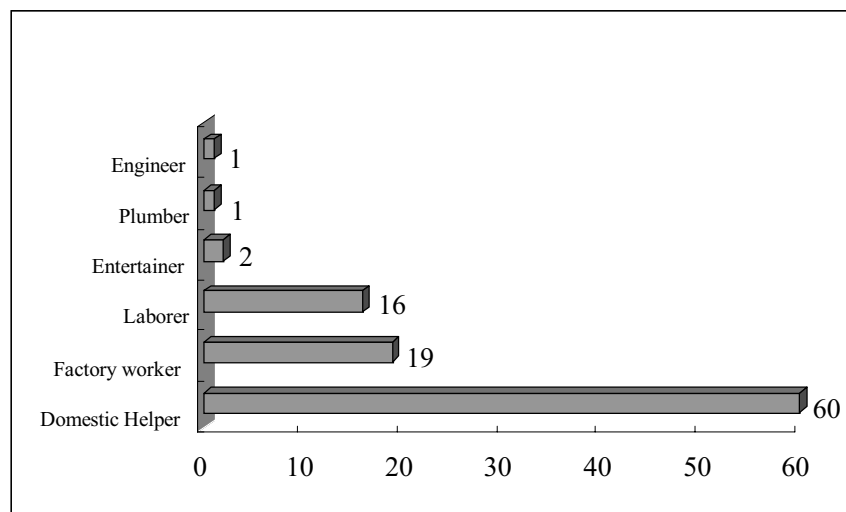
Note: Figures indicated include both returnees and current OFWs

Source: Data from Barangay Office (\*Middle East—Dubai, Saudi Arabia, Kuwait, UAE)

As can be observed in Figure 2, 31% of the entire population of migrants originating from Barangay Talisay selected Italy as their destination country for occupational interests, followed by Hong Kong, the US, the Middle East and Taiwan. The background for this reality encompasses several factors. Further details discussing the reasons for the occurrence of these patterns of concentration will be discussed later on in this paper.

In addition to the patterns inherent in destination countries, similarly, patterns can be found in the type of occupations held by labor migrants in overseas posts, as indicated in Figure 3.

Figure 3. Returnees who held occupations overseas



Source: Data from Barangay office

As Figure 3 illustrates, the greatest share of overseas employment vacancies filled by returnees—with respect to the type of work engaged in—is in domestic help positions (60), which is unmatched by any of the other occupation. Factory workers (19) and laborers (16) are the closest competing employment options coming in at the second and third most frequently held positions by OFWs. Jobs in plumbing (1), engineering (1) and entertainment (2) sectors lagged far behind in terms of number of OFWs working in these positions. Again, this pattern in occupation, along with the patterns found in countries of destination, will be addressed further on in the paper.

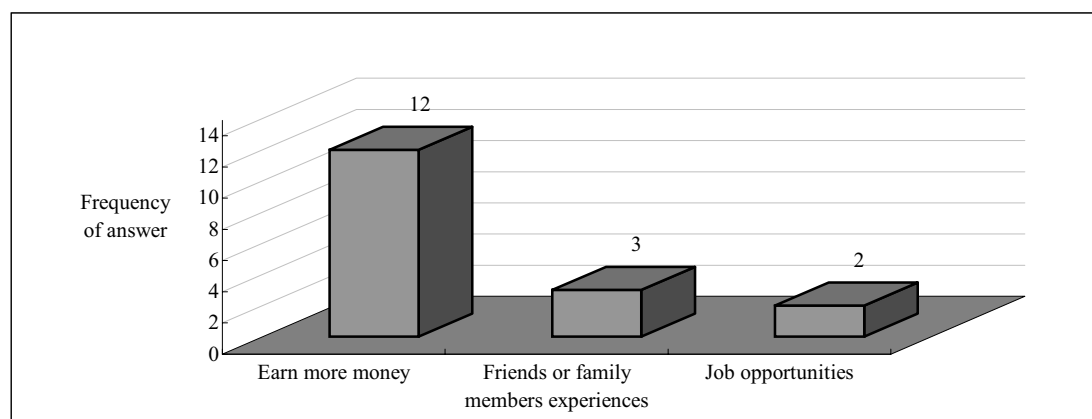
### 3. Causes and Strategies

#### 3.1 Causes of labor migration in Talisay

In order to understand the effects of labor migration we must first start by looking at the causes. Considering the large number of people who go abroad for work from the Philippines, there is an equally wide variety of reasons for doing so. In our interviews, one of our questions was regarding the reasons why people travel abroad to search for work. The causes that drove migrants from the Philippines, and the points that attracted them to another country, are closely intertwined and will be discussed together. For every person that went to work abroad there is a cause and a final reason in the decision to go abroad.

Results from this question can be seen in Figure 4. The most common response was that; 1) they went abroad to earn enough money, followed by 2) recommendations from friends or family members due to their experiences, and 3) search for job opportunities. Each response will be examined in detail in the following paragraphs.

Figure 4. Causes: domestic factors



Source: Primary materials from 16 interviewees

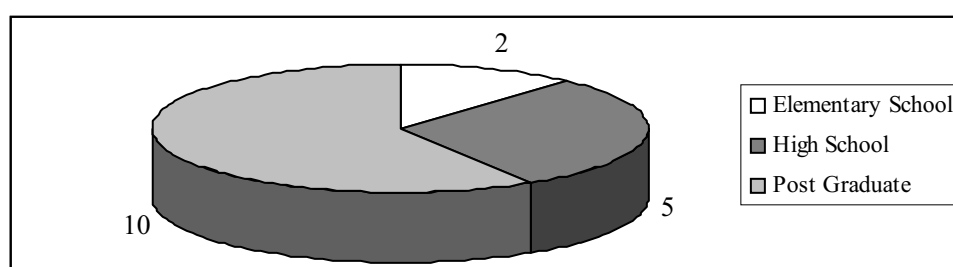
Overwhelmingly, the greatest number of respondents stated low income level in the Philippines or the promise of better pay abroad, as the main cause for working abroad. The desire to provide basic needs for family dependants was also raised in a number of interviews. Some stated that their income level in the Philippines could not provide their children with the ideal education, such as sending them to a “good” school or university. One interviewee did state that she was happy with her job and life in the Philippines and that through hard work a family could make ends meet without migrating. Yet many who we interviewed in Talisay did state the opportunities for a higher income, even if it meant doing less distinguished work, as the main reason for going to another country for work.

Having friends or other family members who had gone to work abroad was very common in Talisay. The words and support of these people may have played a role in many migrants’ decision to go abroad, and there were a number of people who stated this as the main cause for doing so. The experiences of people close to the migrants had a strong influence on their decision to go or alleviated apprehensions about going. In talking to different people in Talisay, we heard stories of people who had been tricked out of their money while in the process of trying to go abroad or while in a foreign country. As a result of hearing these stories, and the safety of home, some people decided it was too dangerous to go abroad. For those that did, the words of caution and advice from loved ones were important in making the right decisions in the preparations before departure. Other ways friends and family members would play supporting roles was by explaining the details of the application process, introducing contacts that they met while abroad, or informing the potential migrant of the benefits of a country where they had gone to. Advice coming from the experience of friends and family was credited by a number of respondents and cited as a cause for migrants’ traveling overseas for work.

Finally there were a number of respondents who stated that increased job opportunities was the determining factor in the decision to work abroad. For many people, the difficulty in finding a satisfactory job in the Philippines, or the facilities to do so in other countries seems to have been an issue to a certain degree among many interviewees, but there was a number who stated it as the main reason. Often these jobs overseas were not very comfortable, such as that of a domestic helper, factory laborer or truck driver, nevertheless, people accepted the jobs in order to provide for their families. It is worthy to note that a majority of migrants from Talisay had attended post graduate study programs, as can be seen in figure 5. Although searching for work at home was a reasonable possibility, these numbers show that people who went searching for work abroad were predominantly those who had gone on to post-secondary school.

It is clear that the lack of work, or the dissatisfaction with income in the Philippines, are both significant causes driving people to find work abroad. We can see a correlation between Figure 4 and 5. A majority of migrants had a higher level of education, which corresponds with the large number of people looking for higher wages abroad in Figure 4. A minority of people have not gone on to post graduate studies and a similar small number stated the inability to find jobs or overwhelming competition for those jobs available. The fact that people with lower education levels have difficulty in finding work is not surprising. What is a signal of a greater problem is the migration of the highly educated, for a higher salary. In fact, we heard a story of an academic associate who stated that even though her brother was a doctor in the Philippines he decided to go and work abroad in a health workers position much lower than that of a doctor. The realities of the working situation in the Philippines and the facility in which the educated can go to work at abroad are visible even at the micro level in Talisay.

Figure 5. Education Background of migrants



Source: Primary materials from 17 interviewees

In the decision to go abroad, which country to go to is a strongly related concern. Supposing all choices would be unsuitable, there would probably be less people choosing to go abroad. In this way, the initial cost of going to a certain country plays an integral role in the whole decision making process. According to a family's savings, ability to raise funds or level of supporting the potential migrant, the decisions necessary in taking the first step could be strongly influenced by the amount of the placement fee. Based on interviews, we found that the average placement fee for Hong Kong is 29,000PHP and that of Saudi Arabia is 6,000PHP. Consequently, in terms of placement fees, Saudi Arabia is relatively easy to access. On the other hand, Italy, which was the most desirable place to go to, had the most expensive placement fee. This works to prevent people from going. The placement fee for Italy ranges from 30,000PHP to 390,000PHP, according to our interviewees. As a matter of fact, not only in the case of Italy, but also for almost every other country with multiple respondents, the placement fees varied considerably. In the case of Taiwan, one interviewee responded that he spent 25,000PHP while another interviewee answered that her son spent 50,000PHP to go to Taiwan. We infer that this wide range in the placement fees is due to the method that people utilized to go abroad<sup>1</sup>. Regardless, the placement fee is prohibitively expensive for people, relative to their salary in the Philippines. The risk of accumulating such a large amount of money and losing it to fraudulent agencies was also a realistic fear.

If the placement fee did not prevent a potential migrant from going overseas, it could still be a dominant factor in the decision making process. By comparing Italy with other popular destinations, one can see a stark difference. Italy's fees are as much as 13 times more expensive than Hong Kong and an astonishing 50 times more costly than that of Middle Eastern Countries. Going to an Asian country would be irresistibly low for those who are concerned about the risks involved in paying a high price. One interviewee's daughter who was working in Japan had helped build the family home and was taking care of the mother and five other children, including the son who was in fact in Italy and was supposed to be working. The courage of this girl is testament to the fact that

it is entirely feasible to enrich the lives of an entire household by having one member of the family work in an Asian country. The low placement fee of countries other than Italy, did not equate to an inability to save money as shown in the above-mentioned example. The placement fee was another significant reason in the decision of migrants to going abroad.

### 3.2 Realities of working abroad

Once a potential migrant makes the decision to go abroad to find work they are faced with different factors. Among the interviewees, those who followed family and friends, more likely than not had good experiences, but even this depended on the economic and cultural circumstances of each country. Other factors that influenced people's experiences while abroad were the work situations they found themselves in and the choices the person made.

The fact that there are sizable populations of Filipinos in many large Asian cities such as Hong Kong, Singapore, Tokyo, Seoul, and Taipei demonstrates that there is a particular value to working in these locations that cannot be overlooked. In fact, almost 40% of migrants from Talisay who are now abroad are living and working in Asia. A markedly smaller number of people have gone to the Middle East, but this contrasts greatly with the national average as seen in chapter 2.2. According to the interviews that we conducted there are a number of reasons for this. First is the proximity of Asian locations. Many people who live and work in places such as Hong Kong or Singapore were more likely to be able to come back to the Philippines regularly to celebrate special occasions and spend time with their family. This same frequency cannot be matched by those in other locations around the world like Europe or North America.

In addition, the economic circumstances involved with working in Asia were beneficial. The move to Hong Kong for one woman we interviewed led to over a 300% increase in salary from 4500 PHP to 17,000 PHP. If one lived conservatively and focused on saving money, this income could be very helpful to a family in the Philippines.

Interviewees who went to Italy relayed glowing reports of the opportunity to find good jobs, high wages, relative ease in saving money and the speed that loans could be paid off. If we compare the monthly incomes earned with those of Asian countries (Hong Kong, Taiwan) and Middle East (Saudi Arabia), the wages people could earn in Italy are outstanding. For example, the salary that interviewees earned in Asian countries and Middle East ranged from 11,000 PHP to 50,000 PHP while that of interviewees in Italy ranged from 50,000 PHP to 126,000 PHP. Not only higher incomes, but there was also a high standard of living, including public services and a fine welfare system in Italy. Being in a Catholic country and having the Pope nearby was probably a benefit for the devout. With their savings they bought land, provided for their children's needs and built the largest houses in the Barangay. They were able to gain residency status in Italy making it easier to sponsor family members' relatives and friends, indirectly benefiting Talisay.

For every success story in migration however, there seemed to be a story of hardship. Although there were many positive stories about Italy there were less glowing stories as well. Because of the good conditions in Italy, people tended to stay for many years. This led to more stress on the family and less control over the children. Because the money came so easily and the family members working abroad were far away, family members in the Philippines sometimes squandered the money and did not use it to its fullest potential. One interviewee explained to us how her son who was in Italy was not working much, living a "Bachelor Lifestyle," and in fact, asking for money from the family in the Philippines. Lost opportunities were not only limited to Italy, it depended on the type of person the migrant was, and there were similar situations in countries besides Italy.

We did encounter, however, a pattern of more concern in the less successful experiences in migration.

These unfortunately were not random and depended more on the environment that the migrants found themselves in. At times the difficulties of working in locations such as Asia, and even more so the Middle East, became painfully clear and these experiences have been divided into the following three groups: 1) Strict rules and hard life, 2) Cultural differences, and 3) Violations of human rights.

With each interview the severity of the work was very clear. People had to work hard to satisfy or “impress” the employer. People would work long hours and receive less pay than had been expected before they left for the destination country. In the case of Japan, entertainers do not have to pay the same placement fees that migrants going to other countries do, in fact, the placement fee was taken out of their monthly salary. One interviewee stated that she had become pregnant during the term of her contract, which nullified it, and she had to return to Talisay. She was lucky that she did not accumulate much debt and she seemed to be living happily with her family. As in this case, the strictness of rules and regulations make it extra difficult to live and work in some Asian and Middle Eastern countries. People became unhappy, home sick, missed their children and sometimes even returned prematurely, for these reasons.

During the interviews people mentioned cultural difficulties a number of times. Language was a difficulty for some; those who went to Hong Kong mentioned the inability to speak Chinese as being a problem, especially when communicating with their bosses. Those who had worked in the Middle East had even greater difficulty with cultural differences. Employers sometimes had multiple wives who were at times jealous of the domestic helper and would make their lives difficult. Being Islamic countries, sometimes maintaining their Catholic beliefs here was also a challenge. The migrants would have to hide their bibles or religious items so as not to be discovered. There were no experiences of religious persecution and for the most part Christianity was tolerated, yet there were times where the OFWs were made very aware that they were not in Christian lands.

Finally, and most shockingly, there were stories of cruelty and even human rights violations. One woman who was working in Hong Kong was given the chicken bones that had been sucked clean by her employer as a “meal”. There were two or three stories from Kuwait and Dubai where employers had told their domestic helper that they were sending their family money, to the Philippines, when in fact nothing was being sent at all. It is important to remember that not all people’s interviews included these tragedies, in fact, the woman who was fed the chicken bones returned to Hong Kong to work for another employer who treated her like an honorary member of the family, taking her on trips around the world and providing for her an allowance of which she proudly stated “I never spent a bit of it, I always sent the allowance home for my children.” The wide variety of experiences draw on positive and negative emotional memories and it seems to be the negative stories that are hardest to forget. People return to the community and make sure to tell others of their experiences, thus, it would not take too many bad stories to greatly affect the numbers of people going to a certain country. We observed in our interviews a number of trends, one of them being the complete lack of negative stories of Italy, which provides us a clearer understanding of the popularity of the country as a destination for people from Talisay. The experiences of migrants living abroad play a determining role in the decision making process of those who are considering doing the same at home.

