



Follow-up of CONFINTEA VI:

**Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
 and the end of the
 United Nations Literacy Decade (UNLD)**

**National progress report submitted by
 the Government of the Republic of the Philippines**

This report is submitted on behalf of the Government of Education in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)¹ as laid down in the *Belém Framework for Action*², specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes³, which are meant to provide further clarification.

Institution responsible for submitting this report	Department of Education, Philippines
Submission date	February 24

¹ For more information about CONFINTEA VI see: <http://www.unesco.org/en/confinteavi/>

² Available in nine languages at <http://www.unesco.org/en/confinteavi/belem-framework-for-action/>

³ The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	Mark all that apply
Government Ministries	
Agriculture	<input type="checkbox"/>
Defence	<input type="checkbox"/>
Education	<input checked="" type="checkbox"/>
Foreign Affairs	<input type="checkbox"/>
Health	<input checked="" type="checkbox"/>
Interior/Home affairs	<input checked="" type="checkbox"/>
Labour	<input type="checkbox"/>
Others (please mark and specify below)	<input type="checkbox"/>
Civil society organisations	<input checked="" type="checkbox"/>
National non-governmental organisations	<input checked="" type="checkbox"/>
International non-governmental organisations	<input checked="" type="checkbox"/>
Educational or research institutions/Universities	<input checked="" type="checkbox"/>
Private sector companies	<input checked="" type="checkbox"/>
United Nations agencies	<input checked="" type="checkbox"/>
Non-UN bilateral or multilateral organisations	<input checked="" type="checkbox"/>
Others (please mark and specify below)	<input checked="" type="checkbox"/>
church/religious groupous	<input checked="" type="checkbox"/>

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

The Round Table Discussion (RTD) 1 was conducted together with the IPs, Women, Adults and Senior Citizens as well as representatives from other sectors (farmers, laborers, professionals, youth and others.) It was mentioned that a big percentage of the adult population lack literacy and there is insufficient supply and training of educators. Other responses were likewise taken up, included among others were the organization of funding institutions, integration of adult learning dimension in the existing tool kit (such as on microfinance and local economic development), and preparation of various project proposals in relation to adult education.

Result of the RTD 1 was formulated into action plans for 2011-2015, including the monitoring and evaluation scheme for the action plan.

RTD 2 likewise was represented by participants from 10 government agencies and eight non-government organizations. The following were taken into consideration for the next draft of the Philippine action plan:

- Desire to reconstruct the concepts - adult education; adult literacy; define by age and something specific; has not been to school; what are adult illiterates
- Define terms: life long learning; continuing education, adult illiterate. Clarify what we mean
- What should be the content of adult education; content, pedagogy; what should be learned
- Look at adult education in terms of social education but in terms of enhancing their contribution to society
- Clarify concepts and operationalize in our context

-Diversity of programs and service providers in this particular issue gives us basis but causes certain issues; when you have a multiplicity of providers and programs, it is important to gather these services, initiatives, and activities, so we do not duplicate and will lead to better synergy

-Congress will take charge of the remaining things to be done related to finances and resources

1. Definitions and data collection on adult learning and education		
	Yes	No
1.1 Does your country have an official definition of adult education ? <i>If Yes, please provide it in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i> Adult education is defined within a lifelong learning framework. Utilizing the Belem Framework for Action, “Lifelong learning “from cradle to grave” is a philosophy, a conceptual framework and an organising principle of all forms of education, based on inclusive, emancipatory, humanistic and democratic values; it is all-encompassing and integral to the vision of a knowledge-based society. We reaffirm the four pillars of learning as recommended by the International Commission on Education for the Twenty-first Century, namely learning to know, learning to do, learning to be and learning to live together.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Has your country adopted or developed an official definition of literacy ? <i>If Yes, please provide it in the space below:</i> Functional Literacy is defined within the five-learning strands framework that includes 1) Communication Skills, 2) Problem Solving and Critical Thinking, 3) Sustainable Use of Resources and Productivity, 4) Development of Self and 5) Expanding One’s World Vision.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2.1 Are other definitions used in practice? <i>If Yes, please provide them in the space below:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3 How is literacy data obtained in your country? <i>Please select the option(s) below</i> National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (<i>please describe below</i>): mapping research	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006? <i>If Yes, please select the option(s) below that best describe the change(s)</i> New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults’ literacy skills Increase in the periodicity without significant conceptual changes Other changes (<i>please provide details below</i>): Change within defined short spans covered by the research or social coordination project	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
1.5 Has your country faced challenges in collecting literacy data?		

