

EDUCATION FOR ALL 2015



A SURVEY OF NON-SCHOOL
BASIC LEARNING NEEDS
PROVIDERS, PROGRAMS AND FINANCING
IN THE PHILIPPINES



SEAMEO
INNOTECH
ISO 9001:2000 CERTIFIED



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BASIC LEARNING NEEDS

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PHILIPPINES

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ACRONYMS AND ABBREVIATIONS

A&E	Accreditation and Equivalency
BALS	Bureau of Alternative Learning System
BEIS	Basic Education Information System
BLNs	Basic Learning Needs
CHED	Commission on Higher Education
CWC	Council for the Welfare of Children
DA	Department of Agriculture
DBM	Department of Budget & Management
DepED	Department of Education
DILG	Department of the Interior and Local Government
DOH	Department of Health
DOLE	Department of Labor & Employment
DOST	Department of Science & Technology
DSWD	Department of Social Welfare & Development
DTI	Department of Trade and Industry
ECCD	Early Childhood Care and Development
EFA	Education for All
E-Net	Education Network
GO	Government Organization
GOP	Government of the Philippines
HEI	Higher Education Institution
ICT	Information and Communications Technology
IO	International Organization
IMs	Instructional Managers
LCC	Literacy Coordinating Council
LCF	League of Corporate Foundations

LGU	Local Government Unit
LSB	Local School Board
MIS	Management Information System
NEC	National EFA Committee
NEDA	National Economic and Development Authority
NGO	Non-Government Organization
NYC	National Youth Commission
OMA	Office of Muslim Affairs
OSCY	Out of School Children and Youth
PIA	Philippine Information Agency
PO	People's Organization
SEAMEO	Southeast Asian Ministers of Education Organization
INNOTECH	Regional Center for Educational Innovation and Technology
SEF	Special Education Fund
SEC	Securities and Exchange Commission
SIL	Summer Institute of Linguistics
SMS	Short Message Service
TAP	Translators Association of the Philippines
TEI	Teacher Education Institution
TESDA	Technical Education and Skills Development Authority
TIMSS	Trends in International Mathematics and Science Study
ULAP	Union of Local Authorities in the Philippines
UNACOM	UNESCO National Commission of the Philippines
USM	University of Southern Mindanao

GLOSSARY

Accreditation and Equivalency Program

An alternative pathway of learning and certification for out-of-school youth and adults aged 15 years old and above who are unable to avail of the formal school system, or who have dropped out of formal elementary or secondary education.

Adult and Continuing Education

Extension of educational opportunities to those adults beyond the age of general public education who feel a need for further training of any sort

Adult Education

The practice of teaching and educating adults. This is often done in the workplace, or through 'extension' or 'continuing education' courses at secondary schools, or at a College or University. The practice is also often referred to as 'Training and Development.' It has also been referred to as andragogy (to distinguish it from pedagogy).

Alternative Learning System

A parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both nonformal and informal sources of knowledge and skills.

Basic Learning Needs

Comprise both essential learning tools such as literacy, oral expression, numeracy, and problem-solving and the basic learning content such as knowledge, skills, values, and attitudes required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.

Basic Literacy

Refers to a set of skills which includes the ability to read with comprehension, to write simple messages, and to compute simple problems.

Basic Literacy Program (for illiterates)

A community-based educational program for illiterate out-of-school children, youth and adults, to develop basic literacy skills.

Community Development

Refers to the process of facilitating the community's awareness of the factors and forces which affect their quality of life, ultimately helping to empower them with the skills needed to effect changes in their own communities, skills that are often concentrated around building political power through the formation of large social groups working for a common agenda.

Community Education

Educational and recreational programs provided by local governments for people in their communities.

Environmental Education

Education that is focused on teaching students about the natural world and their relationship with it. It typically focuses on ecosystems and the role humans play in those ecosystems. It expounds on the ways human systems impact the environment and the way the environment in turn impacts on human society.

Functional Literacy

A range of skills and competencies – cognitive, affective, and behavioral - which enables individuals to live as and work as human persons; develop their potentials; make critical and informed decisions; and function effectively in society within the context of their environment, and that of their community (local, regional, national and global) in order to improve the quality of their life and that of society.

Government organizations

Organizations or agencies that are affiliated with the government

Nonformal Education

Any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population.

Non-Government Organization (NGO)

A private, formal organization that pursues activities to promote the interests of the poor, protect the environment, provide basic social services, relieve suffering or undertake community development

People's Organization (PO)

A private, self-governing, membership-based organization whose members come from the poor and disadvantaged sectors; thus, representing themselves (e.g., peasant associations and rural cooperatives)

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Department of Health (DOH)

Department of Labor and Employment (DOLE)

Department of Science and Technology (DOST)

Department of Social Welfare and Development
(DSWD)

Education Committee of the Senate

Education Committees of the House of
Representatives

Education Network (E-Net)

League of Corporate Foundations (LCF)

National Economic and Development Authority
(NEDA)

National Anti Poverty Commission (NAPC)

National Youth Commission (NYC)

Office of Muslim Affairs (OMA)

Philippine Information Agency (PIA)

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Technical Education and Skills Development
Authority (TESDA)

UNESCO National Commission of the Philippines
(UNACOM)

Union of Local Authorities in the Philippines (ULAP)

EXECUTIVE SUMMARY

INTRODUCTION

As the Philippines continues to work on its targets in literacy and education based on its commitment to the World Declaration on Education for All (EFA) (1990), there is a sober recognition that progress and improvements are not happening with enough speed and substance. With six years remaining before the 2015 deadline, the remaining challenges take on an even more urgent significance.

Education as a basic human right that must be enjoyed by all has been enshrined in the Universal Declaration of Human Rights (UNDHR). This view of education as a fundamental human right was reaffirmed in two global summits more than forty years after the UNDHR. The world summits in Jomtien and Dakar placed education once again at the top of the international agenda, urging nations to raise their efforts even more in expanding and enhancing learning opportunities for all – child, youth, adult – that would help each to meet his/her basic learning needs (BLNs), including the full development of his/her personality.

As was prescribed in the World Declaration on EFA, the satisfaction of basic learning needs (BLNs) shall be made available to all by various means. As defined, BLNs comprise both essential learning tools (literacy, numeracy, oral expression, and problem-solving skills) and basic content (knowledge, skills, values, and attitudes) required by human beings to be able to live and work in dignity, to fully participate in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

The Philippine National Plan of Action to Achieve Education for All by Year 2015 was the product of the Philippines' commitment to the worldwide EFA movement. The National EFA Committee of the Philippines has been carrying out this Philippine EFA 2015 Plan whose central goal is to achieve Basic Education Competencies for All that will enable all Filipinos to become functionally literate.

The major vehicle for meeting the BLNs of Filipino children is the formal school system. However, not all Filipino children and youth are able to avail of the educational opportunities offered by the formal schools. Some Filipinos have never had an opportunity to complete basic education. In order to realize the outcomes envisioned in the Philippine 2015 EFA Plan, therefore,

alternative pathways of meeting BLNs are being explored and developed. Outside the formal school system, nonformal and informal learning options are increasingly being offered.

The enormity of the challenges necessitates that the basic learning needs providers from school and non-school systems, from government and non-government sectors be called upon and mobilized for a more concerted effort towards the realization of Education for All. More specifically, there should be a more concrete recognition of the need to take stock once again of the existing landscape and the resources available not just in the formal school but in the non-school setting as well.

SUMMARY OF FINDINGS

In response to the critical task of the Philippine EFA Committee to identify non-school providers of basic and functional literacy programs and to create a national profile of these providers, the Department of Education tasked SEAMEO INNOTECH to spearhead the conduct of the National Survey on Basic Learning Needs. It started with the inventory of non-school providers in 2008 and full implementation of the survey was implemented in FY 2009. Findings from this 2009 Survey have provided a map with which to help navigate the domain of basic learning needs, its learners, programs and resources. What does the map convey?

It gives an overview of the situational status of non-school BLNs providers in the Philippines.

- The non-school BLNs providers are aplenty. They represent not just the state but from the non-state sectors as well. Non-government organizations (NGOs) comprise the majority of the sample providers, with a few international organizations, academic institutions' extension programs, and people's organizations. These civil society organizations have played such a major role in meeting basic learning needs because they have not only been advocates of change but innovators and service providers as well.
- Most of these organizations have been established since 1990. Many of them – government agencies in particular – reported having provided BLNs programs for at least 20 years.

It provides descriptions of the non-school BLNs programs.

- The programs on basic literacy, livelihood and entrepreneurship, and functional literacy tend to be implemented more, while those on adult learning, A&E programs and health and sanitation are not as frequent. In light of some findings from the 2003 FLEMMS report, a question has been raised about the alignment of supply and demand for the programs, particularly in the areas of basic and functional literacy. It is also possible that the length or duration of the programs is a factor in the popularity, given that the current results saw health and sanitation, adult learning and community development programs – coincidentally those who were identified as the least popular programs among providers - as having longer implementation periods.
- Programs that are intermediate in duration tend to be the basic literacy and the A&E programs, while the livelihood and entrepreneurship programs are the ones more likely to be shorter in duration. A great part of the programs are regular-type ones, not project-based. The predominant delivery mode of choice used in the programs is the face-to-face format; media-based delivery modalities tend to be the least preferred. Accreditation and equivalency and vocational/ skills certification are the certification mechanisms utilized the most by the programs.

It introduces the learners of the non-school BLNs programs.

- BLNs learners are mostly out-of-school youth and children, women, and adults who have not completed basic education. They are predominantly between the age of 15 and 40. The predominant literacy level among the learners is functional literacy.
- Filipino remains to be the most common language spoken among them, followed closely by the mother tongue or the vernacular language.

It provides insights into the issues facing Instructional Managers and teaching facilitators of the programs.

- A small corps of 1 to 5 Instructional Managers (IMs) can be found in each BLNs organization, a finding that supports the observation that there is a lack of IMs in many areas, particularly the remote and hard-to-reach as well as conflict-affected ones.

- The IMs are characterized by a relative lack of experience as findings show that they have an average of only 1 to 5 years of experience in the field, a result perhaps of the lack of incentives (e.g., salary level and career path) that would encourage them to stay longer.
- Majority of the programs have IMs who are college graduates but an equally significant percentage as well have IMs who neither possess a college degree nor the professional training on education; thus putting into question whether the current cohort of IMs possesses the requisite skills needed to go about their duties and responsibilities.

It assesses the financial, physical and financial resources of the non-school BLNs providers.

- Non-school BLNs providers are underfunded. The lack of finances that would sustain, support and improve the programs is evident in the majority of providers who reported an annual budget of P500,000 or less. Adding the value of their non-cash assets would yield a reported budget of P1 million or less for many respondents.
- Most non-school providers source their funds from donations and endowments, and from self-generated income. Partner organizations tend to give non-cash support in the form of learning materials.
- On the other hand, a range of basic physical facilities, (e.g., electricity, toilet, water, computers), tend to be present in many BLNs organizations except for internet ready telephone lines. However, there is a significant percentage which lack these facilities. The typical budget for learning resources is less than P100,000 only. The learning resources tend to be in the form of instructional aids and books. DepED modules and indigenous materials are likely to be under-utilized or under-produced. As expected, the cost estimate for the annual budget, the physical facilities and learning resources tend to be higher than the actual budget the organizations work on.

HIGHLIGHTS OF CASE STUDIES

The study drew attention to some best practices that need to be considered and incorporated in future endeavours of non-school BLNs providers. The case studies represent some innovative and effective programs that have been implemented in different parts of the country and have proven to be effective. The provinces, cities and municipalities with programs that have been highlighted in this report are:

- Municipality of Agoo, La Union
- Louise de Marillac Foundation, Inc. (LMFI), the community extension service arm of St. Louise de Marillac College of Sorsogon (SLMCS), Sorsogon City, Sorsogon
- Municipality of Tubungan, Iloilo
- Team Mission, Victoria, Oriental Mindoro
- DepED Cotabato Division

The case studies reveal that local government units play a crucial role in the organization, financing, monitoring and sustainability of basic learning needs programs. The programs documented are nurtured by the strong partnership between DepED and the local government unit or non-government organizations.

Local government plays a big role as well in enhancing literacy programs for the marginalized sectors and the unreached such as the indigenous peoples, ethnic minorities, women, adults and senior citizens. While there are many good examples in the field, the report was limited by the absence of complete documentation of non-school BLNs providers of their programs and activities. Such documentation of best practices is a point for future improvement.

POLICY RECOMMENDATIONS

In consideration of all the aforementioned issues, the following are policy recommendations related to quality assurance, financing and investments of non-school BLNs programs, governance, and advocacy and social mobilization to help pave a smoother path for the provision of basic learning needs for all. Based on the survey results and the qualitative evaluation of BLNs programs, the following recommendations have been put forward:

QUALITY ASSURANCE

- **Recommendation 1:** Quality standards/benchmarks should be developed for key elements of BLNs programs to guide implementers (e.g., competency standards for IMs, training standards for trainers, and IMs/facilitators, benchmarking for teaching/learning effective practices, and minimum standards for learners' assessment and certification etc.)
- **Recommendation 2:** Ensure multiple pathways for non-school BLNs program completers in relation to formal education, the world of work, entrepreneurship, continuing education, technical and vocational training, etc. This includes strengthening articulation between non-school BLNs programs and formal schools to ensure multiple flexible entry and exit points and a seamless pathway for lifelong learning.
- **Recommendation 3:** Career paths for IMs to be developed to facilitate sustained capacity building and development of a community of professional practice.
- **Recommendation 4:** Mechanisms for accreditation of service providers of non-school BLNs programs need to be strengthened and the development of BLNs database should be given preferential attention.
- **Recommendation 5:** Investments needed to build capacity of BLNs programs to develop tailor-made learning materials, including use of ICT tools; use of authentic assessment; and improve learning environments.

FINANCING AND INVESTMENTS ON BLNs

- **Recommendation 6:** Address problems of inadequate budget provision for the delivery of BLNs programs, especially the ALS programs. As much as possible, each EFA committee member agency should allocate annual appropriations funds to implement EFA-related programs.

GOVERNANCE

- **Recommendation 7:** Strengthen coordination and communication among non-school BLNs providers to facilitate complementation of programming, improved targeting and prioritization of resource allocations.
- **Recommendation 8:** Given the huge challenge to Philippine EFA 2015 Goals, the EFA Committee should introduce relevant non-school BLNs policies on management, funding, program design and implementation of literacy programs.
- **Recommendation 9:** Strengthen interface and coordination between EFA committees, BALS and LCC. This includes LCC to join the National EFA Committee.
- **Recommendation 10:** Promote growth and operations of regional and municipal LCCs.

ADVOCACY AND SOCIAL MOBILIZATION

- **Recommendation 11:** Conduct massive advocacy for BLNs to raise awareness, support and resource mobilization by EFA members and other partner organizations.
- **Recommendation 12:** Documentation of best practices of non-school BLNs providers should be strengthened and systematized.

ACTION ROAD MAP FOR THE NATIONAL EFA COMMITTEE

- 1) Create appropriate space for EFA members to reflect on their roles and to have individual action plans for EFA for greater results. Members need to review jointly the EFA 2015 critical tasks and refine the targets and programs cycles for program strengthening.
- 2) Conduct annual strategic planning and sharing of accomplishments among EFA members.
- 3) Engage proactively stakeholders in policy dialogues around the development of EFA at the national, regional and global levels, There is a need to organize regional EFA committees to engage in policy dialogue at the national, regional and local levels.
- 4) Promote the active engagement of the civil society in planning for EFA fora. Encourage their assistance in policy development and planning arenas to address EFA seriously, particularly at the national level.
- 5) Provide monitoring of accomplishment of EFA members based on MOA signed.
- 6) Support and sustain collaborative research on important issues and concerns; quality assurance and assessment; and monitoring and evaluation of BLNs programs;
- 7) Encourage higher education institutions to assist BLNs providers in developing instructional materials and upgrading the facilities of IMs.
- 8) Create a technical committee to look at instructional materials on EFA. Check on relevance and usefulness of literacy materials as well as programs on materials as well as programs that are linked to the labor force. Examples of good practices on materials development should be documented and published.
- 9) Encourage higher education institutions through the Commission on Higher Education in developing courses and certificate programs nonformal education/alternative learning programs. Good practices in teacher training should be brought to scale.
- 10) Career pathing must be seriously considered by organizations involved in BLNs. Do away with volunteers and amateurs. Develop career track for literacy workers.
- 11) Expand EFA committee to include LCC.

CHAPTER 1

INTRODUCTION

BACKGROUND AND RATIONALE

The challenges in education and literacy that the world faces are enormous. The tasks required to address such challenges are clear-cut. As the world continues to step up its efforts in accelerating progress towards the achievement of Education for All (EFA), there is a growing concern that improvements are slow to come and that the goals and targets identified in various world summits may not be achieved on time. With six years remaining before the 2015 deadline, the remaining challenges take on an even more urgent significance.

As was prescribed in the 1990 World Declaration on EFA and reaffirmed in the 2000 Dakar World Forum on Education for All, satisfaction of basic learning needs (BLNs) shall be made available to all by various means towards the attainment of functional literacy. Reaching this goal means universalizing access and promoting equity, broadening the means and scope of basic education, focusing on learning and enhancing the environment that supports it, as well as building up partnerships (WCEFA, 1990). The underlying broader requirements include among others the mobilization of resources and the development of a supporting policy context.

The enormity of the challenges left unresolved means that there is a need to take stock once again of the existing landscape and the resources available not just in the formal school system but in the non-school setting as well. If anything, the aforementioned Summits have called the world's attention to underscore that other forms of literacy provision outside schools need to be supported and recognized as well.

It becomes imperative then that basic learning needs providers from school and non-school systems, from government and non-government sectors be called upon and mobilized for a more concerted effort towards the realization of Education for All. It is within this framework that the Philippine National EFA Committee (NEC) embarked on the first national survey of non-school agencies and organizations in the Philippines that are addressing basic learning needs.

This current paper is based on this study and is an attempt to describe the alternative means by which the government agencies, non-government organizations, and private organizations have been involved in meeting these basic learning needs of Filipinos. It is an attempt to map the non-school landscape and to clarify who these non-school providers are, the nature of their programs, their clientele, their human, financial and learning resources, and the issues that they face in the course of implementing their literacy and education programs. By looking at the issues at stake here, renewed calls may be made to adopt more relevant and evidence-based policies and to take more vigorous measures to promote literacy and EFA-related programs nationwide.

MEETING THE BLNs: THE BASES

The global summits in Jomtien (1990) and Dakar (2000) placed education once again at the top of the international agenda and reaffirmed the view of education as a fundamental human right as enshrined in the Universal Declaration of Human Rights, to wit:

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.” (UNDHR, Art. 26)

The World Conference on Education for All held in March 1990 in Jomtien, Thailand is considered a historic event and the start of a powerful movement. Attended by participants representing national governments, intergovernmental and non-governmental organizations, national and multinational donor groups, the research community and many other specialists in other sectors, the conference resulted in the World Declaration on Education for All and a Framework for Action to Meet Basic Learning Needs. Its core principle, which the signatories to the World Declaration on EFA, committed to uphold and achieve by 2015, is based on the need to expand and enhance learning opportunities for all – children, youth, and adults – that would help each to meet his/ her basic learning needs. Thus, while the concept of Education for All is complex and diverse (Muller, 2000), the Declaration has clearly associated it with the fulfillment of basic learning needs related to learning and life skills for every child, youth and adult. The focus on Jomtien and beyond has zeroed in on basic learning needs and basic competencies.

The World Education Forum in Dakar, ten years after Jomtien, affirmed the core principles in its Dakar Framework of Action, asserting that everybody has a right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term. The Dakar Framework further calls on governments to ensure that education systems explicitly identify and respond to the plight of the poorest and most marginalized sectors of society. Its hallmark is based on the need for a comprehensive approach that is not limited to universal primary education. It aspires for an education that is needs-oriented, learner-centered, combines formal and non-formal approaches and makes best use of available resources, an “education geared to tapping each person’s talents and potential, and developing learners’ personalities so that they can improve their lives and transform their societies.” (Framework, 3).

DEFINING BASIC LEARNING NEEDS

As defined in Jomtien, basic learning needs:

“...comprise both essential learning tools such as literacy, oral expression, numeracy, and problem-solving and the basic learning content such as knowledge, skills, values, and attitudes required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning.”

(WCEFA Declaration 1.1)

Basic competencies, on the other hand, mean “mastery of the 3Rs, practical knowledge, problem-solving and life skills.” It means “not only school-based knowledge, attitudes and skills but also the ability to manage functional tasks and day-to-day demands, regardless of whether such competencies were developed through formal or non-formal education, or through personal experience in diverse informal learning situations.” (Wagner, 2000 as cited in Muller, 2000). Thus, when defining BLNs, it is instructive to note that there is a need to refer both to the knowledge, attitudes, values and skills embedded in the basic education curriculum and also to the ability to deal with functional tasks and demands, regardless of whether such competencies were developed through formal or nonformal education, in school or non-school settings, or through learning in a variety of informal settings.

THE SATISFACTION OF BASIC LEARNING NEEDS

Whatever form basic education takes, it should address these basic learning needs and competencies. Basic education, which includes early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults, refers to an education that is intended to meet the basic learning needs of the children, youth and adults. Along a similar vein, the Philippines, in its RA 9155 or the Governance of Basic Education Act 2000, likewise defines basic education as the education intended to meet basic learning needs and encompasses early childhood, elementary and high school, and alternative learning system for out of school youth, adult learners, and those with special needs.

Since basic learning needs are complex and diverse, addressing them for all requires the implementation of diverse multisectoral strategies and action which are integral to the overall development efforts. These include early childhood care and development opportunities; relevant, quality primary schooling or equivalent out-of-school education for children; and literacy, basic knowledge and life skills training for youth and adults. These programs differ in terms of objectives, content, target beneficiaries, pedagogy and scale and are being implemented in many countries worldwide. The providers of these are also diverse in nature. One of the strategies, for instance, in meeting the basic learning needs of young people and adults, particularly those who are out of school and those among disadvantaged groups, is skill acquisition through informal and nonformal settings.

Nonformal education programs that supplement the formal education system and that cover adult literacy, basic education for OSY children, life skills, and work skills are being implemented. There have also been large-scale literacy programs that include life skills (e.g., health and civic rights), livelihoods (e.g., income generation) and equivalency education. The latter is a commonly-used strategy to provide learning opportunities for young people. Other national programs emphasize skills development in the informal economy. Aside from all these, meeting basic learning needs also necessitates that actions to enhance the family and community environments for learning be carried out alongside the other strategies.

It has become apparent from all these that mainstream formal basic education delivered in schools can no longer hope to address all learning needs and must be supplemented by alternative, non-formal learning methods and settings. Experience has also shown that inscribing children in a formal system does not necessarily guarantee that their learning needs in the future will be met (Martin, 2000).

Despite the efforts thus far though, it has been reported that the access of the youth and adults to continuing or nonformal education opportunities continues to be limited. For instance, many governments are not giving due attention to youth and adult learning needs in their education policies (UNESCO, 2009).

EFA: THE PHILIPPINE RESPONSE

In response to all these calls, the Philippines declared 1990-1999 as the Decade of Education for All. Another major development was the development of the Philippine National Plan of Action to Achieve Education for All by Year 2015. Approved by the Social Development Committee in 2006, it serves as the master plan for basic education. Its focus is on basic education that will provide the basic learning needs of all Filipinos towards the achievement of functional literacy as defined by the government through the Literacy Coordinating Council (LCC). As defined by the LCC, functional literacy covers a range of skills and competencies (cognitive, affective, and behavioral), which would enable them to:

- Live and work as human beings
- Develop their potential
- Make critical and informed decisions
- Effectively function in society within the context of their environment and that of the wider community (local, regional, national, and global) to improve the quality of their lives and that of the society.

The National EFA Committee (NEC) of the Philippines was convened to oversee the national implementation and monitoring of this Philippine EFA 2015 Plan. The NEC is an alliance of 23 organizations and institutions chaired by the DepED Secretary and includes as its members representatives from the NGO sector such as the E-Net, the business sector, concerned national government agencies, local government executive organizations and regional organizations and NGOs. In its implementation of the Philippine EFA 2015 Plan, the latter's four component outcomes serve as its guidelines:

1. Universal coverage of out-of-school youth (OSY) and adults in the provision of BLNs
2. Universal school participation and elimination of dropouts and repetition in the first three grades

3. Universal completion of the full cycle of basic education with satisfactory achievement levels by all at every grade or year
4. Total community commitment to attain basic education competencies for all

To meet the BLNs, the Philippines and participating countries in the World EFA Forum in Dakar collectively committed to attain the following goals:

1. Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensure that by 2015 all children, particularly girls, children in difficult circumstances, and those who belong to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensure that the learning needs of young people and adults are met through equitable access to appropriate learning and life skills programs.
4. Achieve a 50 percent improvement in the adult literacy level by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminate gender disparities in primary and secondary education and achieve gender equality in education by 2015, focusing on ensuring that girls have full and equal access to basic education of good quality.
6. Improve every aspect of quality education and ensure excellence so that recognized and measurable outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

The EFA 2015 goals have also been incorporated in the Medium-Term Philippine Development Plan (MTPDP), considered as the road map towards economic development. It explicitly states that the goals of Philippine basic education are anchored on the EFA 2015 Plan of Action.

Although the formal school system remains the principal strategy for meeting BLNs, there has been a progressive rise in nonformal and informal learning options as alternative pathways of learning. The provision of BLNs

is being increasingly offered even by organizations apart from schools. The responsibility of meeting BLNs in non-school settings now rests upon the nonformal education or alternative learning system (ALS) arm of the Department of Education (DepED)-Bureau of ALS (BALS) and other government and nongovernment organizations involved in providing complementary basic EFA. Meeting BLNs as well as serving disadvantaged children, youth, and adults thus extends beyond formal schools. Furthermore, the provision of educational services for the disadvantaged sectors is not confined to the DepED-BALS but includes NGOs, LGUs, universities and colleges, private sector foundations, and religious organizations among many others. Accordingly, the National EFA Committee supports the development of a *Grand Alliance* for EFA. This expanded scope of what constitutes education calls for a Grand Alliance of all sectors and forces that should enable the country to provide education for all and by all.

The expanded vision of education further redefined the obligation of national, regional and local educational authorities to meet the new resource level, institutional structure, curricula, and conventional delivery systems. Moreover, it necessitates new and revitalized partnerships at all levels:

- among all sub-sectors and forms of education;
- between education and other government departments; and
- between government and NGOs, private sector, local communities, religious groups and families.

With the establishment of the Grand Alliance, education as a societal responsibility is now formalized and strengthened. DepED is now provided with strategic allies and stakeholder support in major policy decisions and programs in basic education.

