

## Country Report

Philippines

EFA National Plans of Action  
Prepared by Dr. Carolina S. Guerrero  
Director IV  
Bureau of Nonformal Education  
Department of Education

### PART I: Legal Framework

#### **Introduction**

The Philippines has been noted for its high literacy rate for years, however, pockets of illiteracy in the rural areas still remain. To address the problems and to reduce the number of illiterate both basic and functional, the Department of Education, BNFE has various programs and projects aimed at reaching the unreached. These programs/projects are also being implemented to respond to the Dakar goals. The legal basis for the implementation of NFE programs are specified in the following mandates.<sup>®</sup>

#### **Legal Framework**

**1987 The Philippine Constitution. Article 14, Section 2.** Provides that the State shall “encourage nonformal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs, particularly those that respond to community needs; and provide adult citizens, the disabled and out-of-school youth with training in civics, vocational efficiency, and other skills.”

#### **Education for All: PPA, 1991-2000**

Underscores the importance of nonformal education. The Plan of Action provides inter alia that education is to be anchored in this four major development areas: a) Early childhood care and development, b) Universalization of quality primary education; c) Eradication of illiteracy (EOI); and d) continuing education for adults and out-of-school youth (OSY). The last two areas within the purview of nonformal education.

#### **The NEDA 1987 – 1992 Medium Term Philippine Development Plan**

Access to quality education at all levels is to be expanded, with a special focus on rural areas and the poor in order to redress inequities in educational attainment.” This is in recognition of the reality that many early school drop-outs come from disadvantaged depressed and underserved remote rural areas.

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## The EDCOM Report

“On completing any of the (nonformal education) programs, a person may either re-enter the formal school system or get employed after taking the Philippine Educational Placement Test (PEPT). More ways to accredit or certify education obtained through NFE programs need to be developed. ”On the reports embodied in the EDCOM report is enhancement and equalization of opportunities in basic education by encouraging alternative modes through equivalency and certification mechanisms.

**DepEd Order No. 1, s. 2003.** Promulgating the Implementing Rules and Regulations (IRR) of RA 9155 otherwise known as the Governance of Basic Education Act of 2001. **Section 1.1** states that the Department of Education should protect and promote the rights of all citizens to quality basic education and shall take appropriate steps to make such education accessible to all.

## PARTII: NFE Components of National Plan of Action and UNLD

### 1. Overall Review of the Literacy/NFE Components of EFA National Plans of Action (NPA)

Based on the 1999 EFA Assessment vis-à-vis the goals set by the Dakar Framework, it can be seen that while on one hand, there are EFA objectives that the Philippines has met or even surpassed and are therefore no longer considered as problems areas, there are, on the other hand, EFA ideals that must be conscientiously pursued as follows:

- Gender parity in access to participation in literacy programmes is not as bothersome to the Philippines as it may be to other countries. In both the 1990 EFA Planning baselines and 1999 Assessment summative data, there was gender parity in the high simple literacy levels among 15-24 years olds for both measurement periods.
- The replacement of the long-used simple literacy rate, which reflected only the ability to read and write (but not how this ability was used to conduct effective day-to-day social and economic interactions). The resultant drops in the reported literacy level for the Philippines because of this change is very graphic and should spur critical interventions.
- Despite the wide-area coverage of formal basic education, there still remains a functionally-illiterate segment of the total population especially among adults.

The Department of Education (DepEd) is the primary agency tasked with the responsibility for providing, developing and sustaining basic education and literacy. Given this role, however, basic education and its expanded scope that includes literacy and life skills are not confined to the schools and classrooms alone.

To address this concern, the following interventions had been undertaken:

- **Organization of Nonformal Education Technical Working Group (TWG) as an integral part of the National EFA Forum.**

The TWG participated in all the development, management and other related activities of the national EFA Committee. The NFE TWG is composed of different agencies e.g., Technical Education and Skills Development Authority, Educational Networking, Literacy Coordinating Committee, National Commission on Indigenous Peoples, etc., whose primary concern is the promotion of literacy, continuing education and other community development activities.