<p><i>If Yes, please describe them briefly in the space below:</i></p> <p>There are no hard and fast rules, only guidelines as adopted in research studies. Outside the research, the definitions adopted may not apply. Operational definitions of who is or is not literate are thus context-bound if not just time- bound.</p> <p>Collecting data from different government agencies and local government units (LGUs)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/>
---	--

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Some private agencies devise working definitions to operationalize literate and literate receivers of services of the agencies. The definitions apply only to specific populations being served. Local Government Units (LGUs) also set up operational definitions just for their specific projects and target groups.

"Life-Long" learning can also be vague. Some literacy training programs which aim to equip toward life-long education and skills are failures in the long run because the skills learned are lost ("unlearned") on account of "dis-use" or "non-use" due to absence of opportunities for them.

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	<i>If Yes: name of legal/policy instrument and references (add as many lines as needed)</i>	Year
Lifelong learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes to some extent. "Life-long" connotes while one exists but what is learned may be lost again	2003 - E.O. or Life Long Learning for justiable development
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The 1987 Constitution of the Philippines Philippine Education For All (EFA) 2015 National Action Plan 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;</p> <p>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 orvocational and technical education through public and private schools;</p> <p>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;</p> <p>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;</p>	1987 2000
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		

		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	
--	--	--	--

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?		
	<i>Specific target groups, including age range (add as many lines as needed)</i>	<i>Total number of individuals in the group</i>
Adult education	indigenous peoples, women and senior citizens, youth and OSYs	353, 951 were enrolled but only 207,725 completed the program (2011 per data from Office of the Planning Service-DepED) * This includes school age children but they are Out-of-School
Adult literacy	housewives, househelp (40-60) unskilled laborers	

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.				
	Yes	No	<i>Specify goal</i>	<i>Specify timeframe</i>
Adult education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BALS might have some information on these	
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below including when it was put in place:</i></p> <p>Not a policy but common-sense dictates it should be in the clients' mother tongue or the language predominantly used in the area (municipality or region).</p>		

Different mother tongues could exist in contiguous areas and after the different local languages are mutually understood, although not skillfully used orally.

During training of "captive" audience, the question can be posed in individual or group interviews and focused group discussions. Strict measures are not yet applied because of elusive definitions of the concept of who is literate and who is not.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:</i></p> <p>DepED has the ETEAP for accrediting informally acquired skills from post secondary or college level providers of continuing education outside the formal system (e.g. colleges and universities), a well as Accreditation and Equivalency (A and E) for work experience if an adult professional wishes to earn credits for work done. The A and E, based on the Accreditation Equivalency score locate the step /grade on the education ladder where the examinee is at. However, this has to be voluntarily applied for, from which level the examinee is pegged or perceived to have satisfied. The assessment indicates at what skills level he is at and at which grades he may re-enter the formal education.</p>		

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>Draft Confintea VI Philippine implementation and monitoring plan developed.</p>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please provide a brief explanation and references:</i></p> <p>Informal Adult Education: The clients vary. Attrition is high because of their personal priorities. no specific materials for specific purposes. Often, adult education is largely verbal interaction on current or mutual concerns and revolves largely on raising awareness of the importance of abilities to know, to read, to exchange views, and etc. Sometimes, it could revolve around raising self concepts of say IPs, marginalized groups, drop-outs, non-readers etc.</p>		

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		

Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>		
Sustainable development strategy	<input checked="" type="checkbox"/>		
Other (specify in the space below)	<input type="checkbox"/>		
Adult literacy:	<i>Mark all that apply</i>	<i>Timeframe</i>	<i>References</i>
National Development Plan	<input type="checkbox"/>		
Poverty Reduction Strategy Paper	<input type="checkbox"/>		
Education strategy	<input checked="" type="checkbox"/>		
Skills development (including vocational education and training) strategy	<input checked="" type="checkbox"/>		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	<input checked="" type="checkbox"/>		
Sustainable development strategy	<input checked="" type="checkbox"/>		
Other (specify in the space below)	<input type="checkbox"/>		

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	No	<i>Specify policy/plan (add as many lines as needed)</i>	<i>References</i>
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<i>If Yes, please elaborate how they have been involved.</i>				
They participated in the Round Table discussions. They requested _____ different sectors/adult organization.				
Adult organizations are involved in gathering beyond the awareness level- specially before and during national elections.				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.	
Private organizations and the business sector introduce issues which engage participants from those who have gone through only minimal formal education.	

