

**THE DEVELOPMENT AND STATE OF THE ART OF
ADULT LEARNING AND EDUCATION (ALE)**

National Report of the Republic of the Philippines

by

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I. General Overview

The Philippines is an archipelago of 7,107 islands with a geographic area of 299,764 square kilometres. The country is divided into three geographical areas: Luzon, Visayas, and Mindanao. As of December 2007, there are 17 regions, 81 provinces, 136 cities, 1,494 municipalities and 41,995 barangays, the basic unit of the Philippine political system.

The country has some 80 major ethno-linguistic groups and more than 500 dialects spoken. Filipino and English are the official languages.

Selected economic and social indicators are shown in the table below.

Table 1. Selected Social and Economic Indicators

Population (August 2007)	88.6M
Projected Population (2008)	90.4M
Inflation Rate (March 2008)	6.4%
Balance of Trade (January 2008)	\$-756M
Exports (February 2008)	\$4.118B
Imports (February 2008)	\$4.491B
Unemployment (January 2008)	7.4%
Underemployment (January 2008)	18.9%
Average Family Income (2006)	P173,000
GNP (Q4 2007)	P2,062.0B
GDP (Q42007)	P1,911.3B

Source: National Statistics Office

Adult Population

As of the latest census conducted in 01 August 2007, the total population is 88,574,614. According to the National Statistics Office (NSO), the census figures translated into an average annual population growth rate of 2.04% for the period of 2000 to 2007, the lowest population growth rate since the 1960s.

The census, however, does not clearly indicate the total population of Filipino adults, that is, age 18 and above. Nevertheless, the projected population count for year 2005 for age 15 years old and above was placed at 55,359,600 or 64.9% of the total projected population of 85,261,000 on that year. From these projections, there was a total of 27,751,400 women.

Literacy Rate

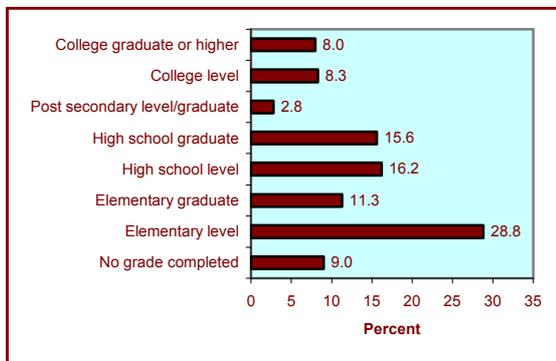
The 2003 Functional Literacy, Education and Mass Media Survey (FLEMMS) showed that out of an estimated 58 million Filipinos aged 10 to 64 years old, around 9 million are functionally illiterate or unable to compute and lacked certain numeracy skills (Table 2). The functional literacy rate among females is higher than among males (86.3% vs. 81.9%). The Survey likewise indicated that one in every 10 Filipinos aged 6 years and over had no formal education (Figure 1).

Table 2. Percentage of Population 10 to 64 Years Old who are Classified into the Different Functional Literacy Levels by Sex

Functional Literacy Levels	Both Sexes	Male	Female
Philippines (number in '000)	57,588	28,947	28,641
Level 0 – Cannot read and write	9.1	10.6	7.6
Level 1 – Can read and write	88.6	86.8	90.4
Level 2 – Can read, write and compute	84.1	81.9	86.3
Level 3 – Can read, write, compute and comprehend	65.8	62.9	68.8
Level 4 – High school graduate or higher	40.5	38.4	42.7
Undetermined	2.3	2.6	2.0

Source: National Statistics Office, 2003 FLEMMS

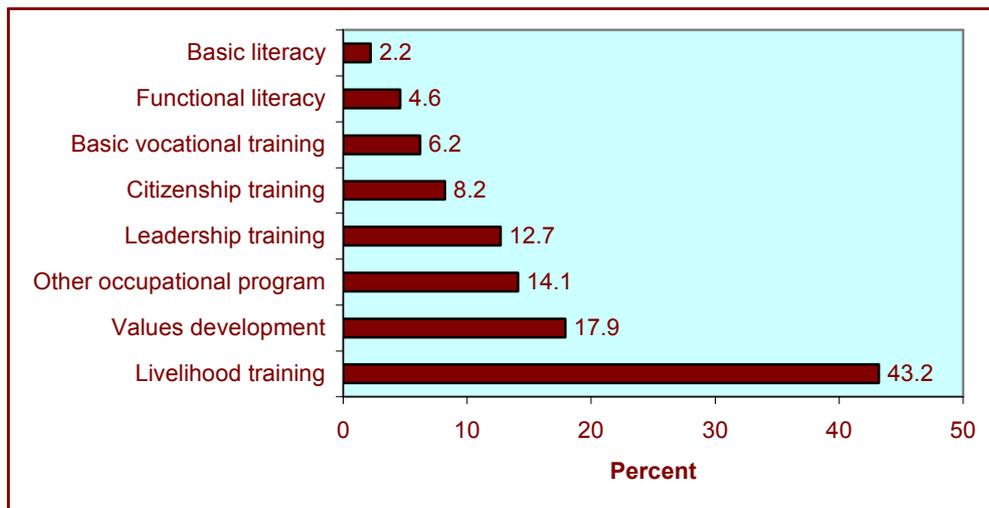
Figure 1. Percent Distribution of Population 6 Years Old and Over by Highest Educational Attainment



Source: National Statistics Office, 2003 FLEMMS

The 2003 Survey further provided data on attendance of Filipinos aged 15 years old and over in livelihood adult literacy program or nonformal training. Of the 51 million population 15 years old and over, 19% or 9.7 million have attended nonformal training which includes basic literacy, functional literacy, livelihood training, citizenship training, values development, and leadership training (Figure 2). Among age groups, a higher proportion among older age groups than younger age groups has attended a nonformal training.