### **3.3 Change in destination countries as a result of strategies**

#### **3.3.1 Individual level**

With the increase in the number of migrants from Talisay, one can observe a diversification in destination countries as well as concentration on certain countries such as Italy. We noticed in our interviews some cases in which each family member worked in different countries. In addition, we encountered some people who themselves had experienced working in several countries. This difference in destination country occurs due to

several factors. However, the essential factor is naturally the desire to accumulate more financial savings than in their initial destination country, which is in fact the original reason for labor migration itself. All of the returnees interviewed who had experience working in more than two countries expressed their dissatisfaction with the salary in the initial country of destination. Moreover, when they returned to the Philippines after fulfilling their contract they eventually faced the reality that there were not nearly as many job opportunities there. As a result, they found it difficult to provide for their family in the same way they had become used to doing.

In such situations, a common reaction is to go back and seek other job opportunities abroad. Finding the country where the greatest amount of savings can be accumulated is the natural decision, and quite often this leads the migrant to a different country where a higher salary can be obtained. This search for a higher salary is a primary reason for change in destination country, which was commonly observed among our interviewees.

As was discussed in the previous section, the information received from friends and family members regarding the positive and negative qualities that migrants face in moving to a certain country had a significant influence on the decision regarding their destination country. Saudi Arabia, for example, was reputed for poor working conditions among migrants, especially among those who worked as domestic helpers. Besides the abuse or human rights violations experienced, the salary was not as good as that could be earned in other countries. Furthermore, friends and family often told potential migrants about the superior living conditions in destination countries. It is not unreasonable to assume that the reason why we encountered no one in Talisay who chose to return to Saudi Arabia was because people considered these two aspects significant enough to make a change in their next country of choice.

Similarly, there were several cases observed of migrants who originally went to Hong Kong and chose Italy as their second destination country. They choose Italy for four reasons, which are; 1) higher salary, 2) good working conditions, 3) tolerant migration policy and 4) religion. Firstly, as mentioned above, gross income played a predominant role in this decision. Furthermore, the salary in Italy was the highest among migrants from Talisay. This economic potential of migration to Italy encouraged people to choose to work there.

As mentioned in the case of Saudi Arabia, working conditions were another important factor in the decision of destination country. Differing from migrants' experiences in this country, people who went to Italy experienced more compassionate treatment from their employers and co-workers; in fact interviewees did not relay any stories of poor treatment when working in Italy. Indeed, one migrant remarked that Italians warmly welcomed them, and they did not experience any contempt in being a domestic helper. As this shows, the attitudes of people in the host country toward the migrants are a large concern for those who are choosing a country of destination.

Thirdly, the tolerant migration policy is also considered an important point among those who migrated to Italy. All of the returnees from Italy stated that the country had a liberal policy regarding migration. According to them, Italy was one of the few countries that offer residency status to migrants after several years of work. Moreover, even for those who entered Italy illegally, they were permitted to stay and work under an amnesty program. Lastly, religion was also a significant factor in people's decision of destination country. As the Philippines is a catholic country, Filipinos preferred to work in locations with the same religious environment.

As we can see in these two cases of Saudi Arabia and Italy, people commonly regard not only salary, but also working conditions as important when they decide their second destination country. Occupational conditions are comprised of a number of factors, from on the job treatment to the stability of the migrant's status in the country, and particularly for Filipinos, the religious climate.

Information and assistance regarding the countries, that is gained from other people in Talisay or those who are currently working in the country, are the final step in deciding where to migrate. This support network

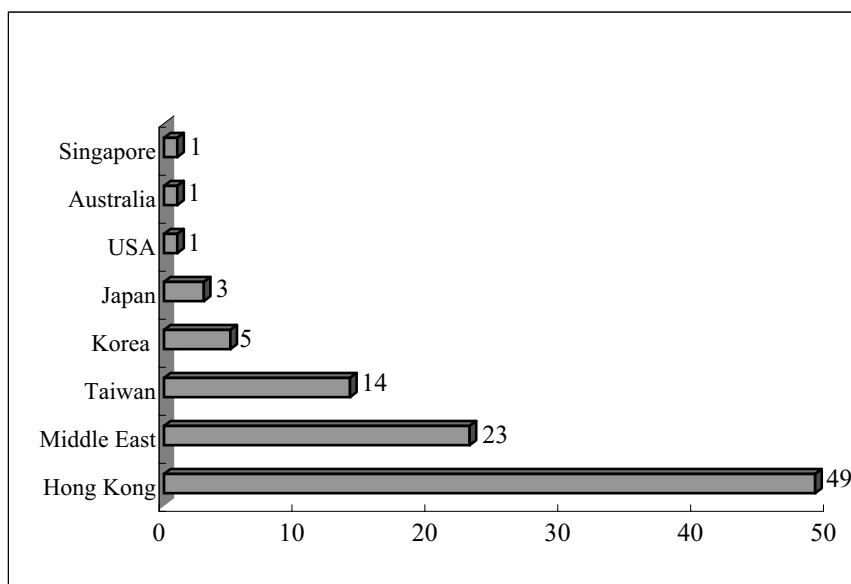


provides a variety of information, from the amount of placement fees to techniques that can be used in reaching an ultimate destination country. To reach Italy, for example, interviewees mentioned techniques that are similar to those that have been used to reach destination countries like the United States, for many years. Usually this involves a secondary destination country. For Italy this would be a number of European Union countries, such as Spain or Germany. In the case of the USA this secondary country is often Canada. This focus on the ultimate destination country, can in turn lead to subsidiary migration as people decide to stay and work in those “first step” countries like Canada and Spain, further broadening the spectrum of the change in destination countries.

### 3.3.2 Community level

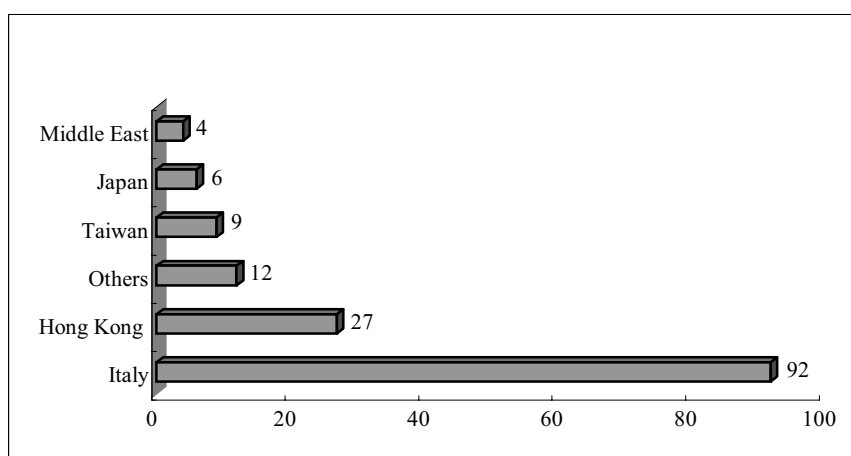
As a result of the change in destination country among individuals, a pattern is created at the community level. One can observe this shift in destination countries in Figure 6 and 7 below.

Figure 6. Numbers of migrants who have returned from working abroad



Source: Data from Barangay Council in Talisay

Figure 7. Most common destination countries of migrants



Source: Data from Barangay office

Comparing Figure 6 and 7 one can see that there is a stark difference in the destinations that returnees have come from and where migrants are working right now. In Figure 6 Hong Kong is by far the most popular destination for laborers in Talisay who have returned from working abroad. The popularity of this country can be seen on the national level as well. Other Asian countries rank high on the list with Taiwan, Korea and Japan ranking 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> respectively. The popularity of Asian countries remains to this day as Hong Kong, Taiwan and Japan maintain the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> place positions on Figure 7. One factor in the decrease in popularity of Hong Kong seems to be a result of its restoration to China in 1997. One of our interviewees affirmed that after the restoration, the migration policy became more strict. And we also gathered that the large flow of a cheaper labor force from Mainland China might be filling the demand of the labor market in Hong Kong. Yet, it is undeniable that the close proximity, relatively inexpensive placement fees, and cultural similarities were all influential in maintaining the popularity of Asian countries like Hong Kong.

On the national level Saudi Arabia ranks a clear number one among destination countries. In the case of Talisay we can see there has been a dramatic drop in the number of people who are going there. In fact the later migration indicators in Figure 7 do not show Saudi Arabia on its own but within the category Middle East. According to interview respondents, and in reference to the national level data in chapter 2.2, these countries include Kuwait, Dubai, United Arab Emirates and Saudi Arabia. Among returnees, the Middle East ranked 2<sup>nd</sup> but among people who are abroad at the moment the area ranked last among notable destinations. As stated above, the disadvantageous working conditions and comparatively fewer economic benefits were common reasons for discontent among those who had worked in Middle Eastern countries. Clearly, these opinions had an effect on migrants coming from Talisay. As the study conducted in Talisay focuses on the micro dynamics of labor migration it is hard to draw conclusions about labor migration trends at the national level, however, one thing is sure, it is one of the greatest changes in destination countries in Talisay.

In opposition to the decrease in migration to the Middle East, movement to Italy has increased. On our transect walk during our first day in Talisay we could see the concrete results of the massive houses and expensive vehicles purchased by those who were still in Italy. Some in Talisay joked about the fact that many of them had not returned for a long time and were building such large houses, but the fact remains that even without a deep understanding of the migration situation in Talisay one could easily see the potential success of working there.

We discussed above that the tolerant migration policy in Italy encouraged more people to go to work there. This policy allows migrants to invite their family members to migrate as a form of secondary migration. We noticed this trend of inviting family members in Talisay as well as some families had many members who moved to Italy owing to this favorable migration policy. However, with reform of the Italian migration policy in September 9, 2002, done to control illegal migration, there was a dramatic decrease in the number of people who could migrate to Italy. The change in the issuance of residency illustrates this point; permits are now limited to a total of 600,000, whereas there were 1,363,000 permits granted as of January 2002 (Miyata, 2004). Due to these changes the number of migrants in Italy reduced by almost 50% since the reform of the policy. Along with many countries, this affected the flow of Filipino migrants to Italy at national level. From this we can assume that this policy reform will also have an impact on migration from Talisay, making it more difficult for Filipinos to migrate to Italy in a way similar to that of Hong Kong, with the policy changes there in 1997.

The effect of the migration policy reform in Italy was not observed in our research at the Barangay level. Yet, the potential influence of this migration policy is so great that it could inspire another shift in labor migration to yet another destination country. Consequently, it is quite realistic to think that, similar to the case of Hong Kong, the shift in destination country from Italy to other country could occur in the future.

## 4. Contribution of Labor Migration in Talisay

As explained in the former section, the primary reason people decide to go to work abroad is to earn money. It is obvious that people are able to earn much more money by working abroad than by working in the Philippines. Moreover, the weak Filipino economy, which has a lack of sufficient job opportunities, urges more people to work abroad.

While migrants have these reasons for choosing labor migration as an alternative to staying in the Philippines in common, the allocation of the money earned abroad varies according to migrant. In fact, this significant sum of money clearly affects the life of migrants and the lives of their families left behind. Some purchase houses and others invest in the education of their children. This also affects the community, especially in terms of donations to specific development projects.

In this section, we will discuss the effects of labor migration focusing on economic aspects including the individual, family and community level and furthermore we will analyze one of the most successful cases in labor migration and its contribution to the community, which can be observed in Talisay.

### 4.1 Individual and family level

With great expectations of the economic potential of migration, people leave the country to work abroad. And in most of the cases, by the time their contracts expires, migrants succeed in attaining their primary objective in migrating, which is to earn more money than they could make in their own country and come back with a small fortune. Compared with the salary that people can earn by working domestically, no matter which country they work in and no matter what occupation they have, the salary that people can earn working abroad is considerably better. Therefore while they are overseas in each of their respective countries of destination, they also send as much money as possible to their family left behind. The average amount of the remittances that migrants send to their family varies according to the destination country and it depends on the occupation that they take abroad as well. Table 2 shows examples of the amount of remittances sent per month classified according to three destination countries, to where many of the migrants from Talisay go to work: Hong Kong, Saudi Arabia and Taiwan. The percentage indicates the proportion of the remittances of their net salary.

Table 2. The example of remittances and its proportion to net salary by destination countries

	Italy	Hong Kong (max)	Hong Kong (min)	Taiwan	Saudi Arabia
Remittances (PHP)	10000	25000	10000	5000	10000
Proportion on salary	12.6%	96%	77%	33%	60%

Source: Primary materials from 5 interviewees from different destination countries

We can easily assume from this table that migrants send a good portion of their salaries to their families. As for the people who work as domestic helpers, in particular, because the employer provides benefits such as food and accommodations, in some cases, expenditures are limited to communication fees and other basic consumptions. Thus, migrants are able to save their money and send a large sum of their paychecks in remittances to their families. As mentioned above, the average amount of remittances differs according to the destination country and the occupation. The migrants working in Italy, for example, earn the highest salary among all of the migrants from Talisay. In addition to this, most of the migrants in Italy are given a residence by the employer.

Consequently, as far as only the amount is concerned, the remittances that the family of migrants to Italy receives are the biggest.

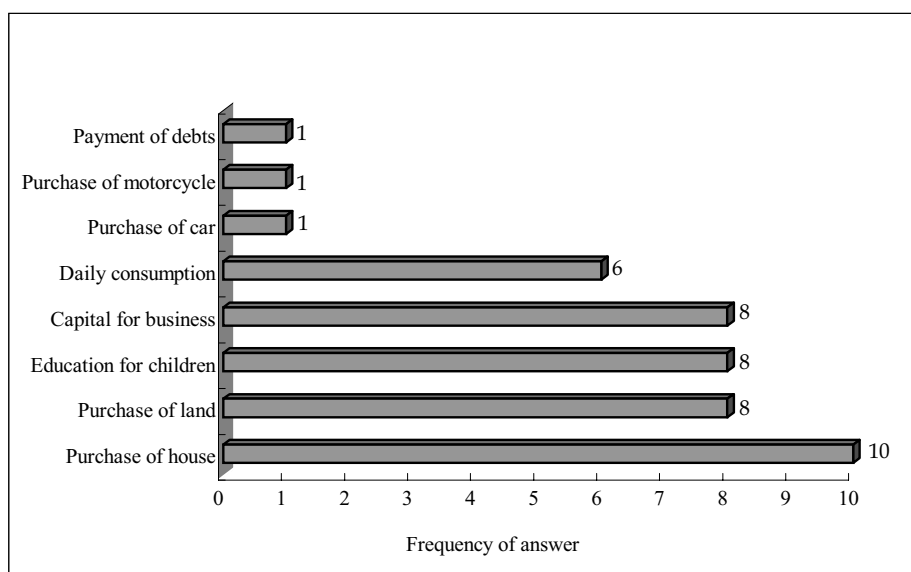
For that reason, it can be said that it is the families of migrants who enjoy the benefit and outcomes of migration the most, while they sacrifice a lot of other things. Compared with the salary that people can earn by working in Lipa city, which is approximately 191,477 PHP annual average as of year 2000 (Lipa city, 2004), we are convinced that the remittances that family of migrants receive are a considerable sum of money. We observed that most of the families who have one or more family members currently working abroad are seemingly better off, because they have their own property and big houses.

