



Republic of the Philippines
Department of Education
 REGION VIII - EASTERN VISAYAS

July 24, 2024

REGIONAL MEMORANDUM
 CLMD-2024- 838

ENDORSEMENT OF THE CONDUCT OF THE PROJECT “MAINSTREAMING BIOTECHNOLOGY AND BIOSAFETY IN THE PHILIPPINE EDUCATION SECTOR”

To: Schools Division Superintendent } Division of Borongan City
 School Heads } ESNCHS
 } St. Mary’s College
 All Others Concerned

1. In line with the attached Memorandum DM-OUOPS-2024-12-00381 from the Office of the Undersecretary for Operations titled “Endorsement of the Conduct of the Project *“Mainstreaming Biotechnology and Biosafety in the Philippine Education Sector”*”, this Office, through the Curriculum and Learning Management Division (CLMD), requires the identified schools to submit the accomplished survey instrument to the Department of Science and Technology – National Committee on Biosafety of the Philippines (DOST-NCBP) and the conduct of the said project in the first quarter of the School Year 2024 - 2025.
2. For more information, refer to the attachment or contact Mr. Enrykie Fortajada, S&T Fellow I of DOST-NCBP at ebfortajada@dost.gov.ph.
3. Immediate dissemination of and compliance with this Memorandum are desired.


EVELYN R. FETALVERO CESO IV
 Regional Director

Enclosures: As stated
 References: As stated

To be indicated in the Perpetual Index under the following subjects

BIOTECHNOLOGY BIOSAFETY SURVEY

CLMD-RRT





Republic of the Philippines
Department of Education
 OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

DEPARTMENT OF EDUCATION
 RECEIVED
 RECORD SECTION, REGIONAL OFFICE NO. VIII
JUL 23 2024
 1374

MEMORANDUM
 DM-OUOPS-2024-12 - 00381

OFFICE OF THE DIRECTOR IN CHARGE
 JUL 23 2024 9:30
 JUL 23 2024
 Signature

TO : REGIONAL DIRECTORS (I, III, IV-A, V, VI, VIII, IX, NCR, CAR, CARAGA)
MINISTER, BASIC, HIGHER, AND TECHNICAL EDUCATION – BARMM
SCHOOLS DIVISION SUPERINTENDENTS CONCERNED
ALL OTHERS CONCERNED

FROM : FRANCIS CESAR B. BRINGAS
Assistant Secretary for Operations and Officer-in-Charge, Office of the Undersecretary for Operations

SUBJECT : ENDORSEMENT OF THE CONDUCT OF THE PROJECT “MAINSTREAMING BIOTECHNOLOGY AND BIOSAFETY IN THE PHILIPPINE EDUCATION SECTOR”

DATE : JUNE 19, 2024

This is in reference to the request of the Department of Science and Technology (DOST) to conduct their project entitled **“Mainstreaming Biotechnology and Biosafety in the Philippine Education Sector”**, which is part of the continuous effort of the DOST – National Committee on Biosafety of the Philippines (NCBP) to mainstream biosafety in various sectors.

A component of such project is the conduct of a nationwide survey to assess the students’ perception towards genetically modified organism and its regulation in the country. After thorough review of the survey instrument, through the Curriculum and Teaching Strand’s Bureau of Curriculum Development (BCD), and the subsequent revision of the survey instrument through the DOST-NCBP, this Office respectfully **endorses the conduct** of the said project in the **1st quarter of the S.Y. 2024-2025**.

The list of target schools and the revised instrument are attached in this Memorandum, for your reference.

For further coordination regarding this matter, Mr. Enrykie Fortajada, S&T Fellow I of the DOST – NCBP shall coordinate with your good office regarding the conduct of this project. Likewise, Mr. Fortajada may be reached through his email at ebfortajada@dost.gov.ph.

For your usual cooperation and appropriation.

