

Guidance on Preparation of Country Report
Brief Situation Analysis of CLC
Region XI, Davao City, Philippines

1. Establishment and expansion of CLCs in the country

1.1 National Policies and strategies of CLCs

Legal basis of the Alternative Learning System (ALS) Programs and Projects implementation is the Constitution of the Philippines, 1973 and 1987 that states:

Article II, Section 5. The State recognizes the vital role of the youth in nation-building and shall promote their physical, intellectual and social well-being.

Article XIV, Section 2. (1) The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.

Article XIV, Section 2. (4) Encouragement of nonformal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to the community needs.

Article XIV, Section 2. (5) The state shall provide adult citizens, the disabled and out-of-school youth with training in civic, vocational efficiency and other skills.

Article XV, Section 8. (6) The State shall provide citizenship and vocational training to adult citizens and out-of-school youths, and create and maintain scholarship for the poor and deserving students.

Community Learning Centers is one of the programs of alternative learning system. It envisions itself to be the leading producer of Filipino lifelong learners. Its mission is in partnership with other producers of learning; the Bureau of Alternative Learning System (BALS) will develop exemplary programs and open creative learning opportunities to achieve multiple literacies for all.

1.2 Objectives and target groups of CLCs

Its operational objectives are:

Put up CLC to serve learners in identified areas with interagency assistance;
Operate CLC with functional systems and procedures developed and followed by the members themselves; and

Provide measures to access and sustain resources for the literacy and continuing education of the learners.

Offer an alternative pathway by which OSY and adults earn an educational qualification comparable to the formal elementary and secondary school system;

The implementation of ALS CLC envision to contribute to the country's poverty alleviation and help sustain the learners gain from the functional education literacy program which aims to bring interagency efforts in promoting literacy and sustaining literacy gains of ALS learners along with enhancing access to other government basic services and development activities for local communities.

Target groups are the 15 years old and above and are:

- Functional illiterates
- BLP completers
- Elementary and Secondary school drop-out
- Unemployed OSYs and adults
- Prisoners
- Industry-based workers
- Cultural Minorities: Muslim and IPs

1.3 Number of CLCs (Please fill in the table below. If necessary, modify the table)

Year 2011

School/District	CLC ALS Learning Center (Multi-learning Programme)		Learning/NFE Center (Multi-learning Programme)		Adult Literacy Center (only Literacy)		Total CLC per District
	Gov't	NGOs/ Others	Gov't	NGOs/ Others	Gov't	NGOs/ Others	
1.Malabog District	1	1					2
2.Paquibato District		1					1
3.Bunawan District	1						1
4.Tibungco District	1	1					2
5.Buhangin District	1						1
6.Bangoy District	1			1			2
7.San Roque District		1					1
8.Sta. Ana District	1						1
9.Davao Central District	1						1
10.Matina District	2	1	1			1	5
11.Ma-a District	1						1
12.Talomo District	1						1
13.PiedadDistrict	1						1
14.Daliaon District	1		1				2
15.Binugao District	1						1
16.Tugbok District	2		1				3

17.Calinan District	2		1				3
18.Baguio District	2						2
19.General Roxas District	2						2
20.Marilog District	1	1					2
21.Division ALS CLC	1						1
TOTAL	24	6	4	1		1	36

2. Quality Assurance of Programme Delivery and Learning Achievements

2.1 Quality Assurance System for CLC Programme/Literacy Programme Delivery (M & E system, Minimum standards, accreditation etc.)

Bureau of Alternative Learning System has two major programs: the Basic literacy Program (BLP) for the (0) zero /illiterate level and the continuing education program the accreditation and equivalency system. These two major programs have sub-programs that will help the needs of the people in the community.

To ensure the right delivery of the CLC there is a need of manpower to manage the CLC. In Davao City, we have 20 District ALS Coordinators, 15 active Secondary ALS Coordinators, 14 Mobile Teachers Special Forces of the BALS, this people manage the program in the CLC. We tapped also the Local Government Units (LGUs) to support the CLC. This 150 Instructional Managers who teaches the accreditation and equivalency program, 50 facilitators who handle the basic literacy program with zero level (illiterate) learners, and 50 facilitators who teach the literacy cum livelihood skills training program. They are all contractual teachers funded by the city government through the local school board (LSB) funds. They conducted their classes/sessions in the ALS CLC with 50 or more learners. This ALS forces were all trained with the teaching strategies and techniques of adult learning.

The city government supported us with enough Learning Materials to the CLC for the development of learners learning, Literacy cum Livelihood informal skills training that needs Equipments such as computer sets, sewing machines for dressmaking and tailoring, curtain making and other handicraft making, oven and gas range for cooking and baking class are all offered in the CLC even the short term courses like Automotive mechanics, Electronics, refrigeration and air conditioning, Building wiring electricity, Plumbing, Computer literacy, Computer Technician, etc. All this becomes a part of the CLC Programs delivery. Classes were done in the CLC from Monday to Sunday but the program is only once in a week 8 hours and its learners choice.