Figure 2. Percent of Population 15 Years Old and Over Who Attended Any Livelihood Adult Literacy Program or Nonformal Training by Type of Training



Source: National Statistics Office, 2003 FLEMMS

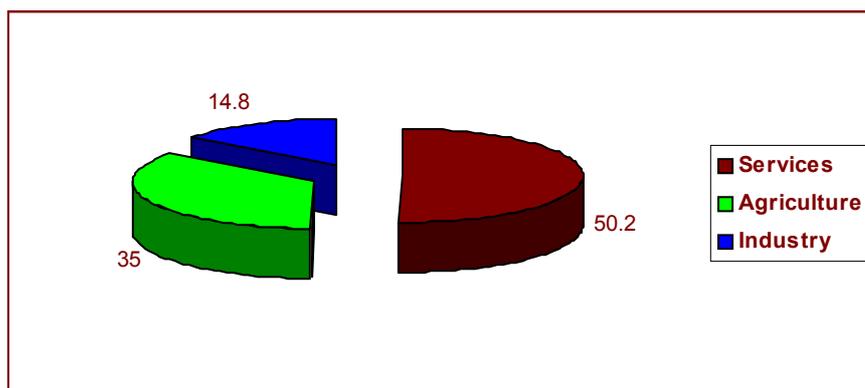
Philippine Education System

The Philippine education system is patterned after the American system. Schools are classified into public (government) or private (non-government). The general pattern of formal education follows four stages: Pre-primary level (nursery and kindergarten) offered in most private schools; six years of primary or elementary education, followed by four years of secondary or high school education. College education usually takes four, sometimes five and in some cases as in medical and law schools, as long as eight years. Graduate schooling is an additional two or more years.

Employment Rate

According to the January 2008 Labor Force Survey (LFS), the number of employed persons in January 2008 was registered at 33.7 Million which placed the employment rate at 92.6%. Of the estimated 57.4 Million population 15 years and over, the number of Filipinos in the labor force in January 2008 was estimated at 36.4 Million which translates to a labor force participation rate of 63.4%. About 50.2% of employed Filipinos were in the services sector (Figure 3).

Figure 3. Employed Persons by Sector, January 2008



Source: National Statistics Office, 2008 LFS

The 2008 LFS likewise indicated the unemployment rate at 7.4% with males having a higher unemployment rate of 7.8% compared to females at 6.7%. For every ten unemployed, five (49.6%) were in the age group 15-24 years, while three were in the age group 25-34. Around 39% of the unemployed had attained college level and 33.5% were high school graduates.

Gaps in the matching of labor demand and supply is apparent. The October 2007 issue of Education Quality and Relevance Updates, the Official Publication of the Office of the Presidential Assistant for Education, cited that the “*seven industry sectors of agribusiness, cyberservices, hotel and restaurant, medical tourism, health services, mining, and aviation sectors are expected to create about four million employment opportunities within the country until 2010. However, these sectors are experiencing difficulties in accessing the right workers for their requirements.*”

II. Policy, Legislation and Financing

Legislative, Policy and Administrative Frameworks of ALE

The 1987 Constitution of the Philippines state that *“the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all”* (Section 1, Article 14).

Article 14 of the Constitution further provides for the following:

“Establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society” (Section 2, paragraph 1)

“Encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs” (Section 2, paragraph 4) and

“Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills” (Section 2, paragraph 5).

Despite these Constitutional provisions, there is no explicit law that leads to a comprehensive policy towards adult education nor is there a unifying government agency or institution in charge of coordinating policies and programmes on adult education in the country.

Trifocalized Education System

In the absence of a clear governing and administering structure for adult learning and education, policies and implementation strategies are disaggregated into the trifocalized education system. The Education Act of 1982 created the Ministry of Education, Culture and Sports which later became the Department of Education, Culture and Sports (DECS) in 1987 by virtue of Executive Order No. 117. The report of the Joint Congressional Commission on Education (EDCOM) provided the impetus for Congress to pass Republic Act 7722 and RA 7796 in 1994 creating the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA). The trifocal education system refocused DECS' mandate to basic education which covers elementary, secondary and nonformal education, including culture and sports. TESDA administers the post-secondary, middle-level manpower training and development while CHED supervise tertiary degree programs. In August 2001, RA 9155 otherwise called the Governance of Basic Education Act was passed transforming the name of DECS to the Department of Education (DepEd) and redefining the role of field offices.

The decentralization of adult education into these three main government agencies brings forth diverse but incongruent components of a plausible policy framework on adult learning and education only in terms of their separate programs – DepEd's Bureau of Alternative Learning System's (BALS) functional literacy programs; technical vocational education and training (TVET) of TESDA; and CHED's higher education.

The next section will further present programs of other government departments and the non-government organizations and private sector which contribute significantly to the provision of adult learning and education programs.

