

**Report on Community Learning Centers (CLCs)
National Qualifications Frameworks for Lifelong Learning and Skills Development
Republic of the Philippines**

1. Updated Information on Community Learning Centres

1.1. Are there any national policies and strategies concerning CLCs in the Philippines?

- ❖ The President of the Philippines, President Benigno Aquino, Jr. issued an Executive Order No. 83 on the “Institutionalization of the Philippine Qualifications Framework” last October 1, 2012 with Implementing Rules And Regulations deputizing a National Coordinating Committee composed of the Department of Education (the DepEd Secretary is the Chairman of the NCC), Commission on Higher Education (CHED), Department of Labor and Employment (DOLE), Philippine Regulatory Commission (PRC), and the Technical Education and Skills Development Authority (TESDA) to formulate and implement the Philippine Qualifications Framework with the following objectives:
 - To encourage lifelong learning of individuals
 - To provide employers specific training standards and qualifications that are aligned to industry standards
 - To ensure that training and educational institutions adhere to specific standards and are accountable for achieve these
 - To provide the government with common standards, taxonomy and typology of qualifications as bases for granting approvals to stakeholders.

- ❖ House of Representatives Bill No. 1738: “21st Century Community Learning Center’s Act of 2010” introduced by Congressman Marcelino Teodoro and Senate Bill No. 2206, introduced by Senator Miriam Santiago. (Pending passage) The said bill seeks the establishment of 21st Cultural Learning Centers to enable the entire community to develop an educational strategy that addresses educational needs of all members of local communities

- ❖ The Department of Education’s Bureau of Alternative Learning System (BALS) which began in 1984, conducts its non-formal classes in Community Learning Centers in schools, community centers, and local government centers. They serve out-of school youth and adults, indigenous peoples, drop-outs, and persons in the community who want to be mainstreamed into the formal education system or to improve their literacy and acquire job-related skills for their livelihood. Together with the BALS is the Literacy Coordinating Council (LCC) a coordinating body of different government agencies whose goal is to increase the literacy skills of adults, farmers, housewives, indigenous groups, in different regions of the Philippines, through programs that alleviate poverty and address their welfare needs, in various community learning centers.

- ❖ The National Commission for Culture and the Arts (NCCA) established Schools for Living Tradition (SLTs) since 1995. These are community learning centers for the indigenous communities all over the Philippines to preserve and perpetuate their intangible heritage, traditional cultures, skills and technologies. In the SLTs, master artists and practicing crafts artists from the indigenous communities teach their younger generation and the community their chants, songs, dances, rituals, crafts, and local practices. These SLTs are established

where the different indigenous groups live. Presently, there are 133 active Schools for Living Traditions in the Philippines.

- ❖ The Department of Social Welfare and Development (DSWD) has established Day Care Centers which are community learning centers for children ages 2 – 4 years in barangays and towns all over the country. The children's health is also monitored through medical check-ups and serving of nutritious meals. The mothers are also taught here rudiments of child care, nutritious cooking and health habits at home and in their community. The DSWD also provides Sustainable Livelihood Programs in the community in line with the government's poverty-reduction programs through provision of capacity building workshops for unemployed men and women to enable them learn skills for work or for starting a small business. DSWD works with the academe, local government units and agencies, people's organizations, and business organizations.
- ❖ The Technical Education and Skills Development Authority (TESDA) which was established in 1994, focuses on quality technical education for middle-level manpower which are industry-based. They have training centers in different provinces of the Philippines offering more than 200 skills courses with testing and certification, so the participants can work immediately locally or abroad. Recently, TESDA has partnered with several private business organizations and with the DepEd, to provide Grade 11 and 12 students job-related skills which they can immediately use after graduating.

1.2 What are the objectives of the CLCs? What groups are targeted?

In the Philippines, the Community Learning Centers (CLC) serve as local training institutions set up and managed through collaborative efforts of local education agency and local government unit and/or private and other community and human service institutions sustained through community efforts from establishment, management and operations up to expansion.

