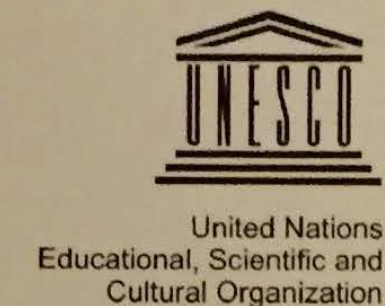




The City of Balanga: Learning Cities Journey



UNESCO LEARNING CITY AWARD 2015

This is to certify that in recognition of the excellent progress made in implementing the Beijing Declaration on Building Learning Cities and the Key Features of Learning Cities, this award is conferred upon the city of

BALANGA
Philippines

Mexico City, 28 September 2015

Irina Bokova
Director-General

Mexico City, 28 September 2015

DIRECTOR-GENERAL
IRINA BOKOVA

Balanga University Town 2020: The emerging hub for knowledge based businesses in the Philippines



Educhild Parenting Sessions

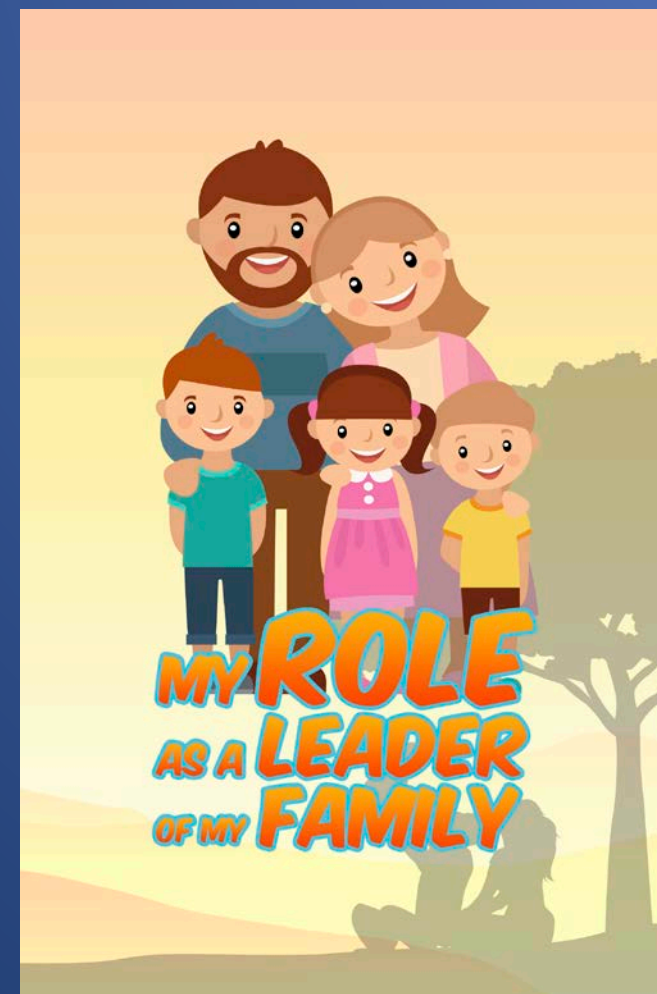


This program is a 10-module parenting seminar held in 27 daycare centers, 18 elementary schools and 2 secondary schools in the city. It is implemented by the City Social Welfare and Development (CSWD) and the Department of Education (DepEd) Division of Balanga City. The program is anchored on the philosophy that the best students are products of a healthy working family.