According to OWWA, the features that are prone to differentiate the families of migrants and non-migrants are ownership of houses and durable goods such as major appliances and cell phones. “Families of migrants are more likely to own homes than non-migrants families. ... Ownership of major appliances was distinctly higher among migrant families.” (OWWA, 2003: 34). OWWA explains the reason for this as simply being the difference in income level between migrant families and non-migrant families. And migrant families are most likely to allocate their income received in the form of remittances to the purchase of a house.

However, we observed through the research that families of migrants use the remittances not only for the purchase of houses, appliances and cell phones as explained by OWWA, but also for investments in various fields and consumption. Figure 8 shows the allocation of remittances by type of expenditure.

As far as the investments are concerned, we hypothesized before conducting the research in the field that the investment in purchasing houses accounts for the highest percentage regarding the use of remittances. In fact, most of the migrants’ families with whom we conducted interviews answered that they firstly invested the remittances in the building of their new homes. After the purchase of homes and land, education of children and starting businesses follow as the next highest options of investment. The reason why people invest a lot in land is that traditionally the people in Batangas province are relatively stable and so they are prone to investing their money primarily in land, for the reason that the land can be possessed over generations.

Figure 8. Allocation of remittance income



Source: Primary materials from 14 interviewees

People of Talisay attach absolute importance to the education of children. Many of the migrants are most likely to send their children to the private school principally for the reason of its good facilities, even if the tuition fees of the private school are a lot more than that of the public school. Here, we infer that people consider children's education with such importance because they expect their children to work and have a better life in the Philippines rather than working abroad. They believe that the higher education will ensure the better job opportunities and afterwards, better jobs can ensure a better life. Most of the parents expect their children to stay in the Philippines. To the contrary, we also had some interviewees who explained that they wanted their children to go and work abroad. However, the children of the interviewees who answered this way, also received a relatively higher level of education. This phenomenon, that the parents push their children to have a better education, probably shows that parents expect their children to have a better job abroad by making good use of their knowledge and skills. With the increase in the number of skilled overseas workers from the Philippines, people of Talisay also anticipate their children to among them, by offering them better educational opportunities.

Thirdly, they use the remittances as capital for business enterprises. There are 8 respondents who answered that they invested their money in the starting of a new business. The most popular type of business that migrants started with their remittances was the Sari-sari store, which is the typical Filipino shop; a sort of convenience store that people can purchase a variety of goods such as food, telephone cards etc. A jeepgny and piggeries were also among the most popular avenues of investment in a business.

As far as the Sari-sari stores are considered, there are already more than 40 in Talisay and it be presumed that there is harsh competition among them. To this extent, the stores are competing against each other within a Barangay where there may not be a substantial demand for them, they can hardly expect to make large profits by running a Sari-sari store, but it is enough to maintain their current standards of living.

We also assumed before conducting the research that people invest less in business but more in their own properties. The investment in one's own properties, however, is not a durable solution for the development of individual and family economic situations because when the returnees return to the Philippines, it was observed in a number of cases that they faced economic difficulties such as difficulty in finding jobs and a decrease in income. The returnees are most likely to encounter the difficulty of finding employment as it is explained by N. Vasquez; "Return migration can be a particular problem if the economy has not expanded enough to be able to reabsorb returning workers. From an individual worker's view, this might mean not finding the kind of work which will approximate the wage level of his job abroad." (Vasquez, 1992: 89) We inferred from this that people wouldn't be better off with the outcome of it if they only invest their money earned abroad in the purchasing of houses and not business.

In the case of Talisay, however, some of the returnees and families of migrants invested their money in the starting of businesses and, there are also only 4 cases observed out of 13 returnees interviewed, in which the returnees found themselves to be unemployed after coming back. These 4 returnees are "voluntarily unemployed," because they are all housewives and in addition, some of them receive the remittances from their family members abroad. Consequently, we cannot say that migrants and migrant families in Talisay have failed in the improvement of their lives by making good use of the remittances—as we hypothesized and as it is commonly observed in the Philippines. In this sense, most of the migrants and families of migrants in Talisay might be rare cases of success in labor migration.

Families of migrants also use remittances for daily expenditures, such as the purchasing of food, clothing and other necessary goods. In some cases, the family members are unemployed and at often times, they are the ones who take care of the children left behind. Consequently, they tend to rely excessively on the remittances to maintain their living standards. In these case, the remittances are the only income source for the

family and use them to purchase necessary goods for daily life.

Dissimilar to the above-mentioned case, migrants and families of migrants who are economically very successful are the migrants who have been to, or are currently in Italy, and are more likely to use their money on luxury goods. And from this point, we can see the apparent difference between families of migrant and families of non-migrant, and at times, the differences between migrant families whose members are in Italy and those whose members are not, can also be observed.

## 4.2 Community level

Basically, the Barangay office has an annual budget, which is 30 % of the taxes that residents of Talisay as well as migrants currently abroad pay, primarily, to the Lipa city government. 20 % of the Barangay annual budget is utilized for development projects. A variety of development projects are concurrently being spearheaded in Talisay. There are 4 development projects that are most encouraged by the Barangay office, which are the water system project: central line communication system project: streetlight project: and the infrastructure project. There are strong expectations for the development projects by many of the residents of Talisay, of which one is the water supply system project, because of a scarcity of the water supply especially in summer months, is a serious problem.

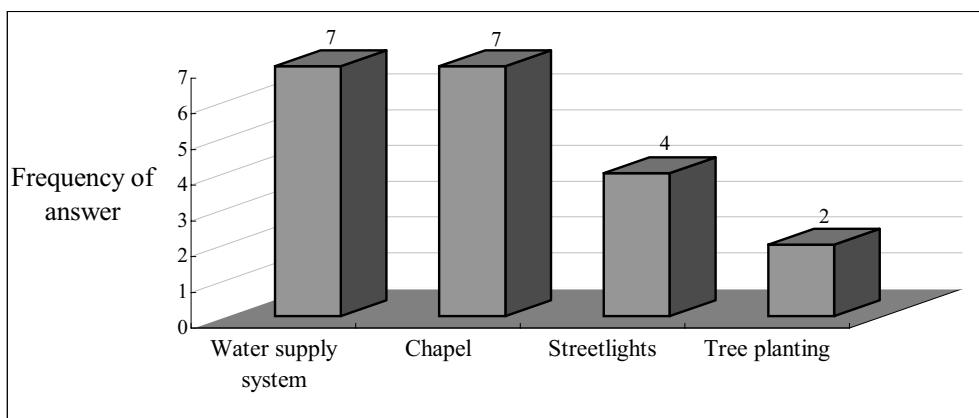
However, for all these development projects to take shape and meet the needs of the community as a whole, the budget that the Barangay office receives from the Lipa city government is not enough at all. In fact, the central line communication project, which is another development project within Barangay Talisay underway, is not yet completed due to a lack of funds. Therefore, fund-raising for the development projects is in fact one of the most important roles of the Barangay office. To raise the funds necessary, the Barangay office asks for the voluntary donation of the residents of Talisay including the migrants currently working abroad. A vast majority of these donations come as either direct or indirect contributions from those residing abroad. Non-migrants also make large contributions to the development projects by providing their skills and labor forces. Here, we believe that to develop the Barangay, not only are the leadership of the Barangay office and cooperation of non-migrants necessary, but also the contribution of migrants is indispensable.

On the other hand, considering the history of Barangay Talisay and the fact that it had already been selected as a model Barangay twice before even prior to labor migration becoming the common phenomenon it is today, we cannot simply assume that the Barangay Talisay developed solely on the contributions of migrants.

Still it is obvious that the migrants make a significant contribution to the development of Talisay principally in terms of financial support. To implement the water supply system, which is an ongoing development project with the cooperation of the Lipa city government, the donations from migrants are utilized, mainly to purchase the pipelines and the other necessary materials. Furthermore the chapel and the streetlights are also the outcome of labor migration. The chapel was constructed by the voluntary donations of migrants particularly in Italy. The streetlights, which are a part of the beautification project also highly encouraged by the Barangay office, and were entirely donated by migrants as well as families of migrants. At the bottom of the lamppost, the Barangay office puts the name of the donor in appreciation for their contribution to the community.

All of the people whom we interviewed strongly affirmed that the migrants greatly contribute to the development of Talisay and gave examples of the development project that represent the contribution of migrants to the community. Figure 9 shows the projects contributed principally by migrants, which are expressed by interviewees and ordered by the frequency of answer.

Figure 9. Migrant Contributions to Development Projects



Source: Primary material from 19 interviewees

To raise the funds necessary for these development projects and sometimes for the elementary school, the beauty contest titled, “Mr. and Miss Talisay contest,” is held several times a year. The Barangay office collects the supplementary fund for the development projects through this beauty contest. The mechanism of the beauty contest starts with a concrete plan for a particular development project that is prepared by the Barangay office based upon the needs of the community, and they launch the beauty contest for the fund-raising of those specific projects. Then each Purok will select a candidate for the contest. After this, the Barangay office will send envelopes to the residents of Talisay as well as to the migrants abroad, asking to cast votes to the beauty contest. The people put some money in envelopes provided, in which they write the name of the candidate they most prefer and send it back to the Barangay office. A candidate who generates the most money through these votes will be elected as Mr. or Miss Talisay, and the money collected through the contest goes to the Barangay office which uses it on development projects. Owing to one of the most fundamental Filipino characteristics of strong ties to the hometown and community, the people are willing to contribute to their community. By appropriately employing this typical practice in Filipino culture, the beauty contest works well as a fund-raising method in Talisay.

The contribution of migrants done primarily through the beauty contest is very much appreciated by the residents of Talisay and also migrants themselves are proud of their contributions they make to their community. Moreover migrants appreciate the role of non-migrants that stay in Talisay and help their children and their family members left behind. We noticed through this research not only the financial contributions of migrants but also, and more importantly, that the mutual support offered between migrants and non-migrants in Talisay, with the facilitation of the Barangay office make Barangay Talisay the model Barangay it is today.

## 5. Effects on Cultural and Social Aspects

It is clear that the effects of migration are various. In Talisay, its effect on the economic framework was obvious and the remittance of labor migration has increased the economic potential, at both the household and community level. The influences, however, are not limited to only economic aspects. Migration also affects culture and society in significant ways. In this section, among these various cultural and social aspects, we will particularly focus upon; 1) the individual level : tangible and intangible elements, 2) the family level: gender roles

and relations between parents and children, 3) the community level: relations between migrants and non-migrants, and 4) functions to reduce negative impacts.

## 5.1 Changes at the individual level

Evaluating the change in ones' values is not a simple task. This is because the change in values is reflected not only in visible things like food or way of dressing, but also in intangible things such as way of thinking. However, the change reflected both in tangible and intangible ways is one of the important aspects of seeing the cultural impact of labor migration. In this section, therefore, we will explore how working abroad impacts returnees and migrants. In order to observe the change objectively, we tried to ask various kinds of respondents such as returnees, family members of migrants, non-migrants and business persons.

### 5.1.1 Tangible changes

With regard to the question asking if there were any changes in the lifestyle and attitudes, most of the returnees responded that they noticed some changes within themselves. After asking family members of the returnees the same question, many of them also agreed that there were noticeable differences. At the tangible level, many of the respondents raised the issues of food and the way of dressing as the areas of change. One of the interviewees, a 40-year-old male returnee, mentioned that he now enjoys eating spicy foods as a result of working in Hong Kong. Another young lady in her twenties said that her mother's taste in food had changed so much that initially, she sometimes cooked Japanese dishes for her family. Additionally, a woman in her teens responded in a similar way, saying that her father who had worked in Japan, also came to like Japanese dishes after returning from working there.

One of the interviewees, whose daughter went to study and work in Japan, pointed out a change in the way she dressed. She said that her daughter had become more fashion-conscious, spending money on trendy clothes like mini-skirts, because she liked wearing them. The mother went on to add, "She doesn't care about what other people think of her wearing clothes like what, that's her favorite, and it's not a big problem because she carries a great responsibility in taking care of the entire family."

Expressions and methods of communication can also be changed by migration. The families of returnees and people around them at times mentioned a change in the manner of speech in OFWs. It was commented that the OFW would use bits of foreign languages in their normal speech conducted in their mother tongue when conversing with other OFWs, and at time use expressions in slang when meeting friends who also have a fluency in the same languages. For example, one of the interviewees responded that her parents had worked in Italy for more than 10 years and when they came back home to visit, they would often use Italian in the house or when they would meet friends who can also speak Italian. She further noted that she could not understand what her parents were saying and that this was a definite change that she noticed in her parents. This change in communication was not only with people who had gone to Italy, but another lady who had worked in Taiwan said, "Sometimes when we meet our friends in Talisay who worked in Taiwan, we speak Taiwanese together, it's really funny that we can communicate in another language."

Another important change would be the consumption pattern inherent in the returnees. Almost all of the non-migrants indicated that they noticed changes in migrants and their family members' way of spending money. According to them, the migrants and their family members could buy anything that they wanted because of the increase in purchasing power. A respondent working in the business sector also told us that migrants and their family buy whatever they want without being restricted to low prices. These examples show that working abroad changes migrants and their family members in various ways. Although these changes exemplify tangible changes,



there are also changes which are intangible, which will be discussed in the following section.

### **5.1.2 Intangible changes**

The changes which are reflected in intangible things are not easy to discuss. However there are surely some changes in intangible things such as way of thinking. The changes often appeared in their opinions about their job such as working system in their home countries, and current condition in their community. For example, one of the male interviewees who were in his 40s had experience working in Hong Kong and addressed the good points that influenced his attitude on the work system in the Philippines. He thought the working system in the Philippines, especially the official working system, had to be improved. He compared it to the organized system in Hong Kong and stated that the system there was very fast. Sometimes it would take only 5 to 10 minutes when he went to run an errand in the office and he hoped that efficiency should be improved in the Philippines. These slight changes in perspective, in which returnees compare things at home to their experience abroad, particularly in developed countries, was observed in a number of instances.

Other changes that occurred in thinking that were intangible came from one interviewee who explained that she had become more religious after having worked abroad. Since she had worked in a Middle Eastern country where the predominant religion was different from her own, she did not know how to focus her mind in such a new working environment and she felt very lonely. Before leaving for the country, she mentioned that she had attended a church regularly but was not a strong believer. Yet, after returning, she felt that her faith had deepened and her relationship with God had grown stronger.

## **5.2 Family level**

### **5.2.1 Gender role: relations between husband and wife**

Recently the feminization of labor migration has been evident in the international labor market. An increasing number of women have started to participate in the labor market and this number has even come to exceed the number of men. In fact throughout the 1990s, approximately 60 percent of workers from the Philippines were female (Piper, 2003:4). A similar ratio can be found in Talisay where among 114 returnees 66 were female and 38 were male<sup>2</sup>.

It is no surprise that the remittances of OFWs are crucial for the gross national product of the Philippines today. As a result, many Filipinos see the phenomenon of the feminization of migration as beneficial for Philippine society. However, the question arises here, how does the absence of women affect family and society in the Philippines? Traditionally women in the Philippines are expected to cultivate family life, while men are expected to sustain the family (Parreñas, 2000: 167). Women, therefore, are expected to do various household chores such as take care of the elderly and young, as well as the upbringing of children, along with and similar activities.

In following, the question our group had was how the feminization of labor changes the traditional view of gender roles in Talisay. Because of research limitations such as time constraints and a small number of respondents, we did not gain a complete view which would fully answer this question, but we did find several interesting perspectives on gender roles through the interviews.