[OASOPS/JRGC]



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 Telephone Nos.: (02) 8633-5313; (02) 8631-8492
 Email Address: oure@deped.gov.ph | Website: www.deped.gov.ph

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Effectivity	03.23.23	Page	1 of 1



22 JUL 2024



**AWARENESS TOWARDS BIOTECHNOLOGY AND BIOSAFETY EDUCATION
OF SENIOR HIGH SCHOOL STUDENTS IN THE PHILIPPINES**

General directions: This nationwide survey aims to assess the personal knowledge, attitude, perception, and aspirations towards biotechnology and biosafety of Senior high school Science, Technology, Engineering, and Mathematics (STEM) students. It also seeks to understand the status of biotechnology and biosafety education in the Philippine secondary education.

Please answer the questionnaire **HONESTLY** without any reservations. Your responses will be treated with utmost concern and confidentiality. This survey will take about 20-30 minutes.

Data Privacy Statement

*We, the National Committee on Biosafety of the Philippines (NCBP), recognize our responsibilities under the **Republic Act 10173** also known as the **Philippine Data Privacy Act of 2012** with respect to the data that will be collected from this survey. Any personal information that you will provide us will be kept strictly confidential. By completing this form, you agree and allow us to collect, process, transmit and store the data provided herein subject to the rules and regulations set by the Data Privacy Act.*

Part I. Students' demographic profile

Instructions: Complete the following demographic information. Please put CHECK (✓) mark on the appropriate box that corresponds to your answer or fill in the blanks.

Name (Optional): _____ **Age:** _____ **Sex:** Male Female **Grade:** 11 12

School classification:

- Public
- Private
 - Sectarian
 - Non-sectarian
 - International
 - National
 - Local
- SUC-managed school
- Philippine Science high School (PSHS)
- Regional Science High School (RSHS)
- Others, please specify _____

School location:

- NCR
- CAR
- Region I
- Region II
- Region III
- Region IV-A
- MIMAROPA
- Region V
- Region VI
- Region VII
- Region VIII
- Region IX
- Region X
- Region XI
- Region XI
- Region XIII
- BARMM

Father/male guardian's educational background:

- No formal education
- Elementary undergraduate
- Elementary graduate
- High school undergraduate
- High school graduate
- Vocational course graduate
- College undergraduate
- College graduate
- Post-baccalaureate (MS, PhD, etc.)
- Not applicable

Mother/female guardian's educational background:

- No formal education
- Elementary undergraduate
- Elementary graduate
- High school undergraduate
- High school graduate
- Vocational course graduate
- College undergraduate
- College graduate
- Post-baccalaureate (MS, PhD, etc.)
- Not applicable

Type of residence: Urban Suburban Rural





Household monthly income:

- less than ₱12,000
- ₱12,000 – ₱24,000
- ₱24,000 – ₱48,000
- ₱48,000 – ₱84,000
- ₱84,000 – ₱144,000
- ₱144,000 – ₱241,000
- ₱241,000 – and above

Recent general weighted average (GWA):

- 96-100% (1.00)
- 94-95% (1.25)
- 91-93% (1.50)
- 88-90% (1.75)
- 85-87% (2.00)
- 83-84% (2.25)
- 80-82% (2.50)
- 78-79% (2.75)
- 75-77% (3.00)
- Below 75% (5.00)
- Others, please specify _____

Part II. Student’s knowledge towards biotechnology and biosafety

Instructions: For each statement, you are asked to answer yes or no to rate the level of your awareness and understanding on biotechnology and biosafety. Please put CHECK (✓) mark on the appropriate box that corresponds to your answer.

A. Understanding on how protein is made from DNA

Statements	True	False
1. Deoxyribonucleic acid (DNA) replication is the biological process of producing two identical copies of DNA which is important for cell division.	<input type="checkbox"/>	<input type="checkbox"/>
2. In eukaryotic cells, DNA transcription takes place in the nucleus and uses ribonucleic acid (RNA) to make a DNA molecule.	<input type="checkbox"/>	<input type="checkbox"/>
3. A messenger RNA (mRNA) is being decoded and turned into a series of amino acids to produce a series of amino acids during translation.	<input type="checkbox"/>	<input type="checkbox"/>