We tapped also partners who can help to sustain the CLC, like service providers the non-government organizations (NGOs), people's organization (PO), schools, universities and colleges (SUCs) for the development of the program.

Some of the legal basis is the decrees which took effect on May 13, 1977 establishes linkages among institutions both government and non-government having similar programs, to ensure effective and integrated implementations of the program.

ALS training were conducted for the District and Secondary ALS Coordinators, Mobile Teachers, Instructional Managers/ Facilitators, service providers, stakeholders and key implementers twice a year in order to equipped them to the different techniques and strategies in handling the out-of-school youths and adults funding comes from the city government. ALS Monthly meeting with the key implementers and facilitators is usually done in order to update them with the reports and to be aware with the needs of the community.

As to learner's performance, we encourage the Instructional Managers to use 4A's of learning as best strategy in teaching the out-of-school youths and adults. Diagnostic test is done upon the enrolment using the standardized test (functional literacy test) from the BALS and this will be given again as post test just to measure the level of comprehension of the learner. The program is a non-graded, and still we use a paper and pencil test during and after each session.

We initiate to conduct a division achievement test two weeks before the national accreditation test administration.

Monitoring and evaluation is done religiously by the district every week, once or twice a month by the division and as the need arises by the Regional office, Mobile teachers were requested to report in the division every Friday afternoon in order to know the progress of the delivery and be updated of the issues and concern of the learners' performance.

2.2 Quality Assurance/Certification system to assess learning achievements (minimum Standards/benchmarks)

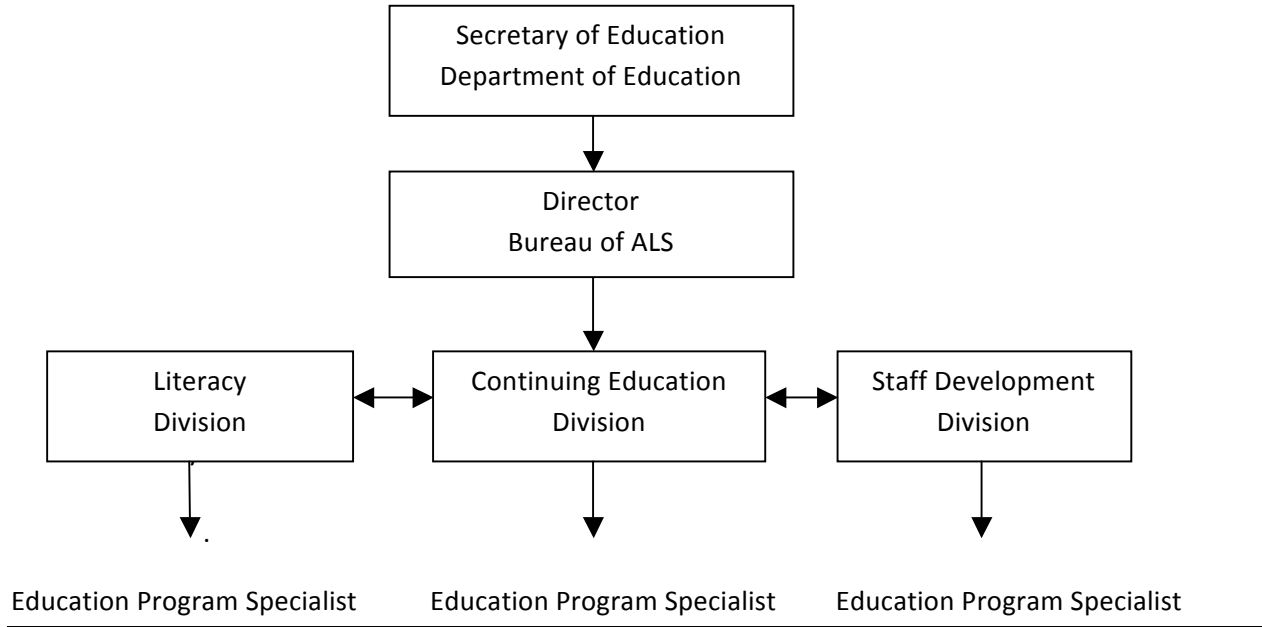
Qualified learners in the accreditation and equivalency test will be recommended to take the test and if they pass completion/graduation will be done and they will receive a certificate/diploma sign by the Secretary of Education of the Philippines. Those who failed will continue attending their weekly session in order to be ready to the next round of the test.