The Grand Alliance further ensures that EFA vision and programs will be sustained amidst the changes in government and personalities. And most of all, the Grand Alliance will broaden the financial, technical and logistical resources for basic education. The members of the Grand Alliance include the following:

- **Department of Education (DepED)** – Serves as the chair of the national EFA Committee
- **Education Network (E-Net)** – Serves as the Co-Chair of the NEC and as such call meetings in the absence or in the inability of the Chair. E-Net represents the NGOs and the POs in NEC

- **Commission on Higher Education (CHED)** – Mandates teacher training institutions to promote EFA
- **Technical and Skills Development Authority (TESDA)** – Assists DepED and other concerned agencies in the promotion of early occupational guidance among school/children and youth and adults in the alternative learning system
- **Philippine Information Agency (PIA)** – Assists in the national efforts of the promotion of Filipino values through multi-media channels and knowledge mobilization via development, production and dissemination of broadcast programs, printed materials and IEC activities as well as the new communication technologies
- **National Economic and Development Authority (NEDA)** – Assists in the expeditious evaluation, programming and endorsement of EFA programs and projects to sources of official development assistance
- **Department of Budget & Management (DBM)** – Provides in partnership with NEDA, technical assistance in identifying and utilizing alternative resource bases for the EFA programs and projects
- **Council for the Welfare of Children (CWC)** – Provides policy directions and coordinative services on early childhood care and development (ECCD) and all EFA matters involving the total development of children
- **Union of Local Authorities in the Philippines (ULAP)** – Spearheads the advocacy and monitoring of EFA implementation at all sub-national levels
- **Department of Social Welfare & Development (DSWD)** – Assists in the overall national EFA efforts through its mandated functions and major final outputs along Early childhood care and development specifically on day care program through accreditation assessment of day care centers/day care service providers
- **Department of Science & Technology (DOST)** – Assists in the overall national efforts in the promotion of science literacy and a culture of scientific thinking through its science communication programs and activities

- **Department of Agriculture (DA)** – Assists in the overall national efforts to eradicate illiteracy and early childhood malnutrition by integrating them into its agricultural extension and livelihood training programs
- **Department of Health (DOH)** – Formulates and implement health and nutrition strategies, programs and projects and undertake service interventions that will complement the overall national efforts in improving school participation, retention and learning achievement
- **Department of Labor & Employment (DOLE)** – Assists in developing and implementing programs, in coordination with workers and employers group and other stakeholders that provide functional skills to school leavers, unemployed/underemployed youths and women in the labor market and other disadvantaged groups
- **Office of Muslim Affairs (OMA)** – Assists in the development of educational programs that would help improve cultural integrity and pride among Muslim children
- **National Anti Poverty Commission (NAPC)** – Ensures that the programs and projects under NAPC will be enhanced including its approaches and strategies to strengthen the partnership between government and the education sectors
- **National Youth Commission (NYC)** – Provides policy directions and coordinative services on all EFA matters involving the development of the youth; and ensures the integration of EFA Plan in the youth-focused and sub-sectoral plans and programs of various agencies
- **Department of the Interior and Local Government (DILG)** – Facilitates the integration of the Philippine Plan of Action for EFA 2015 with the local development plans and budget
- **Education Committees of the House of Representatives** – Formulates legislative agenda for the universalization of EFA
- **Education Committee of the Senate** – Formulates legislative agenda for the universalization of EFA
- **League of Corporate Foundations (LCF)** – Spearheads the mobilization of business organizations/corporate foundations

which provide learning programs for Early Childhood Education, formal schooling and alternative learning systems to support the thrusts of EFA

- **SEAMEO-INNOTECH** – Provides technical assistance to the Committee in specific areas/programs of its expertise in research in educational innovations, especially in the field of alternative learning system and alternative delivery mode of formal education
- **UNESCO National Commission of the Philippines (UNACOM)** – Provides technical advice and support to carry out EFA programs and projects

There are also community-based actions supporting EFA. Some are champions of community-based EFA that include local government units (LGUs), nongovernment organizations (NGOs), local businesses, government and religious organizations, and networks, including higher education institutions (HEIs) involved in literacy and civic welfare programs. A lot of local government organizations have also responded to challenges in relation to EFA and meeting BLNs. They reach the unreached in their barangays or villages and offer education and training to disadvantaged members of their municipalities using funds under the School Education Fund (SEF) of the Local School Board (LSB) or funds of LGUs. Beyond schools, there are a number of initiatives to provide functional literacy for all by non-school institutions.

Aside from these, major governance reforms have already been instituted that have created a favorable policy environment for the EFA 2015 goals. In an assessment of the Philippines' progress in attaining EFA, Caoli-Rodriguez (2007) noted that the present policy environment is conducive for reforms necessary to bring about results supportive of EFA goals. One of these reforms is the Basic Education Sector Reform Agenda or BESRA. BESRA introduced decentralization through the main government programs, namely, the School-Based Management (SBM) and the School-First Initiative (SFI). Other reforms include improved financial management and the strong partnership being developed among all the stakeholders in basic education such as the private sector and civil society.

The country seems to be heading in the right direction. However, with six years remaining before the 2015 deadline, progress in terms of yielding better education outcomes has been assessed as slow and uneven. Trends have even declined in some areas. The next section shows a general picture of the current situation of meeting basic learning needs in the Philippines.

OVERVIEW OF EFA PROGRESS IN THE PHILIPPINES

The Philippine EFA's emphasis on functional literacy means that the overall performance of the basic education system will be gauged using the former as the ultimate yardstick (Caoli-Rodriguez, 2007). The realities however paint a somewhat downbeat picture. Comparing the 1994 and 2003 FLEMMS results show that while functional literacy improved marginally by 0.3 percentage point leading to 8.6 more functionally literate Filipinos among the 10-64 year olds, the number of illiterates also grew due to the bigger population base. Hence, those who are not functionally literate increased from 7.8 million in 1994 to 9.2 million in 2003. The number of illiterate (basic) Filipinos also increased from 3.1 million to 4.1 million within the same period.

The Philippine EFA 2015 target of 91.26 percent functional literacy by 2015 necessitates that the annual improvement must be an average of .6 percentage point, given the 2003 rate of 84.1 percent. To achieve the target, therefore, the Philippines must double its registered improvement from the eight-year period of 1994 to 2003. The growing population is an important factor that needs to be considered in the achievement of the target, as well as addressing the needs of the current group of illiterates through formal and nonformal means.

Other data show that the Philippines may not be on track to achieve the 2015 goals given the present trends. DepED figures reveal that from 1999 to 2007, the participation rate in elementary education decreased, with the exception of a 0.19 percentage point increase in 2002. The latest participation rate of 85.1% (SY 2008-09) may be a slight increase from the previous year's 84.8% but it is still a drop from the 87.1% in SY 2004-05 and a far cry from the 96.95% rate in SY 1999-2000. The rate of participation in the secondary level is lower at 60.7% (SY 2008-09) which is also a decline from the 65.43% registered in SY 1999-2000.

The gross enrolment ratio, on the other hand, likewise decreased from 109.85% to 101.13%. Also, the dropout rates at the secondary level rose from 8.45% (SY 2002-03) to 12.51% (SY 2006-07) while those at the elementary level, from 6.69% (SY 2002-03) to 7.33% (SY 2005-06), although the latter declined to 6.37% in SY 2006-07 (BEIS, 2007).

DepED figures also show that given a typical cohort of children entering grade 1, only 66% on the average are able to complete their elementary education. From this, only 58% pursue high school studies while only 43% are able to finish it. From these high school graduates, 23% go on to study

in college but only 14% get to complete it. Collectively, these statistics paint a picture of the challenges facing the Philippines in its efforts to achieve its EFA goals by 2015 (SEAMEO INNOTECH, 2005).

Quality is also at the heart of EFA. In this aspect, the Philippines likewise performed poorly. The completion rate of elementary education in 2005 was 68% but decreased to 62% in 2007. The low ranking in Trends in International Mathematics and Science Study (TIMSS) is another indicator of poor education quality. In 2003, the Philippines ranked 3rd from the bottom in both the Science and Math tests for Grade 4 students. Among the second year high school level, the Philippines ranked 41st in Math and 42nd in Science among 46 participants. Taken together, these figures are a testament to the difficult road ahead for the Philippines in its aspiration of Education for All by 2015.

GOALS AND OBJECTIVES

There has been little research into the non-school organizations and institutions that act as providers of literacy and EFA-related programs. Data related to the programs, learners, and performance or learning outcomes of the non-school BLNs providers are not captured by the DepED's Basic Education Information System (BEIS). This present study is an attempt to begin the process of addressing this gap in order that a more complete baseline data may be used for succeeding initiatives related to EFA.

This survey aims to provide baseline data on the non-school providers of basic learning needs in the Philippines. It specifically answers to the following objectives:

- To assess the involvement and roles of government, non-government organizations and private organizations in meeting the basic learning needs BLNs
- To identify programs, resources, clientele served, and best practices on BLNs
- To gain a constituent perspective on the recommendations to meet the basic learning needs
- To make recommendations to promote basic learning needs for all

RESEARCH DESIGN AND PROCEDURE

To implement the BLNs Survey, a DepED Memorandum was signed in 2008 to create the Technical Working Group (TWG) on the BLNs Survey. Since then, the TWG met on several occasions to craft the present *2009 Survey of Non-School BLNs* in response to the critical task of the Philippine EFA Committee to identify non-school providers of basic and functional literacy programs and to create a national profile of these providers. The following preparatory procedure was followed:

1. Development of a database on non-school BLNs providers - This directory was developed by compiling the lists provided by the Education Network (E-Net), the DepED BALS, and the Literacy Coordinating Council. The list was finalized based on validation by phone and e-mail exchange.
2. Stocktaking of non-school, government and nongovernment agencies' learning and literacy activities that were considered BLNs was conducted by the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH)'s Research Team and the DepED EFA 2015 Secretariat.
3. Development of survey questionnaire for non-school BLNs providers - SEAMEO INNOTECH, as the Chair of the TWG on BLNs, spearheaded the development of survey forms.
4. The fieldwork consisted of visits to local government and education authorities, instructional managers (IMs), and NGOs. Documentation was conducted from May to June 2009, during which time the researchers documented best practices and conducted interviews with main stakeholders with regard to providing BLNs.

This study used the purposive sampling method, the units of analysis for which were non-school groups providing BLNs as compiled from the lists provided by the E-Net, the DepED BALS, the LCC. The list of NGOs from SEAMEO INNOTECH was also utilized. Upon finalization of the list, the final validated questionnaire was then sent to 220 organizations via a variety of methods -- e-mail, snail mail, fax, and face-to-face delivery.

The final number of survey respondents who eventually returned the completed forms is 180. Those individuals who participated in the qualitative part of the study numbered 319. They are the ones who took part in the focus group discussions, the key informant interviews, the roundtable discussions

and the case studies. Thus, the overall number of respondents in the study is 499 (See Annex 1 for the Directory of Respondents).

This study made use of the following research methods:

- 1. Policy review:** A review of literature was conducted to gather necessary information on BLNs. The indicators were analyzed and incorporated into the research instrument.
- 2. Documentary Analysis:** Primary and secondary data related to non-school BLNs providers were gathered and analyzed to determine the range of activities, events, materials and milestones that are consistent with the attainment of the EFA goals.
- 3. Non-School BLNs Provider Survey:** A seven-part questionnaire was developed to come up with a profile of non-school BLNs providers and identify their resources, programs, clientele, and issues and concerns.
- 4. Community visits and focus group discussions (FGDs):** The research team set up interviews and FGDs with local government officials such as mayors, vice mayors, municipal councilors, education officers, learners, IMs, and facilitators.
- 5. Interviews with NGO officials:** Interviews with the directors of NGOs, which are heavily involved with programs related to BLNs, were interviewed.

SURVEY INSTRUMENT

The survey questionnaire (*Annex 2*) underwent several stages of revision from 2008 to 2009. It was face- and content-validated by experts from NGOs and ALS. It was then presented to the TWG for final modification and approval. The questionnaire was divided into the following seven parts:

- Part I:** This presented a profile of non-school BLNs institutions and associations, including their structures, missions, objectives and functions, and registration details.
- Part II:** This asked questions with regard to details on non-school BLNs providers such as what their programs focus on, their

length and duration, their clientele and beneficiaries, their age groups, their geographical coverage, the estimated project costs, their modes of delivery, their programs' and projects' status, the language their learners speak and use, the predominant literacy level of their learners, and their partner organizations.

Part III: This asked about the organizations' human resources. It covers the number of years of experience of IMs, their academic preparations, and the capacity-building programs IMs and facilitators undertook.

Part IV: This presented organizations' financial resources, which included their annual budgets, budget sources, providers of financial assistance, providers of noncash support to learners, total cash and noncash budgets.

Part V: This included questions on physical learning facilities, major equipment, learning resources, and the proportion of learning resources to the number of students.

Part VI: This included a survey on organizations' learning resources and equipment such as their annual budgets for purchasing learning resources, number of learning resources, and cost estimates.

Part VII: This focused on organizations' success stories, the remaining issues and challenges they need to address, and their recommendations and suggestions on financing non-school BLNs providers.

The survey data was encoded into an MSEXCEL matrix. The Statistical Package for the Social Sciences (SPSS) software was used to process the quantitative data while the Textdata software was used to process the qualitative part of the questionnaire.

SCOPE AND LIMITATIONS

It is recognized that the providers of BLNs come from both the school and the non-school system. It is also a fact that the formal school system is the biggest provider of BLNs. This current study, however, covers only the non-school organizations because these are the ones who often get less attention relative to their school-based counterparts.

At this point in time when illiteracy continues to exist and when the number of illiterates even increases in absolute numbers, employing these non-school providers' assistance becomes imperative.

Some limitations of the study involve its sampling method and the respondents' framework in answering the questions. Since the study employed a purposive sampling method, some regions registered more respondent organizations than others. Even the type of organization may be highly skewed as most respondents came from NGOs, probably because these organizations' relatively smaller size and lesser bureaucracy made it easier for them to participate in the study. Caution therefore should be exercised when attempting to generalize the findings of the survey to the bigger population.

The study is likewise limited by the manner in which some respondents answered a few of the survey questions. In some of the survey questions that necessitated only one answer, some respondents took the liberty of choosing more than one. This then led to total figures that went beyond a hundred percent. For instance, when choosing the academic preparation of their instructional managers, some respondents ticked off multiple answers, probably because they were thinking of the diverse levels of educational attainment achieved by their many IMs. It could be that some of their IMs finished the college level while their other IMs achieved the master's level. The study has also been constrained by the lack of accurate, up-to-date management information system (MIS) data on non-school organizations involved in BLNs program delivery. The identification and contacting of potential respondents for the study was therefore made more difficult because of the inadequacy or outdatedness of contact information and the absence of a central registry for such kind of information. Many organizations have changed their contact information and therefore could no longer be reached for the study. The INNOTECH team had to dig deep beyond the budgeted scope in order to come up with enough respondents for the survey.

CHAPTER 2

PROFILE OF NON-SCHOOL BASIC LEARNING NEEDS PROVIDERS IN THE PHILIPPINES

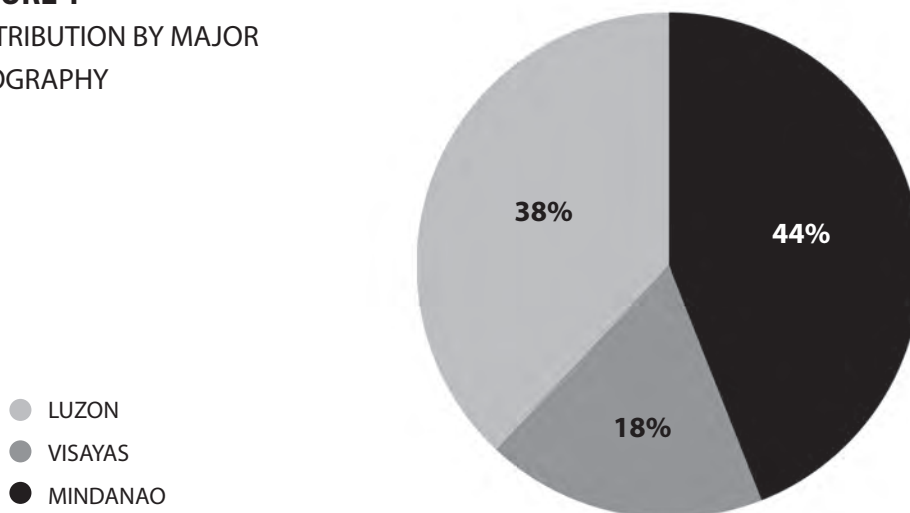
The survey sampled 180 non-school basic learning providers nationwide. What follows below represent the major findings of the study.

This first part presents the background of all non-school basic learning needs providers. It presents the regional distribution, categories, and number of years as providers.

REGION OF OPERATION

A majority of the non-school BLNs provider respondents are based in Luzon (44%), followed by Mindanao (38%). Visayas had the least number of non-school BLNs providers (18%) in our sample. Due to the purposive sampling used in the study, caution should be exercised when generalizing and concluding about the distribution of non-school BLNs providers according to region.

FIGURE 1
DISTRIBUTION BY MAJOR GEOGRAPHY



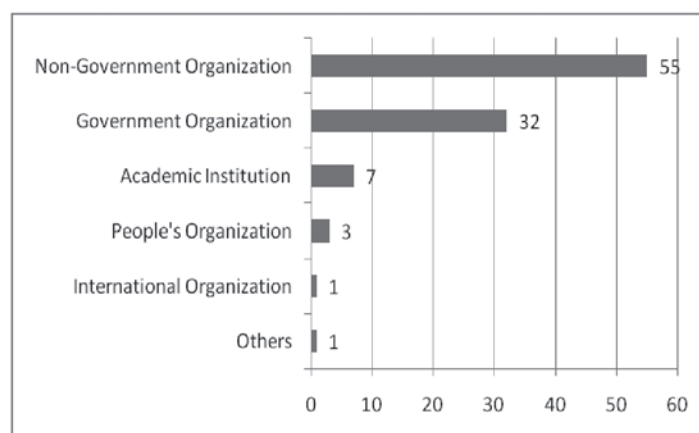
ORGANIZATIONAL CATEGORIES

The non-school BLNs providers are mostly non-government organizations (55%) while almost a third of the respondents are government organizations (32%). Only a few are international organizations (1%). The others represented the academe (7%) – most of which are the extension programs of private and public higher education institutions (HEI) -- and people's organizations (PO) (3%).

The active involvement of many NGOs is a trend reflected in many other countries. Since the government's capacity to provide the resources in the implementation of programs is limited, the involvement of many other stakeholders, particularly NGOs, has become critical. With the role of the NGOs having gained considerable weight, they are now recognized as a major cog in promoting literacy through decentralization and participation, and have held on to their commitment to reaching the disadvantaged and marginalized sectors.

FIGURE 2

ORGANIZATIONAL CATEGORY
(BY PERCENTAGE)

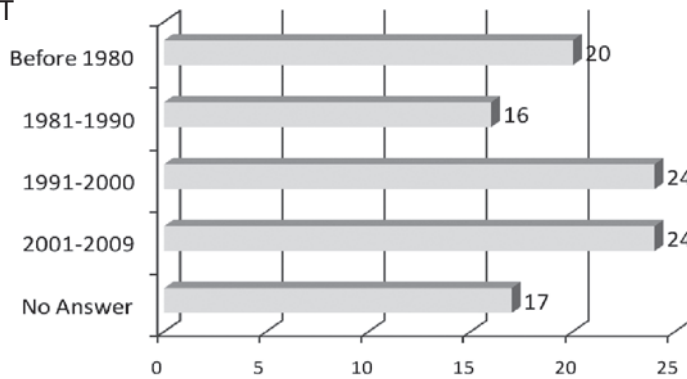


YEAR OF ESTABLISHMENT

Many organizations were established in 1994 (6%) and in 2001 (4%). Disaggregated by decade, a majority has already been in existence since 1991 to 2000 (24%) and since 2001 onward (24%). A fifth has been established before 1980 (20%). Interestingly, a significant percentage of the sample (17%) did not provide information about their founding year.

FIGURE 3

YEAR OF ESTABLISHMENT
(BY PERCENTAGE)



NUMBER OF YEARS AS A SERVICE PROVIDER

While many organizations have been established relatively recently during the 1990s and onwards, it is interesting to note that many of them also reported to have been providing BLNs programs as an organization for more than 20 years already (25%). It is possible that many of those who did not provide information about their founding year (17%, see previous section) may have been the ones who reported providing BLNs programs for more than two decades already, as reflected in this section.

Another significant percentage has been acting as a service provider for more than 10 years but less than 20 years (20%). Only a few ones have been providing these programs for less than a year (3%). Most of those who have been in the service of providing BLNs for over 20 years are government agencies (46%) (see Figure 5). A number did not indicate their organization's length of service as a BLNs provider (7%). Among the NGOs in the sample,

FIGURE 4

NUMBER OF YEARS
AS A PROVIDER
(BY PERCENTAGE)

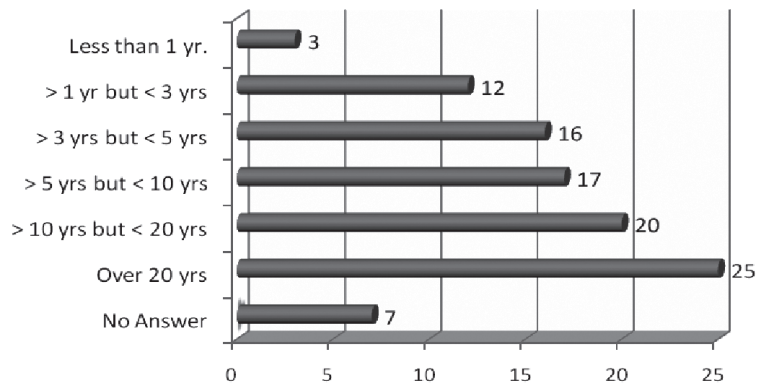
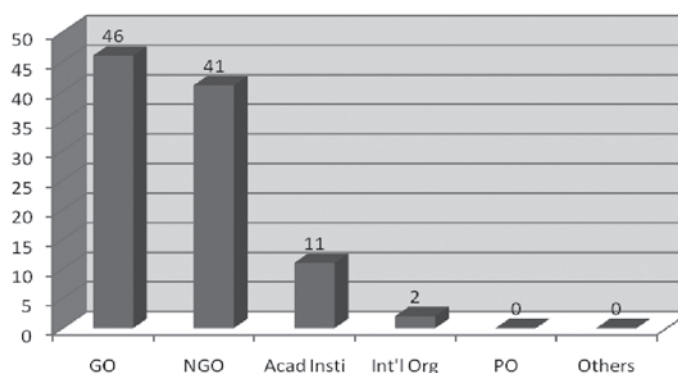


FIGURE 5

OVER 20 YEARS OF EXPERIENCE
AS PROVIDER
(BY PERCENTAGE)



many have been providing service for more than 5 years but less than 10 years (23%) (see Table 1). Among academic institutions, the years spent as a provider have been typically long, many of them over 20 years as well (39%).

TABLE 1 CATEGORY OF ORGANIZATION BY YEARS AS A PROVIDER

CATEGORY OF ORGANIZATION		YEARS AS A PROVIDER							TOTAL
		NO ANSWER	LESS THAN ONE YEAR	OVER 1 YEAR BUT LESS THAN 3 YEARS	OVER 3 YEARS BUT LESS THAN 5 YEARS	MORE THAN 5 YEARS BUT LESS THAN 10 YEARS	OVER 10 YEARS BUT LESS THAN 20 YEARS	OVER 20 YEARS	
NGO	COUNT	3	5	15	16	23	19	18	99
	%	3%	5%	15%	16%	23%	19%	18%	100%
GO	COUNT	7	1	5	6	7	12	20	58
	%	12%	2%	9%	10%	12%	21%	35%	100%
INT'L ORG	COUNT	0	0	0	1	0	0	1	2
	%	0%	0%	0%	50%	0%	0%	50%	100%
ACAD INSTI	COUNT	0	0	1	2	2	3	5	13
	%	0%	0%	8%	15%	15%	23%	39%	100%
PO	COUNT	2	0	1	2	1	0	0	6
	%	33%	0%	17%	33%	17%	0%	0%	100%
OTHER	COUNT	1	0	0	0	0	1	0	2
	%	50%	0%	0%	0%	0%	50%	0%	100%
TOTAL	COUNT	13	6	22	27	33	35	44	180
	%	7%	3%	12%	15%	18%	19%	24%	100%

SUMMARY

The non-school BLNs providers are aplenty. They come not just from the state and the school settings but from non-state and non-school sectors as well. Non-government organizations comprise the majority of the sample providers, with a few international organizations, academic institutions' extension programs, and people's organizations. These civil society organizations have played such a major role in meeting basic learning needs because they have not only been advocates of change but innovators and service providers as well. Most of these organizations have been established since 1990. Many of them – government agencies, in particular --reported having provided BLNs programs for 20 years.

CHAPTER 3

PROGRAM DELIVERY OF NON-SCHOOL BLNs ORGANIZATIONS

This part provides information on the following: focus areas of the non-school BLNs programs, program length and duration, delivery and award system, profile of clientele, number of learners per session, common language spoken in BLNs sessions, and predominant literacy levels of learners.

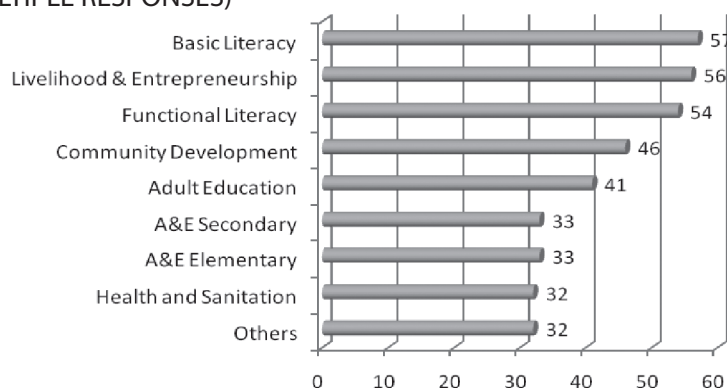
FOCUS AREAS OF THE NON-SCHOOL BLNs PROGRAMS

More than half of the sample mentioned that their BLNs programs focus on basic literacy (57%), followed closely by livelihood and entrepreneurship (56%) and functional literacy (54%). To a lesser degree, community development (46%) programs are likewise popular. It is worth noting that compared to other types of non-school BLNs programs, those that focus on adult education and accreditation and equivalency (A&E) for both the elementary (33%) and secondary (33%) levels are not as common, along with health and sanitation-related ones (32%). This is consistent with an observation that adult learning in the Philippines does not get as much attention and appreciation as it does in the Northern countries (De la Torre, 2007).

The popularity of livelihood programs is not surprising. According to the 2003 FLEMMS, these programs tend to be the ones most attended by the

FIGURE 6

BLNs PROGRAM FOCUS AREAS
(BY PERCENTAGE-MULTIPLE RESPONSES)



youth and adults across all regions. A national average of 43.2% of the 15-year old and above population who have attended trainings, chose to take part in those that relate to livelihood. These trainings allow opportunities for small-scale entrepreneurial ventures for the many unemployed who participate in the programs.

But while there may be a congruence between the supply and demand for livelihood and entrepreneurship programs, there seems to be an incongruence for basic and functional literacy programs. Based on the findings of the 2003 FLEMMS, the non-formal training programs which had the least number of takers are the basic and functional literacy programs, with only 2.2 percent and 4.6 percent, respectively, of the total number of 15 years old and above who attended nonformal trainings, taking part in these.

Current findings, however, saw these programs as two of the most frequently implemented. The question that is now being raised is whether the supply matches the interest being shown for these programs. The potential demand for these programs is high given the millions of Filipinos who are functionally and basically illiterate. Given limited resources and capacity, existing non-school BLNs providers are only able to meet a small percentage of this potential demand. Interestingly, however, it seems that the many programs in existence are not able to fully maximize this potential and often report on challenges in recruiting or retaining learners. This points to the need to translate this potential demand into actual demand through advocacy and social mobilization strategies and revising programme classes/delivery modes to make them more accessible and responsive to real life situation of OSCY and illiterate adults.