The first finding is that the people's views of gender roles seem to be changing. In order to understand the changes in people's views, we asked interviewees whether working abroad is the role of the male or the female in Talisay. For the answer to this question, many of respondents (7 out of 15) said that working abroad is the role of both the male and the female. Four of them said that it is the role of the male and four said it is the role of the female. Many of these respondents explained that traditionally, working abroad used to be the role of the male, but

now it is becoming the role of both sexes. Some of the respondents indicated that it is much easier for women to go abroad than men. Although the scope of the research is on a micro level, we are able to say that in Talisay that the traditional idea of gender roles where males go abroad for work to support their families, is changing due to the feminization of labor.

Another finding is that other family members or relatives who were left behind made up for the absence of females in Talisay. For example, if a wife goes abroad for work, the husband would take over household chores such as supporting children, instead of the wife. We also encountered families where other family or friends would take care of the children, and these people were both male and female. As a result of our findings we can say that the strong division of gender roles is becoming less clear.

### 5.2.2 Relations between parents and children

The impact of labor migration is not only on gender roles, but also on the relationship between parents and children. Migration in general, in which people are separated from their families, causes many difficulties as discussed in chapter 2.3.1. These issues can be seen in some areas in Talisay and not in others. Our interview research shows that these issues are relatively significant at the family level but not at the community level. In our interview concerning the family level issues, the classification and the number of respondents were as follows: eight returnees, seven family members of OFWs, one religious leader, two school teachers, and two youth council members. Now allow us to examine the effects of migration on the family relationship looking at the interviews conducted with the returnees. According to the table below we can see that most of the OFWs left to go aboard while their children were young.

Table 3. Age of returnees and their children while working abroad

<b>Duration/Year</b>	<b>Sex</b>	<b>No. of children</b>	<b>Ages of children when the migrant went abroad (Respectively by age)</b>	<b>Care of Children</b>
1	F	1	2	Brother in law
7	F	4	6,9,11,and 14	Husband
12	M	4	6,8,11,and 13	Wife, Maid
23	F	2	0,and 5	Mother in law
4	F	1	0	-
10	F	4	10,13,16,and 22	Husband
15	F	2	3,and 5	-
4	M	-	Baby	Wife, Maid

One question that the group asked was, if the returnees found any difficulties or change in their relationship with family members after they came back from living abroad. In response to this question, two of the eight returnees said that they did not have any problems in their family relations. One returnee said that her relationship with family members improved after coming back from abroad. The other five said that they had difficulties in their relationship with other family members.

The five returnees who had problems with the family relationship shared quite similar experiences. One of the five returnees, a 52 year-old woman having worked abroad for 23 years said that her own kids looked very different after she returned home from abroad. She admitted that she had difficulties in communicating with them

because she left when they were very young and the period of time that she was abroad was quite long. Another returnee, a 40 year-old women who had worked abroad for four years also described a similar experience, that her children became distant with her and it took several months to mend the relationship. A third interviewee, a 49 year-old man who worked abroad for ten years relayed that his son was not close to him and they never tried to rebuild the relationship. His son eventually married without notifying his father.

In response to the same question, the family members of migrants also told us their experiences. Two of seven family members responded that they did not have any problems in communicating with their family members who were working abroad. However, five other interviewees with family members who were working in other countries admitted that they did have some difficulties. A 60 year-old man whose wife was abroad explained that his children missed their mother and wanted her to be with them on special occasions. Another 40 year-old woman whose husband was abroad said that when her husband came home, the youngest child had difficulty in getting used to the father. A 24 year-old woman whose parents and brothers were abroad told us how difficult it was to regain emotional closeness with her parents, especially her mother. She also said that there was distance between her and her father because he left when she was very young. These experiences of returnees and the family members of migrants show that migration has a definite effect on relationships within the family.

In order to see the issues surrounding family relationships from different perspectives, our group also asked a religious leader, schoolteachers, and members of the youth council the same questions. We asked the religious leader if the issue of marital breakdown and family problems that are growing on a national level, were occurring in Talisay. The response was that there are no significant marital issues in Talisay partly due to people's strong Catholic faith. However, she indicated that migration had an impact on children who were left behind. Children, especially female children, missed their parents, especially their mother. In addition, children, mostly male children, tended to stray without their parents' guidance.

One of the schoolteachers also noted that there were emotional impacts felt by children who were left behind. She said that the children whose parents are abroad have a tendency to be more irresponsible when compared to other children. Also stubbornness can be seen at times in these children as well. She thought this tendency was a result of the lack of direct guidance from the children's parents.

A member of the Barangay youth council indicated that there was an impact on family members who were left behind to take care of children. Through her activities on the youth council, she sometimes noticed the excessive stress and burdens the family members felt while taking care of the children. Once an older woman criticized her when her grandson got hurt at a sporting event, the girl was helping to organize. She assumed that the grandmother was feeling a lot of stress because she was the only responsible person for the child as the child's parents were working abroad. The findings in the interviews with the religious leader, school teacher, and member of youth council show that the emotional impact felt by children and other family members of migrants was significant in Talisay.

## **5.3 Community Level**

### **5.3.1 Relations between migrants and non-migrants**

In the migration of members of the community another important area to examine is the relationship between the families who have members working abroad and those that do not. What we wanted to take a careful look at was whether there any sort of economic or social gap existed between them. Our research did not find any significant issues in the community concerning this interfamilial relationship, at a community level. We conducted interviews with the following respondents: five returnees, one family member of an OFW, five non-migrants and the same religious leader mentioned above. The questions asked to the returnees were if there was any change in

the relationship with the community members after they came back from abroad.

In response to this question, three of the five returnees said that they didn't see any change in the relationship with other community members, while two said that the relationship was slightly changed. The two returnees said that migrants became more respected by the community members than before.

The same question was asked to family member of OFWs and non-migrants. The families of OFWs asserted that there was no change in the relationship between the OFWs' families and the non-migrants' families, accordingly they said that there was no tension between the two groups either. All of the five non-migrants stated that they didn't see any change in the attitude of the returnees, which is closely connected to the fact that their relationship with returnees was still the same. Three of the non-migrants said that even though economic gaps between those who go and do not go abroad may be widening, OFWs often helped non-migrants in certain ways. According to one of the non-migrants, there was no change in the relationship between OFWs and non-migrants, while migrants and their families changed their way of living such as with bigger houses, new cars, and so on. Many of our respondents emphasized that everyone is a part of a big family in Talisay and they always help each other.

The religious leader in Talisay also mentioned that migrants helped non-migrants even when they were not relatives and emphasized that there was no emotional tension between migrants and non-migrants. As a result, we can conclude that in Talisay, labor migration has not been the cause of any issues like growing social stratification at the community level.

### **5.3.2 Functions and measures to reduce negative impacts**

Throughout the interviews, we found that Talisay has strong community ties, which has been a crucial factor in avoiding any negative impacts, especially, at the community level. However, these strong community ties do not only work as a cushion against negative impacts, but there are also various actors playing important roles in decreasing the negative impact caused by labor migration.

These major actors dealing with the issues are the church group, the Barangay council, the youth council, an NGO<sup>3</sup> and the family members of migrants. The church group, for example, provides spiritual support for children whose parents are abroad. They also encourage those children to play a greater role in church activities in order to keep busy and become close with the other church members in order to build a support network.

In order to prevent children whose parents are abroad from straying and becoming involved in illegal activities, the Barangay captain has made decisions like closing the billiard hall before 11 o'clock. By taking this and similar decisions, members of the Barangay council are playing roles in preventing children from loitering late at night where they may be exposed to unwholesome elements. The members of the youth council and NGO also created a lot of projects such as sport events, to keep children busy, so that they would not become lonely even though their parents are abroad.

Even within the household, we can see strategies in controlling any negative impact that may be a result of migration. Some returnees said they intentionally made time to be with their children, such as going shopping to improve their relationship. Another said that they would show pictures or voice recordings of the family member who was abroad to prepare their children for eventual reacceptance of the migrant member. These efforts taken by family members to decrease the negative impact of having a migrant member abroad is another attempt made by various groups in the community to assist in dealing with having family members working abroad.

At a community level, the religious group played a crucial role in decreasing the emotional and physical tension within the community. During our stay, we had an opportunity to attend one church seminar. The purpose of the seminar was to raise the awareness of community members about the issues surrounding migration and to

emphasize the role of community in helping migrants reintegrate into their own community. Also, they provided guidance to the family members who were left behind about how to manage money. The group insisted that they have to help the poor in the community. The religious group is one of the many organizations and groups of individuals who are actively involved in properly dealing with the effects of migration in Talisay.

## 6. Profile of Interviewees

The points discussed above are the general findings based upon the data collected through the interviews. Although there are many consistencies found in the behavior of labor migrants and non migrants, not one single case is identical in its entirety to another. This chapter is devoted to summarizing the individual histories of 4 migrants, 3 family members of migrants and 3 non-migrants within the pool of 38 interviewees, to depict the inimitable experiences each individual had shared in the interview. Furthermore, the following ten cases illustrate the nature of the migrants and family members left behind and entail unique, and sometimes, harsh experiences surrounding labor migration.

### Case 1

Sex : Male Age : 40's Classification : Returnee
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This gentleman worked in Hong Kong and has wife and one child. His wife also worked abroad for a few years. His official level of education is second year of vocational school. After dropping out of this school, he went to Hong Kong with a little help from his sister and brother. His brother and sister have already been working in Hong Kong and so they gave him some assistance. For instance, his brother provided him with the funds necessary to pay for the placement fees and his sister helped him to get a job in Hong Kong.

During the 1980s, he served as a domestic servant. His duties included washing the cars and horses, and also variations of office work. There are three reasons why he chose Hong Kong to work in. First, Hong Kong was a good place to work in compared to the Philippines, for although the working conditions were strict, including communication and circumstantial difficulties, he could earn at least 15,000 PHP a month. Second, as mentioned above, he was able to receive assistance from his brother and sister. And third, Hong Kong is very close to the Philippines and so he could easily go back to his home if an emergency were to arise in his country.

To coincide his departure, his wife also went abroad. Thus with both parental figures absent from the home, his aunt took care of their house and child while both husband and wife worked abroad. The single method of communication available to keep in contact with his separated family was telephone.

After returning to the Philippines, he faced some difficulties readjusting to his family. For instance, his child didn't accept and acknowledge him as a parental figure, immediately. It took some time for the family relationships to return to normal. At present, he has plans to work in Italy to earn enough money to provide his child with a good education.

## Case 2

Sex : Male  
 Age : 50's  
 Classification : Returnee

This gentleman was born in Talisay, graduated from high school in Lipa and then went on to college in Manila, completing his third year. He has a wife and 4 children. When he was 25 years old, he made the decision to work abroad because it was hard for him to earn money in the Philippines. He went to a placement agency that his friends referred him to and was sent to work in Saudi Arabia for two years (1979–1981) as a hotel worker.

His wife also has experience working abroad. She went to Hong Kong in 1987. Approximately three years after her going, he followed her in 1990 and worked there until 1994. At the time, he paid 4,000 HKD to his “sponsor”, needed for making the employment contract. This sponsor system is a little different from customary methods. People who want to get a working visa pay money to a “sponsor” and make a contract but don’t work directly for that sponsor. He or she will work for another employer. He worked for one of the most famous hotels in Hong Kong and concurrently had a sub-contracted job with another employer where he cleaned the kitchens of hotels and restaurants. He was satisfied with working in Hong Kong because of the abundance of employment opportunities and relatively high income in comparison with jobs available to him in the Philippines.

After he returned from his time overseas, he was happy because he had money and could live with his family. However, after a period of about 2-3 years, that happiness turned to mild depression because the money he had earned abroad had been exasperated and there weren’t any local jobs available which he could fill. Also, he experienced some mild difficulties in the relationship with his children. His children became distant with him. His children grew up without him so sometimes when he asked them do something they wouldn’t listen to him. But it was not so serious. After 3-4 months the relationship returned to normal.

He was very satisfied with the work he did overseas and he is willing to get a job abroad again. He thinks that Italy is the best country to work in because he sees the positive changes in migrants who are, or were, working in Italy, such as their large homes built by remittances. However, one negative aspect of pursuing work in Italy would be the exorbitant placement fees that would result as a consequence of pursuing work in that particular country.

His oldest son is currently working in Dubai as an inspector in a British company. The placement fee for Dubai is insignificantly lower than that of Italy. Now, he is planning on sending another one of his children abroad. His advice for the younger generations is not to waste time and to spend money wisely so that you can send remittances to your family.

### Case 3

Sex : Female Age : 30's Classification : Returnee
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This woman is a returnee and also a family member of an OFW. She lives in Talisay with her mother and two children. Her daughter is 7 years old and her son is 3 years old. Her husband is currently working in Italy. Both her and her family has residential status there.

She was born and raised in Talisay. After she graduated from college with a nursing degree, she went to Spain where she worked as a bartender and waitress. She was working 16 hours a day and made 1,000 USD a month. She was a very hard worker. After she stayed one and a half years in Spain, she came back to the Philippines and got married.

Her husband went to Italy in 1992. Before he got married, he also didn't have a job. Thus, his parents tried to send him abroad in order to seek a "new fortune." Fortunately, he got a chance to go to Italy. He worked there as a domestic helper where he engaged primarily in housework such as cooking, washing, cleaning and so on.

Her husband got amnesty in 1999. Amnesty is a system practiced in Italy and other countries where an undocumented, or illegal, migrant is given the opportunity to change his/her illegal status into that of a legal nature. After her husband was given amnesty, she followed her husband, leaving her child behind in the Philippines. She worked as a care worker for the elderly. The salary that she received at the time was approximately 1,000 Euro (around 67,000 PHP) a month.

At that time, she had a daughter who was left behind in Talisay. It was a very hard time for her. She suffered anxiety from being away from her child. After one year, she came back from Italy in order to take her daughter back with her. Afterwards, she stayed in Italy with her husband and daughter for 3 years.

In the Philippines, families are bonded together with very strong ties. Thus, during her stay in Italy, she maintained contact with her family in Talisay via telephone almost every day. This particular conduct generated a maximum cost of 20 Euro per week. If it wasn't her that called, it was her sister in Talisay that called her. This is not an isolated incident where family members who were abroad went to great financial lengths to maintain contact with their family.

She gave birth to a baby boy in Italy. When her son was five months old, she came back to Talisay with her two children. She is always happy, since coming back from Italy. She mentioned that she felt very much at home in Talisay. In Italy, nobody knows her and she, along with her husband, can't survive without working. However, when she is in Talisay, she can do anything and meet anybody she knows, the only thing is she doesn't have enough money.

When she came back from Italy, she didn't notice any changes in her relationship between her family and the community. However, she couldn't help but feel that people in the community respected her more than before.

Money-wise, she was satisfied with her experience abroad and her family's living standards did increase. On the other hand, she was dissatisfied with her occupation abroad. Therefore, she is undergoing training in order to get a license to practice nursing abroad. She also mentioned that OFW was good with respect to the economical advantages. But she added that, "money wasn't everything."

#### Case 4

Sex : Female  
 Age : 50's  
 Classification : Returnee

The interviewers had an opportunity to interview this woman while she was back visiting Talisay for a short duration. She said that she would go back to Italy soon. This particular woman has experience working in a number of different countries, such as Hong Kong, Germany, Spain and Italy. Her first country of destination was Hong Kong. She worked there as a domestic helper. However, she wasn't satisfied with her salary there. Then she changed the destination country and went to Germany with her husband. She chose Germany as the second destination country because it was not necessary to attain a working visa to work. Also, working in Germany would pave the path for a chance to work in Italy, which was her hope. According to her, it is one of the easiest routes available for Filipinos to go to Italy, via Germany. She received this bit of information from her friends who have had experiences staying in Germany. Then, after a short stay in Germany, she went to Spain. The reason why she went to Spain was also because it was one of the rungs on the ladder towards employment in Italy. After she had worked in Spain for a year she finally found her way to Italy. The reason she so longed to work in Italy is because her sisters and brother had been working there.