Educhild Manual for Facilitators



EDUCHILD PARENTING PROGRAM



Education Project of Parents & Community Leaders

Beneficiaries of Free School Service

Dangcol	Tanato	Bani
60 Elementary	45 Elementary	70 Secondary
45 Secondary		

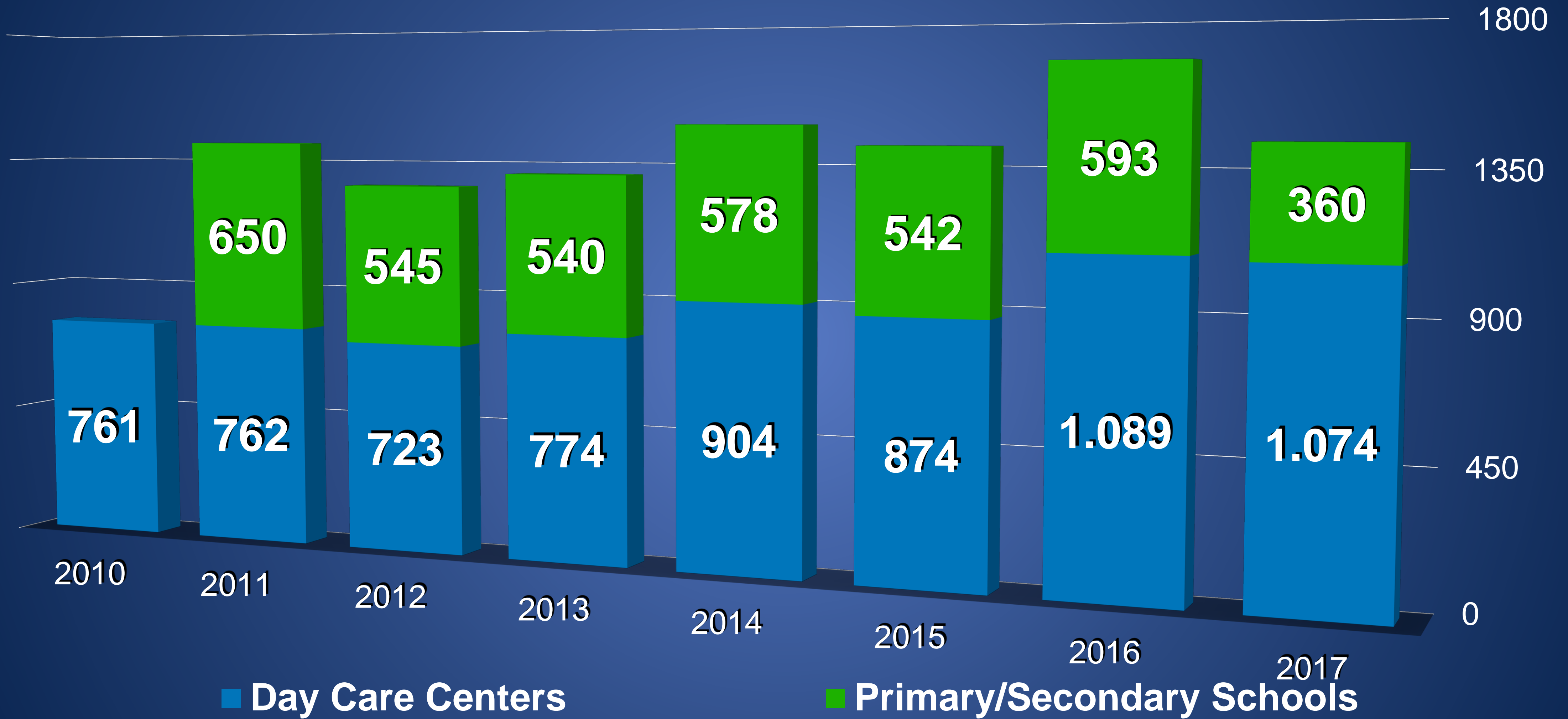
*everyday for the whole school year



Effects of Educhild in Public Schools

- 20.5% of elementary school pupils whose parents were graduates of Educhild Parenting Program were recipients of academic honors compared to only 1% in the general elementary population.
- 8.0% of secondary school students whose parents were graduates of Educhild Parenting Program were recipients of academic honours compared to 1% in the general secondary education population.
- 9.33% of elementary school pupils who are sons/daughters of Educhild Program were recipients of Ulirang Mag-Aaral Award (5.65%), leadership award (2.29%) Sports and Scouting Awards (1.38%)
- 12% of Secondary school students who are sons/daughters of Educhild Program were recipients of Ulirang Mag-Aaral Award (4%) Leadership Award (4%) Sports and Scouting Award.
- A remarkable promotion rate of 100% both in elementary and secondary school students among Educhild children compare to the DepEd rating of 97.54% and 91.69% promotion rates respectively.
- Dropout rate is also remarkable at zero percent both in elementary and secondary.
- Completion rate and graduation rate of Educhild children were both 100%.