A closer look at the data would also yield insights into the type of BLNs programs that are being implemented by the different organizations (see Table 2). Among the NGOs, basic literacy (56%), livelihood and entrepreneurship (54%), and functional literacy (53%) programs tend to be implemented more. For the government organizations, livelihood (59%), functional literacy (57%) and basic literacy (55%) are likewise preferred. The extension programs of academic groups are more likely to provide basic literacy (85%) and livelihood (54%) programs. Since they are community-based groups, people's organizations tend to be more into community development programs (83%). Many of them also provide functional literacy programs (83%).

TABLE 2 CATEGORY OF ORGANIZATION BY TYPE OF BLNs PROGRAM (BY PERCENTAGE)

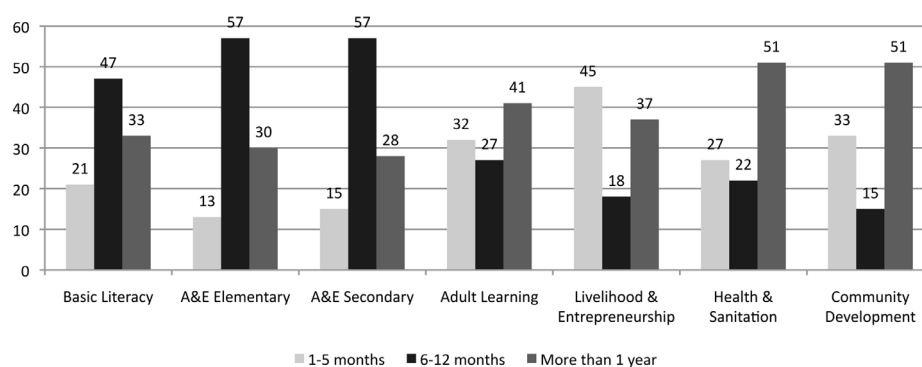
	BASIC LITERACY	FUNCTIONAL LITERACY	A&E ELEMENTARY	A&E SECONDARY	ADULT EDUCATION	LIVELIHOOD	HEALTH & SANITATION	COMMUNITY DEVELOPMENT	OTHERS
NGO	56	53	28	31	39	54	36	51	37
GO	55	57	40	33	48	59	22	38	24
INT'L ORG	50	50	0	50	0	50	0	0	50
ACADEMIC INSTITUTIONS	85	46	31	39	23	54	46	46	39
PO	50	83	67	67	33	67	33	83	17
OTHERS	50	0	0	0	50	50	50	0	0

PROGRAM LENGTH/DURATION

In terms of program length, those that tend to be implemented for relatively longer periods of time are the health and sanitation (51%), community development programs (51%), and adult education (41%) programs. These programs are more likely to run for more than a year. Coincidentally, these are also among the programs least implemented, as mentioned earlier. It is possible that the length of time needed to implement such programs may not appeal much to the organizations given the greater amount of resources

FIGURE 7

PROGRAM LENGTH/DURATION
(BY PERCENTAGE-MULTIPLE RESPONSES)

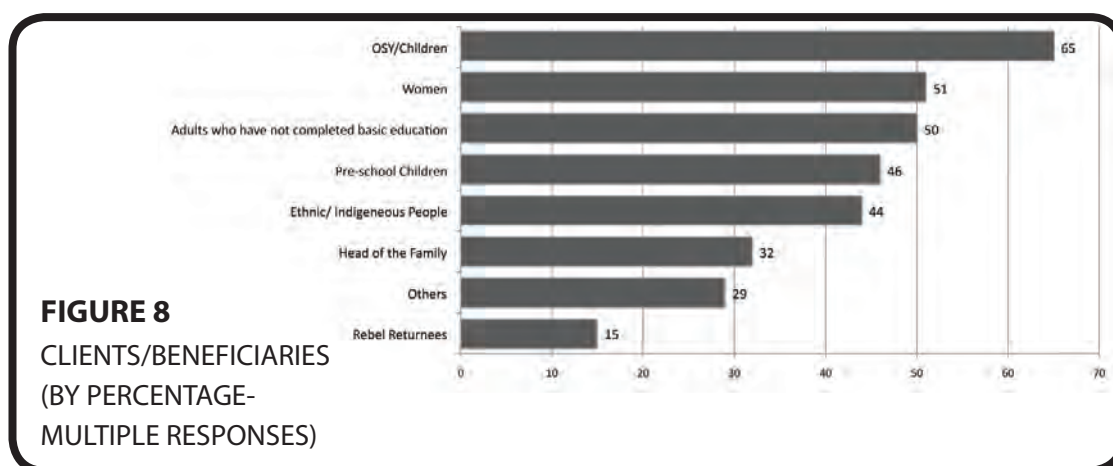


prescribed by these. Or alternatively, there may not be enough interest as well shown for these programs, given the large time commitment required of learners. On the other hand, the programs that are more likely to be intermediate in duration are the basic literacy (47%) and the A&E programs for elementary (57%) and secondary (57%) levels. These last anywhere from 6 months to 1 year. The livelihood and entrepreneurship programs (45%) are more likely to be shorter in duration, that is, around 1 to 5 months.

CLIENTS/BENEFICIARIES

Most non-school BLNs programs cater to out-of-school youth and children (65%). Women (51%) and adults who have not completed basic education (50%) are the main beneficiaries for many others. It is worthwhile to note that quite a number of programs are now considering the indigenous people as one of their main clients (44%). Only a few cater to rebel returnees (15%). Those included under “others” (29%) – elementary school children, people with disabilities, Local Government Units (LGUs) officials, senior citizens, high school students and graduates, and overseas Filipino workers (OFWs) among many others – comprise the other reported beneficiaries.

Although the survey did not gather data on actual number of learners served by respondents of BLNs programs, from the other data collected it is evident that the numbers of learners reached by programs are relatively small (a drop in the ocean) as compared to the total number of illiterates and OSCY population in the country. This mismatch between potential demand and actual supply of non-school providers highlights the need for massive investment of funds to increase the capacity of non-school providers to meet the BLNs needs of the illiterates and OSCY. There is also a need to strengthen advocacy and social marketing to identify and mobilize learners to join and complete available programs.

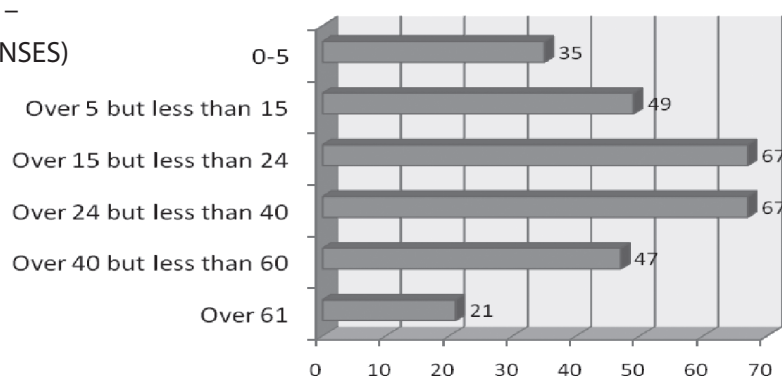


CLIENTELE'S AGE GROUPS

A little over than two-thirds of the providers have programs that serve the 15 to 24 (67%) and the 24-40 age groups (67%) while close to half have programs for those between the ages of 5 to 15 (49%). The pre-school ages of 0 to 5 years old do not get to be attended as much as the others as only 35 percent of the providers have programs for them. The elderly sector aged 60 and above had the least number of providers attending to their needs (21%). This finding deserves a second look, especially in light of the FLEMMS (2003) report which saw that older persons are more likely to be functionally illiterate than the younger ones (67.5% for 60 years old and above vs. 89.9% for 15-24 years old). The former, therefore, needs more relevant programs that would be able to make best use of their capacities as productive members of society.

FIGURE 9

CLIENTS' AGE GROUPS
(BY PERCENTAGE –
MULTIPLE RESPONSES)



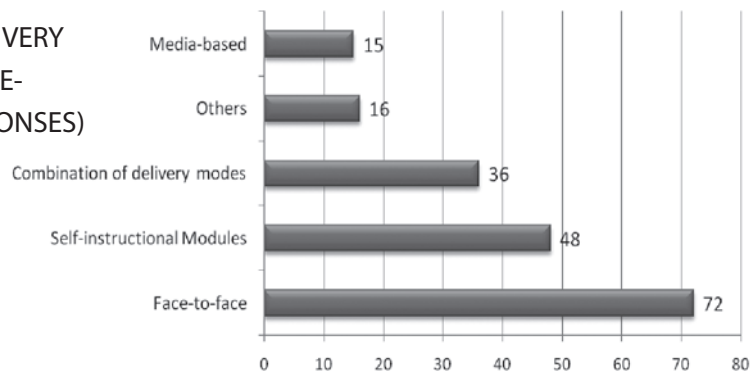
DETAILED DESCRIPTIONS OF NON-SCHOOL BLNs PROGRAMS

Modes Of Delivery

The mode of delivery preferred by an overwhelming majority of the providers is still the traditional face-to-face format (72%). The use of the self-instructional modules (48%), on the other hand, is the next most preferred delivery while the media-based modes (e.g., video and radio) are the least used formats (15%), due perhaps to the higher costs needed for these.

FIGURE 10

MODES OF DELIVERY
(BY PERCENTAGE-
MULTIPLE RESPONSES)

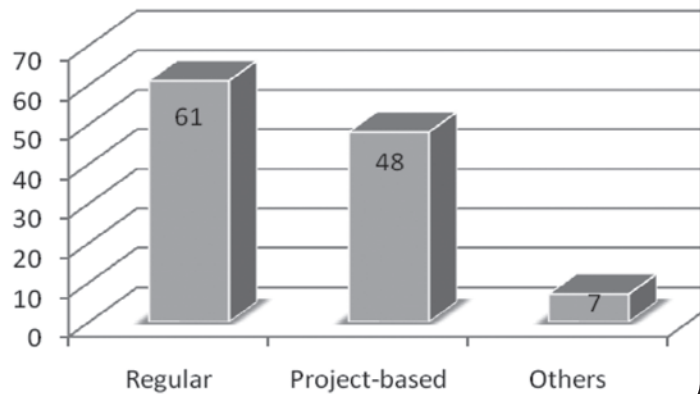


Program Status

Most of the programs being implemented are regular-type ones (61%) that typically consist of organized programmed activities implemented throughout the year. There is a significant number of programs that are project-based and therefore have a fixed timeframe (48%), i.e., these have a defined beginning and end. A small number of providers (7%) cited other kinds of status such as need-based projects and projects that are components of other programs.

FIGURE 11

PROGRAM STATUS
(BY PERCENTAGE –
MULTIPLE RESPONSES)

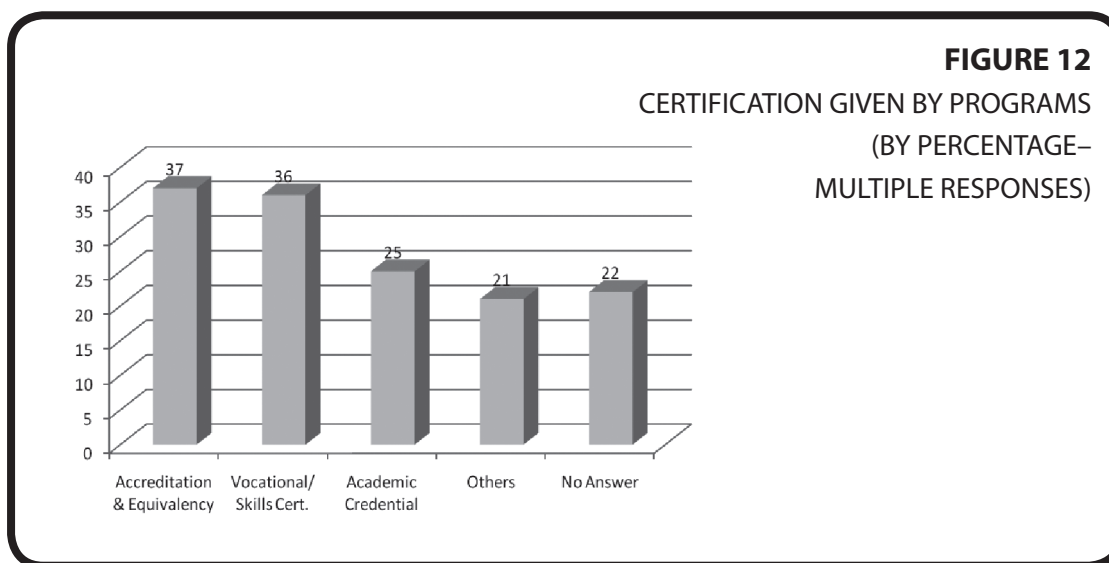


Certification Given By The BLNs Programs

Many non-school BLNs programs are availing of the accreditation and equivalency (A&E) certification (37%) mechanism of DepED BALS for those learners who want to go back to the formal system or those who want to earn an elementary or high school diploma but cannot attend regular classes in formal schools.

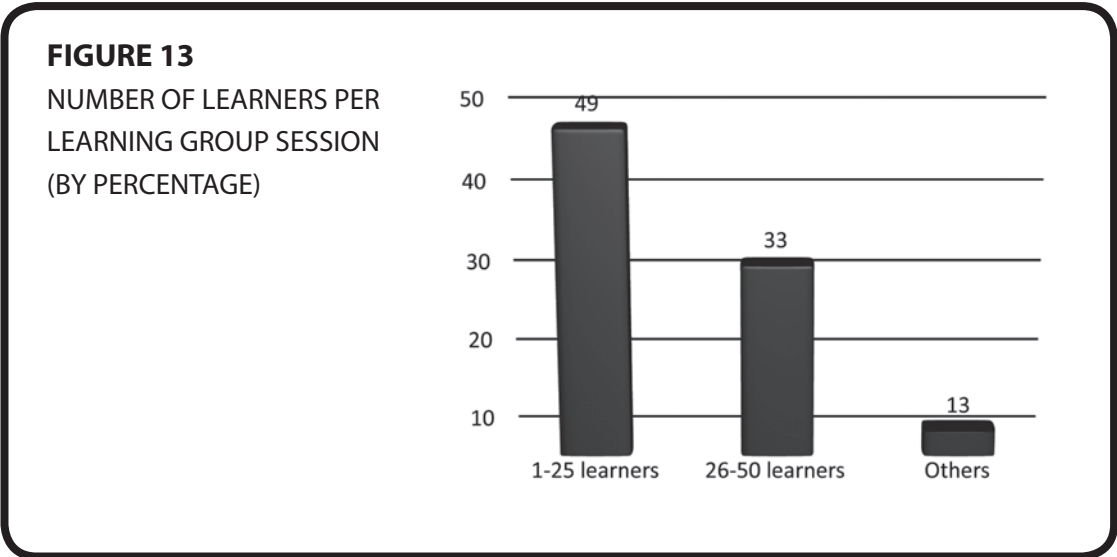
Many programs also coordinate with TESDA to award vocational and skills certification (36%) while a considerable percentage give out academic credentials such as National Service Training Program (NSTP) credit units from higher education institutions (25%).

The number of providers who do not have any kind of recognized certification at the end of their programs is worth noting (22%). Some providers, on the other hand, grant other kinds of “awards” (21%), the most common of which is the certificate of attendance or participation.



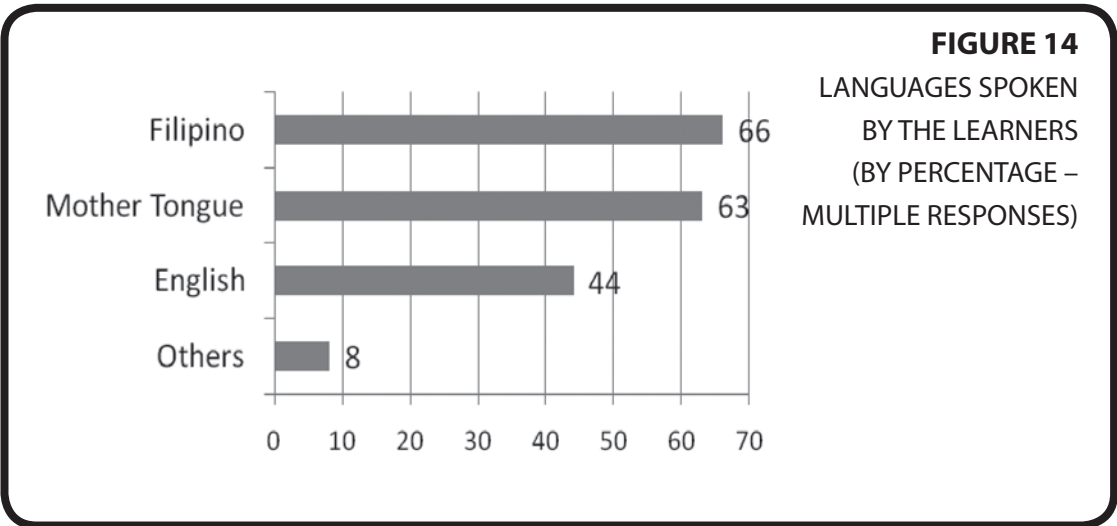
Number Of Learners Per Learning Group Session

The number of learners per learning group session typically ranges from 1 to 25, according to the majority of the respondents (49%). Those who cater to 26 to 50 learners per session represent a smaller group (33%). Other providers (13%) tend to service more than 50 or tend to have varying numbers per learning session depending on the nature of activity or the community being served.



Most Common Languages Spoken By The Non-School BLNs Learners

Filipino is the most common language spoken by the learners, according to the majority of the respondents (66%) while mother tongue comes in a close second (63%). Relatively speaking, English is not used as much (44%). Those who indicated “others” (8%) use Taglish (Tagalog English) or mixed languages.

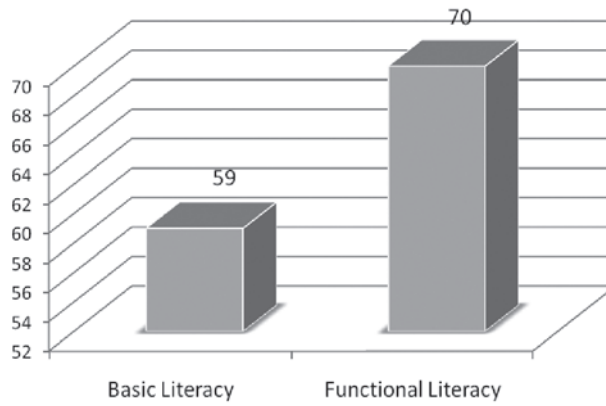


Predominant Learner Literacy Level

The predominant literacy level among the learners of most organizations was functional literacy (70%). Many other organizations have learners who possess a basic literacy level (59%). It is important to note that some respondents did not choose the basic literacy level, and instead checked both responses to cover all the levels of their learners.

FIGURE 15

PREDOMINANT LITERACY LEVEL (BY PERCENTAGE – MULTIPLE RESPONSES)

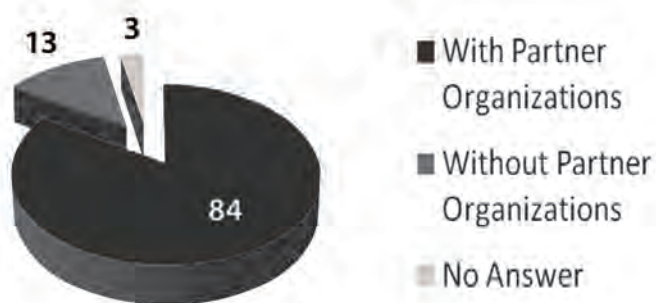


Partner Organizations

A huge part of the sample (84%) partnered with other organizations to implement their BLNs programs while the remaining ones either did not partner with others (13%) or did not specify whether or not they had a partner (3%). Those who tend to have partner organizations are mostly NGOs.

FIGURE 16

PRESENCE OF PARTNER ORGANIZATIONS (BY PERCENTAGE)



SUMMARY

The programs on basic literacy, livelihood and entrepreneurship, and functional literacy tend to be implemented more, while those on adult learning, A&E programs and health and sanitation are not as frequent. In light of some findings from the 2003 FLEMMS report, a question has been raised about the alignment of supply and demand for the programs, particularly in the areas of basic and functional literacy. It is also possible that the length or duration of the programs is a factor affecting popularity of programs, given that the current results saw health and sanitation, adult learning and community development programs – coincidentally those who were identified as the least popular among providers – as having longer implementation periods. Issues regarding the lack of resources for implementation of the programs and the lack of interest on the part of the target beneficiaries for these programs, are put to the fore.

Programs that are intermediate in duration tend to be the basic literacy and the A&E programs, while the livelihood and entrepreneurship programs are the ones more likely to be shorter in duration. A great part of the programs are regular-type ones, not project types. The predominant delivery mode of choice used in the programs is the face-to-face format; the media-based ones tend to be the least preferred. Accreditation and equivalency and vocational/ skills certification are the certification mechanisms utilized the most by the programs. The learners are predominantly out-of-school youth and children, the women, and the adults who have not completed basic education. They are mostly between the ages 15 to 40. The predominant literacy level among the learners is functional. Filipino remains to be the most common language spoken among them, followed closely by the mother tongue or the vernacular language.

CHAPTER 4

ORGANIZATIONAL RESOURCES OF BLNs PROVIDERS

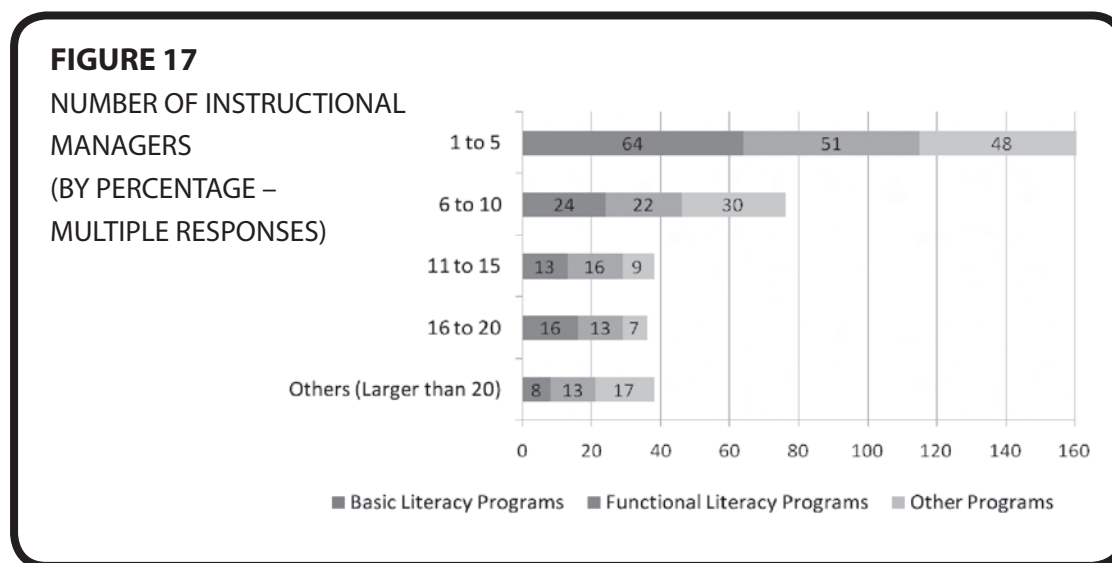
INSTRUCTIONAL MANAGERS (IMS) OF BLNs PROGRAMS

As organizations undertake programs addressing the literacy needs of their target beneficiaries, the role of the Instructional Managers and teaching facilitators becomes critical since they serve as the principal source of learning support for the clients.

Number Of IMs

Only a small number of IMs and teaching facilitators are at the helm of the different types of BLNs programs. From basic literacy programs (64% of BL programs), to functional literacy (51% of FL programs), to the other types (48% of “other” programs), the number of IMs typically number around 1 to 5 only per program. “Other” programs are all those programs neither classified as basic nor functional literacy ones, e.g., adult education, health and sanitation.

Close to one-third of these “other” programs have around 6 to 10 IMs (30% of “other” programs) while those with more than 20 IMs typically come from



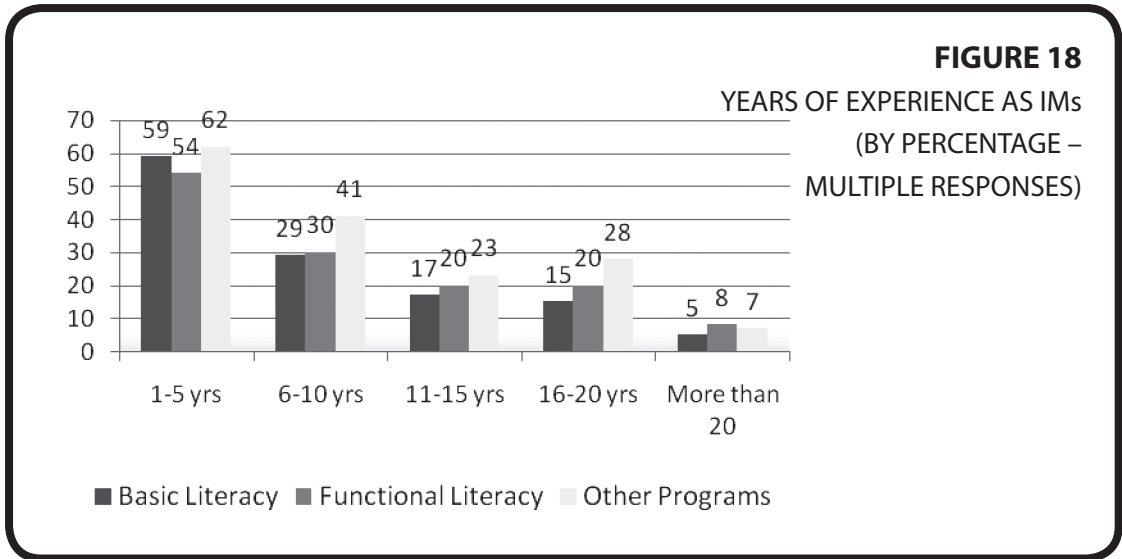
these programs as well (17% of “other” programs). Considering the severity and exigency of the illiteracy situation in the country, the average number of learners that could be served by a small corps of IMs, is quite small. This coincides with the numerous complaints about the lack of instructional managers and teaching facilitators in many places, particularly in those that need them the most such as conflict-affected areas and remote rural communities.

Years Of Experience

The experience of the IMs in handling their programs may be considered limited in light of the findings that revealed most IMs being immersed in their field for around 1-5 years only. This holds true for basic literacy (59% of BL programs), functional literacy (54% of FL programs) and other types of programs (62% of other programs). This finding could be due to the rapid turnover of IMs and facilitators brought about by a variety of factors, primary of which are the low salary that they are receiving, lack of job security and the lack of a career path.

Interestingly, the IMs with more experience under their belt tend to be found in the other types of programs. Those with 6 to 10 years (41% of “other” programs), 11 to 15 years (23% of “other” programs), and 16 to 20 years (28% of other programs) of experience were more likely providing programs that are neither on basic literacy nor on functional literacy.

Although the culture and the context are quite different, Western studies could provide some validation of these local findings. Many of these Western studies, for example, have also shown that not a few teachers, especially beginning teachers leave their jobs at an alarming rate; and that one-third of the new teachers leave within the first three years while almost half leave within the first five years (NCTAF, 2003 as cited in Talka, 2009). Studies have likewise revealed that the high-poverty, high-minority and low-performing schools have significantly higher turnover rates than those of low-poverty, low-minority, and high-performing schools (Barnes, Crowe & Schaefer, 2007; Guin, 2004). Job dissatisfaction has been identified as the main reason why these new teachers leave their job. They tend to be dissatisfied with poor working conditions, low salaries, inadequate resources, and lack of administrative support among many others (Harrell, et al, 2004). Professional development has also been identified as an essential aspect of successful teaching and of good working conditions (Petty, 2007).