Philippine Education For All (EFA) 2015 National Action Plan

With the compelling thrust brought about by the Education For All (EFA) movement led by UNESCO, adult learning and education in the Philippines was given major consideration. The National EFA Committee (NEC) came up with a Philippine Education For All (EFA) 2015 National Action Plan in 2006 with the central goal of providing basic competencies to everyone, to achieve functional literacy for all. One of its four component objectives is the universal coverage of out-of-school youths and adults in the provision of basic learning needs whereby all persons beyond school-age, who for various reasons have failed to acquire the essential competence to be functionally literate, should finally be made functionally literate in their native tongue, in Filipino, and in English. The end result is to reach and educate up to about 9 million functionally illiterate Filipinos as of Year 2003.

The Plan further identified nine most urgent and critical tasks including the transformation of nonformal and informal interventions into an alternative learning system (ALS) yielding more EFA benefits. This task specifically pinpoints the identification and propagation of cost-effective alternative learning options for achieving adult functional literacy in regional languages, Filipino, and English. It further proposes that national government funding should be provided to finance the integration of these alternative learning options for the effective acquisition of functional literacy of adults as an essential and routine part of every public, private and civil society social-economic development initiative reaching disadvantaged persons and communities, as well as for adult literacy organizations to work more closely with organizations already involved in community development and poverty alleviation.

Harmonizing the Philippine Education System

In light of President Gloria Macapagal-Arroyo's goal to strengthen the role of education in accelerating national development and global competitiveness, Executive Order 652, issued on 21 August 2007 created the Presidential Task Force on Education (PTFE) to assess, plan and monitor the entire education system. It is chaired by Fr. Bienvenido Nebres from the private sector and composed of ten members: Secretary of DepEd, CHED Chairman, TESDA Director-General, Professional Regulatory Commission (PRC) Chairman, Presidential Assistant for Education and four more members from the private sector.

The PTFE has adopted a vision of every Filipino family, put forward by the CHED Chairman, wherein each child has the opportunity to get a high quality education that leads to becoming a whole person, a successful entrepreneur and a productive and responsible citizen. This vision is the basis of the "Main Education Highway" framework presented during the First Biennial National Congress on Education in Manila on 31 January and 01 February 2008. The framework is expected to turn out Filipinos who have the skills to work, who can manage their emotions, nurture relationships, solve problems and cope with change. Six workshop groups

highlighting six areas of concern in Philippine education were deliberated during the said Congress. None of these concerns included the subject of adult education per se, however, harmonized technical vocational and higher education system was discussed and recommended together with the tightening of linkages between higher education and PRC to meet the needs of the industry, and more importantly, the synchronization and harmonization of the management, regulatory and coordination issues of the three education agencies of government.

An Assortment of Laws

While there is no comprehensive law that governs adult learning and education, there are a number of legislations that have implications of ALE programs and some of which are as follows:

RA 7165 – Created the Literacy Coordinating Council under DepEd which envisions to formulate policies and coordinate national efforts towards the development of literacy skills for lifelong learning in a global society/community;

RA 9257 – Granted additional benefits and privileges to senior citizens including exemption from training fees for socio-economic programs and educational assistance to pursue post-secondary, tertiary or vocational and technical education through public and private schools;

RA 9208 – The Law on Anti-Trafficking in Persons provides that to ensure recovery, rehabilitation and reintegration of trafficked persons into the mainstream society, concerned government agencies shall make available services including educational assistance, livelihood and skills training.

RA 9178 – Promoted the establishment of Barangay Micro Business Enterprises (BMBEs) which effectively serve as seedbeds of Filipino entrepreneurial talents, and integrating those in the informal sector with the mainstream economy.

Article 210 of the Labor Code of the Philippines – Clearly stated that every employer shall render assistance in the establishment and operation of adult education programs for their workers and education programs for their workers and employees as prescribed by regulations jointly approved by the Department of Labor and Employment (DOLE) and DepEd.

Further, there are proposed regulations pending in Congress that may impact on adult learning and education such as House Bill 1405 or the Alternative Learning System Act mandates the transfer to the Bureau of Alternative Learning System (BALS) of the administration of all distance education programs.

Lifelong Learning for Sustainable Development

A noteworthy development that will have a significant impact in the field of adult learning and education is the country's proposal on the establishment of the Southeast Asian Center for Lifelong Learning for Sustainable Development (SEA-CLLSD), a UNESCO Category 2 Institution in the Philippines. The formal proposal was put forward to the 176th Session of the UNESCO Executive Board and a decision is anticipated in October 2008 as the Board holds its 180th Session.

Lifelong Learning for Sustainable Development (LLSD) is defined as learning that encompasses all kinds of activities undertaken throughout life, which contribute to an individual's sustainable future. It includes all types of education from formal, nonformal and informal education systems using several modalities ranging from conventional, innovative to the use of technology and borderless learning systems.

LLSD aims to provide all kinds of learners to learn to do, learn to work, learn to be, and learn to live together for a sustainable future. The SEA-CLLSD is committed to providing tools, knowledge, resources and inspiration to enable the SEA learners to consciously and passionately achieve potential for active participation in the society.

Executive Order 483 issued by the President established the Lifelong Learning Center for Sustainable Development of the Philippines and was further strengthened by the Implementing Rules and Regulations (IRR) signed by the respective Heads of DepEd, CHED and TESDA.