Elementary Level who passes the test will now proceed to enroll in the high school or continue in the ALS. Secondary Level who passes the test can enroll to tertiary level or if not he can apply for a job for as long as his education fits to the minimum standard needed. Some learner passers are now working abroad, some proceed to enroll in the technical vocational schools and some continue attending informal education just to earn income.

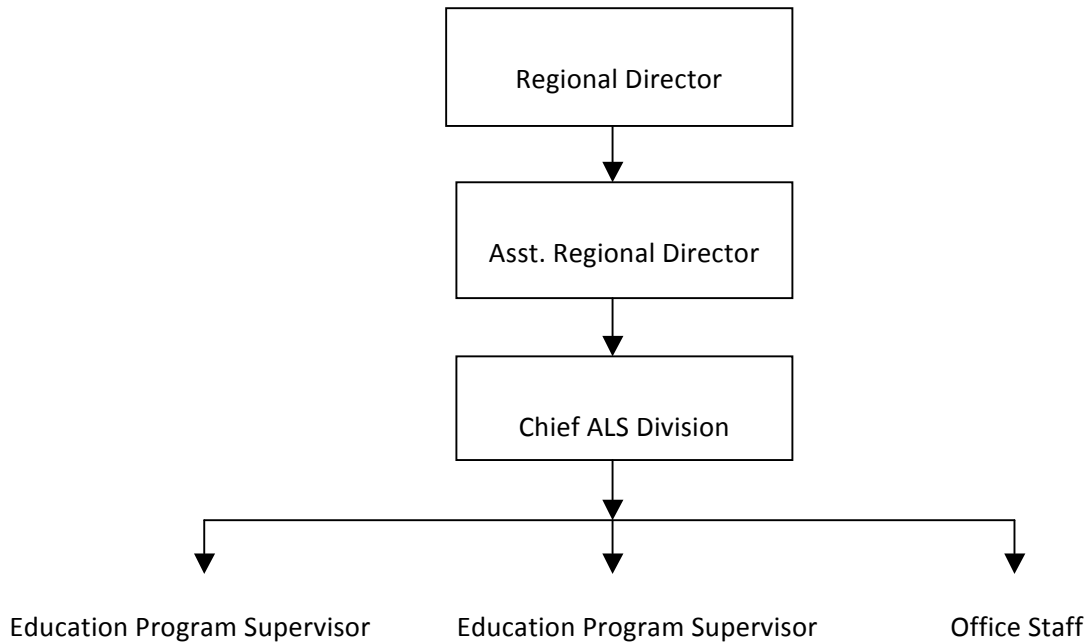
3. Decentralization and Management of CLC-2 pages