Academic Preparation

The different types of BLNs programs are generally being taught and facilitated by IMs who are college graduates. These college graduates are slightly higher though in other types of program (79% of other programs) compared to the basic literacy (73% of BL programs) and functional literacy (75% of FL programs) ones.

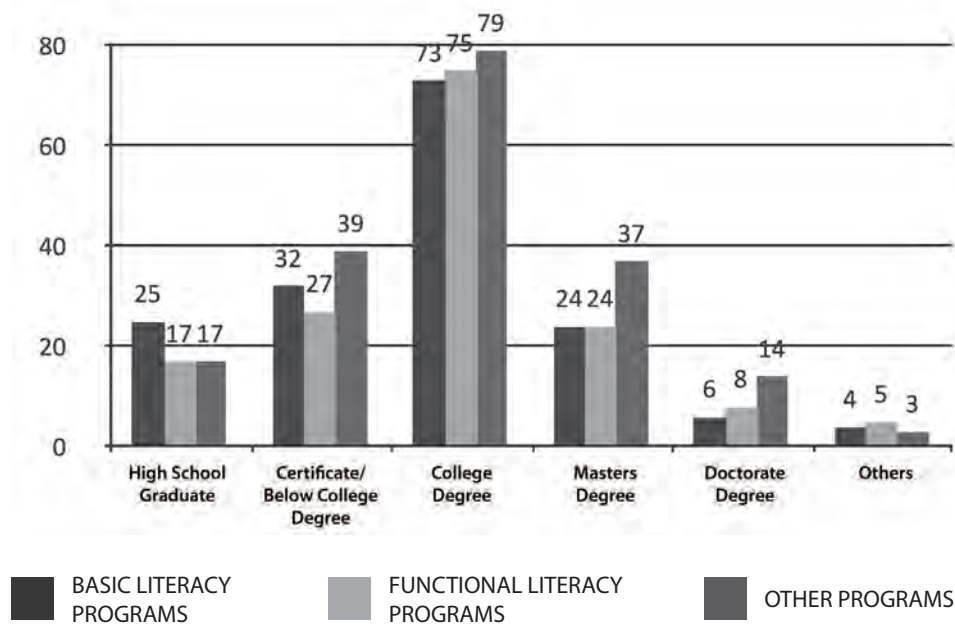
A closer look at the percentage of those without college degrees (i.e., high school graduates and certificate/ below college degree), however, suggests that the many IMs may still not be sufficiently prepared to conduct quality ALS/ literacy programs. In basic literacy programs, they comprise 57%; in functional literacy programs, 44%; and in other programs, 56%. Moreover, the college graduates in the sample do not necessarily have degrees which could equip them with the skills on professional education (e.g., accountancy, business administration, computer science). Given all these, there might still be a need to increase capacity-building activities (e.g., training, mentoring, coaching, and instructional supervision) for the IMs in order to ensure that the requisite skills needed for teaching are acquired and effectively used.

This finding likewise underscores the need to develop or to disseminate more fully competency standards for instructional managers and benchmarks for effective learning that would guide the implementers of programs. Detailed manuals and operating procedures may also be necessary in order to equip the IMs with more relevant skills and knowledge. Universities and colleges may also be called on to develop undergraduate, postgraduate and continuing professional education programs designed for ALS educators and IMs since most teacher education institutions (TEI) focus only on training teachers for the formal school system.

These are all of great consequence because the quality of teachers, an indicator of which is the level of educational attainment, is an important determinant of school or program quality (Michel, 2004). The training and ability of teaching staff is positively correlated with student learning.

FIGURE 19

ACADEMIC PREPARATION OF IMs (BY PERCENTAGE – MULTIPLE RESPONSES)



SUMMARY

Instructional managers mostly number around 1 to 5 only in each BLNs organization, a finding that confirms the major problem of the lack of IMs in the remote and hard-to-reach areas, including conflict-affected ones. The providers likewise have to deal with the IMs' relative inexperience as results revealed only 1 to 5 years of experience among many of them, due perhaps to the lack of incentives that would encourage them to stay. Majority of the programs have IMs who are college graduates but an equally significant percentage as well have IMs who do not possess a college degree with professional training as educators; thus putting into question whether the current cohort of IMs possesses the requisite skills needed to go about their duties and responsibilities.

CHAPTER 5

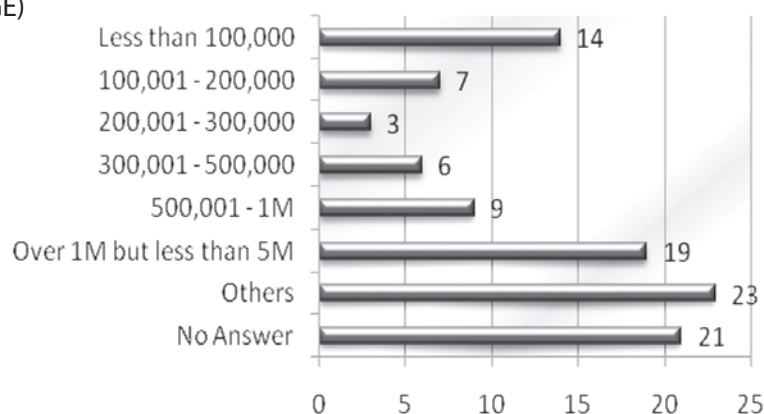
FINANCIAL RESOURCES

ANNUAL BUDGET OF NON-SCHOOL BLNs SERVICE PROVIDERS

The most common budget for the BLNs programs that the organizations work with, other than the varying answers under “others” (23%), was over 1M to 5M (19%). There is a considerable percentage of providers, on the other hand, who also work on a small budget of less than P100,000 (14%). If one would add all those organizations with a working budget of P500,000 or less, however, the number would increase to become 30% of the sample.

A closer analysis of the answers clustered under “others” reveals that more than a tenth of the BLNs institutions operate with a budget of more than P5 million (11%) while a number mentioned having no fixed budgets because these are dependent on factors like the type of projects they get or of activities they conduct or the amount of donations or contributions that they receive (7%). A sizeable percentage did not provide any information about their annual budget (21%). It is probable that these providers do not consider themselves as having a real working budget to speak of. An equally plausible explanation is that many consider this information as confidential.

FIGURE 20
ANNUAL BUDGET OF NON-SCHOOL
BLNs SERVICE PROVIDERS
(BY PERCENTAGE)

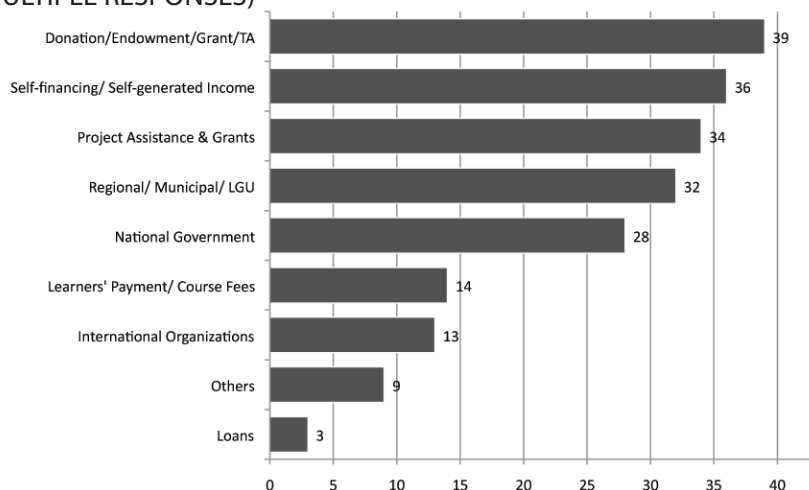


BUDGET SOURCES FOR LITERACY PROGRAMS

Donations, endowments and grants represent the major source of funds for many of the providers (39%) of literacy programs. However, those that generated their own incomes were not too far behind (36%). Other major fund sources are the project assistance and grants (34%), the local (regional and municipal) governments (32%), and the national government (28%). Only a few acquire their funds from learners' course fees (14%) and from international organizations (13%). Loans from multilateral and bilateral banks are considered as fund sources by the least number of providers (3%).

FIGURE 21

SOURCES OF FUNDS FOR NON-SCHOOL BLNs PROVIDERS
(BY PERCENTAGE-MULTIPLE RESPONSES)

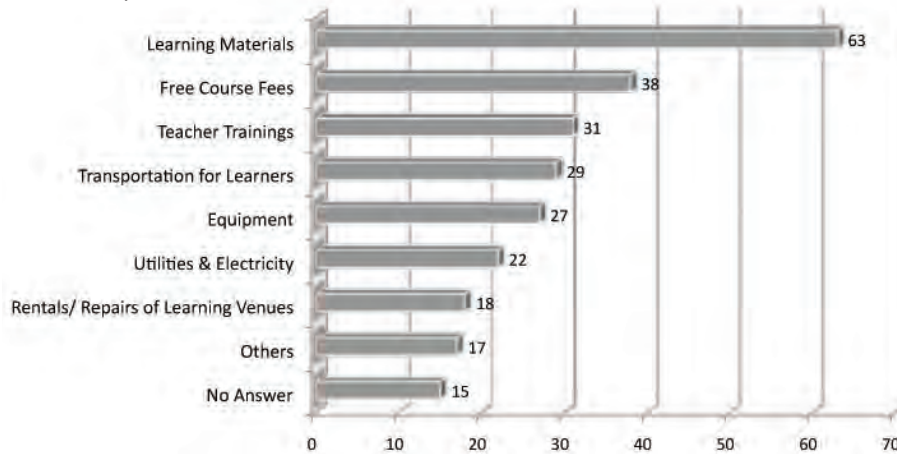


NON-CASH SUPPORT LEARNERS RECEIVED FROM PARTNER ORGANIZATIONS

The usual non-cash support being received by learners from the partner organizations of the institutions included in the sample are learning materials (63%). Many get to enjoy waived course fees (38%) as well. Others get teacher's training (31%), transport support (29%), and/ or equipment (27%). More than a fifth of the sample reported utilities and electricity (22%) as the support being received by their learners.

FIGURE 22

NON-CASH SUPPORT FROM
PARTNER ORGANIZATIONS
(BY PERCENTAGE)

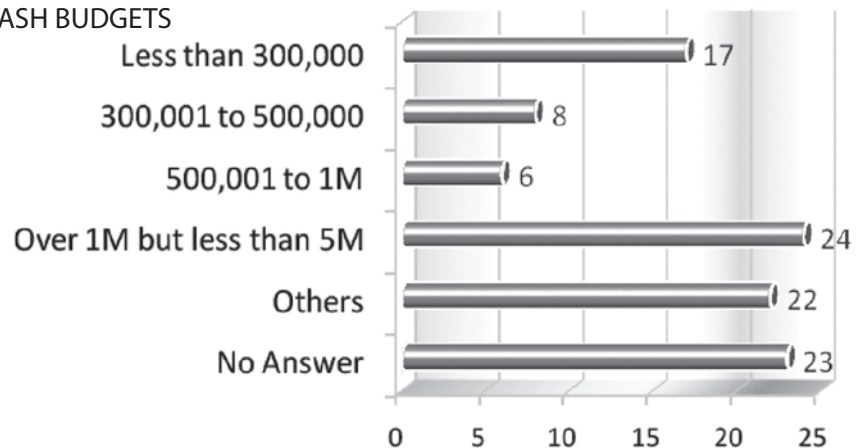


TOTAL CASH AND NONCASH BUDGETS

Many of the institutions have a total budget of both cash and non-cash amounting to over P1 million but less than P5 million (24%). Those whose answers were classified under “others” comprise a significant percentage as well (22%). Some of the answers under “others” claim more than P5 million in total cash and non-cash budget. Others admitted to being uninformed about the budget while others mentioned theirs were varying. Working with less than P300,000 is a reality for only a small number of providers (17%). However, adding those providers with a million or less in cash and non-cash budget would yield a substantial percentage of organizations (31%).

FIGURE 23

CASH AND NON-CASH BUDGETS
(BY PERCENTAGE)



SUMMARY

The lack of finances to sustain, support and improve programs is evident in the majority of providers who reported an annual budget of P500,000 or less. Adding the value of their non-cash assets would yield a reported budget of P1 million or less for many respondents. Most of them tap their funds from donations and endowments, and from self-generated income. Partner organizations tend to give non-cash support in the form of learning materials.

CHAPTER 6

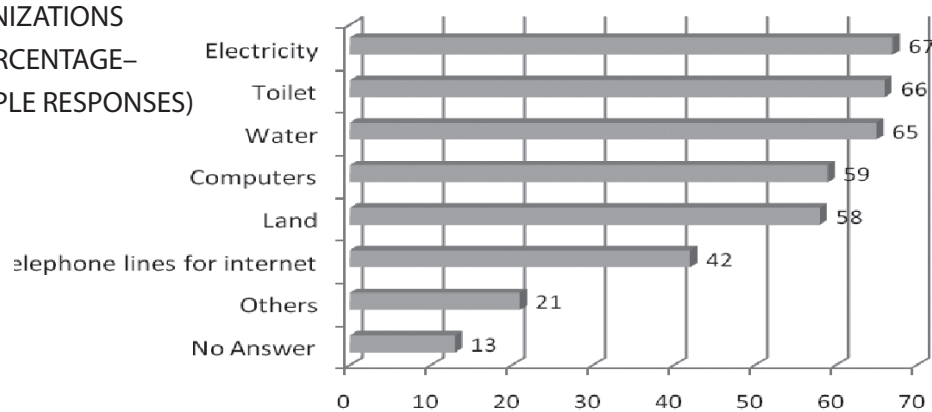
PHYSICAL FACILITIES

INSTITUTIONS' FACILITIES

More than half of the organizations claimed to have access to physical facilities such as electricity (67%), toilet (66%), water (65%), computers (59%), and land (58%). However, there is still a substantial number reporting not to have these. Telephone lines to be used for the Internet are still a major deficiency among many institutions (42%).

FIGURE 24

TYPES OF FACILITIES IN BLNs ORGANIZATIONS (BY PERCENTAGE— MULTIPLE RESPONSES)

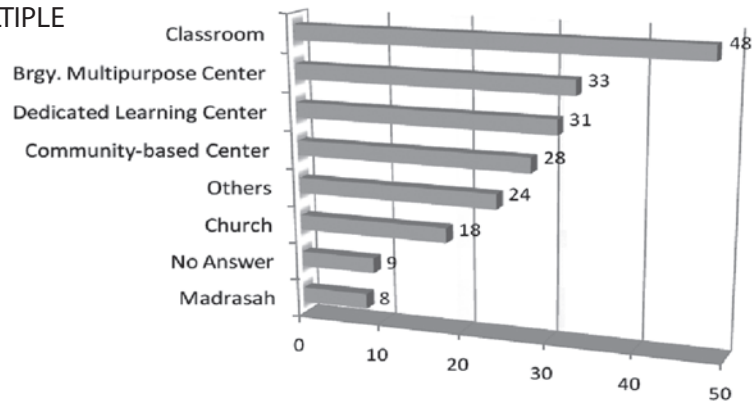


TYPES OF LEARNING FACILITY

Most institutions' learning facilities relied on school classrooms (48%) as venues for learning, while others were using barangay multipurpose centers (33%). Dedicated learning centers also served as sites for the others' BLNs programs (31%). Some providers used community-based centers (28%).

FIGURE 25

TYPES OF LEARNING FACILITY
(BY PERCENTAGE–MULTIPLE
RESPONSES)

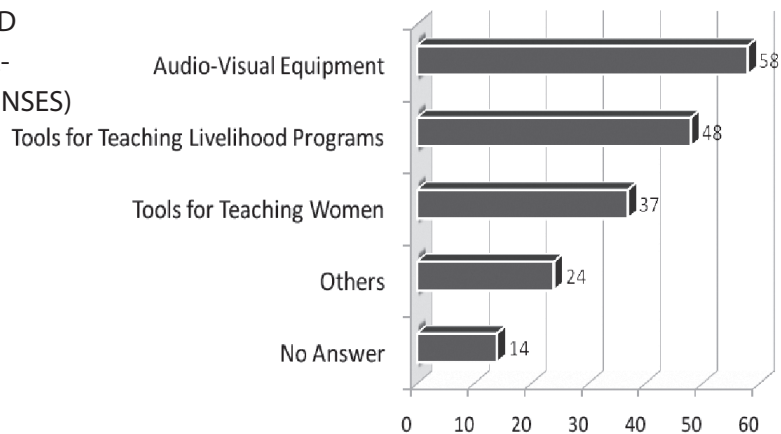


EQUIPMENT USED

The predominant equipment used by a majority of the institutions were audiovisual ones such as television (TV) sets, video compact disc (VCD) or digital video disc DVD players and the like (58%). Close to half of the sample used tools for teaching livelihood programs (48%) while more than a third used tools for teaching women (37%).

FIGURE 26

EQUIPMENT USED
(BY PERCENTAGE-
MULTIPLE RESPONSES)



SUMMARY

The physical facilities, except for internet-ready telephone lines, tend to be present in many BLNs organizations. However, the percentages of organizations which lack these are also significant to note. Learning sessions are typically held in classrooms. Many institutions use audiovisual equipment for teaching.

CHAPTER 7

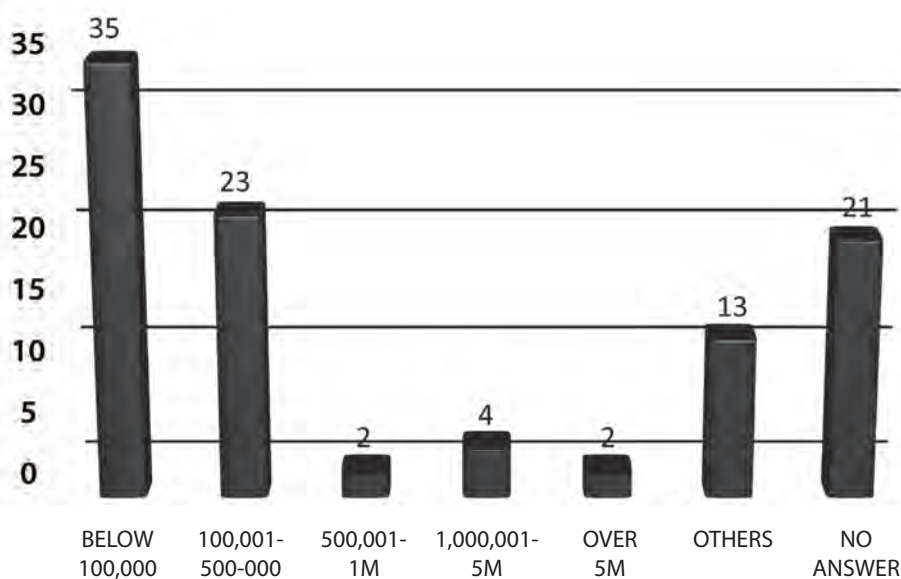
LEARNING RESOURCES/EQUIPMENT

ANNUAL BUDGET FOR LEARNING RESOURCES

More than a third of the total number of respondents (35%) spent less than P100,000 on learning resources per year. Close to one-fourth said they spent around P100,001–500,000 annually (23%). Only a few have budgets for learning resources higher than P500,000. Since learning materials are crucial in every learning situation, a meager budget for such could have major implications on the quality of programs being provided.

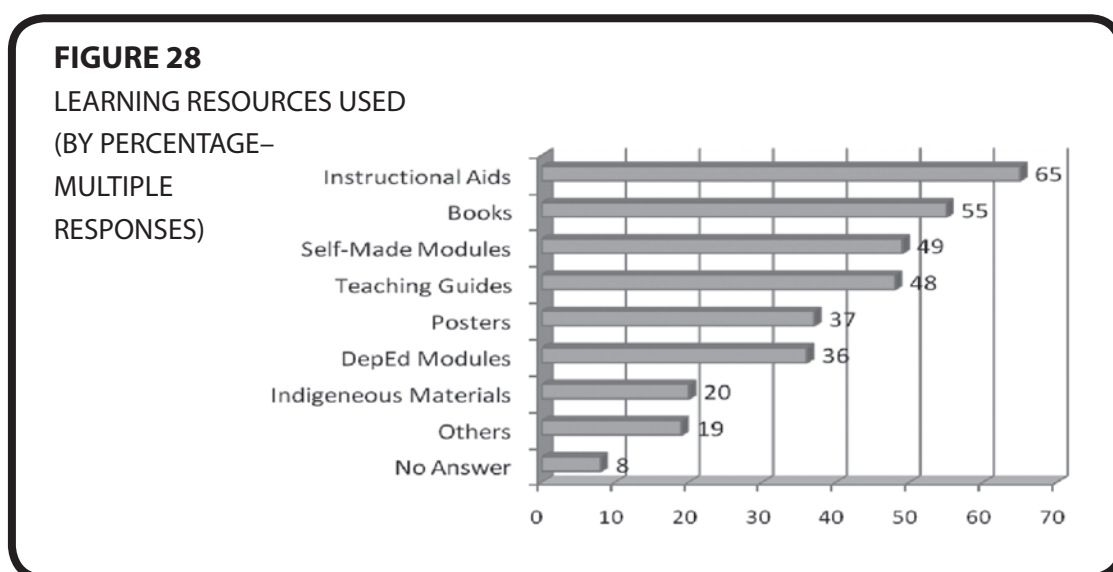
A considerable percentage chose not to answer this query on budget (21%). Similar to an earlier section on annual budget, this information on budget for learning resources might be something a number of providers do not want to give out freely. It is probable that, in general, budget is an area that many organizations are sensitive about sharing with outsiders.

FIGURE 27
ANNUAL BUDGET FOR LEARNING RESOURCES (BY PERCENTAGE)



NUMBER OF LEARNING RESOURCES

A variety of learning resources was used by the different providers in the sample but the ones that were employed the most included instructional aids (65%) and books (55%). Self-made modules (49%) and teaching guides (48%) were also frequently used. More than a third of the respondents used posters as well (37%). The DepED modules seem to be underutilized (36%). Indigenous learning materials are one of the least used resources (20%) among the providers.



COST ESTIMATES

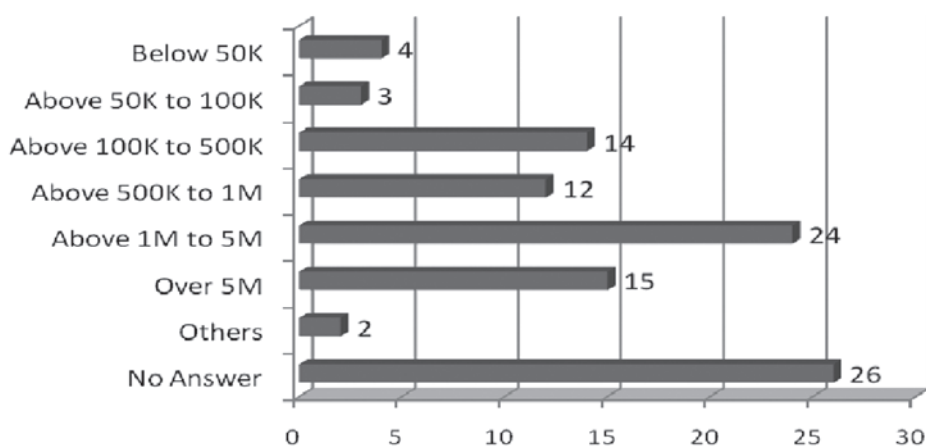
In the identification of possible inadequacies of resources that may affect the scheduling of planned activities or that may require choices to be made, there is a need to assess resources actually available for basic learning needs programs and comparing them to the budget estimates underlying the plans of action.

Overall Annual Budget

Most of the respondents did not give an estimate for the overall annual budget that they would be requiring in the next five years (26%). Many others estimated, however, that more than P1 million may be needed (24%) while others' operations may call for over P5 million (15%). As expected, the budget approximations for the next few years tend to be higher than what the organizations currently work on. Comparing the data to the earlier figures (see Figure 19), more providers, for instance, expressed an estimated budget of P500,00 and above.

FIGURE 29

ESTIMATE OF OVERALL ANNUAL BUDGET FOR THE NEXT FIVE YEARS
(BY PERCENTAGE)

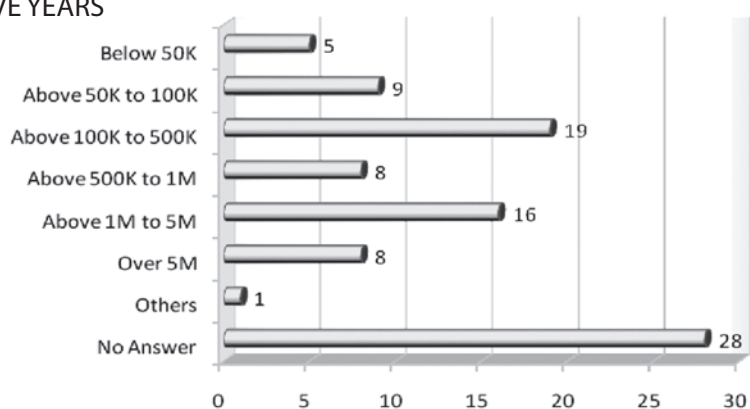


Physical Facilities

A plurality of providers likewise did not supply any estimate on the cost related to physical facilities that would be required in the next five years (28%). Many approximate a budget between P100,000 to P500,000 (19%) and between P1 million to 5 million (16%).

FIGURE 30

ESTIMATE OF COST OF PHYSICAL FACILITIES FOR THE NEXT FIVE YEARS
(BY PERCENTAGE)

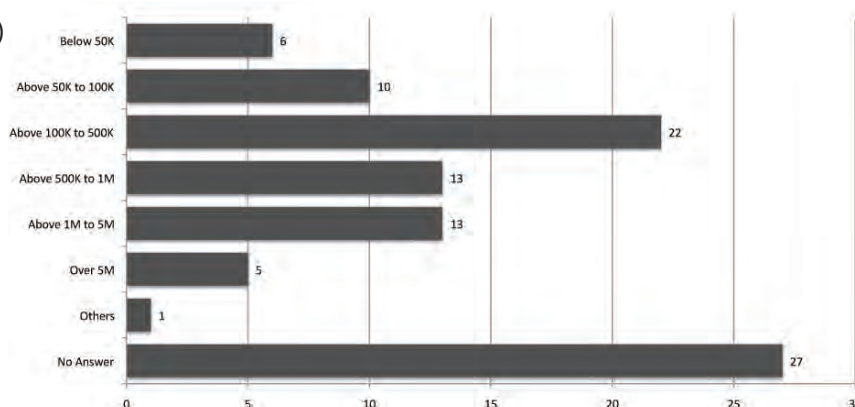


Learning Resources

There were also a considerable number who did not present their cost estimate on learning resources for the next five years (27%). Many of the other organizations appraised their cost to be between P100,000 to P500,000 (22%).

FIGURE 31

ESTIMATE OF COST OF LEARNING RESOURCES
FOR THE NEXT FIVE YEARS
(BY PERCENTAGE)



SUMMARY

The typical budget for learning resources is less than P100,000 only. The number of providers who did not reveal their annual working budget suggests that most providers may be sensitive about disclosing financial information. The learning resources tend to be in the form of instructional aids and books. DepED modules and indigenous materials seem to be under-utilized or under-produced. As expected, the cost estimate for the annual budget, the physical facilities and learning resources tend to be higher than the actual budget the organizations work on.