Medium-Term Philippine Development Plan 2004-2010 (MTPDP)

Chapter 18 on Education of the Medium-Term Philippine Development Plan 2004-2010 affirms that education is the right of every Filipino. It further states that

“Education is a key investment that can break the Filipino's seemingly endless cycle of poverty, and provides the people, particularly the youth, with more opportunities. In a world where knowledge has become a crucial element for nations to prosper and compete, primacy is placed on quality and accessible lifelong learning, from early childhood development to primary, secondary and tertiary learning.”

Challenges in the education sector relevant to adult learning and education, however, are considerable:

- ❑ Deteriorating quality of basic education;
- ❑ Underinvestment in basic education due to severe budgetary constraints and inefficient utilization of financial resources;
- ❑ Weak political will in pursuing and sustaining reforms in all aspects of education;
- ❑ Inadequate attention to the learning needs, specifically of the marginalized sectors;
- ❑ Societal bias against technical vocational education and training (TVET);
- ❑ Absence of direct link between technical vocational education and training and higher education;

- ❑ Existence of labor market demand-supply mismatches;
- ❑ Need for more responsive TVET investments;
- ❑ Improving access to and success in higher education along with the need to improve the quality of graduates in preparation for future work;
- ❑ Rationalization of the public higher education system in terms of programs, campus locations and resource allocations; and
- ❑ Need for sustained efforts to enable both industry and agriculture to assimilate and utilize new and tested knowledge for higher productivity and greater competitiveness.

Goals, strategies and action plans identified in the MTPDP directly and/or indirectly pertaining to adult learning and education are as follows:

- ❑ Installing distance-learning system in conflict-affected areas. Distance learning is an alternative delivery mode (ADM) that reaches out to learners in underserved, high-risk and disadvantaged areas. Distance learning shall thus be adopted to provide children and youth in difficult circumstances, particularly those in conflict-affected areas. With education services to ensure that they continue schooling during and after the crisis situation. To facilitate this, alternative delivery modes of schooling like the In-School and Out-School Adults or ISOSA program, mobile teaching, multigrade teaching and distance teaching shall also be institutionalised.
- ❑ Strengthening Indigenous People’s Education. With the DepEd, National Commission on Indigenous Peoples (NCIP) and other concerned institutions in the forefront, the IP’s right to cultural integrity, social justice and human rights, and right to self-governance and management will be met.
- ❑ Ladderized Interface between TVET and Higher Education. The ladderized system will allow graduates of technical vocational institutions to pursue higher educational courses offered in colleges and universities without having to lose credit of what they have already earned or completed. EO 358 issued by the President in 2004 provides the mechanism to bridge the gap between TVET and higher education.
- ❑ Improving the Quality of TVET. Curricula for TVET shall be regularly reviewed and revised to strengthen foundation skills such as communication skills, quality and productivity skills, computer literacy, problem-solving skills, and even entrepreneurship skills. Appropriate work values and ethics and gender-sensitive principles and practices shall be incorporated to the curricula. Institutionalization of the Job-Skill Matching Program shall include three important stages: seek jobs in the labor market; find the right people fit for the jobs; and train the right people for available jobs. Intensification and expansion of enterprise-based training program through an apprenticeship and employment program and the dual training system.
- ❑ Resource mobilization for education and training. Strengthening collaboration between and among stakeholders, notably the private sector, NGOs, local government units, elected government officials and other government agencies in resource mobilization for TVET.

- ❑ Broadening the access of economically and socially disadvantaged groups to higher education and rechanneling some public resources directly to students to promote greater purchasing power and freedom of choice of educational opportunities.
- ❑ Expanding alternative learning systems/modalities of higher learning. Distance learning shall be developed and improved. The coverage of the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP), which provides accreditation and equivalency of learning and competencies acquired outside the formal education system, shall be broadened.
- ❑ Strengthening higher education institutions' extension activities and use of research outputs to improve livelihood and entrepreneurship and quality of life, including technology incubation projects.

Financing of ALE

Section 5 Article 14 of the 1987 Constitution of the Philippines stipulates that the highest budgetary priority shall be assigned to education.

With the decentralized nature of adult learning and education in the country, financing of ALE shall be presented according to the budgetary allocations of the three government education agencies.

The MTPDP cited that the government spending for basic education in 2000-2004 grew at an annual average of 4.5%. Substantial as this may seem, only 7% of the budget of DepEd were allotted to developmental purposes such as attendance to training programs, purchase of instructional materials, conduct of instructional supervision, etc. as reflected in its Maintenance and Other Operating Expenses (MOOE) while 89% of the budget went to salaries and other personnel benefits. Budgetary appropriations for DepEd, CHED and TESDA are as follows:

Table 3. General Appropriations by Educational Agency and Programs for Fiscal Year 2008

Agency / Programs	Personal Services	MOOE	Capital outlays	Total (in Peso)
1. Department of Education (DepEd)				138,033,428,000
• Policy formulation, program planning and standards development for Alternative Learning Systems (ALS)	13,329,000	87,635,000	2,000,000	102,964,000
• Field Operations of ALS including implementation of Accreditation and Equivalency System		240,420,000		240,420,000
• Literacy Coordinating Council (LCC)		12,115,000	200,000	12,315,000
2. Commission on Higher Education (CHED)				720,064,000
• Development of	2,254,000	1,020,000		3,274,000