Educhild Graduates in Balanga City



*2009 had 52 graduates - Facilitator's Training

Orientation of Peer Facilitators



Peer Facilitator Modules

Module A	Module B
The Peer Facilitators Program Overview	Defining Health, Mental Health, Healthy Community
Peer Facilitators: Roles, Responsibilities, Limitation & Boundaries	Peer Education
Handling Privacy and Confidentiality	Understanding Adolescent
Sympathy vs Empathy	Smoking, Alcoholism, Drug Addiction,
Listening Effectively, Listening Intentionally	Reproductive Health and Wellness, Teenage Pregnancy
Verbal and Non-Verbal Communication.	STI/HIV
Importance of Self Care	Healthy Lifestyle Practices
Importance of Referrals	Nutrition Awareness
Suicide Awareness Training	Role Playing and Return Demonstration

Number of students who were helped by the Peer Facilitators

Concerns	No. Of Students
Family (<i>Lack of Trust, Strict Parents</i>)	534
Financial Concerns	364
School (<i>To much school projects</i>)	303
Conflict with Schoolmates (<i>ie: bullying & brawl</i>)	213
Love (BF/GF) Relationship	205
Lack of Self Confidence/Self-Esteem, Socialization, Adjustments	124
Unhealthy Lifestyle (<i>Sedentary lifestyle & Computer Games</i>)	118
Alcoholism and Smoking	65
Teenage Pregnancy & Sexuality	63
Looking for work/part-time work	47
Health (<i>Physical & Mental</i>)	45
Physical Appearance	20
Time Management	10
Problem with their Community	10
Spiritual Problems	8
Total	2129

Learning Barangay Week Program



“Learning Barangay Week” is a collaborative effort between the city and barangay governments to deliver basic services in a systematic way and promote a more harmonious working relationship between the public and private sectors.

Barangay Leadership Conference



RESOURCE SPEAKERS

pihan. Dr. Estrella is one among the only few registered Professional Guidance Counselor in the province. She has been into community service activities, providing team development, literacy, health and social programs among local folks in Dinalupihan.

Ms. Lydia Pinili has been the Head of the University's Management Information Systems (MIS) Office, the office which is responsible for the very systematic inflow of information in the institution. The MIS has been in the forefront of integrating information technology in the university's data management and processing.

Mr. Eric G. Lopez has more than a decade of experience as technical writer at the Bataan Peninsula State University. Currently, he serves at the University's Management Information Systems office and Operations, Planning and Development.

Dr. Jesselyn Mortejo is a Guidance and Counselling Expert at BPSU. She is also currently teaching social science courses at the University. She finished her doctorate in education degree last 2011. She has been very active in various community development programs aimed at women, children, and youth development.

Mr. Nomer N. Varua has been a staff at the BPSU Office of Extension Services (OES) for five years now. As a staff, he facilitated the production of information, education, and communication materials for both the BPSU academic community and the local communities of Bataan. He also serves as an instructor under the University's College of Arts and Sciences.

ABOUT THE CONFERENCE

In 2020, the City of Balanga is set to fulfil its vision of becoming "A regional center for higher education and research", popularized as "Balanga 2020: World-Class University Town". This idea originated from the town-gown concept which deals with the collaboration of a local government and the academe, setting a community in which academe and governance converge.

Being the province's center of education, government, and commerce, the city must serve as a role model of development to the entire province. The transformative process of creating a "World-class University Town by 2020" must begin with the leadership from top to bottom and vice versa. The 2020 Vision of the city is an ambitious project but not impossible. With this high possibility of making this vision happen by 2020, the whole city leadership from the mayor down to the barangay level must work hand in hand to make things happen.

With this University Town vision, partnership with the province's and the city's largest university will spell out the success of the said vision. The victory of the university will mean one step closer to the realization of the vision. The success will be based on the interplay of the city's LGU, the BPSU, and the general public. **THUS**, this leadership conference shall another step closer to the realization of this vision.

This Program is a Collaborative Project Between the

BATAAN PENINSULA STATE UNIVERSITY
and the
CITY GOVERNMENT OF BALANGA

Bataan Peninsula State University
and The City Government of Balanga

LEADERSHIP CONFERENCE for BARANGAY EXECUTIVES 2014

17-19 February 2014
Conference Room
BPSU Main Campus

This serves as an invitation

Learning Barangay Week



Garantisadong Pambata
Kayang-kaya 'to!

Kumain ng iba't ibang

Let's RAINBOW everyday

NUTRITION

COB

Learning Barangay Week



Barangay Mentors Society



University Town Education Council (UTEAC)



Subsidiarity and solidarity for social action are the guiding principles that led to the formation of the UTEAC. Inspired by these principles, retired academicians, school heads of public and private elementary, secondary and tertiary schools and representatives from teachers and employees association heeded the credo that “governance is a shared responsibility” by serving as active partner and driver for change of the City Government in strengthening total community commitment to basic and higher education competencies.