CHAPTER 8

CASE STUDIES OF NON-SCHOOL BLNs PROGRAMS

The study drew attention to some good practices that might be incorporated in present and future undertakings on BLNs that could improve a program's level of relevance, efficiency, effectiveness and sustainability. The case studies presented herein represent some of these innovative programs that have been implemented in some parts of the country and that have proven to be effective. These programs have been hailed as ideas that were transformed beyond the conventional practice and have netted concrete results. The provinces/ cities/ municipalities that have been highlighted in this report are:

1. Municipality of Agoo, La Union
2. Louise de Marillac Foundation, Inc. (LMFI), the community extension service arm of St. Louise de Marillac College of Sorsogon (SLMCS), Sorsogon City, Sorsogon
3. Municipality of Tubungan, Iloilo
4. Team Mission, Oriental Mindoro
5. DepED – Cotabato City

1. MUNICIPALITY OF AGOO, LA UNION

BACKGROUND

In the southern part of the province of La Union lies a municipality that is seemingly commonplace except that it has been consistently recognized in the local and international arena with its approach on literacy and education. Agoo, a first-class municipality of La Union with a population of 59,125, is located around 35 kms south of the regional center of San Fernando and 235 kms north of Manila. It has a total land area of 5118.23 hectares, the greater part of which covers 35 rural barangays (88.2%) while the rest covers the urban ones (11.78%). Considered as the education center in the second district of La Union, it has 74 preschools, 25 elementary schools, 10 secondary schools, 2 vocational schools, 3 colleges, and 1 state university.

As of April 2008, the 10-year old and above population numbers around 41,527. Only 1% of this remains to be illiterate. Due to their achievements in literacy, it is not surprising that Agoo has been consistently recognized in the National Literacy Awards since 2001 and is one of the 2009 recipients of the Confucius Prizes for Literacy given by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

BLNs PROGRAMS

The diversity of literacy and other BLNs programs being implemented in Agoo has been one of the major reasons for the municipality's citations in the national and international scene. Aside from the education being offered by the formal schools, the municipality has also been implementing basic literacy, functional literacy, continuing education, and lifelong learning programs which target as their beneficiaries the whole population of Agoo - from the very young to the very old, from the professionals to the unemployed, from farmers to teachers, from senior citizens to people with disabilities.

The Local Government Unit (LGU) has initiated a number of basic literacy programs, one of which is known as "*Kaalaman Mo, Sagot Ko.*" This program came about as a result of the education mapping that revealed pockets of illiterates across the different barangays (villages). In 2007, there were 232 illiterates, 55 of whom were served through this program. Daycare teachers were tapped and trained as mobile literacy teachers in the barangay.



Among the many continuing education programs of the municipality is the Caregiver Course implemented by the Agoo Technical and Vocational Educational Training Center (ATVETC). The course aimed to train people for employment as caregivers abroad. The program has produced 192 graduates to date, 21 of whom have now found employment outside the country.

The Computer Literacy Program is another example of their continuing education program. This program gave public elementary and secondary school teachers, as well as the municipal employees and professionals, the opportunity to upgrade their skills through free lectures and hands-on trainings on the various Microsoft Office applications. Out of the 437 public school teachers, 251 or 57.4% were able to take the training since 2001.

The Accreditation and Equivalency programs of the municipality have produced 287 completers, 60 of whom successfully passed, at par with the national A&E passing rate. Most of them are now attending formal school. The ones who did not pass the A&E test underwent Livelihood Trainings and Basic Computer Literacy courses.

Among the Lifelong Learning programs is the Linglingay Ken Danggay ti Barangay program that allows the grassroots people to access the comprehensive services of the LGU. Included in this program are the Information and Education Campaign on health-related issues (e.g., dengue prevention, importance of breastfeeding, anti-rabies, etc.), the Solid Waste Management Education campaign (e.g., waste segregation, tree-planting, promotion of pit in every home), and the Campaign on RA 9262 or the Anti-Violence Against Women and Children Act.

Many of these programs are being conducted in the four Community Learning Centers (CLC) that exist in the region. The municipality has closely worked with DepED in the operations of these CLCs. These are but a few of the many literacy programs that the municipality is championing for its people. While all these are ongoing, new program innovations are continually being introduced and implemented.

BEST PRACTICE

At the helm of all these is the Municipal Literacy Coordinating Council (MLCC). This has been one of the keys of Agoo's success. In keeping with RA 7165, an Act creating the Literacy Coordinating Council (LCC), the MLCC of Agoo, La Union was established in 1998 as the lead agency tasked to oversee the literacy initiatives of the LGU and to address the literacy issues in the area.

Specifically, the MLCC of Agoo has the following objectives:

1. Eradication of illiteracy in line with global concern of Education for All by 2015
2. Empowerment of the poor through various literacy programs of the municipality
3. Promotion of Alternative Learning System as a tool to bring back the dropouts and OSYs to mainstream formal education
4. Provide skills and knowledge that will make the citizenry functionally literate
5. Encourage volunteerism and cooperation among stakeholders

With the MLCC managing the reins, the people of Agoo has acquired better chances of becoming literate or upgrading their skills. Its leadership helped identify those in need of education and literacy and helped coordinate the activities that are congruous to the needs of these people. The efficiency and effectiveness of the MLCC has further led to the creation of the Barangay Literacy Coordinating Council (BLCC) in partnership with the Association of Barangay Captains. The establishment of these BLCCs has allowed an easier identification of target beneficiaries, assessment of their needs, dissemination of information on literacy programs and projects, and documentation and response to problems and issues on literacy. The BLCC helped conduct the Education Mapping and Needs Assessment and facilitated the monitoring and tracking of progress in literacy at the barangay level.

Another practice that has been cited, particularly by UNESCO, is the funding scheme used by Agoo to finance their programs. Half of the funding comes from the local, provincial and national government agencies; a quarter of the support comes from a number of NGOs, 20 percent comes from donors, while 5 percent is provided by the private sector. This interesting mix of sponsorship has helped promote and improve the sustainability of the programs. In all these, the LGU took the lead in initiating and strengthening partnerships among the different stakeholders. As the resources from the various organizations are pooled together, the chances that a program will succeed get higher.

Agoo has shown that by harnessing the available resources and capitalizing on the involvement and active participation of the different government and non-government organizations, the private sector, academe and international donors, coupled with the vision and the political will of the local government will reap the rewards that they rightfully deserve.

2. LOUISE DE MARILLAC FOUNDATION, INC. (LMFI) THE COMMUNITY EXTENSION SERVICE ARM OF ST. LOUISE DE MARILLAC COLLEGE OF SORSOGON (SLMCS), SORSOGON CITY, SORSOGON

BACKGROUND

Sorsogon City, the capital of Sorsogon, is a third-class city located at the southernmost tip of the Bicol peninsula. It is known the “gateway to Southern Philippines” and is one of the leading cities in the region in terms of urbanization. With a population of 151,454 as of 2007, it is considered as one of the most populous cities in the region. Sorsogon City is composed of 64 barangays.

Louise de Marillac Foundation, Inc. (LMFI) the community extension service arm of St. Louise de Marillac College of Sorsogon (SLMCS), is based in Sorsogon City and has been serving the poor communities in the nearby barangays since its accreditation and registration in 2000. Because the Bicol region in which Sorsogon City is situated is the second poorest region in the Philippines, poverty and illiteracy are among the most significant issues they respond to. The 2004 literacy mapping of the city reveals that while the overall literacy rate is increasing, there are certain areas particularly in the outskirts, which needs greater assistance. For instance, in District Bacon West, the total literacy rate is a mere 73 percent.

Thus, in line with their priority thrusts in poverty alleviation and on primary education, the LMFI-Community Extension Service (LMFI-CES) has implemented several literacy programs, one of which is the Education for Life program which won first place in the National Literacy Awards in 2008 and 2009.

EDUCATION FOR LIFE PROGRAM

The Education for Life Program is one of LMFI-CES’ responses to the persistent poverty situation in the province. The program generally aims to form empowered and socially transformed individuals and communities with essential life skills through relevant education in order that they can address the challenges they face in daily life and to improve their living conditions, that of their families, communities and the nation as a whole. The program specifically reaches out to out-of-school youth; educationally disadvantaged children, youth and adults; and schoolchildren who lack access to quality learning and childhood care due to poverty.

The Education for Life program is composed of three components: the Alternative Learning System, the *Balik-Eskwela* Program and the Adopt-a-School Program. The ALS has become a means of organizing the community towards sustainable development. This functional literacy project requires 200 contact hours per learning group, and is delivered to 15 learning groups every year in the three districts of East Sorsogon, West Sorsogon, and Bacon. Despite the reduction in funding after 2005, the program was still able to successfully integrate A&E in the learning sessions for OSYs. As a result, three (3) A&E passers were initially produced even with barely 200 contact hours to their credit. This in turn motivated more OSYs to enroll in the program and to take the A&E exams.

The second component of the project, the *Balik-Eskwela* Program, specifically caters to the ALS completers, OSYs and potential dropouts who are keen to go back to formal secondary or tertiary schooling. With the aid of the Study Help, CES Scholarship and the Marillac Grantees Student Assistance Programs under *Balik-Eskwela*, these students are able to continue learning, this time in the formal setting.

The Adopt-a-School Program (ASP), the third component, is an attempt to contribute to the MDG goal on universal primary education. Since 2005, it has been serving more than a hundred undernourished elementary students at Bitan-o Elementary School every year through tutorials, spiritual formation catechism, socialization, and weekly feeding. With the help of the school head and teachers, regular monitoring and weighing are done to assess the progress of the beneficiaries.

The Education for Life program is community-based, learner-centered, goal-driven and output-oriented. Learning sessions are flexibly arranged and could vary in every project site. These sessions can be held in the barangay hall, in the community chapel, in classrooms, in daycare centers or in an unfinished house. In addition, the schedules are adjusted according to the specific realities of the learners.

Thus far, the program has already produced fifteen (15) A&E passers. Among them, nine (9) are attending college, one (1) is working in Dubai, and the rest are employed in various capacities within the locality. In the *Balik-Eskwela* program, three (3) of the four Study Help grantees have already graduated in April 2009 while one of them is employed.

BEST PRACTICE

The LMFI-CES program has successfully demonstrated a smooth complementation of programs that enabled the various learning entry points and pathways to become flexible. Being the community extension arm of a tertiary institution, it has the benefit of having access to the formal system. The learners, therefore, could take advantage of the multiple opportunities for upgrading their learning in a manner that best suits their specific circumstances in life.

The Alternative Learning System component has also been made possible by the strong partnership of LMFI-CES with the Department of Education (DepED), the local government units (LGUs) and other agencies, as well as by the financial support from the City Government of Sorsogon through its City Literacy Coordinating Council (LCC) and the barangay councils where the program is being implemented.

3. MUNICIPALITY OF TUBUNGAN, ILOILO

BACKGROUND

The municipality of Tubungan is located at the southwestern portion of the province of Iloilo. It is bounded on the north by the municipality of Leon, on the south by the municipality of Guimbas, on the east by the municipality of Tigbauan, and on the west by the municipality of Igbaras. It is around 42 kilometers away from Iloilo City and can be reached after a one-hour drive. The municipality is accessible to all means of land transportation even during the rainy season. It has 48 barangays, including three zones in the *poblacion* (village). It is a fourth-class municipality with a total land area of 8,518,204 hectares.

In a literacy mapping of the barangays in Tubungan, it was found that those aged 10 and above reached 18,117, the majority of whom were literate (17,730) while the remaining (387) were not.

DAL-ON TA PROGRAM

The program DAL-ON TA or Delivery of Assistance Towards Literacy on New Techniques and Approaches, is a comprehensive set of alternative learning system (ALS) mechanisms that the municipality implemented in response to the National Government's call for the total eradication of illiteracy. The



term is derived from the Hiligaynon phrase meaning “to deliver.” The main beneficiaries include the out-of-school youth and adults who are willing to extend their learning. Among some of the components of the program include:

- **Project CLC (Community Learning Center)** – This project is described in more detail below.
- **BAOL (Barangay Aid on Literacy)** – This is the traveling library that serves as the extension of the CLC, and is particularly meant to cater to the educational needs of the underserved and indigenous people of Sitio NN, Barangay Sibucauan, and Tubungan, Iloilo.
- **AKLAT (Ang Kaalaman sa Literasiya sa Tagumpay)** – This project aimed to produce learning materials that are locally made by the ALS Facilitators and the ALS Mobile Teacher.
- **SAGIP Agriculture** – Literacy classes have been integrated in the seminars and trainings for farmers. The Municipal Agriculture Office plays an important role in spearheading this.
- **SAGIP Health** – This project consists of a series of continuing education activities that includes Mothers’ class, supplementary feeding programs, and parents’ education on child care and meal planning. The Municipal Health Office is at the forefront of this project.
- **SAGIP Livelihood Development** – In order to make literacy classes more attractive to the target learners of 15 yrs. old and above, these were combined with livelihood skills development.

- **SAGIP ESKUWELA (Estudyanteng Kulang sa Wastong Edukasyon ay Lapitan at Asikasuhin)** – Launched just last January 2009, this project targeted the elementary and secondary level dropouts, the rebel returnees, and the barangay officials. It aims to assist them as they finish their elementary and secondary studies using the A&E modules.

PROJECT CLC: THE TUBUNGAN COMMUNITY LEARNING CENTER

To help the Tubunganos improve their functional literacy, the local government through Mayor Victor Tabaquirao spearheaded the construction of a community learning center in the municipality in 2003.

The municipality used the old municipal hall as the learning center because it was accessible to all the community members. It is open to all adults and OSYs and even students should they wish to spend their free time learning. They can read books, magazines, and newspapers and learn how to use a PC. The community learning center also serves as a recreational center where they can play indoor games such as chess, table tennis, scrabble, and others. Training and seminar programs are also conducted in it such as literacy classes and A&E reviews for elementary and secondary school students. It also offers livelihood and skills training programs such as welding, manicuring, cooking, and many others. Seminars, youth programs, training for municipal employees, and marriage counseling are also offered.

To have better literacy programs, the municipality of Tubungan also established the Municipal Literacy Coordinating Council (MLCC), which manages its community learning center's programs and activities. The MLCC maintains the community learning center and provides the resources needed for lifelong learning. The community learning center also has an extension program in the form of the "Barangay Aid on Literacy (BAOL)." A *baol* in Kinaray-an refers to a wooden box used to keep valuable things. Two people were designated as its facilitators. This extended the center's reach in order to cater to the educational needs of the underprivileged, depressed, and indigenous people residing in Sitio NN and Barangay Sibucauan in Tubungan.

The impact of the Tubungan Community Learning Center is well recognized. Based on the interviews conducted with the stakeholders of the center, some of its impacts on the learners include:

- The illiteracy rate decreased by 3.6 percent in 2002, 2 percent in 2005, and 1.8 percent in 2008.

- The DepED-BALS District of Tubungan also received funds from the national government, especially from the DepED-BALS Central Office to conduct basic and A&E classes in 2007 and 2008.
- Twenty-seven (27) OSY and adults passed the A&E Test from 2003 to 2008, one of whom was a member of the Sulod tribe.
- A member of an indigenous tribe was appointed as Barangay Secretary.
- Five (5) rebel returnees enrolled in A&E classes and availed livelihood skills training in polytechnic schools or the Technical Education and Skills Development Authority (TESDA).

With regard to increased number of livelihood opportunities, the Tubungan Community Learning Center contributed to the community members' development in the following ways:

- Eighty-nine Tubunganons obtained employment as OFWs in Dubai, Ireland, Japan, Saudi Arabia, Taiwan, and Korea through the SAGIP Livelihood Skills Program.
- Eighty-nine families' income increased from PhP10,000 to PhP25,000 per month.
- Fifteen graduates of Shielded Metal and Welding (SMAW) were employed by ASBUILT Metal Facilities Corporation.

With regard to encouraging people participation and empowerment, the Tubungan Community Learning Center was able to create the following:

- Tubungan Responders to Emergencies Action Team
- Organized Municipal Literacy Coordinating Council
- Barangay Literacy Coordinating Council

In terms of promoting peace and order, the education and training provided by the center resulted in a lower crime rate. It also helped some rebel returnees to gain employment. Having been established in a rural setting, it transformed the lives of people in Tubungan. It aided the municipal government in reaching out to its disadvantaged communities. When the respondents were asked how it changed their lives, they only had praises for the many lifelong learning opportunities they received.

BEST PRACTICE

The comprehensiveness of the literacy services offered by the municipality of Tubungan is one of the main reasons for their many citations and recognitions. Their many programs cover a wide range of developmental aspects that contribute to the overall well-being of the residents of Tubungan. The diversity of activities is in recognition of the multitude of literacy needs that the population has to satisfy in order to function in their full capacity.

4. TEAM MISSION, ORIENTAL MINDORO

BACKGROUND

Oriental Mindoro is located in the island of Mindoro in Region IV-B in Luzon, around 140 kilometers southwest of Manila. It is bordered by the Verde Island Passage and Batangas on the north; by Marinduque, Maestro del Ocampo Island, the Tablas Strait, and Romblon on the east; by Semirara, the Caluya Islands, and Antique on the south; and by Occidental Mindoro on the west. Calapan City, the only city in the island, is its provincial capital. The natives of Oriental Mindoro are called “Mangyans” (*Manguianesin* Spanish and *Mañguianesin* Old Tagalog), comprising seven distinct tribes. They occupy the interior, specially the highlands, of the province. The Mangyans have inhabited the island even before history began. They are believed to have originally traveled from Indonesia and settled down for good in the island.

The Mangyans were the first to inhabit the island of Mindoro. Comprising 10 percent of the entire Mindoro population, the Mangyans are divided into 12 tribes, each with its own language, culture, and way of life—the Iraya, the Batangan, the Buid, the Hanuno’o, the Alangan, the Ratagnon, the Tagaydan or Tadyawan, the Bangon, the Pula, the Buhid, the Nauhan, and the Furuan. For centuries, they peacefully lived along the coastal areas of Oriental Mindoro where they fished for a living until migrants from nearby islands settled on the island. To avoid disputes, the mild-mannered and peace-loving people gave up their land, moved to the mountains, and came down only for food and other necessities. Sadly, they are now being treated as second-class citizens like other indigenous peoples in the world—often exploited, neglected, and discriminated against by lowlanders. They are also being misjudged as uneducated and uncivilized people. They often struggle with poverty. They survive by planting root crops and fruit trees.

There are, however, some Mangyan communities in areas in Mindoro who

live traditional lives. Some Mangyans in remote areas manage to preserve their traditions—hunting with bows and arrows to gather food. The majority, however, engage in small-scale and self-supporting agriculture and bartering. Tagalog planters employ them to do the “dirty work” such as ridding their plantations of unwanted plants or even converting forests into plantations, further destroying their communities.

THE MINDORO COMMUNITY LEARNING CENTER FOR HANUNUO

Team Mission Philippines, based in Oriental Mindoro, provides education and training in places where Mangyans live. The researcher visited and studied the Team Mission Philippines Community Learning Center for this report, which was developed for the Hanunuo tribe. The Hanunuo tribe relies on planting rice, corn, and vegetables and hunting wild animals for food. A Hanunuo male, for instance, at age 16 can already have his own family because he can already build his own house.

A Hanunuo house is usually made from coconut leaves, bamboo, and other materials. The Hanunuo tribe also create handicrafts that they sell or exchange for clothes, food, and other necessities.

The Mindoro Community Learning Center for the Hanunuo tribe changed the lives of many Mangyans. At present, it offers basic literacy courses that specifically aim to improve their health through primary health education. They are taught personal hygiene and environmental sanitation. Even



though the center is located far from their homes, the Mangyans try their best to attend lectures and classes conducted by various IMs.

In interviews with selected Mangyan learners, they shared many good stories about their education and training. They related that their level of awareness increased, especially with regard to health and sanitation. Their understanding of many facts about their bodies was enhanced and they learned more about the importance of their health. Through the learning sessions held in the community learning center and some demonstrations using visual aids, they understood health education concepts better. The Mangyans were also taught about treating diseases early, thereby improving their health. They also heard lectures on Human Immunodeficiency Virus (HIV)-Acquired Immune Deficiency Syndrome (AIDS) to prevent the further spread of the disease. They were also made more aware of sexually transmitted diseases (STDs), thereby decreasing the incidence of polygamy.

BEST PRACTICE

The Team Mission Philippines' Community Learning Center provides the Mangyans lessons on income-generating projects. It also provided 575 families with livelihood training for making baskets, rattan furniture, and other handicrafts, through which they were able to send their children to school. Now, they have higher self-esteem and have established a savings and credit association. They were also empowered to provide scholarship programs for the youth.

Apart from health and sanitation and livelihood programs, the community learning center also provided citizenship education and training. One important activity the Hanunuo tribe learned about was birth registration as this is not part of their culture. Lack of birth certificates prohibits them from going to school and participating in sociocultural activities such as voting and other community activities. The CLC became an instrument informing them about the value of birth registration.

The community learning center also became a venue for coordination, lobbying, and networking with the municipal mayor. Awareness of the importance of birth registration empowered the Mangyans as well and boosted their self-esteem.

5. DEPED – COTABATO CITY

BACKGROUND

The province of Cotabato, formerly known as North Cotabato, is situated in the eastern part of Region XII or SOCCKSARGEN. It is strategically located in the central part of Mindanao. The province stretches over an area of 6,565.9 sq. kms., representing 34.69 percent of the regional land area. It is composed of seventeen (17) municipalities and 543 barangays and has Kidapawan City as its capital and lone city whose strategic location at the foot of Mt. Apo, the country's highest peak, makes it a city with vast tourism potential.

As of August 2007, the population has been tabbed at 1,121,974, which is more than a third of the region's total population (34.82%). It has the biggest population among the provinces in Region XII. This is no surprise given that population grew at an average of 2.19 percent annually from 2000 to 2007, also considered the highest among the provinces in the region. Its growth rate is higher than the national figure of 2.04. The population is characterized by a variety of cultures and ethnic origins. A large proportion lives in the rural areas (76.5%).

Majority have acquired simple literacy skills (85.7%), although this is below the national average of 92.3 percent (2000). Females (87.3%) and males (87.5%) have almost the same literacy rate. The functional literacy rate (10-64 years old), on the other hand, is even much lower at 72.8 percent. This is also way below the national average of 84 percent (2003). Females have a higher functional literacy rate at 76.1 to the males' 69.8.

In terms of achieving the Millennium Development Goal pertaining to universal primary education, the province's outlook does not seem promising. The elementary participation rate of the province fell from 83.4 percent in SY2002-2003, to 82.44 percent the following school year, to 76.4 percent in SY 2007-08, a downward development that reflects the trend in Region XII where, except for Kidapawan City, all provinces and cities in the region saw its elementary participation rate go down. The net secondary enrolment ratio is even lower at 39.7 percent in SY 2007-08. Cotabato is in fact among the bottom 20 provinces for net enrolment ratio at the secondary level. The elementary cohort survival rate is also very low, with only 4 in 10 children who enrolled in Grade 1 reaching Grade 6. In recent years, Cotabato has become a favorite investment area in Region 12. Furthermore, it has also been a site where many education-related efforts, including basic learning needs programs, have been instituted.



SCHOOL-ON-THE-AIR PROGRAM

In Cotabato, one basic learning need program that is making waves on the air is the School-on-the-Air Program. As its name implies, the school lessons are being made accessible to the children through the radio. Specifically, this program entails the development of radio-based instructions that are derived from the Accreditation and Equivalency (A&E) modules of the Alternative Learning System (ALS) for both elementary and secondary levels, and the airing of these over the radio in order to reach out not only to elementary and secondary students but also to out-of-school youth (OSY) and dropouts, especially those living in the remote areas in the province.

The School-on-the-Air project was a replication of a similar project implemented by the Sultan Kudarat State Polytechnic State College (SKSPSC) in Sultan Kudarat Province in 2005. The project was replicated in Cotabato Province in 2006, with the DepED Cotabato Division, Basic Education Assistance for Mindanao (BEAM), the local government, and the University of Southern Mindanao (USM) in partnership.

On September 22, 2008, the radio station DXGM DREAM FM 103.3 mhz was launched as the official radio station of DepED Cotabato Province, with financial assistance coming from BEAM. With the DepED as the owner, manager and operator of the station, they get to air not only DepED updates and health and nutrition and livelihood programs but A&E modules as well. Inspired by the successful implementation of the Project DREAM (Developing Readiness and Education Access through Mass Media) which was a School Improvement and Innovation Facility (SIIF) of Buayan Elementary School

during the Third Elementary Education Project (TEEP), the radio station is being used to provide equitable access to education and to improve the academic performance of learners through radio broadcasting. It airs the A&E modules for elementary students daily from 1-2 pm while those for the secondary level, from 11 am to 12 noon.

With the School-on-the-Air program being broadcast in DepED's own radio station, the support of its 41 district ALS coordinators and 17 mobile teachers become even more essential. By virtue of a division memorandum issued by the schools division superintendent, these coordinators and teachers were required to report to the radio station to facilitate the live airing of the ALS lessons. Before they were to perform such duties though, the district ALS coordinators, ALS facilitators and instructional managers first underwent trainings that equipped them the skill to make radio scripts based on the A&E modules of ALS, and other such skills needed to air the ALS programs. During the live on-air programs, the students are being encouraged to provide feedback or ask questions by texting or sending SMS to the radio station. These questions become the basis then for the additional explanations to be aired.

There is also a pretest and posttest every broadcast time. While some ALS coordinators and mobile teachers are assigned to the radio station to handle the live broadcast, the others are with the learners in the Community Learning Centers (CLCs) listening to the program and guiding the learners. On the other hand, there are also those learners who could not attend the sessions in the CLCs and who would take the pretests and posttests at home instead. The district ALS coordinators and mobile teachers conduct once a week follow-ups with them.

To measure the strengths and weaknesses of the learners, ALS Diagnostic Tests are being administered by the ALS coordinators and the mobile teachers while the monitoring of the administration is being done by the representatives of the regional and division offices. After ten months in the program, the learners will have to take the A&E Test.

COMMUNITY LEARNING CENTERS

Since Cotabato is the biggest division in Region XII, one major problem that people face is the lack of access to basic education in the remote areas. The Cotabato division thus became a recipient of 16 CLCs to date, all of which were funded by BEAM, with USM acting as the service provider. These CLCs are spread out in Cotabato's remote areas. They are used for Early Childhood

Education classes for the young learners and for basic and functional literacy classes and livelihood skills training for the parents. The parents are a major beneficiary as well because through these trainings they attend, they would be able to augment their family income that would help sustain the education of the children (e.g., training on how to cook nutritious food). The parents are also expected to pass on to their children the learning they acquired from these activities.

The CLCs are also the site for the A&E sessions of the OSYs. Some of those who eventually pass the A&E Test would be given scholarships by USM while the others would be supported by the LGUs. In all these activities, an integrated approach in providing access to basic education is adopted.

While these CLCs have been turned over to DepED for support and sustainability, the USM has also taken to adopting the CLCs in the remote areas. Through this Adopt-a-Center strategy, the USM was able to provide facilitators, instructional materials and learning modules for ECE, BLP and A&E learners. They likewise helped harness the skills of the OSYs and the parents themselves.

These CLCs were a collaborative product by the different stakeholders. For instance, the CLC in Lepaga which is located one kilometer away from the Lepaga Elementary School, is a two-room building built using the funds provided by BEAM in cooperation with *barangay* and municipal officials. The land on which it is built was donated by a private citizen. The USM acts as the service provider in the CLC. In the spirit of *bayanihan*, the community people who were the final beneficiaries of the program applied the finishing touches to the learning center.

Demonstration farms such as rubber-based farms were also set up in these learning sites. The LGUs donated the sites while the USM supplied the planting materials and the technical assistance needed.

Aside from these CLCs and demo farms, mobile learning centers also go around the different remote areas carrying high-tech equipment, facilities and instructional and reading materials that would support the learning of the children in these far-flung places. The USM manages these mobile centers.

