

## **THE REPORT**

### **FUNCTIONAL EDUCATION AND LITERACY PROGRAM (FELP)**

#### **INTRODUCTION:**

**FUNCTIONAL EDUCATION AND LITERACY PROGRAM (FELP)** is one of the programs implemented by the Bureau of Nonformal Education (BNFE) of the Department of Education, Culture and Sports (DECS) that provide direct support to intensive community-based literacy training for illiterate out-of-school youth (OSY) and adults from the poorest segment of society with educational programs specifically designed in the development of basic level reading, writing and computing skills integrated with expressed priority learning needs.

#### **GOALS AND OBJECTIVES:**

The **Functional Education and Literacy Program (FELP)** will contribute towards the country's poverty alleviation by raising the literacy and numeracy skills of the poor enhance their capacity to engage in self-help and community activities. It targets poor communities which have a large number of school drop-outs and low school participation.

#### **The specific objectives of FELP are:**

- to reduce the incidence of basic illiteracy from 6.5% to 2% nationwide;
- to develop a body of locally adapted learning materials for literacy programs to support functional literacy in poor communities, which respond to their immediate socio-economic needs and interests;
- to expand the outreach and effectiveness of community-based NFE programs by strengthening delivery systems at the local level;
- to strengthen the monitoring, research and evaluative capacities of DECS to assess community-based NFE programs and formulate policies to raise quality, efficiency and effectiveness of these programs;

- to mobilize an interagency NFE coordinating committee at the local levels using a strategy of team building and networking among the existing-community-based organizations;
- to conduct the training of community literacy facilitators and extension workers, and
- to implement NFE programs for the target learners.

## **FELP VISION**

Establishing a firm and strong foothold in community education is the vision and mission of nonformal education for the 21<sup>st</sup> century. Functional literacy program, therefore, of nonformal education will address pressing needs of identified illiterate out-of-school youths and adults from the poorest communities.

**FELP** envisions a functionally literate citizenry who participate in community activities who are self-employed, self-reliant and enjoy a quality life he himself has envisioned.

Since literacy, numeracy and livelihood training is a basic requisite for active and meaningful participation in our society it is envisioned that functional education and literacy program "provides the most urgent priorities for ensuring the full uninterrupted development of the country's most important resource – its people," (EFA-PPA)

### ***Who are the Target Learners of FELP?***

The **FELP** targets are the out-of-school youth who are fifteen (15) years old and above and adults who are illiterate and/or neo-literate. These learners constitute the poorest of the poor segment of society who reside mostly in rural areas and in slum dwelling places of cities. These learners either have had no access to the formal education system or dropped out of the school system and reverted to functional illiteracy.

The FELP will give preference to women and cultural communities. Other disadvantaged groups will likewise get priority attention. FELP targets who are years and above.

## Literacy for the Disadvantaged Groups

The FELP also targets disadvantaged groups with special needs for literacy program interventions including:

- the differently abled - these are persons who are physically handicapped but still capable of acquiring literacy skills
- prisoners at maximum and non maximum security - these prisoners are given literacy program coupled with livelihood skills and values education.

Literacy interventions could not be provided to other groups of illiterates with special needs not previously mentioned. Learning curriculum and materials will be developed to suit specified needs and problems.

## The LITERACY SERVICE CONTRACTING SCHEME (LSCS)

To pursue the goal of eradication of illiteracy, Special Provision No. 8 of the 1996 General Appropriation Act (GAA) allocated for field operations of Nonformal Education for literacy, basic livelihood skills development and values development. The provision instituted a mechanism for the delivery of literacy programs through the Literacy Service Contracting Scheme (LSCS).

1. Through LSCS, the Department of Education, Culture and Sports (DECS) shall enter into literacy service contract with Non-Government Organizations (NGOs), private and State Colleges and Universities with extension capacities Local Government Units (LGUs) and other Government Organizations (GOs) to provide literacy services/interventions to illiterate and semi-literate out-of-school youth and adults identified through a literacy mapping.
2. The potential service providers are selected on the basis of the following criteria:
3. The targets of literacy service contracting scheme are basic illiterates (level 0-1) and semi-literates (level II and III) in the targeted barangays of the identified municipalities.

4. The duration of literacy lessons shall be 150 hours.
5. In no case shall a service provider be awarded a literacy contract of more than P60,000.00. However, it can be eligible from another contract, if after completion of one contract, it showed satisfactory performance (i.e., learners have moved to the next higher level), per assessment both by the implementing agency and the DECS;
6. The cost of the literacy service contract per learners is P4.00 to cover the funding requirements for the services and training of literacy facilitators/para-teachers, literacy materials and other instructional aids and learner's supplies.
7. Financial reports of NGOs shall be in accordance with the Commission on Audit (COA) Circular No. 95-003 of February 15, 1995, with those of LGUs shall be in accordance with COA Circular No. 94-003 of Dec. 13, 1994.
8. Proposals for literacy service shall be submitted to the Schools Division Superintendent In-Charge of NFE, NFE Supervisor and NFE Coordinator.
9. Proposals received by the Office of the Schools Division Superintendents shall subsequently be evaluated by a team composed of the Assistant Superintendent In-Charge of NFE, NFE Supervisor and NFE Coordinator.
10. Contracts for LSCS shall be between the Schools Division Superintendents and the Contracting Party/Implementing Agency.
11. The Regional office shall facilitate the release of funds to the Schools Division Superintendents.
12. NFE staff from the region down to the district level take charge of training if needed as determined by LSCS service providers, supervise and monitor the progress of the LSCS implementation.