Objectives

- Promote literacy and continuing education programmes through the use of learning resources available at the community level
- Help improve the delivery of basic and continuing education programs in the rural communities
- Promote cultural, physical, spiritual development among communities through various continuing education programs
- Build capacities of community leaders in identifying and solving the problems in managing CLC operational activities
- Establish community linkages to existing resources and facilities in urban centres

Types of Community Learning CLC:

- Simple, temporary (make-shift) meeting place with table and chairs, chalkboard e.g. chapel or any open multi-purposed area in the barangay or any private property temporary loaned for learning purposes
- A semi-concrete structure mostly made out of light materials such as nipa, soft wood. Dedicated to ALS learning sessions and related activities equipped with basic furniture and learning equipment
- A typical learning center, concrete and secured, mostly made out of cement and other concrete building materials, dedicated to ALS learning sessions and other related activities.

Equipped with basic furniture and learning equipment e.g. chairs, tables, chalkboard, library corner, basic appliances such as electric fan, cassette recorder, etc.

- A two or three storey building, fully equipped with basic furniture and advanced ICT equipment dedicated to ALS learning sessions and related activities

Groups Targeted:

- Non-literate adults
- Basically literates
- Out-of-school children, youth and adults
- drop-out of formal elementary and secondary education
- industry-based workers
- Parents/mothers
- Indigenous peoples
- Street children and labourers
- Workers/professionals
- Senior citizens
- Urban poor
- Fisher folks
- Inmates
- Person with disabilities
- Unemployed/underemployed

1.3. Please describe the number of CLCs in the Philippines as of 2013:

CLC		Other learning or non-formal education centers (with multiple learning programs)		Adult Literacy Centres (only focusing on literacy)	
Government	NGO/others	Government	NGO/ others	Government	NGO/ others
DepEd BALS has 522 CLCs for OSY and student dropouts and adults, including those in jails, in the 17 regions of the Phil. for education & livelihood	More than 50 NGOs have Learning centers for street children; abused children (ex: New Beginnings; Lions Club; <i>Salugpungan Ta Tanu</i> in Davao)	TESDA centers teach more than 200 livelihood skills in 15 regional centers, 45 training centers and they work with local gov't units and schools	Philippine Educational Theater Asso. Center, MMla, teaches dif aspects of acting, lighting, production, writing, etc.; gives scholar-ships <i>Escuela Taller</i> , a 3 yr project funded by the AECID& NCCA for teenagers from a poor community in Tondo; teach carpentry, plumbing,	Literacy Coordinating Council (LCC) as well as some local government units Conduct literacy classes for adults in 17 regions of the Philippines	Paraclete Alternative Learning Ctr. for out-of-school youth, illiterate dropouts, indigenous people, adults has 29 CLCs (12 in Cavite, 1 in Manila, 15 inPalawan) United Church of Christ in Apayao,Luzon; <i>Missionari dela Fede</i> CLC in Agusan del Sur, Mindanao

			electrical skills in heritage bldg for livelihood.		
45,387 Day Care Learning Centers of DSWD (for children 2-4 yrs. old) in all barangays, cities, provinces	<i>Gawad Kalinga project</i> helps build houses & Community Centers (more than 70?) Centers for livelihood and skills building, and entrepreneurship for poor people.	NCCA supports 133 Schools for Living Traditions for crafts/livelihood for indigenous peoples in dif. parts of the Philippines	PBSP with 230 private Companies, and LCF with more than 80 members are involved in social responsibility projects on literacy, poverty alleviation, livelihood for different communities & schools in the Philippines	There are 114 schools which host the DepEd Balik-Paaraalan Para sa Out-of-School Program (BP-OSA)	Bright Light CLCs gives adult education and internet access in 2 places: Bonbonan & Siit, Southern Negros.
Vigan City government established the Vigan Skills Training Institute in 2009, which serves as the training arm imparting skills for increased productivity, livelihood and employment opportunities	EQUuALLS 2-US-AID project constructed 200 + CLCs for alternative learning progs. for 300,000 OSYouth & children for livelihood skills in the 2 poorest ARMM province		State Universities and Colleges' community-based extension initiatives which cater to the needs of a number of barangays/communities		AusAID projects in Mindanao (BEAM) and the Visayas (STRIVE) to improve literacy among poor students & indigenous communities.