All these interventions were the product of interviews conducted by the Department of Education, BEAM and USM. The LGUs took care of preparing the areas while at the same time providing additional financial and material

support. Indeed, all these initiatives were made possible by the efforts of the different stakeholders in the province whose aspiration is to help release the people from the shackles of poverty and illiteracy.

BEST PRACTICE

The use of a popular medium such as the radio in the improvement of the literacy level in the province is a practice worth noting since the radio remains to be the cheapest and most popular mode of communication for many Filipinos, particularly those in the rural areas. Since the majority of the population in Cotabato resides in the rural areas, the use of the radio is appropriate and could ultimately prove to be effective. It is a popular source of news and entertainment. It also has the facility of lending itself to a variety of languages and dialects. The use of the SMS as learners send feedback and questions to the ALS facilitators is an additional feature of the program that could enhance its effectiveness because of the interactivity afforded by these new ICTs.

SUMMARY

These selected case studies have underscored some of the best practices about BLNs program implementation and have generated some important insights that may prove relevant to the attainment of EFA goals. Some of the insights gained include the following:

- The creation of literacy coordinating councils at the municipal, city or barangay levels can provide the leadership and direction needed to propel BLNs initiatives in an area, to greater success. These local bodies can help facilitate the identification of those in need of education and literacy, the assessment of their needs, the dissemination of information, and the documentation and response to problems and issues.
- Innovative funding schemes to finance BLNs programs could help promote and improve the sustainability of programs. Such schemes may tap into the available resources coming from the different government and non-government organizations, private sector, academe and international donors.

- Complementation of BLNs programs that could offer multiple flexible learning entry and exit points and pathways for learning has enabled learners to take advantage of the multiple opportunities to enhance their learning.
- Offering a comprehensive set of BLNs services has provided an environment that encourages continuous growth, lifelong learning, and social inclusion.
- The presence of operational Community Learning Centers managed and maintained by local stakeholders has promoted empowerment and enabled community members to converge at a central place where BLNs programs and services can be availed more readily.
- The use of the different media and new forms of Information Communications Technology (ICT) can extend the reach and effectiveness of the BLNs programs.
- A strong partnership and involvement among the different stakeholders in the implementation of a program could increase the chances of its success, as well as its sustainability.

CHAPTER 9

FIELD STUDIES

OVERVIEW

The study selected nine sites for field surveys to determine the actual provision of basic learning needs in the Philippines. The team selected 3 BLNs sites each from Luzon, Visayas and Mindanao, including the Autonomous Region of Muslim Mindanao (ARMM). The main goal of the field visits is to validate the findings derived from the survey and to identify remaining issues and challenges. The following regions and municipalities were covered in this study:

TABLE 3 FIELD STUDY SITES AND NUMBER OF RESPONDENTS

REGIONS	MUNICIPALITY/CITIES	NO. OF RESPONDENTS	PERCENTAGE (%)
Region I	Agoo, La Union	50	16
Region III	San Fernando, Pampanga and Botolan, Zambales	38	12
Region IV-B	Calapan City, Victoria and Mansalay Municipalities	36	11
Region VI	Bacolod City, Municipality of Tubungan	40	13
Region VII	Cebu City	25	7
Region VIII	Tacloban City, Tanauan and Palo, Leyte	15	5
Region XII	Kidapawan City	39	12
Region XI	Davao City	32	10
ARMM	Cotabato City, Sultan Kudarat, and Sharif Kabunsuan	44	14
Total		319	100

KEY FINDINGS

Several municipalities and cities were visited as part of the process of validation of the quantitative data generated by the responses from the fielded survey questionnaire. The respondents from the different regions were DepED Superintendents, City/Municipal Mayors, Regional Directors of DepED, TESDA, DSWD and DILG, District ALS supervisors, instructional managers, representatives of BLNs organizations and learners from various target groups. For learner respondents, women, adult citizens, ethnic minorities, nomads, kindergarten pupils, out-of-school youth and adults, farmers, fishermen, and A&E learners participated in the validation study.

The places visited revealed many success stories as well as challenges. Some stories involved life-changing moments, improvements in the marketability and employability of learners, especially for those who attended the livelihood training and vocational skills training. The institutions who have A&E programs reported that the success of their graduates is comparable to those of the graduates from other regular schools. Children become prepared for formal education. Other people who graduated from BLNs learning sessions and training programs, help in their respective communities. A variety of skills in the basic subjects and in livelihood have been learned.

REMAINING CHALLENGES AND RECOMMENDATIONS

- **PROGRAM DESIGN**

LACK OF AWARENESS AMONGST BLNs PROVIDERS OF PROGRAMS OF OTHER NON-SCHOOL BLNs IMPLEMENTERS AND HOW THEY MIGHT INTERFACE/COMPLEMENT EACH OTHER

While this current study has validated the existence of numerous providers, both state and non-state, there also emerged the issue of the need to make these efforts more known among the different implementers in order that programs may be harmonized and complement each other. A coordinative mechanism among the different providers would enhance the articulation of programs to provide learning pathways for learners or graduates of literacy programs and or BLNs programs such as livelihood skills programs of another provider. Alternately, livelihood programs with learners with literacy skills could link with literacy programs of other providers that provide skills support. Greater awareness of other BLNs providers would also help avoid waste or duplication of resources and efforts through more focused targeting and prioritization of program investments.

LACK OF MIS FOR BLNs MONITORING AND EVALUATION

No comprehensive and updated database exists on non-school BLNs providers and the programs that they offer. Though the Basic Education Information System (BEIS) has already been established since 2002, this system only carries information about the formal basic education system. The DepED BALS collects MIS data on the ALS programs funded by the DepED through its service contracting scheme. It does not however, have a systematic way to collect MIS data of the large number of non-school programs happening outside of its funding reach. As a result, we do not have a complete picture of total non-school BLNs providers or activities in the country.

A management information system and clearing house that includes data on non-school BLNs providers and their programs, physical, financial, human and learning resources would help improve the monitoring and evaluation of the performance and success of such programs, and thus contribute to effective decision-making process, accountability to target groups and stakeholders, and capacity development. It would also provide data as inputs to planning and decision-making to achieve complementation of programs and prioritization of learners. There is also a need for clearinghouse of information/portal or hub for BLNs to facilitate sharing of best practices among school-based and non-school providers and the development of a community of practice.

INADEQUATE ARTICULATION BETWEEN FORMAL AND NONFORMAL EDUCATION SYSTEMS

Since it has become increasingly recognized that both formal and nonformal systems are necessary in creating literate societies, opportunities for their entry and exit between these two learning pathways need to be strengthened.

STRENGTHEN PROVISION OF BLNs WITH VOCATIONAL EDUCATION AND TRAINING

BLNs learners are making progress after attaining basic and functional literacy. However, after completing non-school BLNs programs especially the A&E programs, learners struggle to find alternative pathways for either employment and/or continuing education. Learners interviewed requested more government support for the provision of vocational and technical education and training. Moreover, they highlighted the need for

microfinancing after completing vocational education and training (VET) courses in order that skills gained can be transferred into income generating possibilities.

Given high unemployment rates and lack of job opportunities of youth in many parts of the country, training on BLNs with VET are oftentimes viewed as wasted investment without timely and appropriate funding sources for self-employment entrepreneurship. This raises questions as to the real value of the certificates and diplomas issued by non-school BLNs providers if they do not lead to opportunities for improved quality of life by learners concerned.

- **FINANCIAL RESOURCES**

LACK OF FUNDS TO SUPPORT AND SUSTAIN QUALITY OF BLNs PROGRAMS REQUIRED TO MEET BASIC LEARNING NEEDS OF MILLIONS OF OSCY AND FUNCTIONALLY ILLITERATE MARGINALIZED GROUPS.

Since most programs rely on external sources for donations, grants, endowment and project assistance, providers are not able to implement quality BLNs programs on a sustained basis. When a particular grant/project nears end of its life, BLNs programs tend to be discontinued due to lack of resources to sustain them, even though need/demand for school programs are required to support possibility of life long learning and sustained capacity building. Many programs are also unfunded/underfunded and oftentimes rely on the generosity and personal contribution of IMs, who use personal funds to cover cost of reproduction of learning materials, learners supplies and other learner costs.

ACCESS TO FOLLOW-ON SEED CAPITAL FUNDING NEEDED BY BLNs LEARNERS TO IMPLEMENT LESSONS

As learners attempt to apply the knowledge and skills acquired from livelihood and entrepreneurship programs, they are faced with funding difficulties that hinder them from taking advantage of increased learning beneficial to economic development. The majority of those who receive livelihood training have no capital. Thus, the training must be supported by small-scale loan programs, especially for the marginalized and poor BLNs learners. There should be some government policy for banks to support micro loans to providers and learners who would like to retool their skills and competencies. Banks should provide “study now, pay later” loans not only

to formal education students but also to BLNs learners, especially to adults. Income-contingent loans from banks can be introduced and supported.

LACK OF FINANCIAL RESOURCES TO SUPPORT THE DEVELOPMENT, REPRODUCTION AND DISSEMINATION OF BLNs MATERIALS TO FAR-FLUNG AREAS

The field study revealed that there are already a good number of DepED-developed BLNs learning materials in the sites visited. However, if you go to other community learning centers there is an observation that these learning centers have inadequate supply of instructional materials due to insufficient financial resources. There is also a lack of materials written in the learners' first language due to limited financial availability and lack of capacity for indigenous instructional materials development.

- **QUALITY OF FACILITATORS/INSTRUCTIONAL MANAGERS**

INSTRUCTIONAL MANAGERS ARE COMMONLY PAID BY THE LOCAL AUTHORITIES AND SUBJECTED TO AVAILABILITY OF FINANCE. SOME ARE VOLUNTEERS AND LACK THE NECESSARY PROFESSIONAL TRAINING AND EDUCATION ON NONFORMAL EDUCATION.

Several issues and concerns remain to be resolved, according to the respondents. A number of issues concern the IMs' status. Some of the BLNs facilitators/ personnel in the learning centers are part-time workers or are employed in formal schools. There is a fast turnover of the IMs due to low salary, lack of job security, poor working conditions, lack of career path, and resultant demotivation.

INADEQUATE INSTRUCTIONAL SUPERVISION AND ASSESSMENT OF IMs AS WELL AS THE OUTCOMES OF THE TEACHING AND LEARNING PROCESS

While teacher performance in the formal basic education system is systematically monitored and supported through various tools and means, including the National Competency-Based Teaching Standards (NCBTS), comparable systems and standards do not yet exist in non-school BLNs. Teachers are assessed in terms of the quality of the teaching learning process and the learning outcomes of their students. Their professional development as educators is supported by a systematic process of regular instructional supervision, monitoring and coaching by their Department Heads, Master Teachers, School Head and District and Division DepED Officials. In the case

of newly selected IMs from the non-school BLNs programs, such regular instructional supervision as support is lacking.

In some countries in Southeast Asia, instructional facilitators and nonformal education teachers of nonformal education still undergo certification and accreditation. This model should be explored for application in the Philippines.

LACK OF TERTIARY SPECIALIZATION, DIPLOMA COURSES AND CERTIFICATE COURSES ON NONFORMAL, INDIGENOUS EDUCATION, COMMUNICATION AND BROADCASTING FOR NON-FORMAL EDUCATION

The academic backgrounds of many IMs are not in education and are often in other fields. Some do not have college education at all. Few universities/colleges offer full degree or postgraduate courses or even professional training courses on NFE/ALS. Hence, there is a lack of opportunity to professionalize IMs and develop their expertise and sustained capacity development. The training to IMs provided by most non-school BLNs providers is also very short (5 days) and inadequate. There is a need for regular enhancement training to address competency gaps in pedagogical content knowledge ultimately teaching toward professional certification and accreditation.

- **EQUIPMENT/FACILITIES**

INADEQUATE FACILITIES IN COMMUNITY LEARNING CENTERS (CLCs) CONTRIBUTE TO POOR QUALITY LEARNING ENVIRONMENTS

There is a disparity in the quality of learning environments offered by CLCs. There are no minimum standards in terms of facilities and learning resources. Hence, some CLCs have limited resources while those from other areas such as Mindanao, Davao and Kidapawan have adequate learning resources.

The presence of projects such as those provided by the Basic Education Assistance for Mindanao (BEAM) and US AID Education Quality and Access for Learning and Livelihood Skills (EQuALLS) projects have helped a lot in equipping the CLCs in Mindanao, but still the learning venues are far from ideal. CLCs are small and poorly designed. Many are shared with other programs making it difficult to ensure security of learning materials. Sites without rooms have to make do with makeshift facilities, rely on the sets of modules they receive from DepED-BALS learning materials, which the BLNs providers are expected to photocopy for the learners. Due to lack of

resources for reproduction, this results in some learners sharing the learning modules. Some learners do not have access to the A&E modules and learning materials at all.

UNDERUTILIZATION OF ICT IN BLNs PROGRAMS

The new Information, Education and Communication (IEC) technology has created possibilities for increased access to information and learning. IEC technology offers the potential to improve the quality and reach of BLNs programs. Unfortunately, at present few non-school BLNs providers have access to ICT resources as learners' tools to enhance the quality and interactivity of the teaching learning process. Even old educational technologies such as radio broadcasting remain to be fully harnessed by BLNs providers.

- **MANAGEMENT OF BLNs**

LACK OF POLICIES, STANDARDS AND GUIDELINES ON THE OPERATION OF ALS AND BLNs PROGRAMS. THERE IS NEED TO PROVIDE OPERATING MANUALS AND IMPLEMENTATION GUIDELINES.

Most non-school providers implement the programs and learning classes based on their own experiences without benefit of experience and best practices of other BLNs programs. Clear policies and operation manuals will aid the IMs and program managers in designing their teaching and learning programs/materials, assessment and evaluation tools and operational guidelines and help improve quality of programs. Likewise, the IMs are oftentimes left to their own device to implement learning programs and learning activities even though many IMs are not education graduates and do not have professional experience on NFE. The DepED BALS has developed some prototype manuals for IMs on its literacy and A&E programs, however, these are not widely disseminated to non-school providers, particularly those which are not funded by DepED BALS.

EXPAND ECCD RESOURCES TO IMPLEMENT ECCD LAW

Passed in 2000, the RA 8990 or the Early Childhood Education Care and Development (ECCD) Law aims to institutionalize the ECCD system in the country. Though the coverage of ECCD services continues to expand since 2000, there are still problems with regards to accessibility and quality in service. However, the resources needed to implement the law remain inadequate. Additional regular budget allocations for the full implementation

should be ensured. The development of basic and functional literacy among the children is best within the ECCD age bracket.

LACK OF CAPABLE LOCAL NON-SCHOOL BLNs PROVIDERS IN CONFLICT-AFFECTED AREAS, REMOTE RURAL COMMUNITIES AND OTHER ISLAND PROVINCES

Basic learning needs should be provided through inclusive education and literacy systems that are responsive to local needs and context and explicitly identify, target and respond to the plight of the marginalized and disadvantaged. In the remote areas where people tend to be isolated and deprived of basic social services, there is a lack of non-school organizations with the capacity to run quality BLNs programs.

SUMMARY

There were nine regions of the country that were visited to validate findings on the non-school BLNs providers. Three (3) came from Luzon, three (3) from the Visayas and three (3) from Mindanao. Some important issues that the BLNs providers floated include those on program design, financial resources, quality of IMS and facilitators, equipment and facilities, management of BLNs, and assessment and monitoring. The remaining challenges in BLNs are:

1. Lack of awareness among BLNs providers of programs of other non-school BLNs implementers and how they might interface/complement each other
2. Lack of MIS data for BLNs monitoring, planning decision making.
3. Inadequate articulation between formal and nonformal education
4. Need to strengthen provision of BLNs with vocational and technical training
5. Lack of funds to support and sustain quality and sustain quality of BLNs programs required to meet BLNs of millions of OSCY and functionally literate marginalized groups.
6. Access to follow on seed capital funding needed by BLNs program completers to transfer skills gained into income generating possibilities.

7. Lack of financial resources to support the development, reproduction and dissemination of BLNs materials to far-flung areas.
8. Instructional managers are commonly paid by local authorities and subjected to availability of finance results in delay in release of salaries. Some lack the necessary education and necessary professional training on NFE/ALS. There is also inadequate instructional supervision of IMs.
9. Lack of tertiary specialization, diploma courses, and certificate courses on nonformal, indigenous education, communication and broadcasting in NFE/ALS as inputs to building professionalism and institutional capacity of IMs/facilitators.
10. Inadequate facilities in community learning centers.
11. Underutilization of ICTs as instructional and productivity tools.
12. Lack of policies, standards, and guidelines on the operation of ALS and BLNs programs
13. Need to expand ECCD resources to implement ECCD law.
14. Lack of capable local non-school BLNs providers in conflict-affected areas, remote rural communities and other island provinces.

CHAPTER 10

SUMMARY AND RECOMMENDATIONS

The *World Declaration on EFA* prescribes that BLNs shall be made available to all by various means. BLNs comprises both the essential learning tools (literacy, numeracy, oral expression and problem solving skills and the basic contents (knowledge, skills, values and attitudes) required by human beings to be able to love and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.

The National EFA Committee of the Philippines adopted the *World Declaration on EFA Framework for Action to Meet BLNs*. To meet the BLNs, the Philippines and the participating countries in the World EFA Forum in Dakar collectively committed to attain the following goals:

- Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- Ensure that by 2015 all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to completely free and compulsory primary education of good quality
- Ensure that the learning needs of young people and adults are met through equitable access to appropriate learning and life skills programs
- Achieve a 50 percent improvement in the adult literacy level by 2015, especially for women, and provide equitable access to basic and continuing EFA for adults
- Eliminate gender disparities in primary and secondary education by 2015 and achieve gender equality in education focusing on ensuring full and equal access to basic education of good quality
- Improve every aspect of quality education and ensure excellence so that recognized and measurable outcomes are achieved by all, especially in literacy, numeracy, and essential life skills

The *BLNs Survey* showed that there are many ways by which non-school providers offer literacy and livelihood skills programs to address the BLNs of the community. The programs cater to the nature of each community's activities such as basic and functional literacy for the marginalized and indigenous, livelihood and economic and sociocultural training for the discriminated, and ICT-based education for those who lack technological skills. The quality of people in a community determines the quality of the necessary literacy and development intervention programs.

BLNs programs are tools for human transformation. They are vital for personal development and advancement. They direct one's participation in the community and link one community to an even wider community. They bring new experiences to the people in a community and should thus be culture specific. The national survey highlighted the following progress:

BLNs PROVIDERS

- The NGOs are actively involved in the provision of basic learning needs. They are considered as a major cog in promoting literacy through decentralization and participation. A majority of the BLNs provides has already been in existence in 1991 to 2000. Many of them have been a BLNs provider for more than 20 years.
- More than half of the organizations surveyed mentioned that their BLNs programs focus on basic literacy (57%) followed by livelihood and entrepreneurship (56%) and functional literacy (54%). To a lesser degree, community development programs are popular (46%).
- Health and sanitation programs are implemented longer (51%), community development programs (51%) and adult education (41%). Intermediate duration is basic education (47%) and A&E programs for elementary (57%) and secondary (57%). The livelihood and entrepreneurship programs (45%). This appears shorter in duration form 1-to 5 months.
- Most BLNs clients are OSYs (65%), women (51%) and adults (50%). Indigenous peoples (44%) and rebel returnees (15%). 29% caters to elementary school children people with disabilities, children of OFWs and senior citizens. The age group of BLNs learners is 15 to 24 and 24 to 40 (67%).

- The mode of delivery is still traditional, face to face, lecture discussion (72%) and those who are using self-instructional modules (48%), while 15% used media-based (video and radio) formats.
- About 37% of BLNs providers use DepED's A&E as the final award or certificate program, while 36% link with TESDA for short course vocational and technical certificates.
- Learners served per session ranges from 1-25 according to the majority of the respondents. Those who cater to 26-50 learners per session are around 33% with the learners using Filipino as a common language (66%).
- Users of mother tongue came in second with 63% of the respondents. English in BLNs is not used as much as the homegrown language, 8% use Taglish or multilingual.
- The BLNs learners are mostly learning functional literacy (70%) while 59% reported that their learners have only basic literacy skills.

ORGANIZATIONAL RESOURCES

- Most of the BLNs providers have instructional managers (IMs) who number ranges from 1 to 5. Close to one thirds have 6 to 10 IMs while those who have more than 20 IMs are around 17%.
- The experience of IMs handling the programs may be considered limited in light of the findings that IMs stay in organizations for 1-5 years only. Their academic preparations are college education (79%) and while the rest does not have college degrees. Those without college education are involved in basic literacy (57%) and in functional literacy programs (44%).

FINANCIAL RESOURCES

- The most common budget for the BLNs programs was over 1M to 5M as reported by 19% of the respondents. A sizeable percentage did not indicate any information on their annual budget. An equally plausible explanation is that many consider this information as confidential.

- Donations, grants and endowment represents the major source of funds for many of the providers(39%). However, those that generated their own incomes were not too far behind (36%).
- The non-cash support from other partner organizations come in the form of learning materials (63%), waived course fee (38%) and teachers training (31%). Some also get support for transportation (29%) and/or equipment (27%). More than a fifth of the sample reported utilities and electricity (22%).

PHYSICAL RESOURCES

- More than half of the respondents claimed to have physical facilities such as electricity (67%), toilets (66%), computers (59%), and land (58%). Telephone lines are still a major deficiency among many providers (42%).
- Classrooms serve as the predominant BLNs learning venues while others took the form of barangay multi-purpose centers (33%). Learning centers are used by 31% of the respondents and community-based learning centers (28%).
- A majority of the institutions used audiovisuals such as television sets, video compact disc and the like (58%). Close to half of the sample used tools for teaching livelihood programs (48%) while more than a thirds used tools for teaching women such as sewing machines and baking tools.

LEARNING RESOURCES

- More than a third spent less than 100,000 on learning materials per year. Close to one-fourth said they spent around P101,000 to 500,000 annually (23%). Only a few have budgets for learning resources higher than Php 500,000. Around 21% of the respondents do not want to give out the budget on learning resources .
- BLNs providers use instructional aids (65%), books (55%), self-made modules (49%), teaching guides (48%) and more than a third of the respondents use posters (37%) and 20% use indigenous materials.

ANNUAL BUDGET OF BLNs PROVIDERS

- Most of the respondents did not give an estimate for the overall annual budget they would be requiring in the next five years. However, 24% indicated having Php 1million while others (15%) said their budget may be Php 5 Million.

POLICY AND PROGRAM RECOMMENDATIONS

1. QUALITY ASSURANCE

RECOMMENDATION 1: QUALITY STANDARDS/BENCHMARKS SHOULD BE DEVELOPED FOR KEY ELEMENTS OF NON-SCHOOL BLNs PROGRAMS TO GUIDE IMPLEMENTERS (E.G. STANDARDS FOR TRAINERS, IMS AND FACILITATORS, TEACHING LEARNING BEST PRACTICES, ASSESSMENT AND CERTIFICATION ETC.)

Issue #1

Instructional managers mostly number around 1 to 5 per BLNs programs only and are geographically scattered across different focus areas making it challenging to work collaboratively. The norm is instructional isolation. There is also a lack of IMs especially in conflict-affected areas. With this, LGUs and providers have little option but to recruit volunteers and inexperienced IMs. Due to low salary, lack of job security and lack of career path, many of them do not stay very long making it difficult to build sustained institutional capacity.

Proposed Actions

- Appropriate incentives for IMs should be considered especially for those assigned to work on remote areas to reach the unreached.
- Career pathing should be studied not only for the formal education teachers, but also for those who are in NFE/ALS. An appropriate career path for the IMs especially those who have the right qualifications should be ensured.
- On the supply side, the teacher education institutions should be encouraged by CHED as a member of the EFA committee to develop diploma courses and certificate programs on nonformal education, indigenous knowledge management, communications and radio broadcasting for nonformal education and alternative learning systems to beef up the pool of qualified IMs.

- There should be training standards for trainers of IMs to improve quality of non-school BLNs programs. There should be minimum number of training hours for instructional managers of A&E basic literacy and A&E programs linked to competency-based certification. Training programs for IMs need to be part of a comprehensive program of professional growth and development, not one shot interventions.

Issue #2

The current A&E testing and examination certification provides limited options for learners. It relies on a multiple-choice paper and pencil test which limits the range of competencies that can be assessed (e.g., critical listening skills, speaking, written communication skills are not being assessed). The test is also a high stakes integrated assessment – wherein the overall end score is sole basis for certification. Even if a learner demonstrates of competency at a certain part of the test (e.g. Math, communication skills) if their overall score falls below the minimum cut-off score, they must take the entire test again. There is also lack of use of portfolio assessment and other authentic assessment methods.

Proposed Actions

- There is a need to broaden the range of A&E testing methodology to include performance based assessment, portfolio assessment and recognition of prior learning to broaden assessment options for learners.
- There should be an option for progressive assessment of learners of A&E test scores as in the case of the US examination option called General Education Development (GED) examination where if a learner fails, she/he will only have to retake portions of the test he/she failed. Entry and exit points of A&E provision and formal education equivalency should be expanded.

Issue #3

Underutilization of ICT in non-school BLNs.

Proposed Action

BLNs providers should be trained and strengthened using Information Education and Communication (IEC) Technology. This will create possibilities for increased access to information and learning. New ICT-

based BLNs programs including radio broadcasting remains to be actively harnessed by BLNs providers.

Issue #4

While the study has validated the existence of numerous BLNs providers, both state and non-state, there also emerged the issue of the need to make these efforts more known among the different implementers in order that programs may be harmonized and complement each other. Greater awareness of programs of other BLNs providers would also help avoid waste and duplication of efforts.

Proposed Actions

- Mechanisms for accreditation of service providers of BLNs need to be strengthened and the development of BLNs database should be given preferential attention. A coordinative mechanism among the different providers would enhance the articulation of programs to provide learning pathways for learners or completers of non-school BLNs programs such as livelihood skills programs of another provider.
- There is a need for a clearinghouse of information /portal/hub on BLNs providing vocational and technical training for sharing good practices, resources, modules and even facilitators.

RECOMMENDATION 2: ENSURE MULTIPLE PATHWAYS FOR NON-SCHOOL BLNs PROGRAM COMPLETERS TO FORMAL EDUCATION, THE WORLD OF WORK, ENTREPRENEURSHIP, CONTINUING EDUCATION, TECHNICAL AND VOCATIONAL TRAINING ETC.

Issue #5

The nationwide survey revealed that providers offer basic literacy, functional literacy, livelihood and skills training programs, community development and engagement- such as orientation on barangay (village) election, waste segregation etc, adult education such as population education, A&E Elementary and Secondary, Health and sanitation and others. Of these, only A&E programs provide learners with formal certification. There is inadequate articulation between formal and nonformal education systems.

Proposed Action

The BLNs should provide all learners with greater access to various educational opportunities to foster a lifetime of learning. The BLNs system should be in place where innovation, diversification, maximization of educational opportunities are fostered. A&E should not be the only available certification. Other learning outcomes obtained by the individual learners from non-A&E BLNs providers such as civic skills, life skills, health and environmental education, as well as livelihood training should be recognized and certified too. There should be a system for recognition of basic learning needs competencies, other than testing. Since it has become increasingly recognized that both formal and nonformal systems are necessary in creating literate societies, opportunities for entry and exit between these two learning pathways need to be strengthened.

Issue #6

BLNs providers report that their learners make progress in attaining basic and functional literacy. However, after completing non-school BLNs programs especially the A&E programs, learners struggle to find alternative pathways for either employment and/or continuing education. Learners request attention on the provision of vocational and technical education and entrepreneurship training supported by access to microfinance.