B. Understanding on how mutations may cause changes in protein’s structure and function

Statements	True	False
1. A mutation is a change in the base sequence of DNA that may cause changes in the structure and function of a protein.	<input type="checkbox"/>	<input type="checkbox"/>
2. All genetic mutations can lead to genetic disorders or illnesses.	<input type="checkbox"/>	<input type="checkbox"/>
3. There are ways to induce mutations to study function of proteins or to introduce desirable changes in an organism which includes irradiation, genetic engineering, and gene editing.	<input type="checkbox"/>	<input type="checkbox"/>

C. Understanding on products of traditional biotechnology

Statements	True	False
1. Yeasts are microorganisms that initiate the fermentation process, which is important for making bread, beer, and other fermented food.	<input type="checkbox"/>	<input type="checkbox"/>
2. Cheesemaking is a modern application of biotechnology utilizing various microorganisms to produce cheese.	<input type="checkbox"/>	<input type="checkbox"/>
3. Conventional breeding includes traditional agricultural breeding practices, such as selective breeding, hybridization, mutation breeding, etc., that yield valuable traits in agriculture.	<input type="checkbox"/>	<input type="checkbox"/>

D. Understanding on biotechnology and its wide range of applications

Statements	True	False
1. The genetic materials of crops can be modified using laboratory-based technology to develop varieties that have desirable traits such as resistance to pests and diseases.	<input type="checkbox"/>	<input type="checkbox"/>
2. Biotechnology uses cellular and biomolecular processes to develop technologies, products and processes that is not yet widely used in medicine, agriculture, industry, and environment.	<input type="checkbox"/>	<input type="checkbox"/>



3. Renewable energy sources in the form of biofuels are produced through industrial biotechnology, which involves the conversion of sugars from fuel stocks (e.g. corn, sugarcanes, etc.) into bioethanol through the action of certain strains of microorganisms.	<input type="checkbox"/>	<input type="checkbox"/>
4. Biotechnology has not yet been applied in renewable energy generation or biomass production to address environmental problems.	<input type="checkbox"/>	<input type="checkbox"/>
5. Biotechnology can be used to produce basic household materials such food ingredients and laundry detergents, among others.	<input type="checkbox"/>	<input type="checkbox"/>
6. DNA fingerprinting is a laboratory technique used to determine the probable identity of a person based on the fingerprints that are unique to individuals.	<input type="checkbox"/>	<input type="checkbox"/>
7. Microorganisms like bacteria can purify contaminated water.	<input type="checkbox"/>	<input type="checkbox"/>

E. Understanding on examples of biotechnological processes and products

Statements	True	False
1. Both genetic engineering and traditional plant breeding produce crops with improved characteristics by changing its genetic makeup.	<input type="checkbox"/>	<input type="checkbox"/>
2. Genetic engineering methods are considered to be more precise than conventional breeding methods because only specific genes are transferred.	<input type="checkbox"/>	<input type="checkbox"/>
3. Golden rice contains additional genes that enables it to produce beta carotene, a precursor of vitamin A.	<input type="checkbox"/>	<input type="checkbox"/>
4. In vitro fertilization, widely being used in livestock, is a biotechnological technique used to fertilize an egg outside of the body.	<input type="checkbox"/>	<input type="checkbox"/>

F. Understanding recent trends and issues in modern biotechnology

Statements	True	False
1. Intellectual property rights (IPR) enhance technology advancement by providing a mechanism of handling infringement, piracy, and unauthorized use.	<input type="checkbox"/>	<input type="checkbox"/>
2. Genetically engineered microbes are widely used to produce food products such as e.g., enzymes, amino acids, etc. and develop bio-fertilizers to enhance nutrient availability for plants.	<input type="checkbox"/>	<input type="checkbox"/>
3. GM animals are created as disease models and as sources for tissues and organs, for disease control, for food, and for the production of pharmaceutical and industrial products.	<input type="checkbox"/>	<input type="checkbox"/>