- **Time Bound Targets and Strategies**

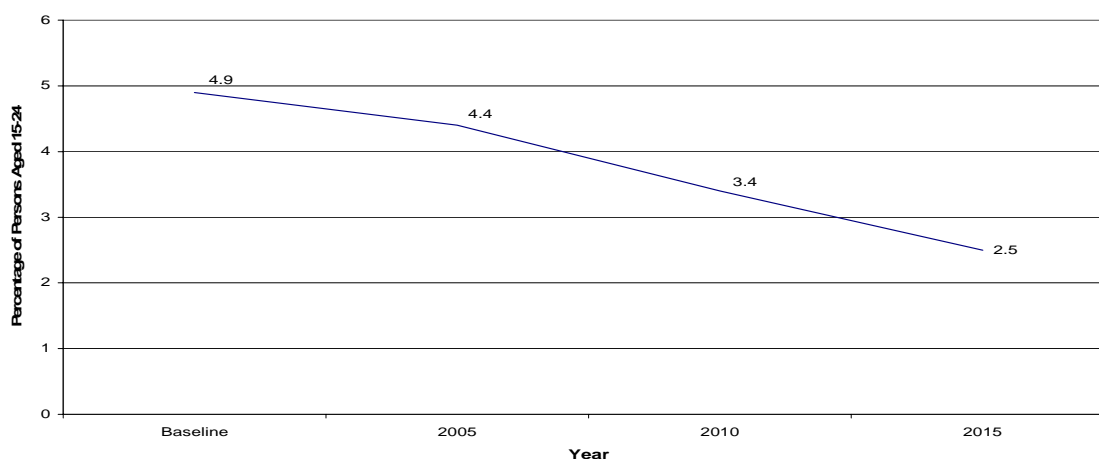
The ALS targets under the EFA Plan are to 1) decrease the current level of functional illiteracy by 50% at the end of the plan period for the 15-24 age group (from the current 4.9% to 2.5 % by 2015) and the 15+ age group (from the current 9.9 % to 5.0 by 2015). Another way of expressing these targets is to say that the level of functional literacy for 15-24 years olds will be raised from 95.1% to 97.5% in 2015 and that for 15+ year olds from 90.1% to 95.0% by 2015.

The table below further describes the abovementioned targets.

Indicator	Baseline	Targets		
		2005	2010	2015
Percentage of Persons aged 15-24 who are Illiterate	4.9	4.4	3.4	2.5
Percentage of Persons aged 15+ who are Illiterate	9.9	8.9	6.9	5.0

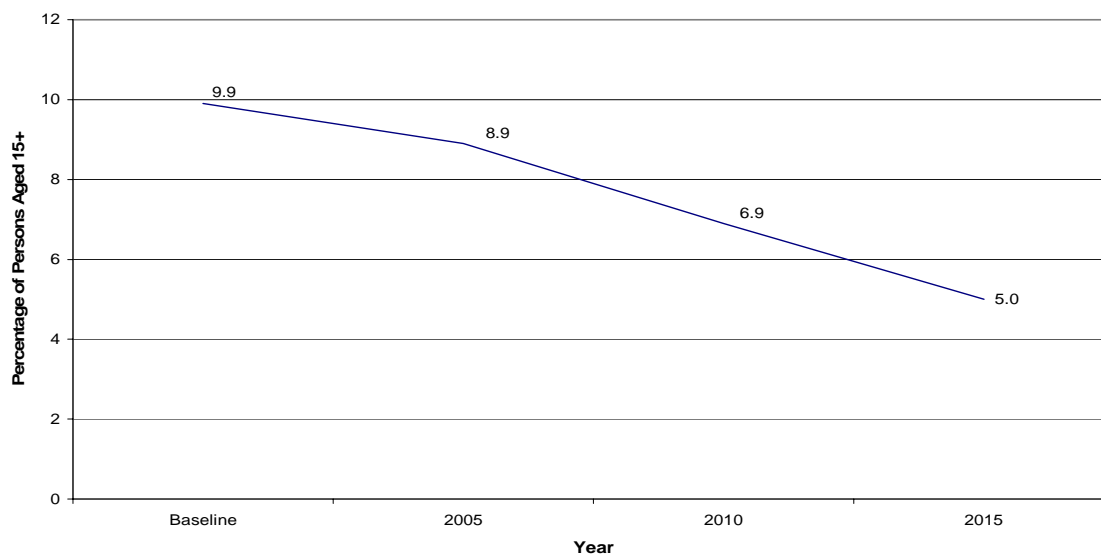
**ALS Target No. 1: by 2015, the percentage of functionally illiterate persons aged 15-24 years old should have decreased to 2.5 percent of the total population.** The Chart below presents the target line for this indicator starting from the EFA II baseline to the end of the EFA II Plan period in 2015. The baseline for functional illiteracy for the 15-24 age groups is 4.9 percent, which must be brought down by 50% by 2015 to the targeted level of 2.5 percent.