Proposed Action

There is a need to integrate VET into BLNs. Completers of Vocational Education and Training (VET) should be equipped with skills for self-employment entrepreneurship and access to microfinancing options in order that learners can transfer skills gained into generating possibilities. Livelihood programs with learners with weak literacy skills could link with literacy programs of other BLNs providers for complementation of programs.

RECOMMENDATION 3: CAREER PATHS FOR IMs TO BE DEVELOPED TO FACILITATE SUSTAINED CAPACITY BUILDING AND DEVELOPMENT OF A COMMUNITY OF PROFESSIONAL PRACTICE. MULTISECTORAL PARTNERSHIP AND COLLABORATION CAN BE PURSUED TO DEVELOP A COMMUNITY OF BLNs EXPERTS, TRAINERS AND FACILITATORS.

Issue #7

A majority of the IMs are inexperienced and less than half of them stay in BLNs organizations beyond 5 years. Hence, it is difficult to build sustained capacity and efforts to achieve progressive improvements in BLNs program quality.

Proposed Actions

- There should be minimum standards for IMs and teachers in BLNs and ensure recognition of prior training in nonformal and alternative education. Continuous upgrading, in-service training, and further education for non-school BLNs providers should be offered. There is a need for DepED BALS in partnership with NGOs and BLNs providers to develop appropriate mechanism or programs for facilitators and IMs to upgrade and renew their knowledge, skills and capabilities.
- There should be some form of instructional supervision for IMs to facilitate capacity building.

Issue #8

The BLNs program quality and improvements are frequently depleted due to frequent turnover of IMs due to low salary, poor working environment, lack of security and lack of career path.

Proposed Action

Since the BLNs organization's instructional managers/facilitators pool is frequently depleted, a career-oriented training should be introduced. In-service training by way of scholarship and merit system should be made obligatory on the part of the providers. Any human resource intervention should be sufficiently focused on the real needs of the teachers, incorporate a goal for integrated and progressive professional development and not rely on short one-shot training. The government as well as its partner organizations involved in the provision of BLNs should be prepared to invest in on-going development of their IMs and Facilitators through coherent educational provision and incentives. This is an important path for improving the quality of non-school BLNs.

Issue #9

Within the DepED system, some BALS supervisors are taken out of their main subject specialization to serve as ALS coordinators and supervisors. Sometimes, assignment to a DepED ALS post is just viewed as a temporary measure and an interruption to their career development within the formal school system.

Proposed Action

DepED BALS should also have a master plan for hiring, training and career pathing of IMs. Within DepED itself a career path for ALS coordinators/field personnel should be developed and enhanced to full development as education professionals within the system.

Issue #10

Lack of BLNs facilitators and instructional managers in ARMM and in hard-to-reach areas, most especially conflict-affected zones.

Proposed Action

DepED and DILG must work together to encourage teachers and facilitators to reach the remote areas. In Southeast Asian countries, incentives such as hazard pays and special allowance are allocated. They are also given support for utilizing indigenous and flexible teaching materials. Multisectoral collaboration in these areas is required to promote BLNs in the most needed areas of the country. NGOs, GOs, private organizations and teacher training institutions can collaborate to develop and train IMs and facilitators. Policies on teacher placement is still lacking and considered a low priority, hence the EFA committee is encourage to develop relevant policy recommendations to support placement of teachers in the most difficult areas.

FINANCING AND INVESTMENTS ON BLNs

RECOMMENDATION 4: INCREASE BUDGET PROVISION FOR THE DELIVERY OF BLNs PROGRAMS, ESPECIALLY THE ALS PROGRAMS. AS MUCH AS POSSIBLE, EACH EFA COMMITTEE MEMBER AGENCY SHOULD ALLOCATE ANNUAL APPROPRIATIONS FUNDS TO IMPLEMENT EFA RELATED PROGRAMS.

Issue #11

Most non-school providers programs are underfunded. A majority of the BLNs providers depend on donations and grants from partner organizations. With this situation, the non-school BLNs intervention are only able to service minimal numbers of learners, a drop in the bucket compared to the millions of illiterates and OSCY in need of access to BLNs programs and services to achieve the country's EFA goals.

Proposed Actions

- Given the huge number of out-of-school youth and adults needing basic learning competencies, there should be massive investment from the side of the Philippine government and other non-school providers. Current share of education national budget of DepED BALS is just 1% as against other Southeast Asian countries which allocate at least 5 to 20% of their annual budget to nonformal education programs and activities. Other government providers such as TESDA, DA, CHED, DSWD, and others should also allocate budgetary support to BLNs to reach out to more learners under their jurisdiction.
- Education and learning do not happen only in the classrooms, hence there is a need to explore ICT-enhanced distance learning programs. The government must create a technical committee to look at innovative models for BLNs teaching, check on relevance and usefulness of instructional materials and document examples of good practices on e-materials development.

Issue #12

As learners attempt to apply the knowledge and skills acquired from livelihood and entrepreneurship programs they have received from non-school BLNs providers, they are faced with funding difficulties that hinder them from taking advantage of increased learning beneficial to economic development. The majority of those who receive livelihood training have no capital.

Proposed Action

The BLNs completers should be given information on how to access follow-on seed capital funding or small scale grants and loans programs from various sources. The training must be supported by small-scale loan programs, especially for the marginalized and poor BLNs learners. There should be government policy support on micro loans to providers and learners who would like to retool their skills and competencies. Banks should not only provide study now pay later loans to formal education students but also to non-school BLNs learners, especially to adults. Income-contingent loans from banks can be introduced and supported.

RECOMMENDATION 5: INVESTMENTS NEEDED TO BUILD CAPACITY OF NON-SCHOOL BLNs PROGRAMS TO DEVELOP TAILOR-MADE LEARNING MATERIALS, INCLUDING USE OF ICT TOOLS, MAKE GREATER AUTHENTIC ASSESSMENT AND IMPROVE LEARNING ENVIRONMENTS.

Issue #13

There is a small budget allocated for learning resources. Typical budget on non-school BLNs providers for instructional materials is only less than Php 100,000. These are only in the form of instructional aids and books. In far flung areas, there is a scenario of inadequate instructional facilities due to insufficient financial resources.

Proposed Action

While the learning centers observed in the field studies were noted to have facilities such as computers and internet, there is a need to make greater use of ICT tools to improve the teaching and learning process. A prerequisite for the effective functioning of learning centers is the presence of well-equipped teaching-learning facilities. A fully-equipped and dynamic learning environment can be prepared through

multisectoral collaboration and partnership given the limitations of government financing. Development of a web-based materials clearing house would help facilitate sharing of materials and other instructional resources among non-school BLNs providers.

Issue #14

Lack of materials written in the learners' first language due to limited financial availability and the lack of capacity of instructional managers and facilitators for indigenous materials development.

Proposed Action

Develop capacity building programs for BLNs module development especially using indigenous materials and knowledge. Make use of funding agencies who are working on indigenous and ethnic communities such as the Summer Institute of Linguistics (SIL), Translators Association of the Philippines (TAP) and MLE promoters to assist in materials development.

Issue #15

Teacher training institutions' leadership in developing community-based materials and other instructional capacities of IMs/facilitators that will improve the knowledge, skills and values of BLNs learners are not fully explored and documented.

Proposed Action

Teacher training institutions must play an active role in materials development and capacity development of IMs and facilitators. They should be encouraged to offer diploma and certificate courses to help build instructional capacity of IMs as well as professional educators. Given the role of the academe in community extension and service learning programs, they should be adequately tapped in the BLNs program design and capacity building.

GOVERNANCE

RECOMMENDATION 6: GIVEN THE HUGE CHALLENGE TO EFA 2015, THE EDUCATION FOR ALL COMMITTEE SHOULD INTRODUCE RELEVANT POLICIES ON MANAGEMENT, FUNDING AND IMPLEMENTATION OF LITERACY PROGRAMS UNDER THE BLNs.

Issue #16

Government authorities and other in-country development partners are key agents in the attainment of basic learning needs. Their partnership is of primary importance if basic education of sufficient quality and quantity is to be attained. But while the study has shown that efforts to meet the basic learning needs of the disadvantaged sectors abound in many parts of the country, these are not being done in full concert with each other.

Proposed Action

Strengthen interface and coordination among EFA committee members, LCC members and DepED BALS. This includes membership of LCC in the EFA Committee. Moreover, the EFA Committee should create appropriate opportunities/space for members to reflect on their roles and functions.

Issue #17

The key government agencies or committees related to EFA have the main responsibility for coordinating the effective management of EFA-related programs. The interface among these agencies for efficiency is a matter that needs to be creatively addressed to ensure complementation of efforts and clarification on role delineation to avoid duplication.

Proposed Actions

- DepED BALS, EFA Secretariat and LCC should have a central database of service providers, IMs, instructional materials, and researches for program improvement.
- Conduct of resourcing, targeting of projects and prioritization of activities during the EFA annual strategic planning and sharing of accomplishments among EFA members.
- Strengthen mechanism for accreditation of non-school providers to improve the quality of BLNs program management and implementation.

ADVOCACY AND SOCIAL MOBILIZATION

RECOMMENDATION 7: CONDUCT MASSIVE ADVOCACY FOR BLNs TO RAISE AWARENESS, SUPPORT AND RESOURCE MOBILIZATION, ACTION RESEARCH FROM EFA MEMBERS AND OTHER PARTNER ORGANIZATIONS.

Issue #18

Lack of awareness of non-school programs of other organizations - there is lack of complementation and approach is haphazard and patchwork. There is no coordination/articulation of programs. Non-school BLNs programs are viewed as poor quality and second-rate and an undesirable option by participants and stakeholders (e.g., parents and employers).

Proposed Action

- The Philippine EFA members must promote massive advocacy and social mobilization programs for non-school BLNs providers. Local government units have a leading role to play in the question of setting up community learning centers, literacy mapping, linking education to labor force and the like.
- A BLNs summit among key stakeholders of EFA should be carried out given the remaining 6 years before the end of EFA 2015 Plan. EFA committee members should promote active engagement of the civil society in planning for EFA forum and encourage their assistance in policy development and planning arenas to address EFA seriously, particularly at the national level. Monitoring of accomplishments of EFA members based on the MOA signed should be strengthened.
- One of the identified best practices in the study is the establishment of a functional Municipal Literacy Coordinating Council. The model has shown that financing of BLNs programs abound with LGU involvement. With this, DILG should issue a department order mandating the establishment of Municipal Literacy Coordinating Councils and the Barangay LCC.
- LGUs should be encouraged to use their Local Education Board (LEB) to address gaps in financing BLNs programs. Engage proactively stakeholders in policy dialogues around the development on EFA at the national, regional and global levels.

- Award or recognition program for the most innovative classes on BLNs utilizing the ICT and other modes of delivery must be supported by the EFA Committee.
- Promote development of network of IMs and non-school BLNs implementers to create a community of practice.

RECOMMENDATION 8: DOCUMENTATION OF BEST PRACTICES OF NON-SCHOOL BLNs PROVIDERS SHOULD BE STRENGTHENED AND SYSTEMATIZED.

Issue #19

There is a dearth of information on which organizations are offering non-formal education and conducting good practices in BLNs, in terms of modules developed, capacity building and innovations in BLNs. Good practices and accomplishments are not systematically documented or shared.

Proposed Action

- There is a need to facilitate the development of an information clearing house among BLNs providers to encourage information exchange sharing of instructional materials and good practices as well as pool of experts.
- There must be an inventory of modules developed, innovation in community extension as well as capacity building initiatives of higher education institutions. Some training programs that address competency gaps in pedagogical content of the IMs must be documented and brought to scale for replication.
- There is a need for enhancement of CHED listing of higher education programs offering good models on NFE/ALS.

ACTION ROAD MAP FOR THE NATIONAL EFA COMMITTEE

- 1) Create appropriate space for EFA members to reflect on their roles and to have individual action plans for EFA for greater results. Members need to review jointly the EFA 2015 critical tasks and refine the targets and programs cycles for program strengthening.
- 2) Conduct annual strategic planning and sharing of accomplishments among EFA members.
- 3) Engage proactively stakeholders in policy dialogues around the development of EFA at the national, regional and global levels, There is a need to organize regional EFA committees to engage in policy dialogue at the national, regional and local levels.
- 4) Promote the active engagement of the civil society in planning for an EFA forum. Encourage their assistance in policy development and planning arenas to address EFA seriously, particularly at the national level.
- 5) Provide enhanced monitoring of accomplishment of EFA members based on MOA signed.
- 6) Support and sustain collaborative research on important issues and concerns; quality assurance and assessment; and monitoring and evaluation of BLNs programs;
- 7) Encourage higher education institutions to assist BLNs providers in developing instructional materials and upgrading the instructional capacities of IMs.
- 8) Create a technical committee to look at instructional materials on EFA. Check on relevance and usefulness of literacy materials as well as programs on materials as well as programs that are linked to the labor force. Examples of good practices on materials development should be documented and published.
- 9) Encourage higher education institutions through the Commission on Higher Education in developing courses and certificate programs on nonformal education/alternative learning programs. Good practices in teacher training should be brought to scale.
- 10) Career pathing must be seriously considered by organizations involved in BLNs. Develop career track for literacy workers.

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ANNEXES

- 1. Directory of Non-School Providers of BLNs**
- 2. Survey Questionnaire**

ANNEX 1 Directory of Non-School Providers of Basic Learning Needs

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	Asian Federation Against Involuntary Disappearances (AFAD)	50-K 8th Kamias Central District Diliman, Quezon City Tel: 433-4413; 0917-9607823 Fax: 435-0068 Email: find@phil.gn.apc.org	Mr. Edcel Lagman
NCR	Asian Women in Co-operative Development Forum (AWCF)	NATTCO Bld., 227 JP Rizal St., Project 4 Bayanihan, Quezon City Tel. No. 9131381 Fax: 4374420 Email: awcf@coopwomen.org	Salome A. Ganibe Executive Director
NCR	Assissi Development Foundation	Unit 3-C, Strata 200, Emerald Avenue, Ortigas Center, Pasig City Tel: 632-1001 Fax: 632-7844 Email: assissi98@info.com.ph	Amb. Howard Dee President
NCR	Association of Foundations, Philippines, Inc. (AF)	Rm. 9001-A Aurora Tower, Araneta Center, Cubao, Quezon City Tel/Fax: (632) 911-9792 Tel: (632) 913-7231 Email: afnational@edsamail.com.ph / afnati@codewan.com.ph	Norman Q. Jiao
NCR	Association of Nontraditional Education in the Philippines (ANTEP)	Rm. 106 Mabini Bldg., DepED Complex, Pasig City Tel: (632) 631-2605 Fax: (632) 633-8418	Frank B. Lopez Executive Director
NCR	Ayala Foundation	10/F BPI Main Bldg., Ayala Ave., Makati City Tel: (02) 752-1060 Fax: (02) 813-4487 or 813-4488 Email: csd@ayalafoundation.org	Victoria P. Garchitorena President
NCR	Batasan Hills Elementary School	San Mateo Rd, Brgy. Batasan Hills, Quezon City Telefax: 4300648	Rodolfo B. Modelo Elementary School Principal I
NCR	Blue Scouts Movement, Inc. (BSMI)	28-C Mapagkawangawa, Teacher's Village, Quezon City CP: 0919-7364	Virginia J. Pasalo
NCR	Bureau of Agrarian Reform Information and Education (BARIE) Department of Land Reform (DLR)	Elliptical Rd., Diliman, Quezon City Tel: (02) 928-7031 to 39, (02) 929-8975 Fax: (02) 929-3088 loc. 401 Email: renev@dar.gov.ph	Percy I. De Guzman Director III, DLR
NCR	Bureau of Alternative Learning System (BALS) Department of Education (DepEd)	DepEd Complex, Meralco Ave., Pasig City Tel: (02) 635-5188, (02) 635-5189 local 2079, (02) 635-5189 local 2079 Email: csguerrero@deped.gov.ph Webpage: www.deped.gov.ph	Dr. Carolina S. Guerrero Director IV, BALS
NCR	Bureau of Women and Young Workers (BYWY) Department of Labor and Employment (DOLE)	San Jose St., Intramuros, Manila Tel: (02) 528-0092 Fax: (02) 527-2558 Webpage: bwyw.dole.ph	Irma S. Valiente Officer-in-Charge

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	Catholic Women's League, Inc.	112 MH Del Pilar St., Sto. Tomas, Pasig City Tel: 641-2124 / 09195531770 Email: j-sanjuanphd@yahoo.com	Josefina E. San Juan Diocesan President
NCR	Caucus of Development NGOs (CODE-NGO)	2nd Floor, CCS Bldg., SDC Ateneo de Manila University, Loyola Heights, Quezon City Tel: (02) 426-6001 loc. 4624/25 Fax: (02) 426-5938 Email: cacus@codewan.com.ph dansong@codewan.com.ph	Danilo Songco
NCR	Center for Alternative Development Initiatives (CADI)	110 Scout Rallos Street, Kamuning, Quezon City Tel: (02) 928-3986; (02) 928-5497 Fax: (02) 928-7608 Email: nperlas@info.com.ph / cadi@phi.gn.apc.org	Mr. Nicanor P. Perlas
NCR	Center for ECCD	#8 Pittsburgh St., Cubao, Quezon City Telefax: 9121373 Email: bessie_rios@yahoo.com	Blesilda A. Rios Directress
NCR	Center for Economic and Policy Research (CEPR)	2nd Floor ZETA Bldg., Salcedo St., Legazpi, Village, Makati City Tel: Tel: (02) 635-5201 to 5 Fax: Fax: (02) 633-9786 Email: paeap@mozcom.com	Beinvenido Alano President
NCR	Center for Environmental Concern (CEC)	175-B Kamias Road Extension, Quezon City Tel: (02) 920-9099 Fax: (02) 921-1531 Email: cec@psdn.org.ph , robguevarra@iname.com	Roberto Guevarra
NCR	Christian Children's Fund, Inc. (CCF)	8/F Strata 100 Bldg., Emerald Avenue 1605 Pasig City Tel: 631-1575 to 78 Fax: 631-2813 Email: ccftpo@skynet.net	Ma. Saturnina L. Hamili
NCR	CODE-NGO National Capital Region Formation (CODE-NCR)	c/o PHILSSA Office 3/F Hoeffner Bldg. Social Development Complex Ateneo de Manila University Loyola Heights, Quezon City Tel/Fax: (02) 925-9319 Tel: (02) 925-2102 Email: hasik@surfshop.net.ph	Ma. Cristina Valte Executive Trustee
NCR	Commission on Higher Education	1st Flr., DAP Bldg., Ortigas Center, Pasig City Tel: (02) 635-4691 Webpage: www.ched.gov.ph	The ETEEAP Secretariat Office of Programs and Standards
NCR	Concerned Citizens Against Pollution (COCAP)	29 M.L. Quezon Street, Xavierville III, Quezon City Tel: (02) 807-6272 / (0919) 829-3398 Fax: (02) 842-2002 Email: je@swisscontact.ph	Jun Ellis

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	Consuelo Foundation	27th Flr., Citibank Tower, Paseo De Roxas, Makati City Tel: 8480601 Fax: 8480051 Email: lmorales@consuelo.org	Luis P. Morales Program Manager
NCR	Cubao Council for the Protection of Children, Inc. (CCPCI)	5 Batay St., Cubao, Quezon City Tel: 723-2309; 723-2311	Amando S. Tejano, Jr.
NCR	Department of Social Work and Development (DSWD)	Constitution Hills, Quezon City Tel: (02) 951-2239 Telefax: (02) 931-9131 local 309, 310, 311 Email: lgb@dswd.gov.ph	Hon. Lourdes G. Balanon Undersecretary Programs and Policy Group
NCR	Early Literacy Program of Reach Out and Read Philippines, Philippine Ambulatory and Pediatric Association	168 Balagtas Street Unit 1409 Balagtas Royal Mansion, Pasay City Tel/Fax: (02) 526-8791 www.reachouthandread.org	Dr. Carmen Bonoan
NCR	Earth Savers Movement	Penthouse 28 Yulo Plaza, Don Bosco, Makati City Tel: (02) 819-3494 / (0917) 527-9819 Email: rbirosel@pworld.net.ph / esm@pworld.net.ph	Roger Birose
NCR	Earth Savers-Youth (ESY)	1202 Gotesco Regency Twin Tower B, Ermita, Manila Tel: (02) 527-7771 to 4; (02) 527-1409 Fax: (02) 723-1966; (02) 924-9611	Anthony Ambahan
NCR	Education for Life Foundation (ELF)	13 Dao St., Brgy. Quirino III, Proj. 3, Q. C. Tel: (02) 913-6708; 434 1386 Fax: (02) 435-2891 Email: ed4life@mozcom.com , pbayan@skynet.net Webpage: www.educ4life.org	Edicio G. dela Torre President
NCR	Environment Center for the Philippines Foundation (ECPF)	Room 317 Philippine Social Science Center Bldg. (PSSC), Commonwealth Ave., Diliman, Quezon City Fax: (02) 453-7412 Email: ecpf@mnl.sequel.net	Gregorio L. Magdaraog President
NCR	Environmental Broadcast Circle (EBC)	121 Pajo Street, Project 3, Quezon City Tel: (02) 642-2128 / (0917) 536-9454 Fax: (02) 922-0023 Email: ebc@psdn.org.ph	Elizabeth C. Roxas
NCR	End Child Prostitution, Child Pornography and the Trafficking of Children for Sexual Purposes (ECPAT) Phils., Inc.	V. Luna Road, Extension 123 Sikatuna Village, Quezon City 1101 Tel: 925-2804; Telefax: 433-5527 Email: ecpatphi@pworld.net.ph	Hope B. Abella
NCR	Erda Tech Foundation, Inc.	Certeza cor. Lorenzo Dela Paz Sts. Pandacan, Manila Tel: 5641857 Email: erdatech_principal@yahoo.com	Emelita R. Nuyda Asst. Principal for Technical Affairs
NCR	Families and Children for Empowerment and Development (FCED)	2290 Pres. Quirino St., Paco, Manila Telefax: 5626997 Email: fcedfoundation@yahoo.com.ph	Norilix Mansos Project Manager

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	Footstep Learning Center	#1 Ipil St., Proj. 3, Quezon City Tel: 79925591 Email: renelie04@yahoo.com	Remelie V. Oira Directress
NCR	Foundation for Development Alternatives, Inc. (FDAL)	77-A Rosa Alvero St., Loyola Heights, Q.C. Telefax: (02) 433-6495 Email: fdagen@info.com.ph	Lita Asis Executive Director
NCR	Foundation for Sustainable Development, Inc. (FSDI)	86-B Ave., Murphy (Brgy. San Roque), 1109, Quezon City Tel: (02) 913-4044 Fax: (02) 913-4045 Email: fsdi@psdn.org.ph	Maria Dulce Cacha Executive Director
NCR	Galileo Enrichment Learning Program	Tel: 8902509 Email: info@galileoenrichment.com ; yumi@galileoenrichment.com	Naomi Pitargue Senior Program Developer-English
NCR	Gawad Kalinga (GK)	349 Ortigas Ave., East Greenhills, Mandaluyong City Tel: (02) 727-0681 to 87 local 47 Fax: (02) 723-1603	Issa Cuevas-Santos
NCR	Green Forum Philippines (GEP)	Lot 12 Block 8 Galatians Street, Sacred Heart Village, Phase II, Novaliches, Quezon City Tel: (02) 935-4331 Fax: (02) 935-4332	Sam Ferrer
NCR	Homes Along the River Inc.	96 Kaliraya St. Tatalon, Quezon City Tel: 4105083 Fax: 4126593 Email: vitamoglucy@yahoo.com	Lucy C. Vitamog President
NCR	Hometown Foundation	62 Oromina Bldg., Dubinan East, Santiago City Tel: (078) 682-8394 Mobile: 0917-819-8867 3307 Matanzas St.m Liwag Bldg., Room 302, Brgy. Palanan, Makati City Mobile: 0918-913-4890 Email: cglomboy@yahoo.com	Capt. Dennis V. Eclarin Chief Executive Officer Cris Lomboy
NCR	Kabang Kalikasan ng Pilipinas/ World Wide Fund – Philippines	23 Maalindog St., UP Village, Diliman, Quezon City Tel: (02) 433-3220 to 2 Fax: (02) 426-3927 Email: kkp@wwf-phil.org.ph Webpage: www.wwf-phil.org.ph	Romy Trono Executive Director
NCR	Kabataan Kontra Kahirapan	55P Kamias Rd., Quezon City Tel: 794-1732 Email: kabataankontrakahirapan@yahoo.com	Nadja Ginete Vice Chairperson
NCR	Kaisahang Buhay Foundation (KBF)	56 10th Avenue, Cubao, Quezon City Tel: 911-4180, 912-1159, 912-1160, 913-1469 Fax: 912-1160 Email: kbf@mozcom.com	Rosario B. Dela Rosa Executive Director
NCR	Kilusan at Ugnayan ng Maralitang Pasigueno (KUMPAS)	4035 Baltazar St., Pinagbuhatan Pasig City Mobile: 0928-7803919 Email: gloriasantos_kumpas@yahoo.com	Gloria T. Santos President

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	Knowledge Channel Foundation, Inc.	5/F Benpress Bldg., Exchange Road, Ortigas Center, Pasig City Tel: (02) 910-3181 to 84, 910-2031 Fax: (02) 910-3187	Rina Lopez Baustista President/Executive Director
NCR	Konkokyo Pena Activity Center Information Office, Inc.	U 204 Casa Malvar Bldg. Corner Gen. Malvar and Singalong Sts., Malate, Manila Tel: 536-8565 Email: lepacio@info.com.ph	Harriet E. Escarcha Office Manager
NCR	Kuya Drop-In Center of Street Children (KDIC)	6 St. Michael Street Immaculate Conception, Quezon City Telefax: 413-4373	Melchor A. Oribe, OH Executive Director
NCR	Labor Advisory and Consultative Council (LACC)	#3199 Ramon Magsaysay Blvd., Santa Mesa, Manila Tel: (02) 716-0147 Fax: (02) 681-9827	Antonio V. Policarpio
NCR	Lingkod, Tao Kalikasan (LTK)	Caritas Compound, 2002 Jesus Street Pandacan, Manila Tel: (02) 564-6538; (02) 524-1524 Fax: (02) 563-9296; (02) 523-0019; (02) 564-6538 Email: caritas@mailstation.net	Sr. Aida M. Velasquez
NCR	Local Government Shelter Officers League	UPAO Bldg. Elliptical Road, Quezon City Tel: 9278827 Fax: 9294838 / 9278827 Email: edf-mad@yahoo.com.ph	Edgardo F. Madamba Chairperson, LGU-SOL
NCR	Magbasa Kita Foundation, Inc. (MKFI)	Unit 1202 Hold Hill Tower #5 Annapolis St. cor. EDSA Greenhills, San Juan Tel: 272-4725 Fax: 272-11255	Hon. Santanina Rasul Chairperson
NCR	MaryMartha Learning Center	B-75 L8 Lagro, Novaliches, Quezon City Tel: 9398329 Email: momchernitz@yahoo.com	Azenith P. Recio Preschool Teacher
NCR	MERALCO Foundation Inc., (MFI)	MFI Bldg., Ortigas Ave., Pasig City Tel: (02) 631-3852, (02) 632-0756 to 69, local 431 – 433 Fax: (02) 633-3623 Email: ttcp@mfi.org.ph , ssd@mfi.org.ph Webpage: www.mfi.org.ph	Manolo Santos Head MFI Technological Institute
NCR	Metrobank Foundation	15th Floor, Metrobank Plaza, Sen. Gil Puyat Ave., Makati City Telefax: (02) 818-5656 Email: foundation@metrobank.com.ph Webpage: www.mbfoundation.org.ph	Aniceto M. Sobrepeña President
NCR	Museo Pambata Foundation, Inc.	Roxas Blvd. Cor. South Drive, Ermita, Manila Tel: (02) 523-1797 to 98 Fax: (02) 522-1246 Email: mpfi@museopambata.org	Dr. Nina Lim-Yuson President and CEO
NCR	Names Project Philippines, Inc. (NPPI)	1066 Remedios Stret, Malate, Manila 1004 Tel: 524-0924; Fax: 522-3431 Email: nenetgem@yahoo.com	Nenet L. Ortega