Standards for ETEAAP				
• Ladderized Education Program		5,000,000		5,000,000
3. Technical Education and Skills Development Authority (TESDA)				3,163,238,000
• Skills Standardization, Testing and Certification in the Technical Education and Skills Development Sector	8,588,000	49,233,000		57,821,000
• Promotion, Development and Implementation of Quality Technical Education and Skills Development Programs	30,119,000	13,332,000		43,541,000
• Development, Evaluation, Monitoring and Accreditation of Formal TVET	8,462,000	264,853,000		273,315,000
• Development, Evaluation, Monitoring and Accreditation of Nonformal TVET	8,628,000	11,024,000		19,652,000
• Development, Evaluation, Monitoring and Accreditation of the Apprenticeship Program	8,651,000	8,343,000		16,994,000
• Supervision, Coordination and Integration of Technical Education and Skills Development Programs, Projects and Activities in the Regions and Provinces	857,217,000	326,967,000	6,100,000	1,190,284,000

Source: Department of Budget and Management

In the 1991-1998 National Education Expenditure Accounts (NEXA) released by the National Statistical Coordination Board (NSCB), it was ascertained that the financial burden for providing education to Filipinos is shared by the government and the household sector, with 48.1% and 45.8% in 1998, respectively. Four other sectors – financial corporations, non-financial corporations, non-profit institutions serving households, and the rest of the world – together accounted for the remaining 6.1%. From P37.8 billion in 1991, government expenditures reached P115.0 billion in 1998. (Table 4)

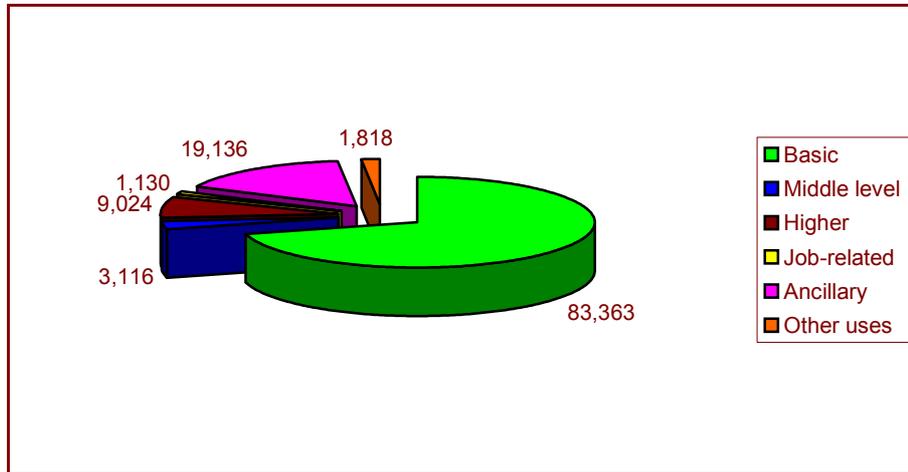
Table 4. Education Expenditures by Source of Funds from 1991-1998 (in million pesos)

Year	All Sources	Government	Households	Financial Corporations	Non-Financial Corporations	Non-Profit Institutions Serving Households	Rest of the World
1991	81,054	39,506	35,547	1,167	4,465	53	316
1998	243,190	116,997	111,381	5,900	8,306	118	487
Average Annual Growth Rate	17.1	17.3	17.7	28.8	10.2	27.6	16.2

Source: 1991-1998 NEXA, NSCB

Further, the 1991-1998 NEXA confirmed that basic education continued to receive the biggest allocation of the country's education expenditures. For a total expenditure of P117,586,000 in 1998, 70.9% went to basic education. (Figure 4)

Figure 4. Education Expenditures by Use of Funds in 1998 (in million pesos)



Source: 1991-1998 NEXA, NSCB

There is insufficient comprehensive data, however, on expenditures specifically on adult learning and education.

III. Quality of Adult Learning and Education: Provision, Participation and Achievement

In a National Dialogue on the Development and State of the Art of Adult Learning and Education held on 22 April 2008, major stakeholders presented their respective programs and achievements in the field of ALE. Government agencies represented are the House of Representatives, BALS-DepEd, LCC- DepEd, Department of Labor and Employment (DOLE), Department of Social Welfare and Development (DSWD), Local Government Academy (LGA), TESDA and the Technology Resource Center (TRC). Non-Government Organizations likewise participated with the presence of the Coordinating Council for Private Educational Associations (COCOPEA), Civil Society Network for Education Reforms (E-Net Philippines) and the Philippine Center for Entrepreneurship (PCE). The International Labour Organization (ILO) and SEAMEO-INNOTECH further gave their perspectives. Table 5 shows a summary of selected ALE programs presented during the National Dialogue.

Table 5. Summary of Selected ALE Programmes and Activites

Programme	Area of Learning			Target group/s	Programme cost	Funding source
	General competencies	Technical skills	Knowledge generation, innovation			
A. BALS-DepEd						
1. Basic Literacy Program – a community-based educational program for illiterate out-of-school children, youth and adults to develop basic literacy skills.	5 learning areas <ul style="list-style-type: none"> • communication skills, • critical thinking and problem solving, • sustainable use of resources/ productivity, • development of self and a sense of community, and • expanding one’s world vision 			Priority 1 – 16-77 years old with no access or unable to finish 10-year basic education (10,500,000 out-of-school youths as of 2003-2004 data)	308,684 million or 1.78% share in DepEd budget	General appropriations
2. Accreditation and Equivalency Program – for literates who have not completed ten years of basic education; a certification of learning for out-of-school youth and adults aged 15 years old and above, who are unable to avail of the formal school system or who have dropped out of formal elementary or secondary education.						
3. Indigenous Peoples (IP) Education Program – aims to develop an IP culture-sensitive core curriculum, learning materials and assessment tools/instruments.						
4. Informal education project for ALS – focused on the packaging of life skills through short-term course for continuing education program.						
5. Balik-Paaralan para sa Out-of-School Adults (BP-OSA) – a literacy program implemented by 60 participating secondary schools that aims to provide learning opportunities to out-of-school adults to earn an equivalent secondary education.						
				Out-of-school adults		
B. DOLE						