**The Government of the Philippines (GOP) allocated for the field operations of Literacy Program to subsidize literacy contracts with the service providers.** The percentage breakdown of cost per items is as follows:

	<b><i>Budget Items</i></b>	<b><i>Percentage</i></b>
a.	Literacy Facilitators Fee	40%
b.	Development Cost <ul style="list-style-type: none"> <li>• Learning Needs Assessment</li> <li>• Training of Trainors</li> <li>• Social Mobilization</li> <li>• Advocacy</li> </ul>	15%
c.	Instructional Materials <ul style="list-style-type: none"> <li>• Adaptation, Production</li> <li>• Reproduction of Instructional Materials for Learners and Facilitators</li> </ul>	20%
d.	Monitoring	5%
e.	Administrative Cost <ul style="list-style-type: none"> <li>• Other project staff (Project Director, Bookkeeper, Community Development Worker), supplies, electrical utilized</li> </ul>	20%

**TOTAL 100%**

### ***Honorarium of the Literacy Facilitator***

The Literacy Facilitator tasked to manage the learning of adults and OSY will receive remuneration of four pesos per hour for each contact-based learning session conducted. The estimated remuneration of a typical literacy facilitator per learning group is:

<b>Level</b>	<b>No. of Contact Learning Hours</b>	<b>Total Remuneration Per Learning Group of 25 Learners @P55.00/Hour</b>
Basic Level	150	P 6,000.00

### ***Learning the Basic Literacy Skills***

For Basic Literacy skills it is estimated that the skills and competencies will be achieved between 150-200 hours. However, there will be a variation amongst individual learners depending on their level and range of prior learning, their pace of learning and individual learning styles.

At the basic Literacy level the medium of instruction is the learner's first language. For some learners, Tagalog can be a second language.

### ***The Literacy Facilitator***

The key person in the LSCS is the Literacy Facilitator who is responsible for facilitating the learning process for groups of up to twenty-five (25) FELP learners.

The literacy facilitator may be drawn from within the community with the following qualifications:

- Speak primary the language(s) of learners
- Share and understand the immediate concern of learners
- A high school, elementary or college graduate or even a completer of the literacy learning group
- Be trained in adult learning approaches

**At** the basic Level, the literacy facilitator performs the traditional role whereby he/she is directly responsible for conducting the learning sessions with the assistance of learning modules, facilitator's guides and other support materials.

**At** the Elementary level, the role of the literacy facilitator begins to change. The learning materials are designed to be self-instructional. The role of facilitator is to help learners to work through the modules encouraging them to take more and more responsibility for their own learning. This includes familiarizing learners with how-to-study in a self instructional environment and developing learning-to-learn skills. The literacy facilitator accesses a range of available support materials/strategies to help learners learn by themselves.

Literacy Facilitator acts as the learning group leader. He/she provides technical assistance to the learners and probably some face-to-face instruction, e.g. conducting demonstrations/experiments while learners work through the modules individually or in groups. They also perform an important role in providing motivational support to learners and closely monitoring and following up learners' progress specially identifying and non-content related learning barriers.

### ***Teaching/Facilitating Roles***

- Assists in the development, monitoring and revision of learners' individual plan and learning portfolio;
- Facilitates/conducts learning group sessions at the Basic and Elementary Levels;
- Provides technical assistance to learners using the modules
- Distribute learning modules to learners based on learners' individual learning plans;
- Identifies/prepares supplementary learning materials;
- Provides motivational support to learners
- Provides one-on-one tutoring and counseling support to learners

- Monitor and evaluates learners' progress, including giving feedback on completed module assignments identifying non-content based learning

## **MONITORING AND EVALUATION**

**A**t least once a year the BNFE staff monitor the implementation of Functional Education and Literacy Program (FELP) through the LSCS to gather and analyze updated information/data for policy formulation, standard setting, program planning and decision making.

**I**t is not only the Bureau staff who monitor but also the regional, division and district levels.

**T**hose in the division and district level do regular checking to keep track of the implementation of FELP to wit:

- detailed sequence of activities from start of the 150 hours to finish to graduation ceremonies
- teaching-learning approaches, methods, techniques and strategies; and
- learning materials to used, adapted and developed.

For more Related Information, please refer to attached annexes outlined below:

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1. Revised Policy Framework for the Implementation of NFE Programs	9-13
2. Revised Guidelines for the Implementation of Literacy Programs through the Literacy Service Contracting Scheme (Regular GOP Budget)	14-37
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