**EFA 2015 Plan Targets vs Baselines  
Percentage of Persons Aged 15-24 who are Illiterates**



**ALS Target No. 2: By 2015, the percentage of functionally illiterate persons aged 15+ years old have decreased to 5.0 percent of the total population.** The Chart below presents the target line for this indicator starting from the EFA II baseline to the end of the EFA II Plan period in 2015. The baseline for functional illiteracy for the 15 years and over age group is 9.9 percent, which must be decreased by 50% by 2015 to the targeted level of 5.0 percent.

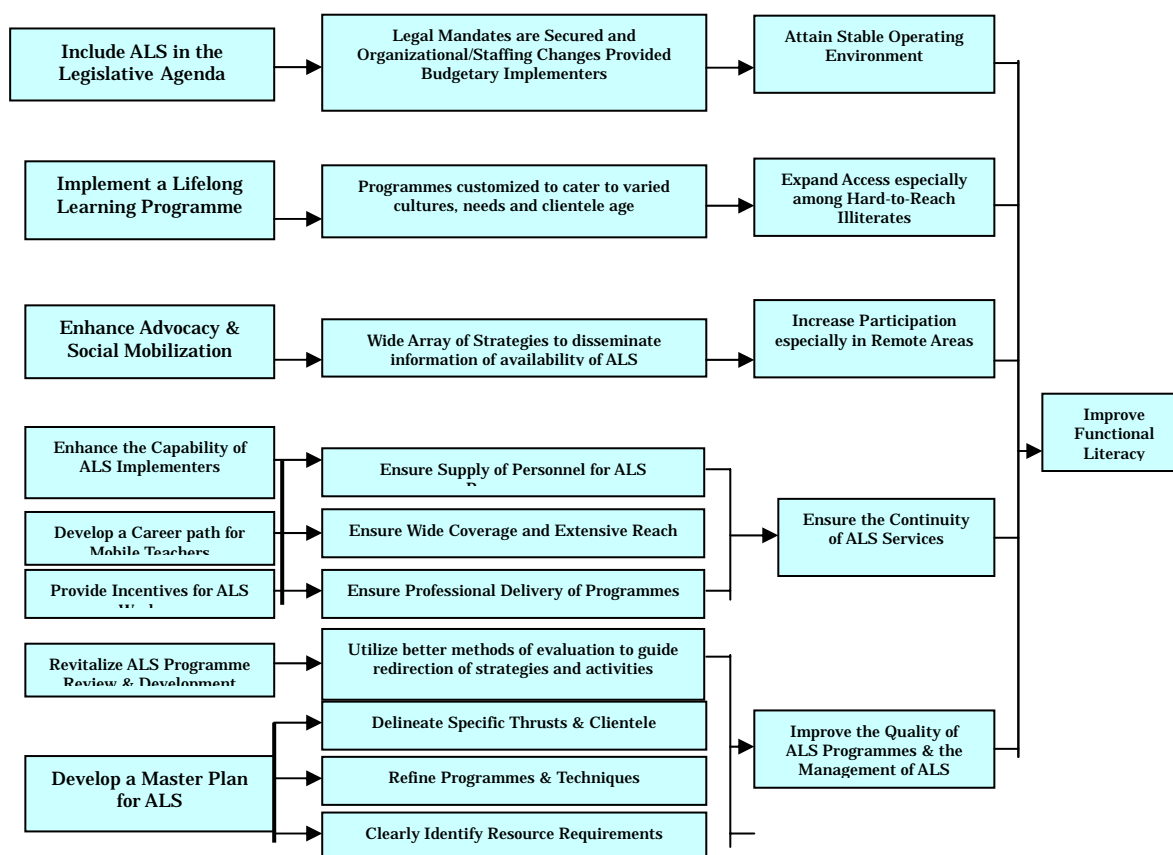
**EFA 2015 Plan Targets vs Baselines**  
**Percentage of Persons Aged 15+ who are Illiterates**



To attain the targets, attempts have been focused on the following:

- Inclusion of ALS/NFE in the Legislative Agenda
- Development of NFE Programs for Lifelong Learning
- Revitalization of ALS Programme Review and Development
- Enhancement of Advocacy and Social Mobilization
- Development of the Capability of the ALS Implementers
- Develop of the Career Path for Mobile Teachers
- Provision of Incentives for ALS Workers
- Development of ALS Master Plan to Improve Functional Literacy

The following diagram shows the EFA II interventions, targets and expected outcomes, 2004-2015. It may be mentioned that there were already some initiatives undertaken to operationalize the plan.