<p>Continuing Labor and Employment Education Program (CLEEP). – Pro-active and effective strategy to bring about positive outcomes in the world of work which could help enhance the productivity and competitiveness of the workers, local enterprises and the economy as a whole. Includes technical education and skills training program (with TESDA as attached agency as main implementor), occupational safety and health, welfare and reintegration programs for Overseas Filipino Workers (OFWs), Women Workers Employment and Entrepreneurship Development (WEED) and Gender and Development (GAD).</p>		<p>Technical-vocational skills, work productivity, pre-employment and career orientation, entrepreneurship, conflict management and resolution</p>	<p>113,000 workers reached out thru labor education programs</p> <p>with emphasis on 8 million OFWs which make up 10% of the population</p>			
C. TESDA						
<p>1. Training for Work Scholarship Program (TWSP) – aims to provide skills and competencies to job seekers through training programs that are directly connected to existing jobs for immediate employment. Sub-program on e-TESDA or free online training.</p>		<p>Technical vocational and entrepreneurial skills</p>		<p>Approximately 100,000 scholars in the BPO industry and other industries</p>	<p>P500 million</p>	<p>General appropriations and bilateral grants</p>
<p>2. School-based Programs – direct delivery or provision of TVET programs by TESDA-administered schools totalling to 57, of which are 19 agricultural schools, 7 fishery schools and 31 trade schools.</p>				<p>Unemployed, employed needing upskilling or reskilling, industry, students, OSYs</p>		
<p>3. Center-based Programs – provision of TVET programs undertaken by 15 TESDA regional and 45 provincial training centers in selected trade areas.</p>				<p>1,680,402 - Total trained in 2007: 44% -Community-based 6% -Enterprise-based 29% -Institution-based 21% -Others</p>		
<p>4. Community-based Training for Enterprise Development Program – addressed to the poor and marginalized groups who cannot access or are not accessible by formal training programs. Complementing skills training provision, it catalyses the creation of livelihood opportunities.</p>						

5. Enterprise-based Programs –training programs implemented with partner companies through apprenticeship, learnership, dual training system, Kasanayan sa Hanapbuhay (KaSH), etc.						
6. Language Skills Institute – develop workplace language skills and orientation on culture. Along with English proficiency, the Institute offers workplace language skills training in Spanish, Korean, Mandarin, Japanese, Arabic and other languages spoken in top-most popular destinations for Filipino workers around the world.		Language skills and culture orientation		Since July 31, 2007, there was a total of 1,167 graduates		
D. CHED						
1. Ladderized Education Program – in partnership with TESDA, it aims to develop and implement a unified national qualifications framework that establishes equivalency pathways and access ramps for easier transition and progression between TVET and higher education.		Equivalency program between TVET and higher education		63,108 -No. of scholars 671 -No. of institutions 1,125 -No. of degree programs 3,201 -No. of TVET qualifications *performance as of December 2007	P5,000,000	General appropriations
2. Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) – comprehensive educational assessment program at the tertiary level that recognizes, accredits and gives equivalencies to knowledge, skills, attitudes and values gained by individuals from relevant work. Deputized higher education institutions award the appropriate college degree.		Equivalency and accreditation program for tertiary education		At least high school graduates who have worked for at least five years in the field or industry related to the academic program	P3,274,000	General appropriations
E. DSWD						
1. Kapit Bisig Laban sa Kahirapan – Comprehensive and Integrated Delivery of Social Services (KALAHI-CIDSS) community trainings – a community-driven development facility that provides project development and management competencies to the grassroots and/or community welfare structures (CWS) to help them participate well in community development.		Skills in situational analysis, local development planning, project proposal making, negotiation & lobbying, operations control etc.		Women, youth, older persons (OPs), persons with disabilities (PWDs), farmers, fisherfolks etc. of 13 priority poor regions	Approximately spent P362,795,000 for year 2007 or 13.62% of its total budget to ALE	General appropriations, World Bank, Japan Social Development Fund and AECI