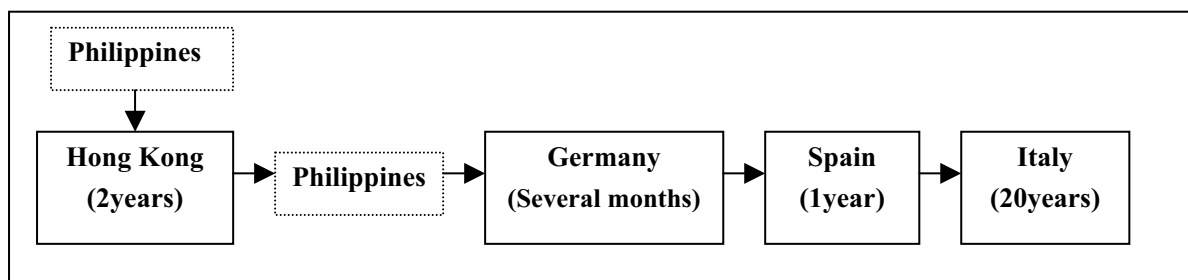
She had worked as a domestic helper for twenty years in Italy and was making around 1700 Euro per month while residing in her employer's residence. Furthermore, she took on some part-time positions and gained a little extra income on the side. She said that her job in Italy was easy and her employer was kind.

Before she and her husband went abroad, they were poor. Her husband worked as a driver and she was a housewife and they didn't have land to plant crops. Their decision of going abroad was based primarily upon economic reasons. After working abroad, which in no small way was affected by her time in Italy, her family members' lives underwent considerable changes. They used their income earned abroad for purchases of land, a car, a motorcycle and so on. They also made valuable contributions to the development of Talisay, such as streetlights, beauty contests and the church.

Both her and her husband's decision to work abroad led to their children being left behind in the Philippines. During their absence her mother-in-law took care of the children. When the children were young, they had some mild difficulties in the relationships with their children. She said that when they came back to Talisay, it was difficult for her to communicate with children and initially, the children didn't want to sleep with her. Their children became distant from their parents. To try and cushion the blow that being away from their children would have on the relationships between child and parent, she sent voice-tape recordings, letters and made telephone calls. Figure 10 indicates the avenues in which this woman took to reach her final destination of working in Italy.



Figure 10. Mobility map

**Case 5**

Sex: Female  
 Age: 30's  
 Classification: Family of migrant

The husband of this woman in her 30s is currently working in Italy. She has two kids, an eight year old and a seven year old.

Her husband went to Italy in 1998. He works there as a domestic helper and makes around 70,000 PHP a month. She spent the remittances sent back by her husband on land, the house that she lives in and her children's education.

Before working abroad, her husband worked as a fruit vender. At that time, his salary was very low and so he decided to go abroad. When he first disclosed his idea, that he wanted to go abroad, to his wife she disagreed with him. However, it was the husband's decision to make and she didn't want to get in the way. Thus, she accepted his idea. However, she wanted him work in Talisay after returning and help with her in her business that she was contemplating.

He came back to Talisay only once during the five and a half year duration he has spent overseas for reasons of documentation. Simply put, if he had returned to the Philippines, his chances of being able to go back to Italy again, would be dismal. This situation placed emotional difficulties on her and her children. When their children were sick or had special events such as school activities requiring the attendance of family, she was pained to watch her children not have their father present. She also mentioned that the relationship between father and children was affected. When the father came back to Talisay, the children didn't want to sleep with him.

She mentioned that if working abroad meant leaving her children behind, she would not want to go. In addition, she explained that even if she could take her children with her, she would prefer living in the Philippines. She says that she only hopes for a simple life for her children and does not have aspirations that would lead to earning a large sum of money. She has noticed that some of the migrants' children tend not to study hard, or not to finish school completely and become dependent on their parents. She wants her children to become independent and study hard. In order to secure the futures of her children, she has made the necessary investments such as purchasing educational insurance, so that their children would be able to continue schooling even in the event that the parents are jobless. Furthermore, she is planning to send the children to private high schools.

She also mentioned that there were some differences between families who have relatives working abroad and families who do not. The families of migrants and migrants tend to spend much money, while those

who are working domestically live simply and have few wants. She has some businesses in Talisay and one of them is sewing. She even has customers abroad and caters to specific requests of clothing for many different purposes. She also notices the change in migrants' attitudes, especially of those who go to Italy. Those who are working in Italy tend to order their clothes, not being restricted by elements such as price.

## Case 6

Sex: Female  
Age: Teens  
Classification: Barangay youth council

This young lady is a family member of an OFW and at the same time, she is a member of the Barangay youth council which is a council made of eight members, holding different positions: one chairman, two of vice chairman, two in charge of sports activities, two in charge of infrastructure, and one in charge of healthcare. She has a mother, father and two brothers. She dropped out of college after her second year.

Her father went to Japan when she was eight years old. He worked there as a factory worker for about ten years. They usually keep in touch by telephone, three times a week. Every Christmas he took the holidays off and came back home. When he comes back to the Philippines the young lady can't help but notice the differences in her father after being influenced by Japanese culture. For instance, he has learned to use chopsticks and has become accustomed to eating fish. But, in terms of mental attitude, she feels his way of thinking has not changed.

In terms of migration in general, she thinks migration is a good thing because it helps people earn much more money than working domestically. Therefore, many people sacrifice education for the opportunity to work and gain money abroad. She also has a desire to work in Spain. On the contrary, she doesn't want her children in the future to feel the loneliness she felt when she was a child.

As mentioned above, she works as one of the members of the youth council and the Barangay youth council organizes activities, such as sports festivals, distributing food to school children, and helping at day care centers, etc. According to her, when comparing children of migrants and children of non-migrants, children of migrants tend to have a lower rate of participation. The reason for this is that those who take care of children, usually the mother or sometimes grandmother or maid, hesitate in sending their children to participate in these activities. They worry that if something were to happen to the children during the activities, it may cause problems or put unwanted pressure on the family member working abroad.

## Case 7

Sex: Female  
 Age: 20's  
 Classification: Family of migrant

This woman's father, mother and eldest brother are working in Italy at present. Her father has been working in a restaurant for seventeen years, her mother as domestic helper for eight years, and her eldest brother in a hospital and hamburger shop for six years. A few years ago the earnings generated by the family abroad were put to use in the construction of their new house.

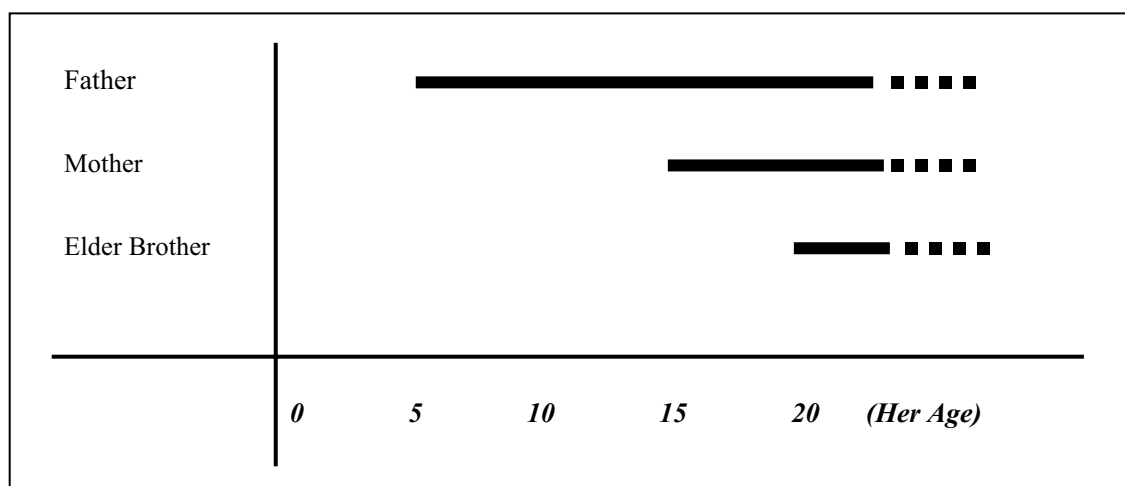
The members of this family decided to go abroad for the following reasons. First, there were less job opportunities in Talisay and even if they could get a job, the salary would have been very low. Second, it was relatively easy to go Italy for them because their relative, her father's sister, had already been working in Italy for more than twenty years.

In terms of fundraising, father was able to go using his and his sister's savings, 50% each, the mother went on the father's money, and the eldest son using his father, and aunt's savings, again 50% each.

In terms of relationships, she basically communicates with her family residing abroad by telephone. Usually, they talk on Thursday and Sunday but she seldom has the opportunity to actually meet them, especially her father. Her father came back to the Philippines only four times in 17 years and it is difficult for her to overcome her loneliness.

Even still, she has positive opinions on migration and also wants to work abroad, although she has experienced negative aspects such as the loneliness of not being with her parents when she was still a child. Thus, she said that it is only until she gets married that she would consider working abroad.

Figure 11. Duration of the absence of her family members



Source: Primary materials from the interviewee concerned

## Case 8

Sex: Female  
 Age: above 50  
 Classification: Non-migrant

This woman is widowed and is currently unemployed. She lives off of the financial assistance coming from her three children. When her husband was still alive, he bred fighting cocks for sale. He used to sell two to four cocks in a single transaction and earned 2,000-5,000 PHP, but there were times when none were sold. After saving their earnings from this business the family purchased some land. One year later, they built their own house and gradually made reforms on it. Their house was built in a traditional Filipino style that has a garage on the 1<sup>st</sup> floor where livestock can be kept and the living quarters located on the second floor.

There are three major reasons that prevented her and her family from seeking work abroad. Of which, the first reason was the risks surrounding migration such as the exorbitant placement fees. It is very difficult to prepare such a large sum of money without assistance from relatives. And although receiving a loan from banks is a possible option, with interest rates over 20%, it is not a good idea. The risks are not limited to financial factors. Other factors such as running into a bad agency or not being able to find a good job even after being able to go overseas are other risks that migrants will have to face.

Education is another obstacle that keeps people from going overseas. She said that one of her sons doesn't have enough education to work abroad. Without a proper education, she claims that the doors to working abroad are hard to open. The third factor that keeps prospective migrants from going overseas is the restrictions placed upon them by family. For instance, her husband forbids her daughter from going overseas to work because both she and her husband were worried about her security in the foreign country. Thus, when her son was planning on going, he chose not to because he didn't want to place unwanted burdens on his family—even after relatives began preparations for his departure.

Although, this woman doesn't have positive opinions about migration within her family, in general, she is very open to the idea. The reason for this is that she has observed, both in the individual and family level, a lot of households having an OFW improve their living standards. And above all, at the community level, the contributions from migrants are significant. "In Talisay," she says, "when somebody's sick or dies the community will help each other out. People who are abroad will send money back." This is done thorough family members or the Barangay council.

She hopes for the constant improvement of Talisay, and that is will become an even better Barangay, and is looking forward to the completion of the new church. Talisay has plans to build a new church, a better water system and maintain the cleanliness of the community. She also prays for a better life for the people who live in the mountains.

### Case 9

Sex: Female Age: 40's Classification: Non-migrant
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This woman in her 40's is currently a supervisor on a farm she has worked on for some time now. She graduated from a public high school and her husband passed away ten years ago. She has one child who is eleven years old. She has relatives living in Italy, Australia, and Spain but she maintains her living without any assistance from them. Her monthly earnings are approximately 6,000 PHP per month, of which she uses 1,000 PHP for the family, 2,000 PHP on the children and the rest goes to other expenses that arise.

She had wanted to work abroad, in Spain in particular, but she gave this idea up in order to take care for her family. Recently her son has expressed interest in working abroad but she is not for the idea, however, she says that if her son wishes to go, he should do what is in his own interest.

In terms of migration, she agrees that, in general, it is a good thing. Before migration started in Talisay, most of the houses were made of bamboo and there were very few large houses. And, although she says that the returnees don't look down on others, she claims that some children of migrants don't work as hard as they should, or do nothing at all. They don't consider education an important issue because they think that if they were to face financial difficulties, they could just go abroad. This is the reason why sometimes the children of migrants drop out of school.

Lastly, she has high hopes for her son. She would like him to become a judge, but she respects his dreams and the decisions he will make. This particular woman prioritizes education over working abroad, and has taken measures to ensure that her child will receive a good education, which she believes will become the foundation of a stable life.

### Case 10

Sex: Female Age: 50's Classification: Non-migrant
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This is a non-migrant who has no experience working abroad and no family members who are, or were, working abroad. At the time of interview, she was in her 50's. She is working as a volunteer in the community and she has a husband, one daughter and two sons.

She graduated from college and worked as an office worker. At times, she would change jobs and at other times, she found herself unemployed. Her average, monthly salary was around 3,000-4,000PHP (1980~1995). Regarding the jobs that she had, she said that they were good at times and bad at times. She mentioned that the main reason people choose to become OFWs is because there are not enough job opportunities domestically, even when a person is a college graduate. She also mentioned that the other reason behind the OFW phenomena was perhaps the large difference in salary abroad, especially for OFWs who go to Italy.

She noted many changes in the community since OFWs began leaving Talisay, such as the growing number of vehicles, big houses and apartments owned by families more and more. "Many of these people were

poor before working abroad but now they are rich,” she explains. She also mentioned that OFWs contributed to the development of Talisay. In terms of the relationship between migrants and non-migrants, she doesn’t see any change or emotional tension. OFWs help their relatives and non-migrants in some ways. However, she also mentioned that there were major differences in the attitudes of children of migrants and non-migrants. She explained that, for example, children of migrants wear better clothing and they tend to go to private school in Lipa, while non-migrants’ children go to public school. Thus the children of migrants cluster together, away from the children of non-migrants. However, she added that when these children become adults, this gap no longer exists.

In terms of OFWs, she thinks that the disadvantage of working overseas is that migrants are far away from their family. However the advantages of working overseas are that they can secure a better salary. She said that she was eager to go abroad. However, it was very hard for her to prepare the placement fees. To go abroad, some migrants take out loans and some are helped by relatives. She said that if somebody had helped her go abroad, she would have gone abroad. Her daughter also expresses interest in going to Japan and the USA.

## 7. Concluding Remarks

As mentioned earlier, the focus of this research lied in addressing the causes and effects of labor migration in Talisay. However, in addition to the primary research issue, other key issues surrounding the principle issue were tackled, such as the reason why a shift occurred in the primary destination country of the labor migrants in Talisay; the contributions of remittances toward development of the Barangay; the change in values for those who have worked abroad; and the effects working abroad and labor migration have on relationships within the community.

The week-and-a-half long excursion to the City of Lipa gave insight on the phenomena of labor migration in its local form in Barangay Talisay. As many of the respondents answered, during the initial phases of labor migration a number of issues must be addressed, starting with the search for overseas job openings through various sources such as family, friends or agencies. Even after a job opening is successfully found and secured, a prospective applicant must undergo a series of screenings, which include, but are not limited to, verifications of travel documentation and physical examinations.

Upon clearing these initial obstacles, individuals and families will next consider strategies for traveling abroad. For example, an individual strategy may be to go to a certain country for a period of time, and then returning to the Philippines with the money earned, only to return to that country for work after the money he or she earned dissipates. One possible option for a family strategy may be to alternate or take turns in going abroad. These strategies are pursued by many of the families and individuals who travel abroad, in order to make the most efficient use of their time and resources in preparations and the actual time to be spent abroad.