G. Understanding on societal, environmental, and ethical implications of modern biotechnology

Statements	True	False
1. Biotechnology is one of the tools in the modern-day society that can help meet the ever-growing demand for basic human needs.	<input type="checkbox"/>	<input type="checkbox"/>
2. Potential risks from emerging technologies can be calculated or analyzed.	<input type="checkbox"/>	<input type="checkbox"/>
3. Biotechnology, like other emerging technologies, has associated risks and thus, regulations and biosafety measures are in place to prevent unwanted consequence.	<input type="checkbox"/>	<input type="checkbox"/>
4. GMOs are not adequately tested prior to its approval for commercial use.	<input type="checkbox"/>	<input type="checkbox"/>
5. Biotechnological products could potentially be used as biological weapons to deliver toxins and microorganisms hence, authorities are carefully regulating their use and release.	<input type="checkbox"/>	<input type="checkbox"/>

H. Understanding on biosafety and regulation of biotechnological products

Statements	True	False
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1. Possible adverse effects of GMOs to the environment and human health are being reduced or eliminated through biosafety.	<input type="checkbox"/>	<input type="checkbox"/>
2. Risk assessment is a process that uses scientific data to determine potential hazards, exposure and the likelihood of adverse impacts of, for instance, GMOs in the environment.	<input type="checkbox"/>	<input type="checkbox"/>
3. The Philippines has not yet established its own regulatory system that will assess and manage the potential risks posed by GMOs.	<input type="checkbox"/>	<input type="checkbox"/>
4. Products developed using New Breeding Techniques (NBTs) or Plant Breeding Innovations (PBIs) can be classified either GMO or non-GMO.	<input type="checkbox"/>	<input type="checkbox"/>
5. Genetic modifications can result in a decreased, unchanged or increased ability to cause harm.	<input type="checkbox"/>	<input type="checkbox"/>
6. Genetically modified (GM) crops such as <i>Bacillus thuringiensis</i> (Bt) corn, golden rice, Bt eggplant and Bt cotton approved for commercial use were evaluated as safe as the conventional counterparts.	<input type="checkbox"/>	<input type="checkbox"/>
7. GM crops and its products are now being commercially grown and sold for human food and animal feed in the Philippines.	<input type="checkbox"/>	<input type="checkbox"/>
8. The Philippines is not yet a part of the <i>Cartagena Protocol on Biosafety</i> – an international agreement which aims to ensure the safe handling, transport and use of GMOs.	<input type="checkbox"/>	<input type="checkbox"/>
9. Biosecurity measures aim to prevent the deliberate use of deadly pathogens for malicious purposes.	<input type="checkbox"/>	<input type="checkbox"/>
10. Good Laboratory Practices (GLP) include the responsible and safe handling of microorganisms to ensure the health of laboratory personnel, the community, and the environment.	<input type="checkbox"/>	<input type="checkbox"/>

Part III. Student's perception and attitude towards biotechnology and biosafety

Instructions: For each statement, you are asked to provide your response by using the scale **4 – strongly agree, 3 – agree, 2 – disagree, and 1 – strongly disagree** to rate the level of your perception and acceptance towards biotechnology and biosafety. Please put CHECK (✓) mark on the appropriate box that corresponds to your answer.

A. Benefits of biotechnology

Statements	4	3	2	1
PERCEPTION				
1. The risks of modern biotechnology have been exaggerated and its benefits outweigh its potential risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Genetic modification is unethical and should not be done by humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Organics are safer than GMOs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCEPTANCE				
4. I am worried about the transfer of genes from an organism into a specific crop because this does not usually occur in nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I support genetic modification to produce crops that are more resistant to pests, diseases, herbicides and abiotic stresses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I do not support the use of GMOs to produce pharmaceutical substances for human medical treatments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I believe that GMOs are beneficial in reducing poverty, hunger and malnutrition and improving the economy specially in developing countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Real world applications of biotechnology