3.1 Organization charts from the Ministry/District government to CLC

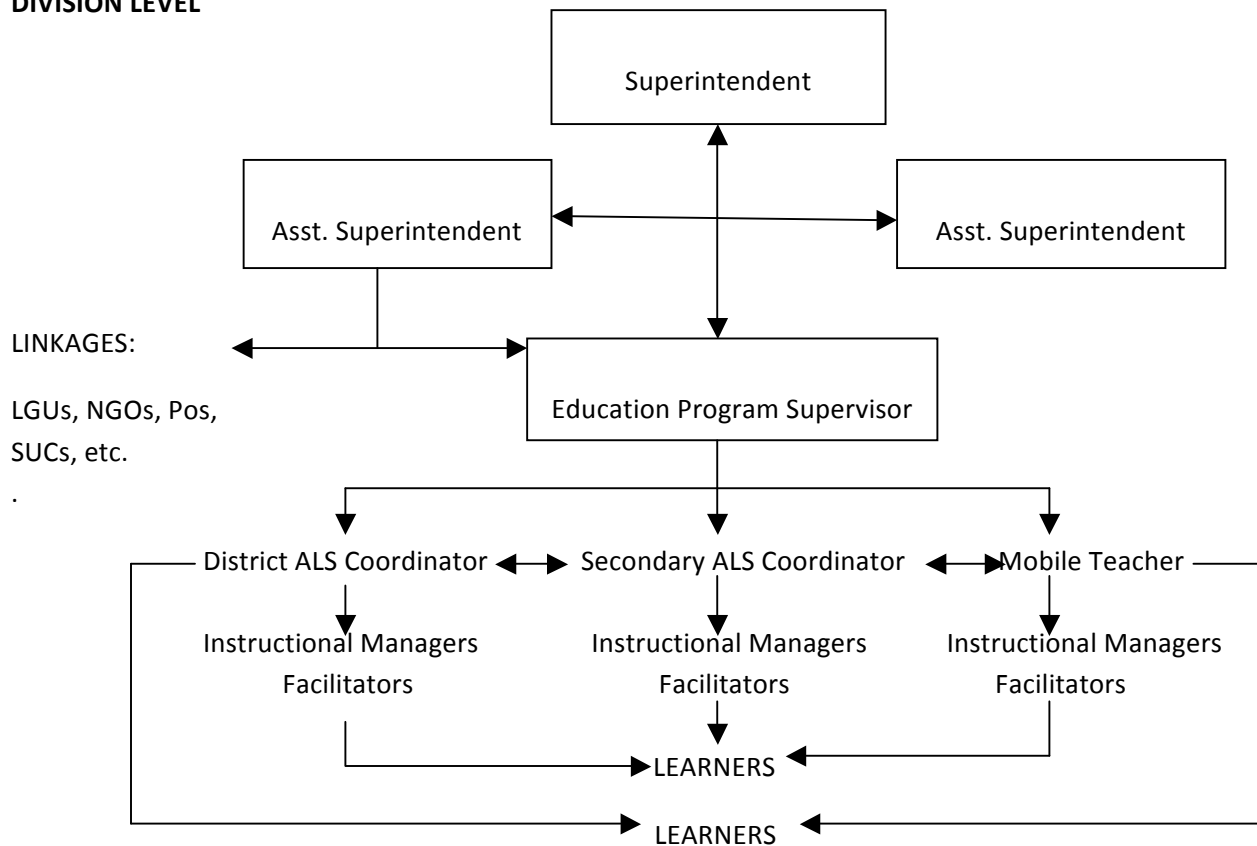
NATIONAL LEVEL



REGIONAL LEVEL



DIVISION LEVEL



4. ICT and NFE

4.1 Cases: Use of ICT to improve CLC Management, monitoring and its delivery

In line with the Bureau of Alternative Learning System’s mandate to implement eMIS, ALS Davao City Division initiated the conduct of eMIS Training empowering its ALS Implementers in the field particularly DALSCs and Mobile Teachers.

Apart from having its official email account (alsdavaocity@yahoo.com), ALS Davao City Division created its own Dropbox account as an online tool in gathering of relevant data as to eMIS, Narrative reports and others. This has been very helpful as data was made available to all ALS Davao City Implementers.

Davao City Division also created a group in facebook which enhanced the collaboration among implementers. Topics concerning ALS were discussed through fb forums. Videos and Pictures of Learning interventions and other ALS-concerned activities were shared through this account as well.

Davao City Division is also currently developing its own website. www.alsdavaocity.webs.com a online venue to showcase updates of the programs and projects implemented in the division.

Beneficial to the CLC management if we use ICT in our everyday work. It is easier for us to finish our reports and submit in advance. No dull moments in the CLC if we use ICT because everybody will become busy working and more works will be done no backlogs in the office.

It is easier also to monitor the programs with the use of ICT. The delivery is faster than doing it manually and you need less manpower in the CLC.

4.2 Cases: Use of ICT to improve learning of learners.

Davao City Division launched eSkwela last November 2008, a different learning style approach or delivery mode of Accreditation and Equivalency Program. With eSkwela, learners learn through digitized modules, learning resources in the internet and varied ICT Projects.

Davao City eSkwela has developed its own website too. www.davaocityeskwela.webs.com with online quizzes for ALS Learners, online modules for home-based learning, online updates for other Implementers and on-line enrolment for interested clientele.

2008 up to this year's set of learners for eSkwela has created a continuous communication through FB group, where successful passers share success stories encouraging new set of learners and where announcements relevant to learning are posted.

Learners are actively involved in producing ICT projects related to different Learning Strands using their own concepts and unique styles. This ICT projects are now being used as supplementary materials to other group of learners.

5. Literacy Survey and Assessment

5.1 Literacy survey and assessment at regular intervals

Literacy survey was only done by the key implementers once a week after their monitoring and they conducted ALS orientation twice a month or as the need arises. After the orientation is the enrolment. Those who enrolled will be given assessment or pre-test with the use of BALS standardized test (Functional Literacy Test). The result will be the bases of learners learning because the program is non- graded and after three the same test will be done in order to measure if the learner's level of learning improves, until they will now be ready to take the accreditation and equivalency test.

Essay writing or composition writing is usually given to the learners and it is easier for the instructional manager to assess the learner's ability and the level of learner's comprehension.

5.2 Literacy Survey and assessment at ad-hoc base (recently done or to be done in near future)

We have started our literacy survey through the enrolled learners of the ALS and also every Saturday after their monitoring in their respective areas of concern same with the mobile teachers.

6. Issues and challenges

Issues:

- usual absenteeism of the learners
- lack of parents support/ family problems at home
- peace and order situation
- outside influences (children in conflict with the law)
- those who live in the hinterlands and no available ALPS (Army Literacy Patrol) partners.
- those who belong to the poverty line
- unemployment
- lack of manpower for the delivery of the programs

Challenges:

- partnership with the local government, non-government organizations, etc.
- learners accomplishment of different grade level and year level
- funding source

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