- **Linkage/Coordinative Mechanism with Formal Education/Private Sector/NGOs**

In order to have a sustainability of the programs and projects, a coordinative mechanism with other stakeholder was set in place, as follows:

- Literacy Service Contracting Scheme – this process allows the BNFE, DepEd to enter into contract with universities, colleges, non-government organizations and other literacy service providers to deliver literacy programs/projects in the grassroots level.
- Learning Support Delivery system – it also follows the contracting scheme wherein the DepEd enters into contract with capable NGOs and other learning institutions who have the capacity to provide learners a range of alternative pathways to develop/enhance their skill and competencies.
- Memorandum of Agreement (MOA)

These MOAs signed between the DepEd and learning institutions serve as vehicle for the NFE learners who passed the NFE A&E Test to enrol in schools under Technical Education and Skills Development Authority (TESDA), Commission on Higher Education (CHED), Philippine Association of Universities and Colleges (PASUC) and the Meralco Foundation.

- **Support from external agencies in preparing NPA**

- Involvement as members in the Technical Working Group (TWG)
- Active participation in meetings, conferences, workshops

- Provision of technical expertise
- Resource sharing

## 2. Major Literacy/NFE Programmes of NPA

Title	Objectives	Duration	Targets	Fund Source/ Amount	Partners	External Support
<b>Basic Literacy Programs (BLP) through Literacy Service Contracting Scheme</b>	Provide the illiterate out-of-school children, youth and adults from the poorest segments of society with educational learning intervention through NFE programs specifically designed to address their expressed needs.	<u>200-250 hrs.</u>	<ul style="list-style-type: none"> <li>• Out-of-school children, youth and adults who are Illiterate Neo-literate, Formal school drop-out that had reverted to illiteracy, Indigenous Peoples, Children in the labor force, Street Children, Differently-abled persons, Inmates/Parolees / Probationers, Rebel Returnee, Solo Parents, OSC, OSY, OSA who are victims of especially difficult circumstances, e.g., war victims, incest, rape, prostitutes, battered wives/husbands</li> </ul>	GAA-GOP ₱ 20,000.00 per learning group of 25 learners Local School Board Funds – depending on the 1% income of the Municipality from the Real State Tax	DepEd Officials Local government Units NGOs CBOs POs SUCs, etc.	None
NFE Mobile Program	Make education accessible to out-of- school youth and adults in remote and underserved communities  Improve the quality of life of individual and families in the target communities	200-250 hrs/ learning session		Local School Board  Funds GAA-GOP ₱ 205,000.00 for reproduction of literacy materials	DepEd LGUs NGOs GOs	None

Title	Objectives	Duration	Targets	Fund Source/ Amount	Partners	External Support
Nonformal Education Accreditation and Equivalency (NFE A&E) System	Provides learning opportunities that will empower out-of-school youth and adult learners to continue learning, in any manner, at any time and any place they want, to achieve their goals of improving their quality of life.	800 hrs.	15 years old and above who are unable to access the formal school system or who have dropped out of formal elementary and secondary schools	GAA-GOP ₱ 70,000.00 per learning group	DepEd NGOs LGUs SUCs CBOs	None
Balik Paaralan Para sa Out-of-School Adults (BP-OSA)	Provides opportunity to out-of-adults aged 20 and above to return to school to finish secondary education.	10 mos.	Secondary school drop-outs adult aged 20 years old	Office of the Secretary (OSEC) Funds	DepEd Secondary School Teachers and Principal	None
Capability Building Program and Research Development	Strengthened the institutional and capacity of BNFE and field levels in designing, managing and evaluating NFE programs/projects/activities	Year round	Central Regional Division District Grassroots levels	GAA-GOP ₱ 5 M  Local Funds	DepEd Field level	UNESCO APPEAL (CLC, IPs, APPEAL Handbook)

### 3. Specific Programmes Planned for the Promotion of the United Nations Literacy Decade (UNLD) which link to NPA

- Life Skills Programmes through multi-sectoral effort Local Government Units, TESDA, League of Mayors, League of Barangay Captains, etc.