Youth Cultural Activities

(Batang Sining)



Youth Leadership Conferences

(University Town Summit)



Out of School Youth Programs



Parents and Teachers Workshops



Lifelong Learning Facilities





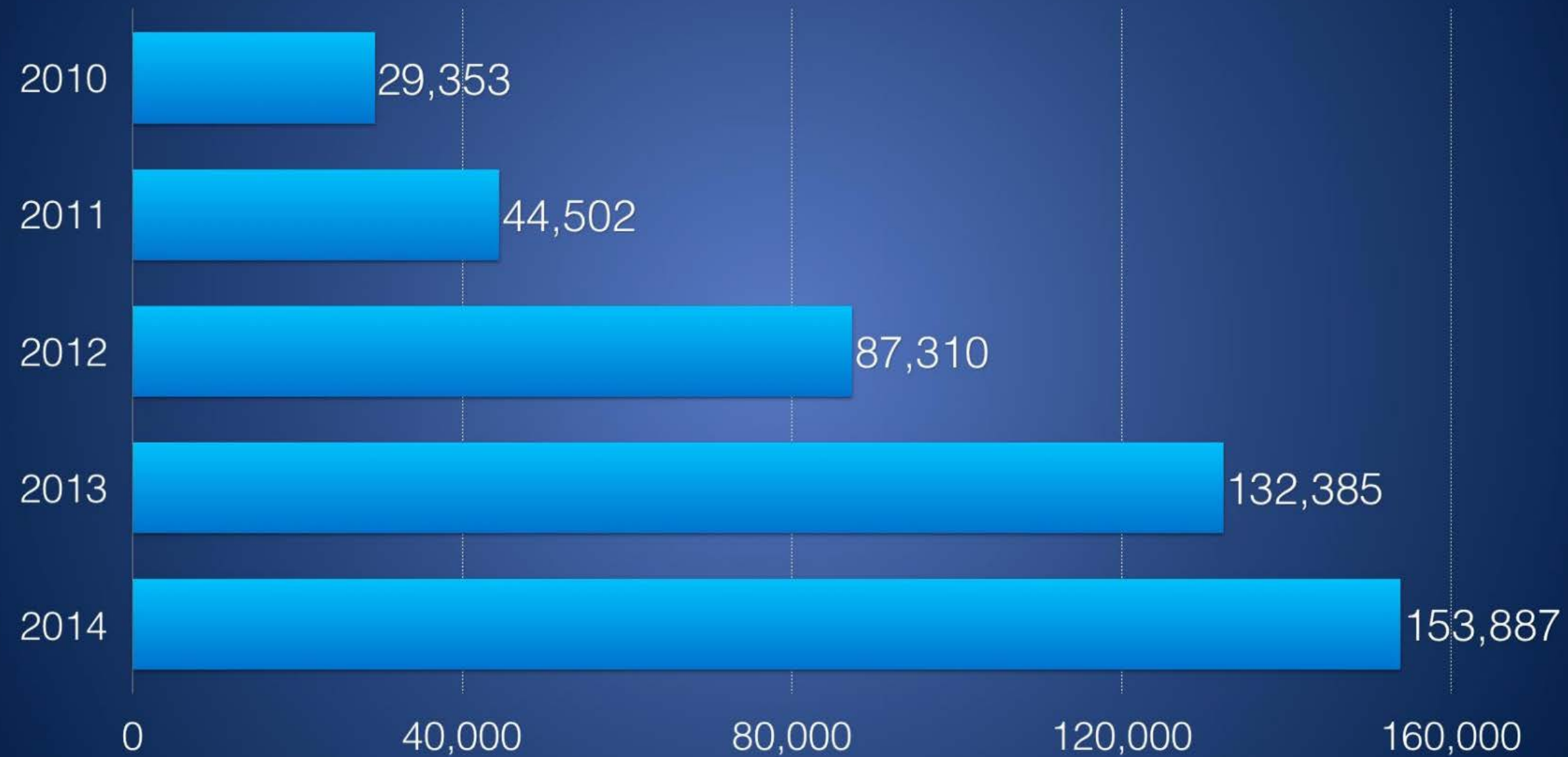
BARANGAY LEARNING HUB
CITY OF BALANGA
DAY CARE CENTER