2. National Qualifications Framework (NQFs)

2.1. *Is there a National Qualifications Framework in the Philippines to connect Education and Training programmes?*

There is the recently legislated Philippine Qualifications Framework (PQF) which covers, connects, rationalizes and integrates the different education and training programs given by these three major educational organizations of the government including the two other government agencies:

- Department of Education (DepED)- responsible for basic education
- Commission for Higher Education (CHED)- responsible for tertiary education
- Technical Education and Skills Authority (TESDA)- responsible for promoting and developing middle-level skills development programs.

- Department of Labor and Employment- responsible for formulating and recommending policies, plans and programs for manpower development, training, allocation and utilization
- Philippine Regulatory Commission- responsible for administration, implementation and enforcement of regulatory policies on the regulation and licensing of various professions and occupations under its jurisdiction

In the PQF, there are 8 levels of Qualifications. National Competency I and II can be obtained by students in Grades 10, 11 and 12 which enable the students to work after completion. National Competency III, IV and Diploma can be obtained from TESDA. After completing NC III, IV and Diploma, the student can proceed with further studies to get a baccalaureate degree, post baccalaureate degree, and doctoral and post-doctoral studies in any of the colleges and universities.

Before the PQF, the Commission on Higher Education had the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) since 1997, which would certify the pertinent work experiences, knowledge and expertise acquired by the person from high-level, non-formal and informal training toward the awarding of an appropriate academic degree in the tertiary level. Presently, CHED has deputized 102 colleges and universities to offer the ETEEAP.

TESDA had already implemented for more than 20 years, its testing and certification program for technical, vocational and middle-level skills for an increasing number of skills-based courses. To date, they have more than 200 courses that they certify.

With the Philippine Qualifications Framework legislated by the President last 2012, the different accreditation and certification systems of the DepEd, TESDA and CHED are being synchronized into a seamless system to strengthen the lifelong learning initiatives in the Philippines and align it to the Asean Qualifications Framework by 2015.

3. Recognizing and Validating Lifelong Learning through NQFs

3.1. How are programmes for lifelong learning under CLC/NFE centers legitimately recognized by the government?

The programmes for lifelong learning in the CLCs and NFE centers are legitimately recognized by our government through the accreditation systems of the three agencies:

- the Department of Education's Bureau of Alternative Learning Systems (BALS)
- the Technical Education Skills and Development Authority's (TESDA) in their various training and testing centers where assessors are assigned
- the Commission on Higher Education's 102 deputized colleges and universities

For basic education, the Department of Education's Bureau of Alternative Learning Systems (BALS) conducts the Accreditation and Equivalency Tests for students and adults who dropped out from formal schooling but would want to obtain a high school diploma which is needed for employment. This A&E Test is scheduled in centers all over the country regularly and the schedule is announced publicly, so those who want to take it can register ahead of time.

Since 1994, when the Technical Education and Skills Development Authority (TESDA) was established, skills and competencies learned in CLCs and other training centers are assessed and certified by TESDA. Students who pass the assessment tests are certified and given a corresponding National Competency Level (I, II, III, IV) for a specific course. TESDA has coordinated with various industry sectors and academic institutions to promote TVET (Technical Vocational Education and

Training) in the Philippines. The competency standards are aligned to standards in other countries, so those with certification from TESDA are accepted for work here and abroad.