<p>2. Self-Employment Assistance Kaunlaran (SEA-K) – community-based. A capability building program in coordination with the Local Government Units (LGUs) designed to enhance the socio-economic skills of poor families to establish and self-manage a sustainable community-based micro-credit organization for entrepreneurial development.</p>		<p>Socio-economic and entrepreneurial skills</p>		<p>Unemployed/ underemployed families nationwide</p>	<p>DSWD budget, RSF, trust fund</p>
<p>3. Centers and Institutions with Special Education and Skills training ie Marillac Hills, Haven, etc. eg., Sanctuary Center's Productivity and Occupational Therapy Services – provision of occupational activity within a residential facility that serves as halfway home for female 18 years old and above who are improving from mental illnesses. This particular service is aimed at developing or utilizing the vocational skills of clients that will enable them to be useful and productive upon their reintegration to their families/ community</p>		<p>Vocational skills</p>		<p>Recovered female mental patients from the National Capital Region (NCR) – Welfareville Compound in Mandaluyong City</p>	<p>DSWD budget</p>
<p>4. Sheltered workshops for OPs/PWDs – a community based facility designed to provide work training and productive employment for PWDs and OPs by producing and selling goods or services for income or profit.</p>		<p>Vocational skills</p>		<p>Older persons and PWDs of NCR and Region I</p>	<p>Internal fund</p>
<p>5. Family Drug Abuse Prevention Program (FDAPP) – a community-based program that educates and prepares families and the communities on the adverse effects of drug abuse. It involves the promotion of family life enrichment activities to enhance cohesiveness, bonding and harmonious relationship among family members. It also equips the families with parenting and life skills towards a drug free home.</p>	<p>Parenting and life skills, information and education on drug abuse prevention</p>			<p>Parents and families of Region VI and XI</p>	<p>Dangerous Drugs Board</p>

6. Access to Justice for the Poor Project – an inter-agency project that builds and strengthens the capabilities of key players of our justice system to ultimately enable the poor, particularly women and children, to pursue justice in selected project areas.	Human rights education			Women and children as main target sector of Region IV-B, V, VI, X, XII		European Commission
7. Parent Effectiveness Service – provision and expansion of knowledge and skills of parents & caregivers on parenting for them to be able to respond to parental duties / responsibilities and for them to assume the major role of educating the child relative to its growth and development.	Early childhood development requirements, behavior management of children, husband-wife relationships, prevention of child abuse, health care etc			Parents, guardians, caregivers – nationwide		DSWD budget for national and regional training and LGU budget as for devolved program implementation
F. TRC – Technology Resource Center						
1. Negosyo Atbp – a television-magazine production on technology and livelihood promotion aired every Saturdays and Sundays via NBN 4. advocates positive values of entrepreneurship and its contribution to national economic development		Livelihood and entrepreneurship skills		Starting entrepreneurs, employees looking for alternative sources of income, unemployed, students.		As a Government owned and controlled corporation (GOCC) it obtains its funds from sale of products, services and properties and income from rental of technocenters
2. Technology and Livelihood Development Centers (TLDCs) – partners with LGUs for the establishment of mini-TRCs to harness growth potentials unique to their municipalities, cities or provinces. TLDCs are cost-effective means of cascading development opportunities to the grassroots level through easy access of technology & livelihood information materials, training, project development & packaging, market linkaging etc.				1,411 trained EntrePinays all over the 218 chapters in the country. They are now TRC's training assistants at the local level and some of them even made it as TRC's regular trainers.		
3. Greater Multi-Media Access (GMA) Technovans – disseminates technology and livelihood information to communities in remote barangays.						

4. Entre-Pinay Empowerment Program – addresses the women sector’s economic marginalization issue. It is a two-pronged program that aims to help women in the country acquire people-empowering resources to successfully carry out their livelihood undertakings and to provide beneficiaries easy access to socio-economic resources such as technology and livelihood information, livelihood training, marketing assistance, business counselling, product development and packaging.						
5. Negosyo 2 Go – a one-stop shop business concept that aims in assisting aspiring entrepreneurs acquire the skills and techniques in six easy steps. Ten courses to choose from. Offers a combination of entrepreneurship tips, hands-on experience, start-up business kit, packaging & marketing techniques, link to micro financing & business registration.						
G. PCE - Philippine Center for Entrepreneurship						
1. Program Partnership - Promoting entrepreneurship education in all levels through curriculum & materials development, teacher training and research.		Entrepreneurship skills		Youth and aspiring entrepreneurs		
2. Capacity-Building / Business Assistance through Mentorship – offers to give deserved and formal recognition to the most exemplary organizations in the field of entrepreneurship development. Includes Go Negosyo Caravans, Entrepreneurship Summit, Tourism Negosyo, Go Negosyo for OFWs, etc.						
3. Communications and Advocacy – optimises tri-media efforts to popularise and demystify the essentials of entrepreneurial success. Includes TV show, newspaper columns, books and publications.						

Linkages Between Formal and Non-Formal Approaches

Linkages between formal and non-formal approaches in delivering ALE programmes are demonstrated by the various agencies and organizations' strategies partnerships. ALE programmes cited above of BALS-DepEd, DOLE, TESDA, CHED, DSWD, TRC and PCE harness the participation of all strategic partners in service delivery.

Certification and National Awards of ALE Programmes

ALE programmes delivered by government agencies such as BALS-DepEd, TESDA and CHED lead to certification and national awards.

The Accreditation & Equivalency Program and Balik-Paaralan para sa Out-of-School Adults (BP-OSA) of BALS-DepEd result to certifications awarded to Elementary and Secondary level graduates. Successful recipients of CHED and TESDA's programmes are likewise granted certifications and equivalency awards.

There is a need however to accredit good adult education programmes implemented by NGOs and civil society in general to encourage more people to pursue learning as these will be accredited and useful in the labor market.

Participation in ALE

Considering the lack of integrated data, overall participation rate of the population in adult education cannot be determined. Figure 2, however, earlier presented the high percentage (43.2%) of population who have attended livelihood trainings compared to a low participation rate (2.2%) in basic literacy as reported by the 2003 FLEMMS.