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
DepED	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TESDA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DAR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DILG	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNESCO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHED	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NEDA, PNU, HOUSE OF REPRESENTATIVE National Defense, Phil Army, UP Social Work,	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Non-Governmental:

<i>Institution (add as many lines as needed)</i>	<i>Geographical scope (mark all that apply)</i>		<i>Is it involved in the implementation of programmes/courses? (mark all that apply)</i>	
	National	Sub-national	On adult education	On adult literacy
ENET	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RED CROSS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASPBAE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEAMEO INNOTECH	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miriam College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABS-CBN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLSU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Schools:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bukidnon State University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other State Universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?

Yes No

Adult education

If Yes, please provide name and contact details:

Literacy Coordinating Council, Department of Education, Pasig City

Adult literacy



If Yes, please provide name and contact details:

Literacy Coordinating Council, Department of Education, Pasig City

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>LCC activities</p> <p>Through conferences which gather education, institutional and private initiators and implementors.</p> <p>Joint projects, gathering information on otherwise unknown efforts.</p>		
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:</i></p> <p>Literacy Coordinating Council (LCC) activities;PIA radio programs; DSWD program; DILG information drives, House to house campaigns, LGU efforts to gather program initiators and implementers LCC conferences in different parts of the country, school outreach programs.</p>		

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p> <p>Yes in policy development; to be implemented are capacity-building activities and program development.</p>		
...adult literacy?	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>If Yes, please indicate what activities are undertaken and provide references:</i></p>		

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	Yes	No
...adult education?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...adult literacy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
<p>Through the Municipal Literacy Coordinating Council and or local Literacy Coordinating Council, adult education and adult literacy programs are planned, implemented and evaluated.</p> <p>Most tertiary schools have programs which engage students in reaching out to the less privileged sector of the society.</p>

Civic conscience-raising activities all have an implied and a deliberate effort to reach out to the poorer sectors. Media have the poor as a common concern.

The very active involvement of TV networks are all meant to raise consciousness and concretize every one to think of the poor sectors.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.

Please indicate which data are reported:

<i>Actual expenditure</i> <input type="checkbox"/>	<i>Budget allocation</i> <input checked="" type="checkbox"/>
---	---

4.2 Please indicate the name of the currency used for reporting:

Philippine Peso

4.3 Please indicate the monetary unit used in the following tables:

<i>Units</i>	<i>Hundreds</i> <input type="checkbox"/>	<i>Thousands</i> <input type="checkbox"/>	<i>Millions</i> <input checked="" type="checkbox"/>
--------------	---	--	--

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?⁴

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Source</i>
<i>National government</i>	Php328,055,000	Php410,915,000	DepED-Budget Mgt.
<i>Sub-national governments</i> ⁵	no data	no data	
<i>Total</i>	Php328,055,000	Php410,915,000	DepED-Budget Mgt.

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	BALS	TESDA+DA	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵	no data	no data	<input type="checkbox"/>
<i>Civil society organisations</i>	no data	no data	<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>	no data	no data	<input type="checkbox"/>
<i>Private companies</i>	no data	no data	<input type="checkbox"/>
<i>Learners/households</i>	no data	no data	<input type="checkbox"/>

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	<i>Amount (2009)</i>	<i>Amount (2010)</i>	<i>Not available</i>
<i>National government</i>	BALS	no data	<input type="checkbox"/>
<i>Sub-national governments</i> ⁵	no data	no data	<input type="checkbox"/>
<i>Civil society organisations</i>	no data	no data	<input type="checkbox"/>
<i>Donors/international aid (not loans)</i>	no data	no data	<input type="checkbox"/>

⁴ Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

⁵ Control for the potential double-counting effect of transfers across different government levels.