“Kasama Ka Kabataan”

“Livelihood Skills Training”  
 “Ecological Solid-Waste Management Program”  
 “GMA-PRO 3 Project Oyster – Livelihood Skills and Production Program”

- Coordinated Programs in collaboration with Department of Labor, Department of Agrarian Reform, TESDA, Department of Social Welfare and Development respectively
- Establishment and Strengthening of Community Learning Centres

**4. Activities implemented within the government’s budget but still needs increase in fund allocation for expansion.**

- Literacy Service Contracting Scheme
- Basic Literacy Mobile Program
- Nonformal Education Accreditation and Equivalency
- Balik Paaralan Para Sa Out-of-School Adults (BP-OSA)
- Indigenous Peoples Education

Activities that Need External Support and How

Activities	How
Literacy Service Contracting Scheme	- Increase in fund allocation for more number of learning groups and reproduction of literacy material
Basic Literacy Mobile Program	- Expansion of NFE A& E testing centres - Provision of additional items for Mobile Teachers - Provision of incentives
NFE A&E	- Development and reproduction of literacy materials - Expansion of NFE testing centres - Increase in fund allocation for the learning support delivery system
BP-OSA	- Conversion of modules into multi-media format - Increase in the number of participatory secondary schools and corresponding funds
IP Education	- Funds for reproduction of materials - Funds for research and development of core curriculum - Materials development and reproduction - Training of IMs
Establishing/Strengthening of Community Learning Centers	- Provision of fund assistance - Training of management committee and local leaders

- What kind of inter-country activities would be useful?
  - Advocacy and social mobilization
  - Training
    - { Workshop
    - { Seminars
    - { Conferences
  - Curriculum and Materials Development
  - Pilot implementation of innovations and new strategies
  - Resource Generation
  - Monitoring and Evaluation
    - Documentation
    - Case Studies
  - Research and Evaluation

**PART III: Literacy/NFE Programme**

**Below are the ACCU/APPEAL Programs/Projects Piloted/  
Implemented in the Philippines**

<b>Program/Project Title</b>	<b>Main Activities</b>	<b>Strength</b>	<b>Weakness</b>	<b>Suggestions</b>
1. Training of NFE Mobile Teachers/ NFE Literacy Facilitators in the Utilization of the APPEAL Handbook.	<ul style="list-style-type: none"> <li>• Conduct of a Series of a Three Day Training /Workshop in three (3) geographical regions of the country (Luzon, Visayas, and Mindanao).</li> </ul>	<ul style="list-style-type: none"> <li>• The Handbook helps to improve the facilitation skills of Mobile Teachers/ Facilitators.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all the best practices are applicable to local conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• UNESCO should organize a workshop to review the APPEAL Handbook to reflect feedback and integrate new strategies and best practices. To establish a coordinative mechanism with NGOs, GOs and other sectors which can provide human, financial and material resources to support the sustainability of the project.</li> </ul>
2. Community Learning Center	<ul style="list-style-type: none"> <li>• Capability Building Program for CLC Implementers in the pilot areas: Regions I &amp; III.</li> <li>• Capability Building for CLC Implementers in the expansion phase: Regions VI &amp; VIII.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong support from the Local Government Units (LGUs).</li> <li>• Sustainability of CLC due to existing structures</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate funds to strengthen CLC.</li> <li>• Inadequate funds to improve CLC.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of Literacy Facilitators on the Utilization of the learning materials.</li> </ul>
3. Action Research on the Development of Indigenous Education	<ul style="list-style-type: none"> <li>• Development of a Curriculum Grid and Learning Materials for the Magbikin Tribe.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of the IPs themselves in the developmental process.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of training in the utilization of the learning materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of Literacy Facilitators on the Utilization of the learning materials.</li> </ul>
4. Packaging of Learning Materials on Environment (Planet 1 and 2)	<ul style="list-style-type: none"> <li>• Translation and reproduction into local dialects</li> </ul>	<ul style="list-style-type: none"> <li>• Address health and environmental problems in the communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of skills in using the materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of facilitators on the use of materials.</li> </ul>