In this sense, going abroad for the specific purpose of working is an investment of time and money—both of which are essential resources—and thus, the migrants and families of migrants must receive a larger return than that was originally invested. Simply put, the key, compelling factor for becoming an overseas Filipino worker is economic. Although there are other factors, the vast majority of Filipinos interviewed answered that the initial and primary reason was to earn a higher income, which would be sent back to the family residing in the Philippines.

The remittances sent from the family member or members abroad were put towards an assortment of uses which can be broken into two main categories, that of investment and consumption.

With regards to investment, many of the interviewees answered that the money earned abroad was put

to use in the remodeling, remaking or expansion of their homes. Another form of investment that many returnees and families of former and current migrants turn to is land. The purchase of land is a secure form of investment in the Philippines because of the steady appreciation of its value, however, the setback for this particular form of investment is the time element. In comparison to investing in a home, investments in land are more long term, making it difficult for those who do not have substantial economic latitude, such as domestic workers, to pursue this type of investment.

In almost every culture in existence today, parents value the well being of their children above all else, and the Philippines is no exception. The third form of investment OFWs use their hard-earned money on is their children's education. Indeed, there are many other avenues in which the money earned abroad can be put to use, but the Filipinos, as personified by the people of Barangay Talisay, make the necessary sacrifices to ensure that their children are given the opportunity to get the best education possible.

The money, however, was not only used for investments. A relatively large share of the remittances was devoted to daily consumption such as the purchasing of food, clothing and other necessities of daily life. Only after the requirements of daily consumption priorities were completely taken care of were the remittances aimed at the acquisition of personal luxuries such as top-of-the-line household appliances or flamboyant cars. These are the ways in which the remittances were used at the family and individual level.

Yet, the beneficiaries of individual achievement overseas were not limited to the actual individuals working abroad and their immediate family. The community has also been affected positively with the income gained overseas. This money was put to use in development projects throughout the Barangay, which helped to elevate the living standards of both migrants and non-migrants. The water system is the monumental example of the contributions made towards development by migrant workers and the income they generate.

The calculations of the Barangay budget are simple. Of the total amount of taxes Barangay Talisay pays to the City of Lipa, it gets 30 percent returned. The Barangay receives this amount in addition to other extra imbursements that come from sources such as the federal government and private sector on an irregular basis. Thus the money earned abroad far surpasses the amount that can be earned domestically on the individual level and contributes to a greater amount of taxes being paid, which in turn gets returned to the Barangay for use in projects and other expenses. This is an indirect form of contribution to development on behalf of the migrant workers of Talisay.

However, as mentioned earlier in the economic aspects of labor migration, the contributions of labor migrants have materialized directly, as well. One such form of direct materialization would be the lamp posts that line the road coming in from the main street. The contributions for these lamp posts have come directly from the earnings of migrant workers and only migrant workers.

In these ways, we see that labor migration brings forth countless, positive changes to the community but smaller repercussions exist as well. With one or more family members being away from the home, in many of the cases documented, it was the children who receive the blow. Because of the demand for younger, more energetic laborers overseas, it is not uncommon for the mother, father or both parents to become separated with their children, particularly during early childhood.

As a result, upon fulfilling their requirements overseas, many of the migrants come back to the harsh reality of their children not recognizing nor accepting them. These are, however, remedied rather quickly, with the longest case documented through this research, to restore family ties, being 6 months.

The church and religious groups have also taken initiative in providing activities for children to better cope with their difficulties. In addition to after school programs to keep children away from negative influences, the churches provide religious encouragement, in order to make up for the lack of discipline that develops as a

result of a parental figure or parental figures being overseas.

Another form of relationship that is, and has been, heavily affected by labor migration is the relationship between husbands and wives. There have been cases of married couples going overseas and marrying again, creating new families in the country of destination. Normally, this would result in a divorce, however, in the Philippines very few couples officially terminate their marriages by divorce. Consequently, no statistics can corroborate the trueness of this fact. On the other hand, it is also true that the problem has expanded to the point where OWWA has deemed it necessary to address the issue.

Simply put, the direct causes of labor migration lie in domestic economic difficulties. The Philippines has an abundance of both skilled and unskilled human resources, however, not enough employment opportunities to complement its resources domestically exist, making the domestic labor market extremely competitive. Thus, for Filipinos with a low level of education, employment overseas is a great opportunity because of the relatively high demand with comparison to domestic job opportunities. Unfortunately, even for those who are lucky enough to find jobs in the domestic job market, the salaries are significantly lower than jobs overseas. However, one positive feature of working domestically, and putting up with low salaries, is the fact that domestic workers can be with their families and, consequently, relationships within family and the community will not be affected. This is an important issue especially within the Philippines, because of the high value Filipinos place upon their families. These are the primary causes of labor migration.

The effects of labor migration are numerous and begin with positive changes as exemplified by the diverse forms of development made possible through remittances. Not only have the effects been seen at the community level, but on the individual and family levels as well, marking better standards of living for families and better education for their children. And, while there exists negative effects of labor migration, such as the effects on relationships, in many cases these effects can be amended. Ultimately, when the positive and negative aspects surrounding labor migration are weighed against each other, the positive aspects far outnumber the negative, in the case of Barangay Talisay. Furthermore, we see that labor migration is a product of domestic factors and although negative repercussions do exist, the positive aspects are more than adequate to negate the influences of the negative. Thus, the beneficiary of one's investment to go overseas is not limited to the family and individual, but the community as well.

Lastly, the immediate positive changes that transpire in the lives of migrants and their families, inspires other to go abroad as well and creates a chain reaction of domestic human resources who would be otherwise jobless, to go overseas and make a contribution to their families, community and country.

## Endnotes

<sup>1</sup> Those who spent 30,000PHP to go to Italy, which is relatively small amount as the placement fee to Italy, had, in fact, their family member or relatives there. We assume that they didn't use the recruitment agency, so the placement fee was relatively reasonable.

<sup>2</sup> In contrast to previous years of unbalanced gender compositions, the ratio of female to male workers overseas almost becomes equal in the year 2000, with the number of female workers at 113 and number of male workers at 109. And after taking into consideration this data, it can be assumed that the increase in male workers going to Italy—where many people from Talisay choose to work now—contributes to the nullification of the gap previously inherent in the ratio of female to male workers. At present, there are 52 male, and 39 female migrants from Talisay working in Italy.

<sup>3</sup> It is an NGO, named KABAKAS, organized by youths in Talisay. This organization aims for developing



children's talents and creates various events such as dance competitions.

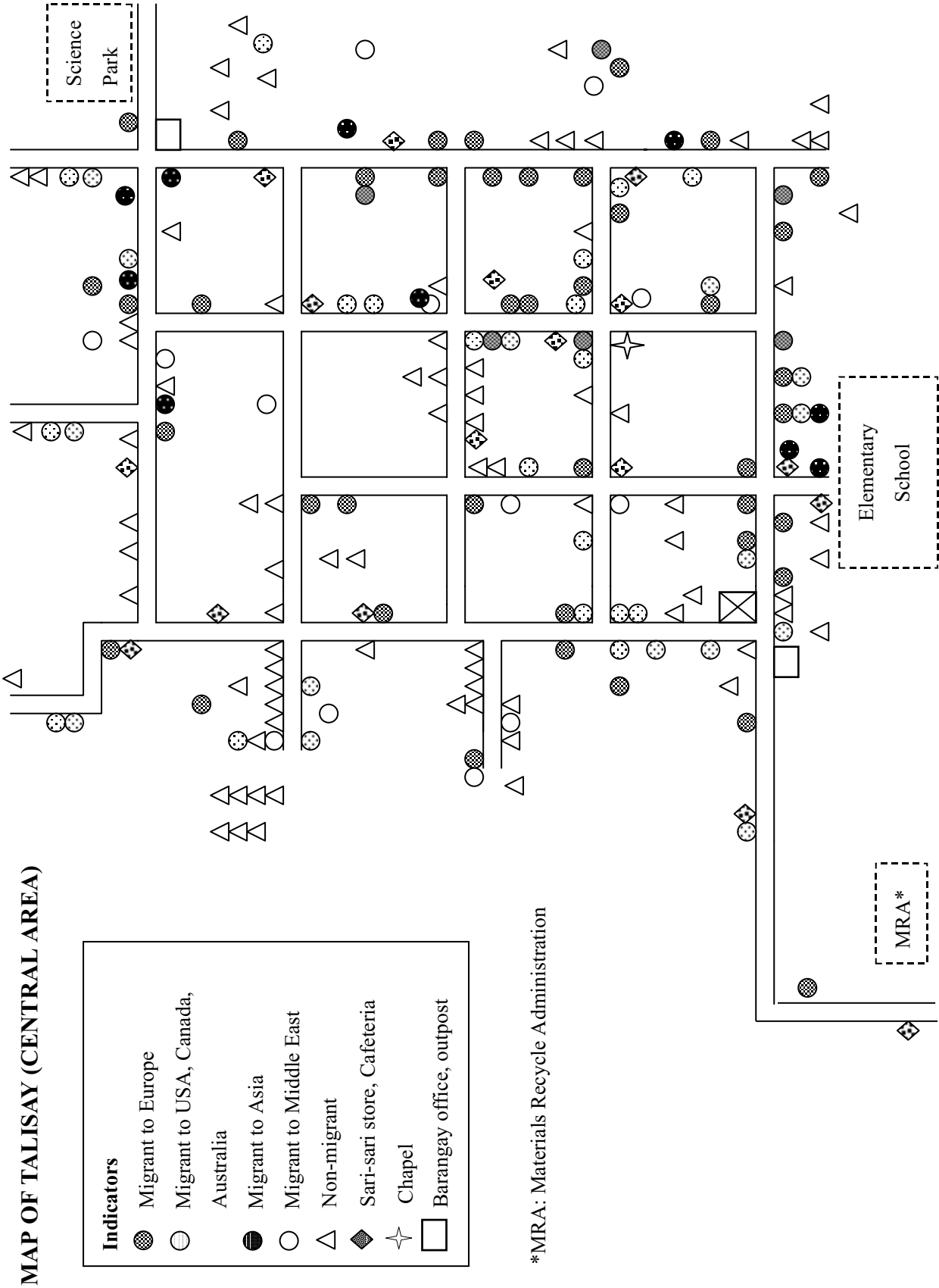
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Appendix



# **Development Communication**

## **- Communication and Slipper Micro Enterprise in Sitio Alibangbang -**

1. Introduction
  2. Research Site
  3. “Buklod ng Pagkakaisa” as the Main Target Group
  4. Research Objectives and Methodology
  5. Findings and Analysis
  6. Concluding Remarks
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## 1. Introduction

“What is development communication?” This was the first question we had when the OFW started. Since definitions and styles of communication vary, we needed to specify which communication we would focus on during our research. At the preparation stage in Japan, we had learned that the village we would visit had been enriched by a micro enterprise. Based on this information, we decided to place this enterprise at the center of our study, with the aim of identifying their communication style, as well as the information that flows through it.

In order to observe these, we had to be seen as reliable people in the eyes of the villagers. There should be certain conditions, in which we and the village people could count on each other. If this condition could be achieved, we could ask them detailed and personal questions.

People won’t do something if somebody only tells them what they should do, even if the suggestions are actually good for them. They must first understand her/him and believe in what she/he says. Then, actions will follow. So the communication between researchers and villagers in the field of development is very important.

The village we (Working Group 4, “Communication”-Group) visited was Barangay Antipolo del Sur in Lipa City. With the collaboration of local government, community and UPLB (University of the Philippines Los Baños) staffs, we conducted our research there for 11 days, from September 27<sup>th</sup> to October 7<sup>th</sup>.

Currently many development projects are operating in the Philippines and some of them are lead by local government. The city where we conducted our research during this OFW was also carrying out several projects and trying to see its assistance reach every corner of community. This assistance from city government is very useful for people to improve their lives. However, despite the importance of these policies, there are still many people who do not receive benefit from the services. During our research in the Philippines, we noticed that one of the reasons why some people are not involved in those development projects is lack of information. In the Philippines, the government uses TV or radio to provide information. However, in rural areas, people seldom use TV or radio for the purpose of getting information. Based on these facts we obtained, we set our main purpose to observe how the information, especially useful information for improving their lives, spreads in the rural Philippines. We conducted a survey at the city government office and in the community to identify the communication style and information flows between them and within the community. This report will introduce the objectives of our research, definition of communication, and research methodology, in the first chapter. In the next chapter we will refer to the information about our research site, communication tools used there, and explanation of how these tools are used. The following chapters contain analysis, conclusion and recommendations. In the end of our report will be a short description of the process of slipper making and a letter for loan assistance in the appendix.

### Some Notes on Communication of Filipinos

Island culture and isolation have led to the development of over 80 regional dialects in the Philippines, and no one language is spoken by a majority of the population. The national language is Pilipino, which is largely based on Tagalog, a South-Asian language whose vocabulary has been influenced by Spanish, Chinese, Malay and Arabic. Most Filipinos also speak English, which is the language of business and of many newspapers, magazines, TV and radio stations. Often, people combine English and Tagalog words in their speech or writing - a practice known as “Taglish.”

Filipinos of both sexes greet each other by bowing or shaking hands. People are expected to recognize elders first. In any type of communication, Filipinos take special care to avoid confrontation. With close friends

they may relax, and good-humored teasing is a feature of Filipino parties. However, when they are with people they don't know well, Filipinos make great effort not to disagree. The word "yes" may mean "yes, I understand", "yes, I agree," or "yes, I understand, but I disagree." Sensitive to implied insults and criticism, Filipinos avoid direct critical remarks. If a conflict cannot be smoothed over and must be resolved, people may get a third party to propose a solution that saves face for all.

Maintaining a smile, when disagreeing or feeling embarrassment, is one way to defuse difficult situations. Prolonged eye contact is considered rude and provocative, especially if it involves people of different status or occurs between a man and a woman. Filipinos often refrain from calling public attention to themselves. For example, in a restaurant they will wait patiently to get the eye of a waiter, rather than call out for service.

### **Functions of Barangay and Local Society of the Philippines**

#### ***-What is 'Barangay?'***

'Barangay' is a type of government managed by local people themselves and not by an external professional administrator. It was created by the government to be similar to the pre-colonial social organization that existed. It has its own boundary and provides local people with basic administrative, legislative and judicial services that are both formal (provided by law) and informal.

The barangay captain and councilmen are elected by the residents, while the other officials are appointed by the captain. Anyone with the ability to read and write English, Filipino or the local language, can be officials of barangay. All officials receive only honor, not salary.

#### ***-Role of Barangay as a Local Government Unit***

As the basic political unit, the Barangay serves as the primary planning and implementing unit of government policies, plans, programs, projects and activities in the community, and as a forum wherein the collective views of the people may be expressed, crystallized and considered, and where disputes may be amicably settled (cf. Local Government Code, Section 384. Role of the Barangay).

It can be summarized as: barangay is related to almost all aspects of peoples' lives. It can be a key agency for development. As local societies of the Philippines are relation-oriented societies, the role of leader of development organizations and projects is important.

## **2. Research Site**

The selected community is Sitio Alibangbang of Barangay Antipolo del Sur. Antipolo del Sur, located in the south-south-eastern part of Lipa City and is 2 km away from the city proper. It consists of seven "puroks" (= blocks). Sitio (= site, block) Alibangbang is the 7<sup>th</sup> of the puroks. The land area of the whole Barangay is 355,980 ha., and the estimated population in 2003 was 5,023 with 969 households.