Barangay & School Learning Hub



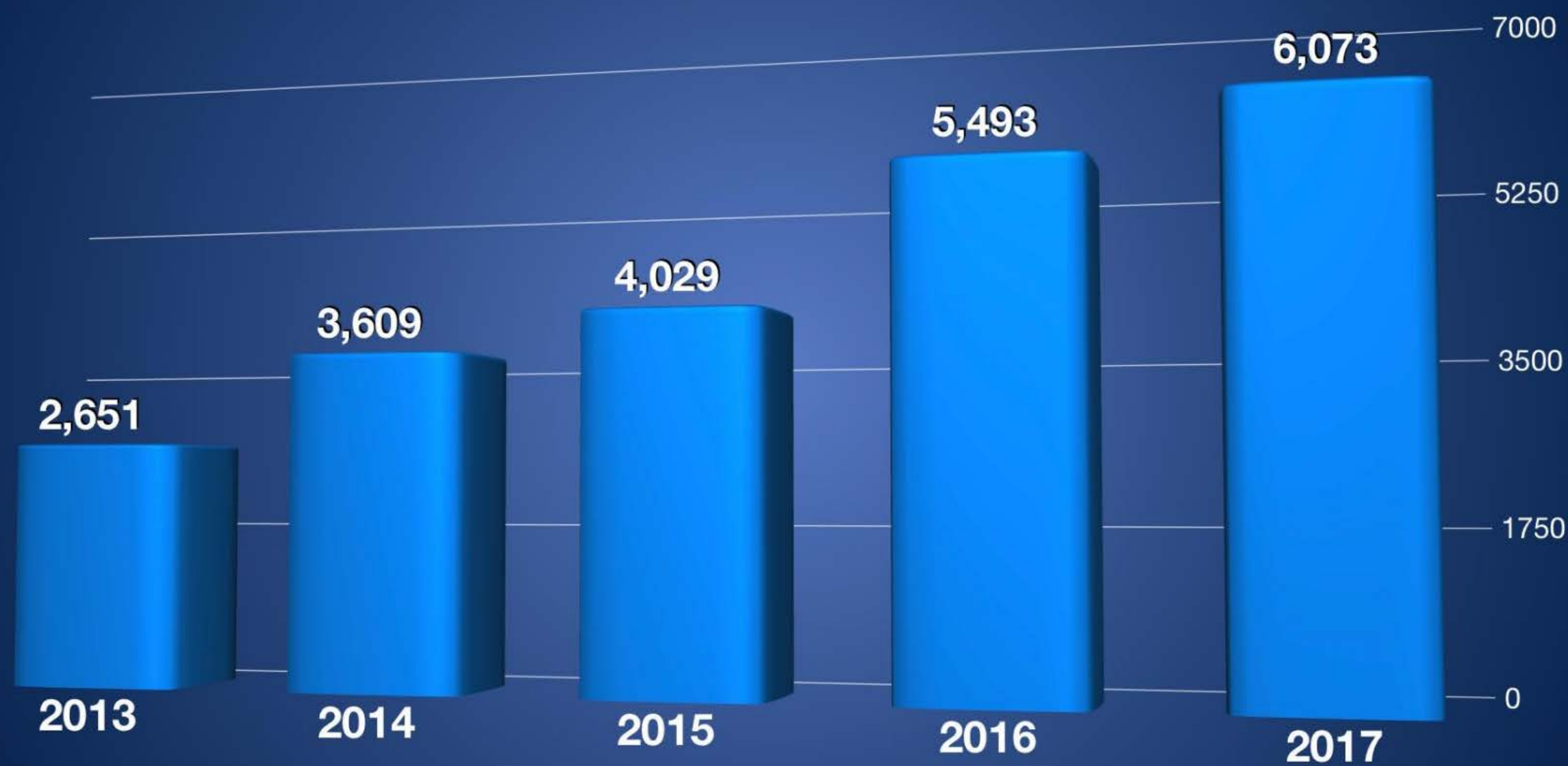
425% Increase in Tourist Arrivals



100% Business Growth (2010-2015) Total Gross Sales

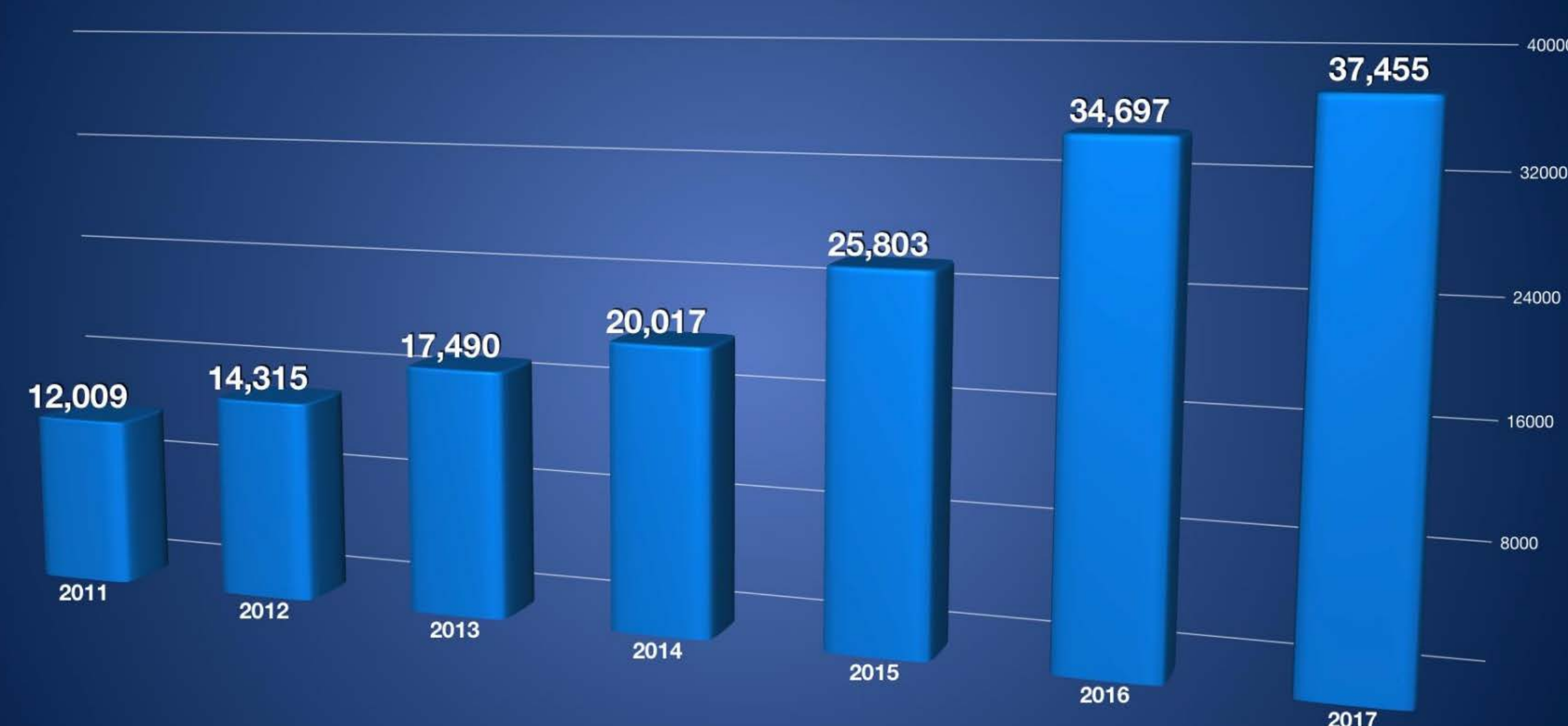
	2010	2011	2012	2013	2014	2015
BANKS	248,228,033.98	287,832,213.33	301,128,990.32	309,190,637.61	325,685,401.15	350,147,432.12
FINANCIAL INSTITUTIONS / PAWN.	358,635,766.46	413,774,848.32	470,906,235.99	542,127,585.65	624,710,514.57	680,779,566.43
RESTAURANT / EATERY / HOTELS	207,302,514.67	215,101,836.00	204,028,211.00	285,697,526.60	203,343,887.5	379,141,530.00
FASTFOOD CHAIN	282,139,925.00	193,134,796.00	257,008,151.00	331,368,847.98	584,566,312.50	656,919,350.00
RETAILER / GEN. MDSE / AUTO SUPPLY	191,859,805.18	240,568,003.00	278,255,682.50	432,096,684.00	512,971,215.00	1,188,468,394.36
DRUGSTORE/ MEDICAL SUPPLY	186,032,767.40	183,526,620.00	186,052,296.00	200,458,661.00	246,376,161	247,381,905.75
CONSTRUCTION / CONTRACTOR SER.	172,591,264.66	207,378,173.00	234,085,050.00	251,624,271.93	306,127,052.50	341,904,872.50
TOTAL	1,646,790,077.35	1,741,316,489.65	1,931,464,616.81	2,352,564,214.77	2,803,780,544.22	3,484,756,042.41
OCCUPATIONAL TAX BALANGA RES.	6,950	6,891	8,500	8,823	8,920	9,912
TOTAL NO. OCCUPATIONAL TAX	7,800	8,116	10,071	10,248	11,016	11,884

