

Country Report: Philippines

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I. Training Programme for NFE Facilitators

The Bureau of Nonformal Education has been implementing various Capability Building Programs primarily designed to develop/strengthen the skills and competencies of the Nonformal Education implementers in the grassroots level, particularly the literacy facilitators and instructional managers.

A. Present Training Programmes

Among the training programs that are currently being organized by the Bureau of Nonformal Education which cater to the training requirements of the NFE literacy facilitators and instructional managers are as follows:

1. Training of nonformal education facilitators for cultural communities

The training program is part of the Capability Building Program of the Bureau of Nonformal Education which is being undertaken once a year with funding assistance from the government of the Philippines.

It is a Six-Day Training Program designed specifically to develop the competencies of the literacy facilitators who are responsible for conducting literacy sessions in the cultural communities. As much as possible these facilitators should also be members of the cultural or indigenous peoples communities. The participants for the training programs come from the different cultural communities in the 16 regions of the country. The venue of the training program is usually conducted in Manila so participants are provided with free board and lodging including their traveling expenses.

The prospective participants are selected based on the following criteria:

- must be a member of the cultural community and speaks the same dialect;
- must be physically and mentally fit;
- must possess the good qualities of an effective facilitator, e.g, committed, with sense of humor, patience, creative, resourceful, with good interpersonal skills, with good communication skills, etc.

The Bureau of Nonformal Education is utilizing the services of the NFE Core of Trainers during the conduct of training activities organized in the central level. However if training is conducted in the field level, the Regional Trainers are tapped to serve as resource persons and facilitators. Among the contents of the training program include the following:

- Community Mobilization
- Identification of Need
- Linkages and Networking
- Effective Interpersonal Communication Skills
- Principles of Adult Learning
- Literacy Delivery Strategies
- Preparation of Session
- Monitoring and Evaluating the Learning Progress

The common assessment strategies that the Bureau of Nonformal Education is using in determining the impact of the training programs are actual observation and interview. What is usually done by the staff of the Bureau of Nonformal Education is they go to the field and do actual observation and conduct interviews to see for themselves if there are changes in the living conditions of the people who benefited in the training interventions provided by the facilitators of the cultural communities. Sometimes field reports also serve as feedback on the status and impact of the training program on the direct beneficiaries.

2. Training of instructional managers on the nonformal education accreditation and equivalency system

The training program was part of the Capability Program component of the Asian Development Bank (ADB)- assisted Philippine Nonformal Education Project. After the completion of the Project in 2001, the training program has been included in the regular program of the Bureau of Nonformal Education.

There is a standard design used in the conduct of the said training program at the central and field levels. It is a six-day extensive training program, which covers the knowledge, and skills required by the Instructional Managers in order for her/him to effectively and efficiently facilitate the delivery of the Learning support Delivery System under the Nonformal Education Accreditation and Equivalency System.

The BNFE Core of Trainers serves as resource persons and facilitators during the conduct of the training program in the central level. However if training is conducted in the field level, the regional trainers can serve as resource persons. BNFE trainers may provide technical assistance and backstopping during the training. The focus of the training program includes the following:

- Advocacy and Social Mobilization
- Enrolment and Placement of Learners
- Learning Processes
- Facilitating and Processing Skills
- Adult Learning Principles
- Utilization of Learning Materials
- Portfolio Assessment

- Counseling Tools and Techniques
- Monitoring and Evaluation.

3-day enhancement training for the instructional managers is also being organized to address problems, issues, and concerns encountered during the process of implementation of the Learning Support Delivery System.

B. Issues

1. What are the urgent needs for up-grading NFE facilitator's skills?

- Adaptation and mass reproduction of the APPEAL Handbook for Adult NFE facilitators for distribution to NFE facilitators;
- Training of NFE facilitators on the Utilization of the APPEAL Handbook for Adult NFE Facilitators;
- Development of standard training design for NFE facilitators incorporating the necessary knowledge, skills and values needed for a facilitator to function effectively; and
- Periodic enhancement training in order to strengthen competencies and skills of NFE facilitators.