Statements	4	3	2	1
PERCEPTION				
1. Eating GM foods are not safe for human consumption. They cause allergies, cancer, homosexuality, birth defects, and other negative side effects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A person's genes could also be modified or altered by eating GM foods which could lead to cancer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Transgenic DNA in food is taken up by bacteria in the human gut.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Human insulin, synthetically made in the lab using genetically engineered bacteria, has long been used in treatment of glycemia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCEPTANCE				
5. It is important to me that the food products containing GMOs are labeled even though they are substantially equivalent to their conventional counterparts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Eating food that has GM ingredients such as GM fish or other GM animals is against my personal belief, moral values or religion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I support the development of GM ornamentals grown for decoration and aesthetics but not for food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. *Potential adverse impacts of modern biotechnology*

Statements	4	3	2	1
PERCEPTION				
1. GM crops cause harm to the environment compared with conventional agricultural farming methods (i.e., application of fertilizer, pesticide, herbicide, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. GM crop technology can result in a net increase in herbicide use and can foster the growth of herbicide resistant weeds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The release of GM mosquitoes in the environment to suppress or control the population of virus-carrying insects (e.g., dengue, malaria, etc.) will have harmful effect to the environment or public health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCEPTANCE				
4. I support the use of products of modern biotechnology as long as its potential impact on the environment and public safety are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I do not support GMO because it can cause harm to human health and the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I believe both GM and traditional plant breeding are used to produce crops with improved characteristics by changing their genetic makeup to meet human needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. *Regulations of modern biotechnology*

Statements	4	3	2	1
PERCEPTION				
1. Field trials of biotech crops are dangerous. There is a high risk of contaminating other crops in nearby fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The current Philippine biosafety regulations are sufficient to protect people from any risks linked to this technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Government regulatory agencies are equipped with scientific facts and technical information needed to make good decisions in managing the country's R&D on modern biotechnology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACCEPTANCE				



4. I know that government agencies are doing their best to ensure that the food we eat is safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I believe public consultation is important in approving research and development (R&D) and products of modern biotechnology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV. Biotechnology and biosafety-related career decisions and curriculum exits for Senior high school STEM students.

Instructions: For each statement, you are asked to provide your response by using the scale **4 – strongly agree, 3 – agree, 2 – disagree, and 1 – strongly disagree** to rate the level of interests on biotechnology and biosafety. Please put CHECK (✓) mark on the appropriate box that corresponds to your answer.

Statements	4	3	2	1
1. I am interested to take a bachelor's degree in biotechnology or other biotechnology related courses in college after Senior High School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know some universities in the country that offer bachelor's degree in biotechnology and other biotechnology related courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am interested to have a career in biotechnology to improve the quality of lives of Filipinos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am interested to have a career in biosafety to ensure safe use and management of biotechnological products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am worried that there are no job opportunities that exist in the field of biotechnology in the Philippines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am interested to establish a start up company in biotechnology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know that I can start a business or company on biotechnology to solve complex human challenges using science, technology and innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know some biotech companies established in the country focused on pharmaceutical research, food production, fuel production, chemical manufacturing, and breeding for conservation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part V. Current condition of biotechnology and biosafety education

Instructions: For each general question on biotechnology and biosafety education, you are asked to answer yes, no or not sure. Please put CHECK (✓) mark on the appropriate box that corresponds to your answer.

1. Had biotechnology been discussed by your science teacher during your Junior High School?
 - Yes No
 - If yes,**
 - 1.1 Is the concept of DNA recombinant technology included in the lecture? Yes No
 - 1.2 How about GMOs and other products of modern biotechnology? Yes No
 - 1.3 How about the biosafety of GMOs? Yes No

2. Does your school provide their students with learning materials (such as module or instructional material) for science subject?
 - Yes No
 - If yes,**
 - 2.1 Is the concept of DNA recombinant technology included in the learning material? Yes No
 - 2.2 How about GMOs and other products of modern biotechnology? Yes No
 - 2.3 How about the biosafety of GMOs? Yes No



3. What are your primary sources of knowledge on biotechnology? You may check more than 1 item.

- Learning materials, Published journal, Scientific articles, Science magazine, Textbook, Newspaper, newsletter, brochure, pamphlet, Movies and TV series, Social media, Please specify, _____

4. Did your Junior High School provide you with sufficient hands-on laboratory activities crucial in learning basic concepts and principles of biotechnology? Yes No

5. Did your Junior High School promote the spirit of scientific inquiry of students through science education and awareness on biotechnology? Yes No

If yes, what specific activity related to biotechnology was conducted? You may check more than 1 item.