Balanga City's Job Placement



Source: City PESO

Jobs Generated in the Freeport Area of Bataan



US\$ 2.2 Billion in investments from 2010 to 2017 from 128 locators

Number of Poor People

	2006	2009	2012	2015	Change 2006 - 2015	% Change 2006- 2015
Bataan	57,937	51,033	46,555	14,793	-43,144	-74
Benguet	40,123	43,778	27,789	28,418	-11,705	-29
Bulacan	192,861	193,819	227,670	151,491	-41,370	-21
Pampanga	59,465	154,742	181,396	114,511	+55046	+93
Ilocos Norte	94,405	79,794	55,010	32,822	-61,583	-65
Laguna, tie	135,048	217,883	183,129	181,507	+46459	+34
Rizal, tie	69,454	204,528	159,300	136,189	+66735	+96
NCR	499,874	403,458	460,831	494,630	-5,244	-1

Source: PSA

Poverty Incidence among Population

	2006	2009	2012	2015
Bataan	9.7	7.7	7.1	2.0
Benguet	5.8	6.1	3.7	3.5
Bulacan	7.3	6.9	7.3	4.5
Pampanga	2.7	6.9	7.6	4.9
Ilocos Norte	17.7	14.7	9.9	5.3
Laguna, tie	5.5	8.4	6.4	5.4
Rizal, tie	3.3	8.6	6.1	5.4
NCR	4.7	3.6	3.9	3.9
Philippines	26.6	26.3	25.2	21.6

Source: PSA



EDITORS' PICKS

OPINION

The most inclusive province: Bataan

May 14, 2018 | 7:32 pm



Republic of the Philippines
House of Representatives
Quezon City

EIGHTEENTH CONGRESS
First Regular Session
2018

House Bill No. _____
Introduced by Representative Jose Enrique S. Garcia III

EXPLANATORY NOTE

In 2013, the United Nations Educational, Scientific and Cultural Organization (UNESCO) spearheaded the first international Conference on Learning Cities. The concept of a learning city was developed and defined as "a city which effectively mobilizes its resources in every sector to a) promote inclusive learning from basic to higher education; b) revitalize learning in families and communities; c) facilitate learning for and in the workplace; d) extend the use of modern learning technologies; e) enhance quality and excellence in learning; and f) foster a culture of learning throughout life."

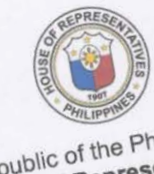
The participants of the conference adopted the belief that lifelong learning is the key to a sustainable and developed society. Awareness was raised that because social, economic and political landscapes are constantly changing, learning must be continuous, lifelong, and life-wide. The citizens must be regularly equipped with varying and shifting capacities necessary for living and working including literacy and basic skills; professional development and vocational skills; community engagement and active citizenship.

This bill seeks to introduce lifelong learning by providing guidelines for the mandatory establishment of learning cities nationwide and providing benefits for the successfully compliant cities.

Support for this bill is thereby earnestly requested from my colleagues.

Jose Enrique S. Garcia III
REP. JOSE ENRIQUE S. GARCIA III
2nd District, Bataan

¹ United Nations Educational, Scientific, and Cultural Organization, Key Features of Learning Cities (Beijing: United Nations, 2013), available from www.unesdoc.unesco.org/images/0022/0022267/226720e.pdf



Republic of the Philippines
House of Representatives
Quezon City

EIGHTEENTH CONGRESS
First Regular Session
House Bill No. 208

Introduced by Representative Jose Enrique S. Garcia III

**ACT FOR THE ESTABLISHMENT OF LEARNING CITIES,
COMPLIANCE WITH THE KEY FEATURES THEREOF AND
APPROPRIATING FUNDS THEREFOR**

Enacted by the House of Representatives of the Philippines in Congress

This Act shall be known as "The Lifelong Learning Act of 2019."

Section 1. Policy. - It is hereby declared the policy of the State to create a learning city free from corruption, violence and war; and to ensure equity, inclusion, and peace. Towards this end, the State shall promote lifelong learning and ensure a secure nation by prescribing basic standards concerning government units for the promotion of lifelong education.

Section 2. Definitions. - The following terms used in this Act are hereby defined:

- a) actively mobilizes its resources to a) promote inclusive learning; b) revitalize learning in families and communities; c) extend the use of modern learning technologies; d) extend the use of modern learning technologies; e) enhance quality and excellence in learning; and f) foster a culture of learning throughout life.

systematic educational activities other than regular elementary education, basic literacy education for illiterates, culture and art education, and citizen's education.

institutions - shall mean any establishment, corporation, partnership, or other legal entity, including religious, social, and business organizations, established mainly for lifelong education or training other than those offering supplementary education.

mean a systematic educational program designed to teach reading and writing or lack the necessary skills needed for basic education.