<i>Private companies</i>	no data	no data	<input type="checkbox"/>
<i>Learners/households</i>	no data	no data	<input type="checkbox"/>

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	Yes	No
<i>If Yes, please provide a brief description:</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
none

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>	skilled workers, school drop-outs, non-completers fo either Elementary or Secondary Education	<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	unskilled workers	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	(English) skilled workers, small business entrepreneurs	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i> Musical and Agricultural Literacy	<input checked="" type="checkbox"/>		<input type="checkbox"/>

Private companies	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	same as above	<input type="checkbox"/>
<i>Foreign languages</i>	<input checked="" type="checkbox"/>	(English)	<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT
<i>Literacy (reading, writing, numeracy)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Vocational (technical, income-generation-related)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Life skills and/or health issues</i>	<input type="checkbox"/>		<input type="checkbox"/>

<i>Use of information and communication technologies</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Official/local languages</i>	<input checked="" type="checkbox"/>	same as above	<input type="checkbox"/>
<i>Foreign languages</i>	<input type="checkbox"/>		<input type="checkbox"/>
<i>Human rights/civic education</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Liberal education/personal growth (i.e. artistic, cultural)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>
<i>Other (please provide a brief description below:)</i>	<input checked="" type="checkbox"/>		<input type="checkbox"/>

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
On adult literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).</i>		
none		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
<i>(add as many lines as needed)</i>	<i>Mark if language of learning materials</i>
Mother Tongue (15 major dialects)	<input type="checkbox"/>
English	<input type="checkbox"/>
Filipino	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
Availability of teachers and instructional materials.
materials and delivery equipment to maximize outcomes.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If Yes, please provide a brief description and references:</i>		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	<i>Mark all that apply</i>	<i>Are local communities involved?</i>	
		Yes	No
<i>National level</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Sub-national level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide references or attach documents on local community participation:

Bureau of Alternative Learning System - Literacy materials and Indigenous Peoples modules from BALS

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

LCC has National Literacy Awards for outstanding innovative literacy program for the marginalized group.

5.8 Does the government collect information on the following items...?	<i>Mark all that apply</i>
Enrolment in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Attendance in adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Completion of adult education programmes (other than literacy programmes)	<input type="checkbox"/>
Enrolment in literacy programmes	<input type="checkbox"/>
Attendance in literacy programmes	<input type="checkbox"/>
Completion of literacy programmes	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)				
	Only by teachers/facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy programmes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If this information is available please attach the corresponding figures and documentation, or provide the references:</i>				

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	<i>Mark all that apply</i>	
	Yes	No
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If yes: Who participates more?</i>	Adult education	Adult literacy
	Women	<input checked="" type="checkbox"/>
Men	<input type="checkbox"/>	<input type="checkbox"/>
<i>If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?</i>	Yes	No
	Adult education	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If measures have been undertaken please provide a brief description and references:</i>		

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

Executive Order # 273 dated 8 September 1995 are directed to institutionalize Gender and Development (GAD) efforts in government by incorporating GAD concerns, is spelled out in the Plan, in their planning, programming and budget processes, but specifically to:

- Include/incorporate GAD concerns in the: i) formulation, assessment and updating of their annual agency plans; ii) formulation, assessment and updating of their inputs to the medium/long-term, development plans; and preparation of their inputs to sectoral performance assessment reports, public investment plans and other similar documents.

- Incorporate and reflect GAD concerns in their: i) agency performance commitments indicating key results areas for GAD as well as their annual performance report to the President; and ii) annual agency budget proposals and work and financial plans.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>		
Learning materials	<input checked="" type="checkbox"/>		
Facilitators' training	<input checked="" type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	<input checked="" type="checkbox"/>		
Learning materials	<input checked="" type="checkbox"/>		
Facilitators' training	<input checked="" type="checkbox"/>		
Teaching/ learning methods	<input checked="" type="checkbox"/>		
Assessment of learning outcomes	<input checked="" type="checkbox"/>		

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	2 wks	<input type="checkbox"/>	
University	<input checked="" type="checkbox"/>	1 sem	<input type="checkbox"/>	
Private company	<input checked="" type="checkbox"/>	2 wks	<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	2 months	<input type="checkbox"/>	