Some programs delivered by ALE providers likewise presented statistical data in terms of participation of target clientele in Table 5.

Provision and participation of ALE programmes in the country is fundamentally guided by the MTPDP. With its basic task of *“fighting poverty by building prosperity for the greatest number of the Filipino people... the country will focus on strategic measures and activities which will spur economic growth and create jobs.”* It is therefore not surprising that ALE programmes in the country provided chiefly by government agencies and NGOs and civil society, to some extent, are guided by the 10-point legacy of President Gloria Macapagal-Arroyo, one of which is, *“by 2010, ten million jobs shall have been created. Three million entrepreneurs shall have been supported, giving them loans and helping them become good managers, thereby establishing a deep foundation for a broad middle class.”* This is the ultimate benchmark for the provision and participation of ALE programmes in the Philippines, hence, the emphasis on livelihood and entrepreneurship trainings and programmes.

In order to mobilize learners and increase participation in these programmes, a variety of information and education campaigns are adopted such as TESDA's multimedia advertisements and publications and PCE's Go Negosyo Caravan, to name a few.

Monitoring and Evaluating Programmes and Assessing Learning Outcomes

ALE providers have varying monitoring and evaluation mechanisms in terms of assessing learning outcomes.

The National Dialogue held in 22 April 2008, identified the need for standards to measure quality of learning outcomes. These standards can apply to accreditation and equivalency, literacy trainings and technical and vocational trainings, among others. International or international standards can either be adopted.

Adult Educators / Facilitators' Status and Training

Yet again, with the decentralized nature of ALE, agencies and organizations have diverse standards in terms of qualifications of ALE educators/facilitators.

The National Dialogue conducted cited the need to examine the status of professionalizing individuals engaged in adult education. More teacher training institutions should be encouraged to offer a degree in adult education.

IV. Research, Innovation and Good Practices

Further to the recommendations of the National Dialogue, the stakeholders recommended to improve research in adult education needed for planning and policy-making in view of inadequacy in data and information. A database should be built and research should include process documentation, monitoring and evaluation, among others. Moreover, research results should be inputs to the setting up of a Knowledge Management Center which may either be based in TESDA or PCE or any institution with financial resources to manage the facilities.

The National Dialogue proposed further investment in the adult education programmes of BALS-DepEd to enable it to respond to the increasing demands for quality education for adults outside the school system. A recipient of the 2000 UNESCO Noma International Literacy Award, BALS' Accreditation & Equivalency System was recognized as an innovative delivery system for enabling poor adults and out-of-school youths to obtain certificates for elementary and secondary education outside the formal school system.

V. Summary of Recommendations of the National Dialogue

- ❑ Implementation of inter-agency and inter-sectoral adult education programmes with clear targeting of populace and indicators of success and sharing of resources such as modules, learning facilitators, information materials, and learning tools.

- ❑ Accredit good adult education programmes implemented by NGOs and civil society in general to encourage more people to pursue learning as these will be accredited and useful in the labor market.
- ❑ Identify standards to measure quality of learning outcomes. These standards can apply to accreditation and equivalency, literacy trainings and technical and vocational trainings, among others. International or international standards can either be adopted.
- ❑ Examine the status of professionalizing individuals engaged in adult education. More teacher training institutions should be encouraged to offer a degree in adult education. Adult educators and facilitators should not only have technical expertise but the capacities to integrate literacy with their extension work.
- ❑ Invest in the adult education programmes of BALS-DepEd to enable it to respond to the increasing demands for quality education for adults outside the school system.
- ❑ Improve research in adult education needed for planning and policy-making in view of inadequacy in data and information. A database should be built and research should include process documentation, monitoring and evaluation, among others. Moreover, research results should be inputs to the setting up of a Knowledge Management Center which may either be based in TESDA or PCE or any institution with financial resources to manage the facilities.
- ❑ Adult education programs funded by donor agencies should not be totally donor-driven but balanced by other variables such as national needs, community needs and demands, and local market requirements, among others.
- ❑ Examine the distribution of resources. Some areas receive more than adequate educational support as a mechanism to counter the threat of terrorism. Other marginalized areas which do not suffer from insurgency and terrorism should also receive adequate support.
- ❑ In the context of local autonomy and decentralization, there is a need to capacitate local government officials to make them effective managers and decision-makers. Effective governance can lead to improved planning and delivery of adult education in local communities. Capacitating local chief executives can lead to “transformative leadership.”
- ❑ Successful initiatives in adult education should be replicated or expanded. Sustainability mechanisms should be included in all programs and projects starting at the planning phase.
- ❑ Based on private education sector experience, the five pillars of adult education may focus on the following: peace education, education for sustainable development, poverty alleviation, gender and youth, and, engaged leadership.

- ❑ Mass media and information and communication technology (ICT) are important tools in adult education. They can be used for communication, public information, advocacy and learning delivery channels. ICT can be both a delivery mechanism for adult education or learning material format.
- ❑ Among our priority adult education audiences should be adult learners from our cultural (indigenous) communities and differently-abled individuals. Adult education should be gender-sensitive.
- ❑ Some key concepts in defining the philosophy of adult education are democratisation, participation, local governance, and sustainable and integrated area development.
- ❑ Adult education should be distinguished from other related concepts such as popular education, continuing education, lifelong learning, and adult literacy, among others.
- ❑ Adult education should not only provide technical skills but also develop critical thinking. It should be liberal and humanist in character.

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