2. What are the needs and resources required by providers of training programs for NFE facilitators?

- Adequate funding for the conduct of capability building activities
- Training materials
- Funds for advocacy and social mobilization
- Competent trainers at the community level
- Training equipment, e.g., computer, photocopier, tape recorders, video cameras, overhead projector, etc.

3. What are the important attributes for trainers of NFE facilitators?

- Have good understanding of the program
- Can communicate effectively - can articulate properly (with good diction and well modulated voice)
- Possess excellent facilitating skills
- Have credibility and good image
- Be willing and available to conduct training

C. Future Plans

1. What is the national plan of providing adequate training for NFE facilitators to meet the needs and requirements raised above?

- Adequate government fund allocation and generation of external funding for the conduct of training;
- Training of Trainers to serve as resource persons and facilitators during conduct of facilitators training;
- Adaptation and mass reproduction of the APPEAL Handbook for Adult NFE facilitators for distribution to NFE facilitators;
- Training of NFE facilitators on the Utilization of the APPEAL Handbook for Adult NFE Facilitators;

- Development of standard training design and training manual for NFE facilitators incorporating the necessary knowledge, skills and values needed for a facilitator to function effectively and efficiently;
- Periodic and systematic assessment of the performance of the NFE facilitators;
- Periodic enhancement training in order to strengthen competencies and skills of NFE facilitators.

II. Plan for National Follow-up Activities of the 20th Regional Workshop

A. Priority Needs

The main focus of the current policies and strategies of the Department of Education (DepEd) is aimed at ensuring access to basic education by the unreached and marginalized sectors of the population such as the children in need of special protection and out-of-school children, youth and adults.

In response to the above concern, the Bureau of Nonformal Education (BNFE), considers as its main priority the training of NFE Mobile teachers/literacy facilitators in the grassroots level. These NFE Mobile teachers/literacy facilitators are assigned to facilitate the conduct of the literacy training/learning group sessions among the illiterate and neo-literate learners in the hard to reach /unreached areas of the country. They are expected to perform multiple and complex roles as literacy facilitators, hence, they need to be trained on the different aspects from teaching-learning strategies to community-based learning materials development.

B. Objectives and Content

The main objectives of the proposed training activities are:

- Equip the NFE Mobile teachers/literacy facilitators in the grassroots level with knowledge, skills and competencies on the delivery of basic literacy/education to the out-of-school children, youth and adults utilizing a variety of NFE teaching-learning strategies/approaches and best practices in NFE program/project implementation;
- Orient/familiarize the NFE Mobile teachers/literacy facilitators on the contents and strategies of the APPEAL Handbook and the Video Program in the NFE; and
- Develop the trainees capability on the utilization of the Literacy Clip Art Book in preparing simple literacy materials in the grassroots level.

C. Tentative Title of the Training Programme

Training of NFE Mobile Teachers/Literacy Facilitators on the Utilization of the APPEAL Handbook, Video Program in NFE and the Literacy Clip Art Book

D. Venue, Participants, Trainers, Training Resources to be Used

- 1. Venue:** Three geographical regions/regional clusters of the country (Luzon, Visayas & Mindanao)

2. **Participants:** 240 NFE Mobile Teachers/Literacy Facilitators of the 16 Regions of the country
3. **Trainers:** National and Regional Trainers from the 16 Regions of the country
4. **Training Resources:** APPEAL Handbook, Video Program in NFE, Literacy Clip Art Book, NFE A&E Manual of Operations, NFE A&E Learning modules

E. Impact of the Planned Training Programme and Proposed Plan to Follow-up the Initial National Follow-up Activities

The proposed follow-up plan is expected to enhance the capabilities of the NFE Mobile Teachers/Literacy Facilitators in the delivery of basic literacy programmes in the grassroots level utilizing the wide array of training resources; and improve the implementation of literacy programs through the use of a variety of NFE best practices. Improvement in the delivery of NFE literacy programmes, including access would redound to the improvement of the quality of life of the intended/target beneficiaries of the NFE programmes, the out-of-school children (6-14 years old), youth and adults.