Section 3. Learning Cities Master Plan. - The Department of Education (DepEd), and Technical Education and Skills Development Authority (TESDA), shall be mandated to jointly create a master plan for the promotion of lifelong education.

Section 4. Duration. - The program shall last for five years each and shall include the following:

a) objectives and basic direction for lifelong education of learning cities;

b) activities and guidelines for the founding of learning cities;

c) requirements for the promotion and expansion of learning cities;

d) guidelines for the promotion of learning cities.

Section 5. Department of Education (DepEd) and TESDA. - In coordination with the Department of Interior and Government Units (LGUs) in the mandatory program, the DepEd, CHED, and TESDA, shall be mandated to jointly create a master plan for the promotion of lifelong education.

educational institutions;

education teachers;

and

conducted for the promotion of citizens' education.

Section 6. Learning Cities. - Heads of LGUs designated as Learning Cities, CHED and TESDA, shall be required to guide and support lifelong education whether initiated by the LGU or private lifelong education institutions, the LGU in coordination with DepEd, and TESDA shall be mandated to jointly create a master plan for the promotion of lifelong education.

Learning Cities are likewise mandated to comply with the following:

a) providing information on lifelong education; and

b) providing educational programs;

c) conducting a study shall to operate lifelong educational programs;

d) providing opportunities for residents within its jurisdiction.

Section 7. Lifelong Educational Institutional. - Lifelong Educational Institutional may be established in a school, senior highschool, college, university or other facilities of the various schools and institutions.

The Lifelong Educational Institutional may develop and adopt their own curriculum and standards of each community and prevalent regional conditions offered to all residents within its community and shall be free from political beliefs or educational attainment.

The Lifelong Educational Institutional shall be free to offer to all residents within its community and shall be free from political beliefs or educational attainment.

The Lifelong Educational Institutional shall be free to offer to all residents within its community and shall be free from political beliefs or educational attainment.

Section 8. Reporting. - The head of the Lifelong Educational Institutions shall submit an annual report to the appropriate committee of the House of Representatives, the number of attendees, and other relevant data.

Section 9. Annual Report. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Section 10. Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

Private Enterprises as Allowable Tax Deduction. - The DepEd, CHED, or TESDA shall include in its annual report the continued operation of Lifelong Educational Institutions.

House Bill No. 208

Authored by: Hon. Jose Enrique S. Garcia III

AN ACT PROVIDING FOR THE ESTABLISHMENT OF LEARNING CITIES, MANDATING COMPLIANCE WITH THE KEY FEATURES THEREOF AND APPROPRIATING FUNDS THEREFOR.

Lifelong Learning Cities Master Plan

National Government Agencies related to education and local governance to jointly craft a master plan for the development and proliferation of learning cities across the Philippines.

Lifelong Learning Cities Master Plan

The master plan shall be for a period of five years each and shall include the following:

1. Medium and long-term policy objectives and basic direction for lifelong education promotion and the establishment of learning cities;
2. Implementation of lifelong education activities and guidelines for the founding of lifelong educational institutions;
3. Investment plans and budgetary requirements for the promotion and expansion of lifelong educational institutions and learning cities;
4. Guidelines for the evaluation of lifelong education programs and learning cities.

Benefits for Designated Learning Cities

A designated Learning City shall enjoy additional support and funding for the following:

- a) Establishment and operation of lifelong educational institutions;
- b) Cultivation and posting of certified lifelong education teachers;
- c) Development of lifelong education programs; and
- d) Other projects to be conducted for the promotion of citizens' participation in lifelong education.

Responsibilities of Learning Cities

The LGUs designated as Learning Cities are likewise mandated to comply with the following:

- a) Provide opportunities, counseling and information on lifelong education;
- b) Support the operation of lifelong educational programs;
- c) Provide lifelong educational opportunities for residents within its jurisdiction.

Designated Lifelong Learning Educational Institutions

- Lifelong learning educational institutions may be attached to existing formal academic or educational institutions
- Curriculum or program developed by these institutions shall be offered to constituents across age groups and educational attainment
- Support and subsidy may be provided by the national government

BALANGA LEARNING CITY COME and SHARE OUR DREAM