- Classroom discussion, Laboratory or simulation activity, Student project or research, Study tour/field trip, Biotech activities e.g., webinar, conference, etc., Lecture/talk from invited resource person, Seminar on career path on biotechnology, Please specify, _____

6. As a STEM student, do you think studying biotechnology is relevant to you? Yes No Why? _____

7. As a STEM student, do you think studying biosafety of GMOs and other products of modern biotechnology relevant to you? Yes No Why? _____

8. Are you confident that the information/knowledge you got about biotechnology especially on the development of GMO and other products of modern biotechnology is sufficient and accurate? Yes No Why? _____

Target Schools

Philippine Science High School-Ilocos Region Campus
(DOST-managed)

City of Mandaluyong Science High School

Notre Dame University - Junior High School

ARMM Regional Science High School

Benguet National High School

STI College - Surigao

Gubat National High School

University of Negros Occidental Recoletos

Angeles City National High School

Bucal National Integrated School

Eastern Samar National Comprehensive High School

Laureano Salusod National High School

***Additional alternative schools:**

Don Bosco Technical College, Inc.

Lussoc National High School

STI College - Cotabato

Notre Dame of Sarmiento, Inc.

Cordillera Regional Science High School

Saint Paul University Surigao

Gallanosa National High School

Bacolod Tay Tung High School, Inc.

Jocson College, Inc. (Jocson Junior College)

Cavite Science Integrated School

St. Mary's College of Borongan, Inc.

Dimataling National High School

*in case the no. of respondents from the target schools is

Address	SDO	Region
Pob. East San Ildefonso Ilocos Sur	Ilocos Sur	Region I
E. Pantaleon St. Huio Mandaluyong City	Mandaluyong City	NCR
Notre Dame Avenue, Cotabato City	Cotabato City	BARMM
Sarmiento, Parang, Maguindanao	Maguindanao II	BARMM
Stockfarm,Wangal, La Trinidad, Benguet	Benguet	CAR
04220 Narciso St., Surigao City	Surigao City	CARAGA
Bonifacio St., Paradijon, Gubat, Sorsogon	Sorsogon	Region V
#51 Lizares Avenue, Bacolod City	Bacolod City	Region VI
Arayat Blvd. Pampanga, Angeles City	Angeles City	Region III
Bucal II, Maragondon,Cavite	Cavite	Region IV-A
Real St., Brgy. Alang-alang, Borongan City, Samar	Borongan City	Region VIII
Purok 5, Kagawasan, Dimataling, Zamboanga del Sur	Zamboanga del Sur	Region IX
736 General Kalentong St., Brgy. Pag-asa, Mandaluyong City	Mandaluyong City	NCR
Sto. Domingo, Ilocos Sur	Ilocos Sur	Region I
A. Dorotheo St., Cotabato City	Cotabato City	BARMM
Notre Dame Zone 2, Parang, Maguindanao	Maguindanao II	BARMM
Stockfarm,Wangal, La Trinidad, Benguet	Benguet	CAR
Corner San Nicolas and Rizal Streets, 8400 Surigao City	Surigao City	CARAGA
San Pedro, Irosin, Sorsogon	Sorsogon	Region V
P. Hernaez St., Bacolod City	Bacolod City	Region VI
1st St. Balibago, Pampanga, Angeles City	Angeles City	Region III
Maragondon - Ternate Road, Maragondon, Cavite	Cavite	Region IV-A
E. Cinco St., Brgy. A, Borongan, Easter Samar	Borongan City	Region VIII
Pobiacion, Dimataling, Zamboanga del Sur	Zamboanga del Sur	Region IX

not enough, additional respondents/students will be tapped from these schools.

Cluster

1

2

3

4

5

6