F. Possible Obstacles for the Implementation

- Conflicts in terms of schedule (both at the national and grassroots level)
- Availability of the target trainees/participants in the grassroots level
- Availability/Release of funds at the time of the conduct of the activity
- Limited budget/funds

G. How the Obstacles can be Overcome

- Prioritization of activities will be done
- Sending of early communication to the field/grassroots level
- Advance requests for the release of funds
- Sourcing for additional funds may be done

III. NFE Adult Learning Materials Development

A. Description on the Development of the Learning Materials

The BNFE developed prototype learning materials in accordance with Nonformal education principles based on the local community needs to address priority needs and problems reflecting their culture. The use of local talents and other resources to develop and produce materials are maximized to ensure the local community ownership apart from the empowerment the process provides. The writers/developers of learning materials at the national level are curriculum specialists representing government and non-government organizations. At the district and community levels, NFE field practitioners and literacy facilitators are involved in the whole process. Local resource persons are also invited to provide local wisdom that would hopefully add color to the contents of the learning materials

being developed. This gradually introduces them in the process of learning materials development.

The process of learning materials development follows a set of steps, such as:

- **Identifying the learners/the community.** This intends to get to know his/her literacy level, age, economic activities engaged in, and other characteristics. Knowing the community, is knowing its location and resources. This results in the profile of learners/community.
- The next step is **needs assessment.** By being able to accurately identify the learner/community's problems and needs is the key to an effective literacy work, moreover, in the preparation of learning materials. Oftentimes, NFE/literacy workers focus on the problems or needs of the target learners.
- **Formulation of objectives.** Once a problem/need is determined/verified, it is necessary to **formulate objectives.**
- **Selecting and organizing contents** can follow, once objectives are formulated. Content areas can be expressed as topics of specific messages.
- **Deciding the content of the learning materials.** Based on the content, format of the materials can be decided taking into consideration the characteristics and needs of the learners. In deciding upon the format to be used, it is important to be knowledgeable about the needs and literacy level of target learners, locations and conditions in which materials are to be used, production cost.
- **Selecting of strategies in using the materials.** This step is dependent on the format selected. An output of this is a guide for utilization of the materials or a facilitator's guide.
- **Writing/development of the learning materials.** This step involves the actual preparation of literacy learning materials based on decisions earlier made. The field-testing or try out of the materials is also done at this stage in the process. The learning materials are finalized based on the feedback of the learners during the tryout or field-testing.

Funds being utilized in the development are either from the meager budget of the government or from some other funding sources like UNESCO, UNICEF.

Learning materials available at the district and grassroots levels come in different formats:

- Booklets
- Posters
- Comic booklets
- Audio tapes
- Facilitators' guides/Guides for utilization

The Basic Literacy materials were translated into seven (7) major Philippine languages namely Ilocano, Bicol, Hiligaynon, Cebuano, Waray, Maguindanao and Tausug. These were also translated into mother tongue or dialect of the target learners. These promote development of higher cognitive skills such as critical thinking and learning by doing. These promote development of higher cognitive skills such as critical thinking and learning by doing. Community based learning materials, which were developed by the fields/local practitioners have been proved to be effective.

The learning materials at the elementary and secondary levels are translated to Filipino not only to ensure compliance with the bilingual policy of the DepEd but also to give learners the leeway to choose the language they would want to learn the modules.

There were also learning materials developed for the Academic Focused Bridging Program, which provide those learners who wish to enter college, knowledge and competencies that would help them prepare for college life. Audiotapes and videotapes also accompany some of the learning modules.

B. Major Difficulties

Budget constraints for the development, production, distribution and dissemination of learning materials

C. How to Overcome the Above-mentioned Difficulties

- Government to allocate budget for materials development in the respective municipalities
- Source funds from other sources, like NGOs, GOs and LGUs
- Use of modern technologies such as Internet
- Conduct more training workshops on the development of literacy materials at the local/community level