Figure 1. Map of Barangay Antipolo del Sur. Sitio Alibangbang is located on the eastern part of the Barangay.



### 3. “Buklod ng Pagkakaisa” as the Main Target Group

The target group of our 10-day field study was the Slipper Micro Enterprise “Buklod ng Pagkakaisa” in Purok 7, Sitio Alibangbang of Barangay Antipolo del Sur. “Buklod ng Pagkakaisa”, which is literally translated as League of Unity, is an organization made up of 15 slipper producers. (In the following part of this report, we will use this translation of their official name for Slipper Micro Enterprise.) The main purpose of the foundation of League of Unity is to get loan assistance from the City Government. The League of Unity has five officials: 1) President, 2) Vice President, 3) Secretary, 4) Treasurer and 5) Auditor.

We planned to interview people who participate in this enterprise. The main interviewee, we decided, should be Mrs. M. who started slipper making in Alibangbang in the year 1985. Since Mrs. M. is the person who taught people how to make slippers, she was supposed to be the one who knows the other slipper makers best and could introduce them to us. The interviewees she introduced to us did not live directly in her neighborhood, but they all lived in the same area, within ten minutes on foot. Some of them were her relatives and some her acquaintances.

#### Short History of Slipper Micro Enterprise

**1985-86:** Mrs. M. sews jogging pants/shorts, doormats and potholders from scrap materials. The cloth that was used for slippers is similar to those of doormats and potholders, so Mrs. M. bought some slippers and studied how they were being made and started sewing slippers herself. She started to retail every 2 dozen to local market.

**1987:** Demand of the slippers increased, so she recruited sewers (first family members and then neighbors).

**1990s:** The enterprise blossomed within the community.

**1995:** In this year they began to have regular buyers.

**1990s – 2000:** The price was increased to P 10-15 for each pair.

**2002:** They heard about the loan assistance through a local councilor. They founded “Buklod ng Pagkakaisa” (League of Unity) with 15 people and asked the city government for financial assistance (P 10,000/year),

through KALINGA (Urban Poor Affairs Division) under Vilma Santos (mayor).

**2003:** Relative increase in profit because of increased production. The production was increased from 200 pairs/week to 400-500 pairs/week. There was a limit on loan assistance. (P 20,000 at maximum)

**2004:** 24 households are now involved in Slipper Micro Enterprise. The price can't be increased any more because of the competition among neighbors and other slipper makers.

## 4. Research Objectives and Methodology

### 4.1 Objectives

“Communication has various definitions, but in our case we would define it as the transmission and exchange of information among more than 2 people” (K. Hara, M.Wakabayashi). This can be divided into two types:

- 1) Transmission of information as in mass communication.
- 2) Exchange and interaction of information as in conversation, negotiation, conference.

Because of the limited scope of our small working group (4 people), we didn't conduct research on communication at the national level. Our research aimed to follow the information flow in the second type of communication cited above, at the community level.

Objectives of our research are as follows:

- To analyze communication among the members of League of Unity and to reveal the strengths and weaknesses of their communication.
- To consider how they can enhance their communicatory strength and improve on their weaknesses.

In the preparatory phase in advance of the fieldwork in the Philippines, we were told that the members of the League of Unity were succeeded to improve their living standard using profits made from selling their slippers. One example is that they were able to send their children to higher level schools. Our interest was focused on the process of how the slipper micro enterprise flourished from one family's enterprising initiative to 24 other families belonging to the same community, how they came together to organize the enterprise, and how it works now.

Basically, we were interested in knowing how and where they get most of their information, as well as who helps them in their slipper making. We were also interested in what medium of communication they use, and whether the medium helps in the flow of information from person to person, or not.

### 4.2 Methodology

We planned to interview 12 of the 25 households in Sitio Alibangbang who are involved in the League of Unity. Of those 12 households 6 of them were producers who are involved in the whole process of slipper making (about the process of slipper making, see appendix) and 6 of them were sub-contractors who practice only the sewing process.

Apart from interviewing we also planned to use PRA (Participatory Rural Appraisal) methods, such as resource mapping which should give us the location of the slipper making households, as well as other income generating activities, such as sari-sari store (trade store), poultry, piggery, livestock and farming. The timeline method was also to be used to give us the history of how the Slipper Micro Enterprise started and continues to flourish in the Sitio today.

Direct observation, it was decided, should also provide us information about how people interact with each other, that is, families, neighbors and the community as a whole.

## 5. Findings and Analysis

### 5.1 Findings

#### Interviewees Information

Mrs. P. U.

Sub-contractor. Started in 1998. Non-member of LOU (League of Unity). About 1000 pairs/month. Two of her daughters help her with sewing, and she wants to get a loan next time.

Mrs. C. C.

Producer. Started in 2002. Member of LOU. About 1000 pairs/month. She makes slippers with her husband. She wants to get a larger loan next year.

Mrs. R. R.

Producer. Started in 1997. Member of LOU. About 1300 pairs/month. She wants to get a larger loan next year.

Mrs. E. C.

Sub-contractor. Non-member of LOU. About 1200 pairs/month. She wants to get a loan next time.

Mrs. M. S.

Sub-contractor. Started in 1993. Non-member of LOU. About 500 pairs/month. She wants to get a loan next time.

Mrs. A. E.

Sub-contractor. Started in 1998. Non-member of LOU. About 1000 pairs/month. She wants to get a loan next time.

Mrs. A. A.

Sub-contractor. Started in 1994. Non-member of LOU. About 1200 pairs/month. She wants to expand slipper making with her own money.

Mrs. R. A.

Sub-contractor. Started in 1998. Non-member of LOU. About 900 pairs/month. Her eldest daughter helps her with sewing. She wants to get a loan next time.

Mrs. N. B.

Producer. Started in 1998. Member of LOU. About 1000 pairs/month. Her husband helps her make slippers. She wants to get a larger loan next year.



Mrs. E. M.

Producer. Started in 1985. Member of LOU. About 1600 pairs/month.

Her husband helps her making slippers. She wants to get a larger loan next year.

Mrs. E. B.

Producer. Member of LOU. About 2000 pairs/month.

Her two sons and two daughters help her make slippers. She wants to get a larger loan next year.

Mrs. R. B.

Producer. Member of LOU. About 1600 pairs/month.

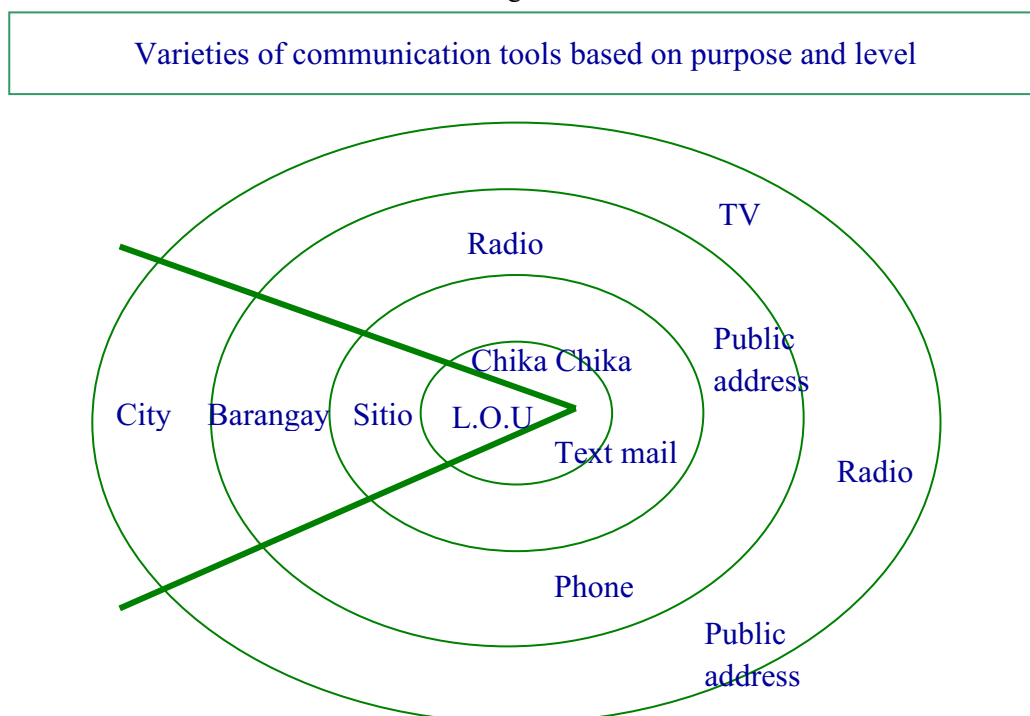
Her two sons help her make slippers. She wants to get a larger loan next year.

## 5.2 Communication tools in the research site

We focused on communication patterns and information flow between: 1) city government and the barangay, and 2) members and non-members of the League of Unity. The communication patterns and information flow were analyzed in terms of their relevance to the development of the barangay-based enterprise.

In our research site, there were various kinds of communication tools, certain tools are used according to the information purpose and the level of communication. That is to say, if the information is meant for the villagers and taking place at the Sitio level, then the medium of communication is likely to be Chika Chika (chit chat) and public address. But when the information is targeted for the city dwellers and at the city level, the medium of communication will be mainly radio and TV. As we mentioned in previous chapters, we defined communication as “transmission” and “exchange and interaction” of information. Here, we will explain the various communication tools we observed at our research site, and then we will explain how they were used there, in terms of the role these two types of communication played. The following figure shows varieties of tools based on purpose and level.

Figure 2



### **Transmission of information**

As we can see from the Figure 2, mainly TV and Radio were used to transmit information to people from the governmental and municipal level. In the site where we conducted our research, these information flows seemed effective because such media have broadly prevailed in this society. On the other hand, these media are seldom used to spread information in barangay and Sitio level and those who provide information at these levels prefer to use the public address system, which spreads information by going through the barangay with a car with a loud speaker, covering almost all households. For people at the Sitio level their main medium of getting information is “Chika Chika” (chatting), which is personal interaction with neighbors or family members. After the transmission of information from the provincial and municipal level the information goes to the individual level through chatting. This means that the transfer of information is done not only by one medium of communication but also through several channels.

### **Exchange and interaction of information**

We will see here the way of exchange of information and interaction, in and among the three levels. First of all, for this type of communication at the Sitio and barangay levels there is no special formality. People at the Sitio level can easily access barangay officials and get, or exchange, information. Namely, there is almost no difference in method of communication, be it between Sitio and barangay or be it within the Sitio. The medium of this communication is chatting. Apart from chatting, they also use text mail as a medium of communication. This is mainly used for business purposes.

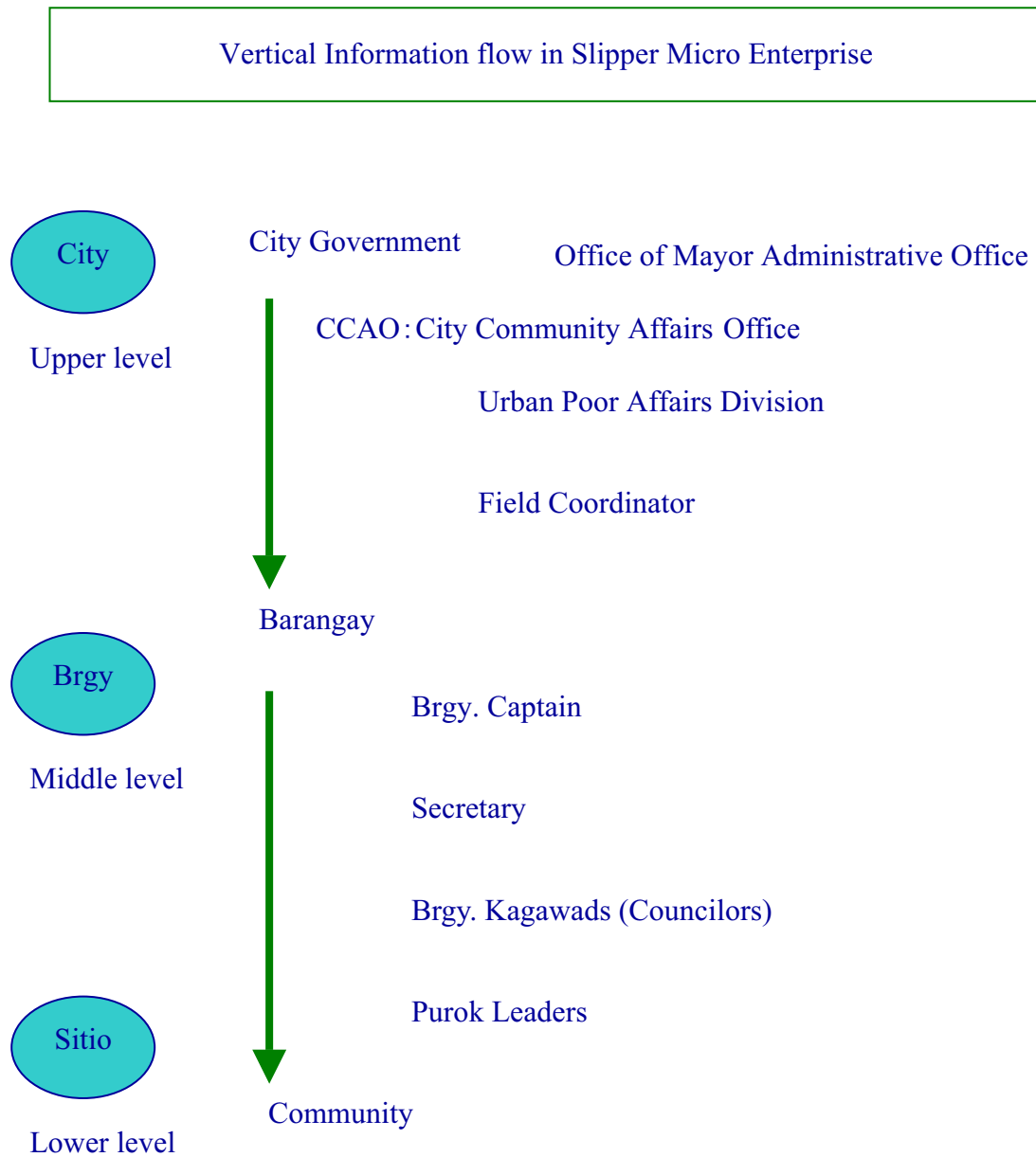
## **5.3 Analysis**

As we explained above, the channel of communication among the people in our research site can be characterized into two types. One is the vertical type, which can be characterized as a one-way, top down flow of information from the municipal level to the Sitio level. The other is the horizontal type, which can be characterized as exchange and interaction of information among individuals at the Sitio level. We will analyze these characteristics of communication and note their strengths and weaknesses.

### **Vertical communication**

The transmission of information from municipal level to Sitio level is presented in Figure 3.

Figure 3



This figure shows the information flow from the city officials to the community level. Interaction with city government, barangay and Sitio depends on resources provided, and interest of the city government. (Though we have presented one of the typical structures above, we must note that information sometimes flows differently. It depends also on each barangay captain and officials, as well as the character of information.)