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	Mark if yes	Typical duration (months)
Governmental institution	<input checked="" type="checkbox"/>	2 months	<input type="checkbox"/>	
University	<input checked="" type="checkbox"/>	1 sem	<input type="checkbox"/>	
Private company	<input checked="" type="checkbox"/>	2 wks	<input type="checkbox"/>	
Non-governmental organisation	<input checked="" type="checkbox"/>	2 wks	<input type="checkbox"/>	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? (<i>academic year ending in 2010</i>)		
Programme	Monthly average remuneration if available	Remarks/source
Adult education (excluding literacy programmes)	PhP6000	(BLNS Survey)
Adult literacy	PhP 6000	(BLNS Survey)

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	Mark all that apply
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? (<i>If yes, mark all that apply</i>)		
	Monitoring	Evaluation
Adult education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Please provide a brief description and references:</i> Hazard pay and transportation allowance to mobile teachers.		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?	
	Mark all that apply
Lifelong learning	<input checked="" type="checkbox"/>
Adult education	<input checked="" type="checkbox"/>
Adult literacy	<input checked="" type="checkbox"/>
<i>If one or more of the boxes is marked, please provide a brief description and references:</i> mapping of Literacy by local government units.	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
Literacy mapping is an LGU project which serves as a reference for literacy intervention.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action*.

	<i>Mark if taken place</i>
Advocacy events (conference, forum, etc.)	<input checked="" type="checkbox"/>
Media campaigns	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>
Creation of committees to streamline adult education and adult literacy	<input checked="" type="checkbox"/>
Adult Learners Week/Learning festivals	<input type="checkbox"/>
Creation of learners' networks and/or fora	<input type="checkbox"/>
Translation of the <i>Belém Framework for Action</i> into the national language	<input type="checkbox"/>
Presenting the <i>Belém Framework for Action</i> to parliament	<input type="checkbox"/>
Elaboration of a funding plan	<input type="checkbox"/>
Development of a national roadmap for the implementation of the <i>Belém Framework for Action</i>	<input checked="" type="checkbox"/>
Other (<i>please specify below</i>)	<input type="checkbox"/>

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

none

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Country Development Plan involved various sectors of the society.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Publications (booklets, leaflets, posters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (please specify below) RTD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	No
... women and girls?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and references:</i> In support of Republic Act No. 7192 otherwise known as "Women in Development and Nation-Building Act" as well as Executive Order No. 273, institutionalization of Gender and Development (GAD) in government planning, programming and budgeting processes has been required to be spelled out. Hence, government initiatives should directly include women and girls in their priority targets.</p>		
... other excluded/ under-represented/underprivileged groups?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><i>If yes, please provide a brief description and reference:</i> R.A. 8371 otherwise known as the Indigenous Peoples Rights Act (IPRA) Law- The IPRA provides that development programs, projects, and activities must be developed along the fourfold agenda of recognition and protection of ancestral domain/land rights, self-governance and empowerment, cultural integrity, and social justice and human rights. Since the core business of the Department of Education is to provide the necessary skills to empower every Filipino as among others, IPs is among the top priorities of this Department.</p>		

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?			
It has been extremely helpful <input type="checkbox"/>	It has helped a lot <input type="checkbox"/>	It has helped a little <input checked="" type="checkbox"/>	It has not helped <input type="checkbox"/>
<i>If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:</i>			

8.4 Have literacy policies changed in your country in the last five years?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>If yes, please specify how they have changed below and provide evidence.</i>		

8.5 Have your literacy targets changed over the last five years?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>If yes, please provide below a brief explanation:</i>		
Literacy targets change overtime alongside the constant increase in the number of learners across the country. The 2008 Functional Literacy, Education and Mass Media survey (FLEMMS) report includes comparison with the previous FLEMMS to better appreciate the changes and differences in their plans and actual accomplishments.		

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
Lack of baseline data on adult literacy With ICT, there is hope of getting better results, with the potential attraction and motivation spawned by 21st century media and strategies and the desire to keep with the development, it might be easier to get greater participation in adult education and in literacy education.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Generation of data on adult literacy. How to integrate 21st century strategies - materials and equipment- for more/better results.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

Adult literacy mapping, budget/financing adult literacy programs

Not much increase in budget and funding for literacy and adult education because of competing demands from other sectors.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

Push through the Confintea 6 Framework for Action

There is greater awareness of the importance of literacy and keeping posts with development and demand for skills and knowledge for job placement, it will not be too difficult convincing people to go through literacy classes, skills upgrading and updatedness by the concept of a "world getting smaller", and "we are different but the same" (or is it we are the same but still different from one another").