For the Tertiary Level, the Commission for Higher Education has deputized 102 colleges and universities to provide legitimate accreditation of knowledge and expertise of the student acquired through non-formal training through the Expanded Tertiary Education Equivalency and Accreditation (ETEEAP) Program, so the student can continue and complete his tertiary or college degree, depending on the result of his ETEEAP.

4. Skills Development in the Philippines

4.1. Describe the current policies concerning skills development in the Philippines under the formal and non-formal education. Is it discussed under the National Education Policy?

The present government administration of Philippine President Aquino has strongly stated the need to add two more years of schooling to the Department of Education's 10-year program to decongest education system with learner-centered curriculum producing globally competitive graduates.

The President has signed this new national education policy of providing 12 years of schooling – from Kindergarten to Grade 12 into a law just this May 15, 2013. The new additional Grades 11 and 12 are focused on providing the students specific knowledge and skills that will prepare him for three tracks: first, the technical-vocational track and second, the arts and sports track that will provide him with specific skills and competencies for courses in these areas so that he can work right after graduation.

The third track, the academic track, prepares the student with knowledge and skills to pursue a college degree in the course of his choice. The skills, knowledge and competencies for the three tracks can be obtained in both the formal and non-formal system.

4.2. Describe any recent initiatives of the Government to address skills development for unemployed youth.

The 12-year Enhanced Basic Education Act of 2013 was enacted to meet the needs of 46% of our students who graduate from high school but who do not go for further studies in college. Since most are only 16 when they graduate from high school, and lack specific skills, they end up unemployed.

With the 12 years of the new K to 12 education program, the student has two additional years in high school to focus on skills development for specific jobs their community needs. And since they are 18 years of age when they graduate, they can be gainfully employed immediately.

4.3. Describe any innovations or new approaches that have been used in CLC to reduce poverty and/or build livelihood skills.

There are innovative educational programs that have been piloted to reach the unreached Filipino learners. One of the innovations is the home-based ECCD wherein parents are trained to help them fulfill their role as primary caregivers and educators of their children. Another way to expand the reach of education is through Kindergarten on Wheels wherein a van or truck served as makeshift kindergarten classroom in urban schools where kindergarten classes are congested. Kariton or

pushcart education, popularized by CNN 2009 Hero of the Year Efren Penaflorida, also caters to the educational needs of urban street children and out-of-school youth.

DepEd also implements the Computer Based Instruction or eSkwela which is an Alternative Learning System and Equivalency A&E) learning modality that uses a combination of print modules and computerized learning support and core learning competencies geared towards basic education for all and lifelong learning. The computer-based delivery of the ALS A&E program was made possible through the eSkwela project. The grant project was implemented by the Commission on Information and Communications Technology (CICT) in coordination with the DepEd-BALS. Part of this project is the digitization of A&E learning modules. The digitized learning modules are stored on CDs and servers in the eSkwela Centers. The A&E Learners used computers to study the modules while trained facilitators/mobile teachers assist in the process.

Further, one of the most successful initiatives for CLCs are that of *Gawad Kalinga (GK)* projects headed by Tony Meloto, who was awarded a Ramon Magsaysay Award for his successful work. This project builds houses in clusters or villages, together with the labor of the poor families who will live in these houses. Part of the project is to provide skills training in the community centers located in the village so the unemployed teenagers and adults would be able to have a livelihood and eventually sell what they produce and be self-sufficient. *Gawad Kalinga* is now organizing marketing and packaging units to distribute the products locally and abroad, under the brand name "*Human Nature*", which focuses on organic, eco-friendly products using local herbs, vegetables and fruits which the families themselves planted, harvested and processed. Because of the success of the *Gawad Kalinga* not only in building homes for poor communities but also in teaching livelihood skills and entrepreneurship among the members of the communities through sustainable projects, many private businesses, funding institutions, and Filipinos from overseas readily donate to *Gawad Kalinga* to spread the project of building homes and community centers for the other marginalized communities in the Philippines.