### Horizontal communication

Horizontal communication takes place among people at the Sitio level and also with Barangay officials. The most important medium of this horizontal communication is chatting. In rural areas of the Philippines in particular, people are very welcoming and friendly. They open their doors to neighbors, friends, and also to

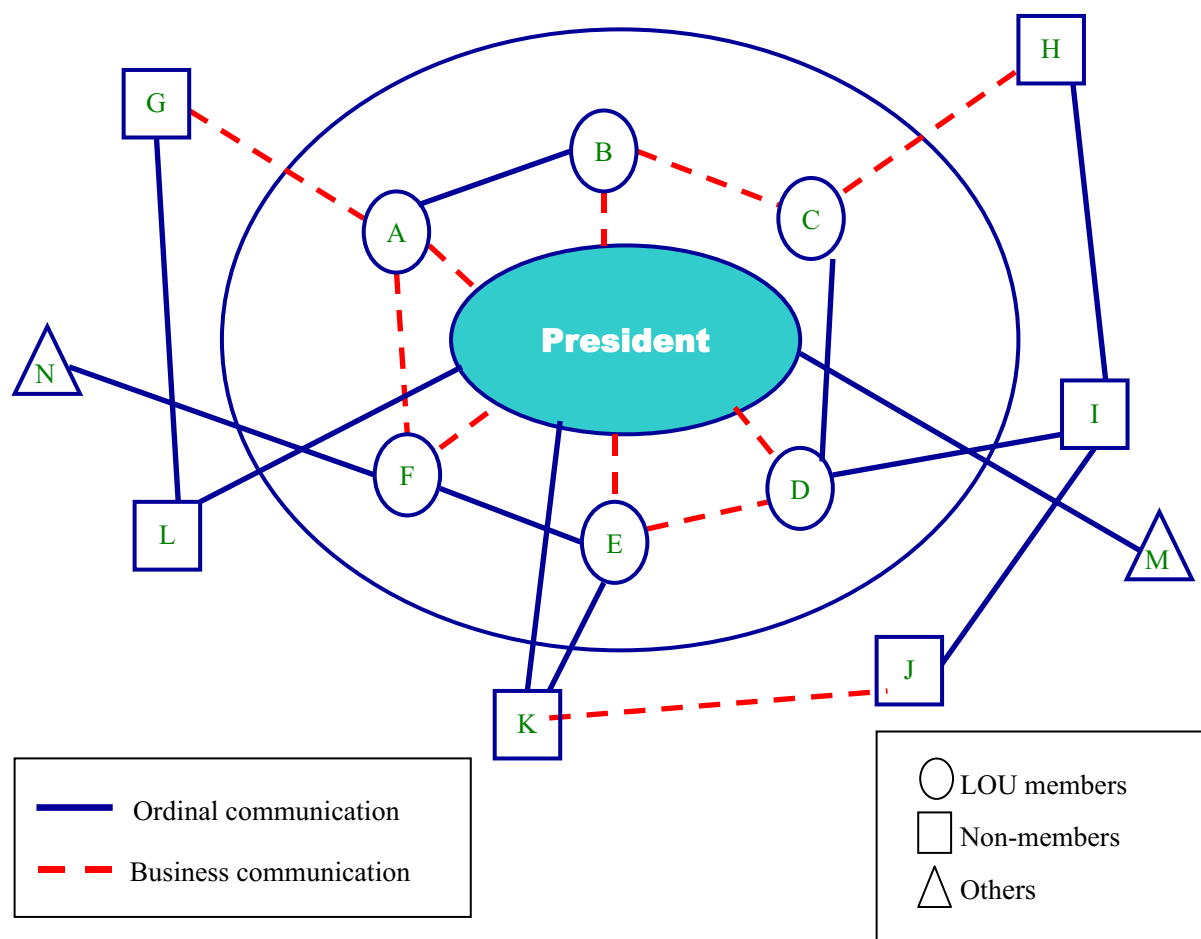
foreigners. This custom promotes informal communication and spreading of information. Basically, this flow of information is very informal and takes place as a part of daily life and, also, on special occasions, such as fiestas, weddings or deaths, as well as anniversaries, where people gather together. This kind of communication is done among people who are very close, such as family members, relatives, neighbors, and also barangay officials.

### **The models of horizontal communication**

Many of the people in the Sitio learned slipper making through watching Mrs. E.M., who started slipper making in the area, and after that they were able to sew the slippers themselves. They were easily able to do that because the local community is relation-oriented, that is to say everybody in the village has a close relationship each other, so basically, everyone knows each other's daily activities. Some of them were sewing hats before, but when they heard from Mrs. M., relatives, friends and neighbors that the profit from slipper making is big compared to that of the hats, they decided to venture into slipper making. That is, they valued sharing information with each other over keeping the information a secret because they have a strong community relationship. Apart from that, some of the slipper makers are relatives, such as sisters or sister-in-laws, so they not only share information but they also cooperate with each other in their work. For example, some who are relatives will go together to get raw materials by hiring a jeepney in order to save on transportation costs. Figure 4 shows horizontal information flow within the League of Unity and with others.

Figure 4

## Horizontal information flow within League of Unity and with others



“LOU members” are the members of the League of Unity who are the producers of slippers, while the “non-members” are those who are not members of the League of Unity and are just subcontractors or sewers, and “others” are those who are not involved in the League of Unity in any sense at all. In this pattern of information flow, it can be seen that ordinary communication and business communication are combined. That is to say, even in business matters their exchange and interaction of information is informal.

### New medium of communication

During the making of slippers the producers exchange information among themselves, however, they sell their products separately because they have different buyers in different places. In the past they contacted their buyers by meeting in person, but recently one of them started to place her orders through text mail, because the buyers live far from her and meeting was inconvenient. However, cell phones are not so widely used by the members of LOU and many of them still contact their buyers by meeting directly, to sell and buy items.

## **Communication between people in the Sitio and barangay officials**

Barangay officials visit the Sitio regularly and have conversations with people while having lunch or drinking together. The officials ask people about their problems and offer useful information from the city government to them on such occasions. Often holding their conversations and discussions informally during lunch or drinking sessions, makes them very comfortable talking with barangay officials and telling them their problems, regardless of the nature of the problem. This means that the barangay officials act as mediators of information from people in the community to the city government. On the other hand, nobody controls the frequency or scheduling of visits. That is to say, the spread of information is not equal and some people may not be well informed. During our interview, there were a couple of people among the slipper makers who wanted to expand their business, but some of them couldn't due to a lack of capital. If the information on loan assistance had spread to everyone, or if they were aware of other types of loan assistance available, then they could have gotten loans and expanded their business.

Most interviewees consider slipper making a way to earn a living but not a business. That is, they tend to share information, such as design, with neighbors and relatives. And because of this, everyone sews and sells the same type of slippers, which bears a low margin. The producers do not consider slipper making a business because they are each other's friends, relatives and community members. Talking about their children, some of them say they want to send their children to high school or university with the income made from slipper making. But the current income is not sufficient. They all want to expand their slipper making. Some non-members (people who didn't get loans from city government) we interviewed say they want to join the League of Unity to get a loan next time, and members are hoping for more loans next time.

## **6. Concluding Remarks**

Based on our findings and analysis we can say that there are two kinds of information flow, which are vertical and horizontal. The information from municipal level to Sitio level flows basically vertical. (It does not exclude the possibility of horizontal flow because the transfer of information is not only done by one medium of communication but through several channels.) On the other hand, the exchange and interaction of information at the community level is usually done horizontally, mainly through chatting, which means that information regarding their ordinary daily life, as well as the information concerning the League of Unity, flows horizontally usually, in a informal method of communication. This informal communication style is based on their customs and strong relationship within the family, with relatives, with neighbors and other community members.

### **For the improvement of the information flow in Slipper Micro Enterprise**

#### **1. Organizational intervention**

- To have an information sharing board

We suggest the people of Sitio Alibangbang make a special community message board, or, information sharing board using it to inform each household of important information by bringing the board from house to house. The deliverer should make sure the household members read everything on it, and sign a sheet signifying his/her understanding or agreement with the message. For those who can't understand the information well neighbors could help them understand.

- Organizing seminars

The villagers who engaged in private business had not had any organized training beforehand. They basically

learned technical skills from observing others. Organizing seminars at a startup would help them improve their slipper production efficiency and lead to the successful expansion of their business.

- Structuring of the organization

The League of Unity is registered as an organization, which is authorized to receive loans from the city government, but does not function well as a system. Making the structure function better is important for more efficient information flow.

Although the League of Unity is an organization with five officials it is not functioning as it should. The job of the auditor is to audit the books but since they do not formally keep records of the loans they get from the city government or from the members' contributions toward the repayment of loans, the auditor cannot do her job.

- Resource networking outside Lipa City

At present, villagers largely depend on loans from city government. If they had resource networks outside Lipa City, such as NGO, NPO, etc., then they would be able to be more independent.

- Cost effectiveness

Cost effectiveness is one of the important factors to be considered in the business scene. Here, we make three suggestions: 1) return of investment, 2) time and motion study, and 3) quality control.

## 2. Policy intervention

Government support is crucial for micro enterprises. Proper intervention would help their business to flourish and eventually, help improve their lives. We suggest the formulation of a long-term plan for micro enterprise, provision of regular credit, and implementation of product protection policy.

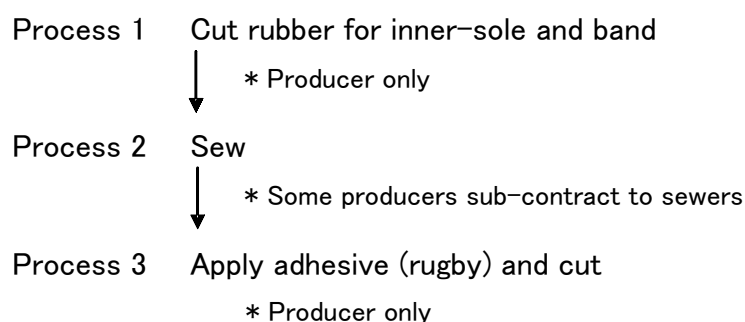
## 3. Market and other technical considerations

At present, people who are engaged in the enterprise rarely consider marketing and technical aspects of their business. Research on competitors' designs, the supply chain, and business strategies, among other things, is essential for the expansion of a business. Considering group usage of raw materials, setting up a showcase in the Barangay Hall, alternative use of indigenous materials like coconuts, or finding a way to export their goods, might also help expand their enterprise.

## Appendix

### Process of Slipper Making

#### Process of Slipper Making



There are three main steps in the slipper making process. Usually a producer completes the whole processes by him/herself. The process is as follows:

Firstly, they cut the rubber for the inner sole and band of the slippers with galvanized pattern using a cutter. Previously scissors were used for cutting, but it is slow, so they changed to a cutter, which is faster.

Secondly, a slip of cloth is sewn on to the inner sole of the slipper, which is the main part of the slipper.

Finally, adhesive (rugby) is applied to a rubber mat and left for 15-30 minutes to dry. After that, the main part of the slippers is placed on the rubber mat and then the rubber mat is cut in the form of a slipper, using a cutter (see the photo below). Lastly, the labels of the slipper size are put on the slippers and they are ready for selling.

The completed slippers are brought to the buyers from Batangas, Los Baños and Cavite and sold wholesale.

Picture 1. Demonstration of the last step of the slipper making process.



## Recommendation Letter for Loan Assistance

The recommendation letter was written by one of the barangay councilors to the city government to help the members get loan assistance. The councilor is the one who knew about the loan because he is working in the Urban Poor Affairs Division, which is involved in Livelihood Programs. Since he is from Sitio Alibangbang, he told the members that they could apply for loan assistance from their city government to help them increase their production.

A. Name of project: Slipper making

B. Place: Purok 7, Alibangbang, Antipolo del Sur

C. Objectives of project:

1. Give a chance to members & their families to increase their income, thus, improving their standard of living
2. Nourish enterprising skills in slipper-making
3. Help city government generate revenue coming from the flourishing of the slipper-making enterprise

D. Project implementation rationale:

Purok 7's main source of livelihood & long existing enterprise is slipper-making, mainly involving heads of families with the help of their children. But, due to limited capital, they cannot expand their production and



delivery to other provinces. Bank loans are out of the question because of soaring interest rates. With KALINGA in Vilma Santos (the Mayor's financing & support program), they now have access to credit and are hopeful that their dreams of financial success will come true.

#### E. Project profile:

The slipper-making organization consists of 15 members (2 of them are males, all 15 are heads of families), each having their homes as their business center and employing mainly family members, sometimes sub-contracting some stages of production to neighbors or other Alibangbang residents. They already have patterns and sewing machines that make their production efficient. Materials for production include fabric scraps, foam, slicing and labeling instruments, thread, thin and thick rubber mats and rugby (adhesive solution). They also do their own deliveries to other markets in bulk/wholesale or retail. They deliver their wares twice a week (300-400 pairs). They make slippers for males, females, and kids in all sizes and styles. Payments from customers are made in full at the time of delivery. Higher profits are made when they retail directly to individual customers or to local stalls in the market.

#### F. Recipients:

- |               |                |
|---------------|----------------|
| 1. Mrs. L. M. | 9. Mrs. N. R.  |
| 2. Mrs. M. G. | 10. Mrs. P. R. |
| 3. Mrs. J. B. | 11. Mrs. A. B. |
| 4. Mrs. N. B. | 12. Mrs. R. B. |
| 5. Mrs. E. B. | 13. Mrs. E. M. |
| 6. Mrs. R. R. | 14. Mr. D. T.  |
| 7. Mrs. E. O. | 15. Mr. R. B.  |
| 8. Mrs. S. B. |                |

#### G. Officials

President: Mrs. E. M.	Vice President: Mrs. R. B.
Secretary: Mrs. M. G.	Treasurer: Mrs. N. B.
Auditor: Mrs. E. O.	

#### H. Recommendation:

I recommend a P 10, 000 per member credit line for each of the 15 members and loan recipients, amounting to P 150,000 in total.

## Questionnaires

#### Producer

Why did you decide to start making slippers?

1. How did you know where to go to get raw materials for the slipper making?
2. How did you know about the loan assistance from the city government?
3. How do you and your buyer communicate with each other?
4. How is the relationship between you and your buyer?
5. Why did you join the League of Unity?

#### Sub-contractor

1. How many producers do you sew for?

2. What is your relationship to the producers?
3. How do you and the producers communicate with each other?
4. Why didn't you join the League of Unity?

#### Common

1. Does having a close family and neighbor relationship help in getting information concerning slipper making and other types of information?
2. How do you get most of your information, not only about slipper making, but also about other things?
3. How did you know about slipper making?

## Endnotes

Due to time limitations, we were not able to delve into a detailed analysis of the cost-effectiveness of the whole slipper micro enterprise and the market conditions affecting the efficiency of producer-supplier communication. During our fieldwork in the Philippines, we had some valuable experiences, as well as some difficulties. The following are the some examples of the experiences and the difficulties we encountered, and how we tried to overcome them and treasure the experiences we have.

One of the difficulties we faced was language, especially in the Sitio level where most people can understand English, but cannot speak English, but Tagalog. So, in order to overcome this obstacle and remove the barrier between the interviewees and us, we learned some Tagalog words such as “Magandang ha pon” (good afternoon), and “Chika Chika” (chit chat). This succeeded in helping pave the way for us, but mostly we depended on our translators. The UPLB Professor and the students helped us very much, not only in translating but also in giving advice, explaining their culture to us and describing the purpose of our field work to local people.

We can say that our field work was successful because the people at the Sitio, barangay and the city level were willing to provide us with the information we needed.

One of the valuable experiences we had was staying in the same village through our research. There, we had lunch together with local people, sang Videoke (karaoke) together, stayed a night with a family in their house, etc. Through those occasions, we experienced their culture as well as their way of life. Further more we established friendships with the people we met and worked with.

Through our research, we have learned various aspects of communication taking place in the village in the Philippines. Above all, we have learned many things about communication between ourselves, which we assume is one of the achievements we obtained through this OFW.

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“General, we stay always with you.” (Professor Gener L. Talatala who would have been a group advisor of WG4 passed away shortly before our OFW started. We regret it so much)