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## United Nations Literacy Decade

### EFFECTIVE PRACTICE

Presented at the UNESCO sub-regional Conference *Addressing Literacy Challenges in East Asia, South-East Asia and the Pacific: Building Partnerships and Promoting Innovative Approaches*. (31 July - 1 August 2007, Beijing, China)

**Programme name: Community-based Adult Learning and Development Programme**

**Implemented by: People's Initiative for Learning and Community Development (PILCD)**

#### Basic facts

Country: Philippines

Starting year: 2003

Outreach: 150-200 per year

Target Population: Farmers and women groups in Atok and Buguias in Benguet; Parent groups in La Trinidad, Benguet; Out-of-school youth, youth labourers and young adults in Baguio City, La Trinidad, Atok and Buguias; Children and youth in conflict with the law.

Language of instruction: Local languages (kankanaey, ilokanoi, Ibaloi), Filipino, English

Operating in: Atok, Buguias, La Trinidad and Baguio City in the Province of Benguet.

Facilitator/Beneficiary ratio: 1 for 25-30

Main Funding: DVV International (IIZ/DVV)

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#### Brief Description

The Community-based Adult Learning and Development Programme offers rural communities and target groups continuing learning opportunities that cater to their needs according to their social, political, economic and cultural context. The functional literacy rate among youths and adults in marginalized communities is often low, primarily because these communities do not have access to alternative and continuing learning opportunities.

The program is anchored on five key learning areas: (1) Literacy and numeracy - basic and functional; (2) Life skills – interpersonal and intrapersonal including communication skills; (3) Livelihood and productivity; (4) Critical thinking; and (5) Development perspectives - local and global.

The program was clustered into three major themes: (1) Capacity development of grassroots organizations including provision of livelihood and income generating skills training (2) Sustainable agriculture, (3) Basic education and literacy. In each theme, the five key learning areas are integrated.

### **Rationale**

The program addresses the basic learning needs of adults and youths who reached a very limited basic education experience. Since it is working in rural communities where most adults and young adults whose education level are at most elementary and high school, the program is an alternative learning opportunity to enhance their basic and functional literacy.

With the programs coordination with the alternative learning system of the government's Department of Education, the learners are given the opportunity to finish their elementary and high school education through the accreditation and equivalency (A&E) examination administered by the Bureau of Alternative Learning System (BALS). Those who pass this test will be given certification that they have already finished their high school education. This certificate qualifies them to pursue college education and likewise as a credential for employment.

The inclusion of learning themes on social and economic productivity increases their capabilities for self help and collective socio economic activities. Such as managing micro-livelihood projects and initiating community actions in collectively addressing their community problems and needs, thereby providing a venue for people's active participation in their community development processes and outcomes.

### **Objective**

The programme aims at enhancing the level of functional literacy of marginalized individuals, groups and vulnerable sectors of marginalized communities. It is expected that the development of their functional literacy will provide them learning tools and pave the way for the development of their knowledge, skills and abilities on the following: (a) income generation, (b) Self-help and community organizing, (c) governance and political participation, and (d) environmental protection, rehabilitation and sustainability.

### **Conceptual Model and Methodology**

To avoid classroom instruction, the programme empowers the learners through an approach based on action learning and hands-on experiences by using: 1) group-based methodologies of the ADIDS framework (Activity-Discussion- Input-Deepening-Synthesis). Learning activities ranges from the traditional lecture discussion with multi-media presentations to group based activities, modular-based learning, field demonstrations, games and creative arts taking into consideration the participants learning styles and contexts.

A significant approach being employed is the “action learning model” where learning by doing dominates the over-all learning process. In this approach, participants are engaged in simulated or actual project activities where they take part in the over-all project development process.

### **Innovative features**

In terms of framework and content, the program actively integrates literacy’s relevance to the development of the individual and the community and its alignment to sustainable development. The situational reality of the learners’ immediate community and the larger national and global community is utilized as a vast source of learning contents and resources. These realities serves as learning references to facilitate learners to face and study the reality of their problems – to actively engage them to look deeper and broader in their situations and decide and act to address these in their own terms with conscious consideration of their potentials and limitations and likewise discovering means to develop their potentials and overcoming their limitations in the process of their participation in the program.

In terms of processes and methodology, the inclusion of the learners from the beginning to the end of a learning cycle is in itself an educational and learning experience. Most importantly, the employment of an action learning approach enables learners to apply their learning more directly – engaging them in a concrete action-reflection experience.