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	National Commission for Culture and the Arts (NCCA)	633 General Luna St., Intramuros, Manila Tel: (02) 527-2192 Fax: (02) 527-2191 and 94 Email: info@ncca.gov.ph Webpage: www.ncca.gov.ph	Cecile Alvarez Executive Director
NCR	National Confederation of Cooperatives, Inc. (NATCCO)	227 J.P. Rizal Street, Project 4, Quezon City Tel: (02) 913-7011 to 14; (02) 912-6005 Fax: (02) 913-7016 Email: ceo@natcco.coop Webpage: www.natcco.coop	Cresente Paez Chief Executive Officer Guillermo Cua General Manager
NCR	National Council for Social Development (NCSD)	c/o ERDA Foundation, 66 Linaw Street, Banawe, Quezon City Tel/Fax: (02) 448-6975 Email: ncsd@edsamail.com.ph	Cora Paraiso Executive Director
NCR	National Council of Women of the Philippines (NCWP)	DSWD Nasyon ng Kabataan Compound, NAIA Road, Pasay City Tel: 731-8488; 732-5141 to 47 loc 14 Email: mty@richwell.net	Myrna T. Yao
NCR	National Federation of Women's Clubs of the Philippines (NFWC)	Rm. 201 NFWC Bldg. 962 Escoda St., Malate, Manila 1000 Tel: 523-5024; Telefax: 523-3082	Concordia M. Pascual
NCR	National Police Commission (NAPOLCOM)	371 Sen Gil Puyat Ave., Makati City Tel: (02) 899-0096, (02) 895-3244 Webpage: www.napolcom.gov.ph	Atty. Bernardo Calibo Director Personnel and Administrative Service
NCR	National Secretariat for Social Action - Justice and Peace (NASSA)	CBCP Building 470 General Luna Street, Intramuros, Manila Fax: (02) 527-4144 Tel: (02) 527-4159; (02) 527-4163 Email: admin@nassa.org.ph / staff@nassa.org.ph	Sr. Roseanne Mallillin, SPC Executive Secretary
NCR	National Union of Tribal Democrats (NUTD)	147 Building, 14/F Phase 2, Sikatuna Bliss, Quezon City Tel: (0918) 873-3473 Fax: (02) 527-1409	Datu Cayetano D. Ricafrente, Jr.
NCR	Network of Advocates for Children's Welfare and Development (ADNET)	2/F Konica Photo Center, 506 A. Mabini, Bgy. 13, Caloocan City 1400 Telefax: 287-0163	Ms. Aurora P. Retizos
NCR	Norfil Foundation	16 Mother Ignacia cor. Roces Ave., Quezon City Tel: (02) 372-3577 to 79 Fax: (02) 373-2169 Email: norfil@philonline.com.ph	Ms. Maribeth delos Reyes Administrative Officer
NCR	Open Heart Foundation, Inc	14 Peace St. East Fairview, Quezon City Telefax: 4283520 Email: visimar1028@yahoo.com	Visimar A. Mimay Children and Youth Development Coordinator/ Social Worker
NCR	Palawan Council for Sustainable Development (PCSD)	122 West Ave., Quezon City Tel: (02) 922-3450 to 2 Fax: (02) 922-3939 Email: pcsd@compass.com.ph	Atty. Joselito Alisuag Executive Director

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	Partnership of Philippine Support Service Agencies (PHILSSA)	3/F Hoeffner Hall, Social Development Complex, Ateneo de Manila University, Loyola Heights, Quezon City Tel/Fax: (02) 426-5994 Tel: (02) 426-6001 loc. 4854; (02) 426-4328 Email: philssa@surfshop.net.ph	Ms. Annie de Leon-Yuson Executive Director
NCR	Pasig Kapitbarangay ALS	414 Villa Rosario, Sam Agustin St., Palatiw, Pasig City Tel: 6434807; 09205110488	Mrs. Luz C. Hufancia Pasig Kapit Barangay Volunteers Association, Inc.
NCR	Peace and Equity Foundation (PEF), Inc.	69 Esteban Abada St., Loyola Heights, Quezon City Tel: 4268402, loc. 105 Fax: 4268402, loc. 102 Email: joan.sanguyo@pet.ph	Joan Piedravende-Sanguyo Luzon Program Officer
NCR	Peace Equity Access for Community Empowerment Foundation, Inc.	69 Esteban Abada St., Loyola Heights 1108, Quezon City Telefax: (02) 426-8402 loc 101 Email: peacefdn@peacefdn.org	Fr. Noel Vasquez, S.J. Chair Ms. Veronica F. Villavicencio Executive Director
NCR	People's Advocacy for Land Use Reform Network (People's ALARM)	43 Masikap St., Pinyahan, Quezon City Tel: 928-2085 Fax: 928-6158	Mr. Tom F. Villarín
NCR	Philippine Association for Intercultural Development (PAFID)	#71 Malakas St., Diliman, Quezon City Tel: (02) 928-6267, (02) 927-4580, (02) 435-5480 Fax: (02) 435-5406	Mr. Dave De Vera Executive Director
NCR	Philippine Business for Social Progress (PBSP)	SDC Building, Real cor. Magallanes Street, Intramuros, Manila Tel: (02) 527-7741 to 51; (02) 527-3745 Fax: (02) 527-3743 Emails: pbsp@pbsp.org.ph Webpage: www.pbsp.org.ph	Mr. Paolo Angelo C. Florenda Senior Foundation Affairs Officer Foundation Affairs Unit Mr. Gil Salazar Executive Director
NCR	Philippine Children's Television Foundation (PCTF)	12 St. John St., Cubao, Quezon City Tel: (02) 724-2829, (02) 721-0987, (02) 724-2640 Fax: (02) 724-2829 Email: pctvf@philonline.com / teachfen@philonline.com.ph	Ms. Fenny delos Angeles Bautista Executive Director
NCR	Philippine Christian Foundation, Inc.	Unit 1621 City and Land Mega Plaza ADB Avenue, Ortigas Center, Pasig City Mobile: 0929-5371527 Fax: 6356913 Email: gerry@pcf.ph	Gerry De Asis Executive Director

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NCR	Philippine Federation for Environmental Concerns (PFEC)	157-B 20th Ave., San Roque, Murphy, Quezon City Telefax: (02) 931-4687 Tel: (02) 932-9514/ (0919) 399-1456 Email: pfec@psdn.org.ph Email: djg@psdn.org.ph Webpage: www.psdn.org.ph/pfec	Ms. Rodelia Abotra Dr. Delfin J. Ganapin, Jr.
NCR	Philippine Federation for Natural Family Planning, Inc.	4th Flr. COD Department Store, Gen. Romulo St., Araneta Avenue, Cubao, Quezon City Tel: 911-1449 Fax: 911-0201	Dr. Esperanza A. Dowling Executive Director
NCR	Philippine Institute of Alternative Futures (PIAF)	121 Pajo St., Project 3, Quezon City Tel: (02) 922-0023, 435-4601, 435-4604 Fax: (02) 922-0023 Email: apncs@netasia.net	Dr. Sixto Roxas Chairman of the Board
NCR	Philippine NGO Council on Population, Health and Welfare, Inc. (PNGOC)	38 A San Luis Street, 12 Pasay City Tel: 551-6285; 551-0330; 834-5008 Fax: 834-5008 Email: pngoc@pacific.et.ph Webpage: http://www.pngoc.org	Ms. Eden R. Divinagracia Executive Director
NCR	Philippine Partnership for the Development of Human Resources in Rural Areas (PHILDHARRA)	59 C. Salvador St., Loyola Heights, Quezon City Tel: (02) 426-6740, (02) 426-0702; (02) 426-0713 Fax: (02) 426-0385 Email: national@phildhrra.net Webpage: www.phildhrra.org.ph	Jesus Vicente Garganera National Coordinator
NCR	Philippine Peasant Institute (PPI)	Room 319 Philippine Social Science Center (PSSC) Bldg., Commonwealth Ave., Diliman, Quezon City Tel: (02) 929-6211, 922-9621 local 339 or 314 Fax: (02) 924-3767 Email: ppi@qinet.net	Mr. Romeo C. Royandoyan Executive Director
NCR	Philippine Rural Reconstruction Movement, Inc. (PRRM)	56 Mother Ignacia cor. Dr. Lazcano St., Brgy. Paligsahan, Quezon City Tel: (02) 373-4991 to 96 Fax: (02) 372-4995 Email: info@prrm.org / bekwag@yahoo.co.uk	Rebecca S. Gaddi Project Coordinator
NCR	Philippine Uplands Resources Center (PURS)	Rm 301 William Hall Research Center, WH 309, Dela Salle University Compound, 2401 Taft Ave., Manila Tel: (02) 524-4611 local 540 or 542 Fax: (02) 523-4173	Mr. Trinidad Osteria
NCR	Pilipinas Shell Foundation, Inc. (PSFI)	10th Floor Shell House, 156 Valero St., Salcedo Village, Makati City Tel: (02) 816-6030 Email: erveroncruz@pilipinasshellfoundation.org	Mr. Edgardo R. Veron Cruz Executive Director
NCR	Pinag-Isang Lakas at Galaw ng Sambayanan (PIGLAS)	5 Mars St., Tandang Sora Quezon City Tel: 455-9031 Email: piglaswomen@yahoo.com	Jovita Q. Magayaga Education Head, PIGLAS Kababaihan

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	PINASAMA, Inc.	1364 Pipit St., Purok 7 Unit 5, Brgy. Commonwealth, Quezon City Tel: 9526741 Email: pinasama@yahoo.com	Estrella L. Soriano President
NCR	Probe Media Foundation	Unit 505 Sterten Place Condominium, 116 Maginhawa St., UP Teacher's Village, Quezon City Tel: (02) 433-0456 Fax: (02) 433-0457 Email: probefound@yahoo.com / pmfi@probefound.com	Ms. Cecilia L. Lazaro President Ms. Yasmin Mapua-Tang Executive Director
NCR	Quezon City ALS Instructional Managers Association	DepEd Division of City Schools, Bago Bantay, Quezon City Tel: 456-4983 Email: zacariasmannny@yahoo.com	Manuel C. Zacarias ALS Coordinator
NCR	Sacred Heart Parish CFM-Solo Parents	18G2 Woodside HMS Tel: 7231516	Asuncion O. Sison Member
NCR	Samahan ng Mamamayan ng Zone One Tondo, Inc. (SM-ZOTO)	Blk 31, Lot 82-83 Mana-Mana St., P2, A2, Kaunlaran Village, Navotas City Tel: 285-0254 Fax: 288-0370 Email: zoto.teacher_weng@yahoo.com	Wilma Jimenez Volunteer Teacher
NCR	Save the Children Fund (SCF-UK)	30 Scout Tuazon, 1151 Quezon City Tel: (02) 372-3483 Fax: (02) 372-3484 Email: 100490.1500@compuserve.com	
NCR	SGV Foundation, Inc.	6760 SGV Bldg., Ayala Ave., Makati City Tel: (02) 891-0307 Fax: (02) 891-0456 Email: celia.s.samson@ph.ey.com	Ms. Celia S. Samson Executive Director
NCR	Shining Hope Academy	21 Tulips St., Saint Dominic 4 Subd., Culiati, Tandang Sora, Quezon City Tel: 9314480 Fax: 4538161 Email: shininghope91@yahoo.com	Ana Leonor C. Reyes School Principal
NCR	Sibol Headstart GK Hiya ng Maynila	Int. 507 EDSA, Pasay City Tel: 8892583 Fax: 8892580 Email: flordeliza_idanan@hotmail.com	Flordeliza A. Idanan Volunteer of Child Youth Development (Coordinator/Teacher)
NCR	Sigla ng Buhay Foundation, Inc. (SNBFI)	3/F Presnedi Bldg. National Road, Pututan, Muntinlupa, Metro Manila Tel: 861-3810	Mr. Recto Coronado
NCR	Silong Tanglaw Foundation, Inc. (STFI)	Silong Tanglaw Foundation Bldg., 644 G. Araneta Ave., Cor. Kaliraya St., Quezon City Tel: 742-3099	Ms. Felicidad L. Viray
NCR	Sirach Community Outreach Network Association, Inc. (SICON)	2 nd Floor, Bonifacio Bldg., EDSA Monumento, Caloocan Telefax: 4483622 / 3307280 Email: neliarobles@yahoo.com	Nelia A. Robles President/ Project Director

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	SM Foundation	SM Corporate Offices Bldg. A 1000 Bay Boulevard, SM Central Business Park, Bay City, Pasay Tel: (02) 831-8000 loc. 1495-1498 Telefax: (02) 831-8282 Email: info@sm-foundation.org Webpage: www.smfoundation.org	Ms. Connie Angeles Executive Director Health and Medical Program
NCR	Social Service Development Department (SSDD) of Local Government of Quezon City	Quezon City Hall Molave Compound, Diliman, Quezon City Tel: (02) 924-1440, (02) 927-1588 Fax: (02) 924-1412 Webpage: www.quezoncity.gov.ph	Mrs. Maria Teresa M. Mariano City Government Department Head III
NCR	Southeast Asian Ministers of Education Organization (SEAMEO-INNOTECH)	Commonwealth Avenue, UP Diliman, Quezon City Tel: (02) 924-7681 to 84 Fax: (02) 921-0224 Webpage: www.seameo-innotech.org	Dr. Erlinda C. Pefianco Director
NCR	Synergeia Foundation, Inc.	Unit 306 & 308, Coko I Bldg., Patio Madrigal, Roxas Blvd., Pasay City Telefax: 833-0933 or 666-0605 Email: adeleon@synergeia.org.ph	Annie de Leon Operations Officer
NCR	Technical Education and Skills Development Authority (TESDA)	East Service Rd., South Superhighway, Taguig, Metro Manila Tel: (02) 893-2454, (02) 818-8829 Fax: (02) 816-2480 Email: boboysyjuco@tesda.gov.ph Webpage: www.tesda.gov.ph	Secretary Augusto Boboy Syjuco Director-General
NCR	Technology and Livelihood Resource Center (TLRC)	TLRC Bldg. #103 J. Abad Santos cor. Lopez, Jaena Sts., Little Baguio, San Juan, Metro Manila Tel: (02) 727-6205 Webpage: www.tlrc.gov.ph	Mr. Antonio Y. Ortiz Director-General
NCR	The Sun and Moon Foundation, Inc. (TSMFI)	7 Bayside Court 680 Qurino Avenue, Tambo, Paranaque City Tel: 853-1220 Fax: 852-6211	Ms. Angelita O. Alegre
NCR	Trade Union Congress of the Philippines (TUCP)	TUCP Compound, Elliptical Road, Diliman, Quezon City Tel: (02) 922-2185 Fax: (02) 921-9758 Email: tucp@easy.net.ph	Atty. Democrito T. Mendoza
NCR	Unang Hakbang Foundation	39 Calbayog Street, Brgy. Highway Hills Madaluyong City Tel: (02) 531-3474 Tel/Fax: (02) 531-1589 Email: uhf_philippines@yahoo.com www.geocities.com/unang_hakbang	Ms. Olie Lucas President
NCR	Unified Urban Poor, Inc. (UUP)	Palanas D. Brgy. Vasra, Dist. 1, Quezon City Mobile #: 0918-724-3467 Email: uup@edsamail.com.ph / yuuppie@pinoy.com Webpage: www.psdn.org.ph	Mr. Norman Lahorra Chairman

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
NCR	United Nations Children's Fund (UNICEF- PHIL)	31st Flr., Yuchengco Tower, Rizal Commercial Banking Corporation (RCBC) Plaza, Ayala Ave. cor. Gil Puyat Ave., Makati City Tel: (02) 901-0177 Email: drutstein@unicef.org Webpage: www.unicef.org/philippines	Mr. Dale Rutstein Communication Officer, UNICEF
NCR	Urban Poor Institute for Community Buidling, Inc.	310 Martinez Bldg., 378 Dasmariñas St., Sta. Cruz, Manila Telefax: (02) 244-4970 Webpage: www.upicob.org	Fr. Jose Medado President
NCR	Virlanie Foundation	4055 Yague St., Barangay Singakmas, Makati City Tel: 896-2289, 895-5260 loc. 106 Fax: 895-5232 Email: bernard leveaux54@hotmail.com Webpage: www.virlanie.org	Mr. Dominique Lemay Founder
NCR	Women's Action Network for Development (WAND)	10 Makadios Street, Sikatuna Village, Quezon City Tel: (02) 433-1160; (02) 433-1185 Fax: (02) 433-1160 Email: wand3pil@codewan.com.ph	Ms. Karen N. Tañada
NCR	World Health Organization (WHO) – Regional Office for the Western Pacific	P.O. Box 2932 1000 Manila Tel: (02) 528-9991 Fax: (02) 521-1036, (02) 526-0279 Email: pio@wpro.who.int Webpage: www.wpro.who.int	Dr. Shigeru Omi Regional Director
NCR	World Vision Development Foundation	839 Quezon Ave., cor. 6 th West St., Quezon City Tel: 3747620 Fax: 3744263 Email: flora_arellano@wvi.org / annie_ronquillo@wvi.org	Flora Arellano / Annie Ronquillo Education Specialist / Project Officer
NCR	Young Focus for Education and Development Foundation, Inc.	Blk. 2 Unit 10 Mla., Jade Garden, Tondo Manila Telefax: 2554932 Email: ronnel@youngfocus.org	Ronnel T. Golimlim, RSW Executive Director
I	Diocesan Social Action Commission (DSAC)	Diocesan Bldg., 2500 San Fernando City, La Union 2500 Tel: (072) 888-2353 Email: diocese@sflv.com	
I	Local Government Unit – LGU; La Union Vibrant Women's, Inc. (LUVWI); Kababaihan Sandigan ng mga Mamamayan ng Agoo (KASAMA)	Agoo East District, DedEd Agoo, La Union Tel: 7102013 Mobile: 09204893489 Email: delia.ordanza@yahoo.com	Delia D. Ordanza DALSC
I	Technical Education And Skills Development Authority (TESDA) - Regional Office	Catbangan, San Fernando City, La Union Tel: (072)8883966 Fax: 7000613 Email: tesda1_ro@yahoo.com / magustin@tesda.gov.ph	Washington M. Agustin Regional Director

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
II	Cagayan Valley Partners in People Development (CAVAPPED)	Unit 2-Liban Apartment, Taft Street, 3550 Bagumbayan, Tuguegarao, Cagayan Tel: (078) 846-2450 / (0916) 339-9367 Fax: (078) 844-0329 Email: cavapped@digitelone.com	Ms. Perla Visorro
II	Department of Social Welfare and Development	DSWD FO2, Tuguegarao City Tel: 078-8467418 Email: izablake@yahoo.com	Maria Asuncion A. Hamor SWO 111 / Acting IDU Head
II	Department of the Interior and Local Government	DILG RO2, Carig Sur, Tuguegarao City Tel: 844-1978 Fax: 8449345 Email: eadurwin@yahoo.com	Elpidio A. Durwin OIC - Asst. Regional Director
II	Kaampungan sa Mananagat sa Macalajar Bay (KASAMMA-Bay)	12-28 th , Nazareth Cagayan de Oro City Tel: (088) 710-635 Fax: (088) 858-8633 c/o ANGO Email: cart@oronet.com.ph	Mr. Adolfo Arres
II	Technical Education And Skills Development Authority (TESDA) - Regional Office 2	TESDA Region II Regional Office Tel: (078) 844-1219, (078) 846-7142 / 846-7135 Fax: (078) 846-8201 Email: tesda02@cagayan.net / mmis_region02@yahoo.com	Dir. Valerio D. Rola Director Romeo Talosig TESDA RO 2
II	Participatory Research, Organization of Communities and Education Towards Struggle for Self-Reliance (PROCESS) Foundation	136-C Maharlika Road, Leonarda, Tuguegarao City, Cagayan	Mr. Romulo Sitchon Executive Director
III	Department of Education ALS	DepEd Sindalan, City of San Fernando Tel: 6364209 Fax: 045-6364233 Email: sampsampang@yahoo.com	Sammy P. Sampang ES 1 - ALS
III	Department of Education - Division of Bulacan	DepEd Division of Bulacan, Guinhawa City of Malolos Tel: (044) 6626727 Fax: (044) 6626727 Email: juncarpio03@yahoo.com	Celestino C. Carpio, Jr. Education Supervisor I
III	Department of Education - Lubao East District	Sta. Monica, Lubao, Pampanga Tel: (045) 9715511	Agnes B. Vitug District ALS Coordinator
III	Department of Education - Pampanga	DepEd Pampanga, City of San Fernando Tel: (045) 9613219 Fax: (045) 9613219 Email: ding_zapanta@yahoo.com.ph	Leonardo D. Zapanta Education Supervisor
III	Department of Social Welfare and Development	Maimpis Government Center, Maimpis, City of San Fernando (Pampanga) Tel: (02)861-3793, loc. 111 Fax: (02)861-3793, loc. 113 Email: fo3@dswd.gov.ph	Lalaine R. De Leon SWO IV

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
III	Development Action for Grassroots Learning, Inc.	Purok 4 Bodega Floridablanca, Pampanga Tel: 0907-7906890 Email: dangle_91org@yahoo.com	Romeo T. Mañalac President
III	Lubos na Alyansa ng mga Katutubong Ayta ng Sambales (LAKAS)	Lakas Pamayanan, Bahano Villar, Botolan, Zambales Mobile: 0909-43805901 (Helen Abarra) Email: ellen_abarra@yahoo.com.ph	Helen A. Abarra ALS Coordinator Carlito Dumulot Pangulo ng Lakas
III	Paaralang Bayan ng mga Ayta ng Zambales (PBAZ)	Lakas Pamayanan, Bahano Villar, Botolan, Zambales Mobile: 0921-3965415 Email: c/o_ellen_abarra@yahoo.com.ph	Leticia Gomez Pangulo ng PBAZ
III	Samahang Magsasaka ng Togue Taltal (SAMATT)	Togue Taltal, Masinloc, Zambales Mobile: 0905-9699287	Wynona G. Corilla Secretary
III	Samahan ng Nagkakaisang Kabataan Tungo sa Kapayapaan at Kaunlaran	Blk. 55 Lot 44, Resettlement, Floridablanca, Pampanga Mobile: 0919-5065768 Email: cyber_Tj18@yahoo.com	Tirso A. Cruz S-KKK President
III	TESDA - Gonzalo Puyat School of Arts and Trades	Gonzalo Puyat School of Arts and Letters, San Luis, Pampanga Tel: (045) 4361116 Email: agsagum_06@yahoo.com.ph	Alvin G. Sagum School Administrator
3	Total Development Organization (TODO) Foundation, Inc.	San Nicolas, Concepcion, Tarlac Tel: (045) 923-0289	Mr. Jeci Lapus President
3	United Floridablanca Economic Development, Inc.	Blk. 61 Lot 27 Floridablanca Resettlement, Floridablanca, Pampanga Mobile: 0910-2765781	Maria Fe M. Cayetano UFED President
IV-A	Association of Public and Private Technical Education and Training Providers of Cavite, Inc. (APPTETPCI)	Cavite TESDA Provincial Office, Capitol Compound, Trece Martirez City Telefax: (046) 419-2421 Email: cavite@tesdastar.org.ph	
IV-A	Balayan Kiddie Learning Center	159 Fe St., Balayan, Batangas Tel: (043) 2116369 Email: car_tacs@yahoo.com.ph	Meliza Caroline P. Tacsuan School Administrator
IV-A	Kabalikat sa Hanapbuhay Foundation, Inc. (KBFI)	TESDA Region IV-A Regional Office Tel: (02) 815-3553, (02) 887-5781 Fax: (02) 815-3553	Ms. Maria Susan P. Dela Rama Director
IV-A	Malayang Samahan ng mga Katututbo-San Ysiro (MSNMK-SY)	Sitio San Ysiro, Purok Libis, Brgy. San Jose, Antipolo City Mobile: 0921-5998555 Telefax: 6960502 / 6971325 Email: mona1nine@yahoo.com	Herminia A. Ibarra/ Ernesto Dela Rosa Doroteo
IV-A	Montessori School of San Pedro	13 Rizal St., San Pedro, Laguna	Ma. Veronica T. Oliver Head Teacher
IV-A	San Isidro Elementary School	Blk 15 Lt. 13 Emress Subdivision, Antipolo City Mobile: 0915-8189596	Adessa Alejandro Teacher
IV-A	Schola Nazaria	Balayan, Batangas Tel: 043-921863 Email: friabuhay@yahoo.com	Jelaine B. Cabling Teacher

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
IV-A	TESDA Region IV-A	TESDA Complex, East Service Center, Taguig City Telefax: 893-1972 Email: tesdaiva@yahoo.com	Ma. Delia Borja OIC - Regional Operations Division
IV-A	Tribal Center for Development Foundation, Inc.	86 P. Gomez Poblacion 39, Infanta Quezon Tel: (042)535-2453 Email: tribalcenterdev@yahoo.com	Jun-Jun O. Sanchez Education Program Head
IV-B	Baco Mangyan Kalabay Foundation, Inc.	Poblacion, Baco Oriental, Mindoro	Mr. Macario A. Agellon Project Manager
IV-B	Paaralang Bayan Alumni Association	Poblacion 1, Naujan, Oriental Mindoro Mobile: 0907-3606458	Cresencia G. Villena President
IV-B	Peasant Empowerment and Advocacy Network - Peasant-net	2/F Patria Bldg., Sto Nino, Cathedral, Calapan City, Oriental Mindoro Tel: (043) 441-0415 Fax: (043) 288-3893	Mr. Edwin A. Gariguez
IV-B	Tagumpay Multi-Purpose Cooperative	Caampasan, Bulalacao Oriental Mindoro	Mr. Jack S. Sim Managing Director
IV-B	Team Mission Philippines, Inc.	Bethel, Victoria, Oriental Mindoro Mobile: 0917-5160064 Email: juvy_gumalin@yahoo.com	Juvelyn V. Gumal- In Department Head
V	Alternative Systems for Community Development (ASCODE)	Room 12-B, 2nd Floor Old Rectory Bldg., Cathedral Compound, Legazpi City Tel: (052) 481-2073	Mr. Angelo Candelaria Executive Director
V	Ateneo Child Learning Center	Ateneo de Naga University, Naga City Tel: 054-4738447 loc. 4720 Email: ps2teach2002@yahoo.com	Elaine G. De Vera Director
V	Bagong Nilalang Foundation, Inc., NGO	Almendras, Sorsogon, Sorsogon Tel/Fax: (056) 2111224	Mrs. Rosemarie R. Jadie Project Director
V	Balikatan sa Kaunlaran, Inc. (BSKI)	Capitol Compound, Sorsogon, Sorsogon Tel: (056) 2111063 Fax: (056) 2111063	Mrs. Maria O. Ravanilla President
V	Baras Farmers Cooperative (BAFARCO)	Osmena, Baras, Catanduanes	Mr. Margin T. Tucay Chairman
V	Bicol Center for Community Development, Inc. - Center for Enterprise, Livelihood and Technology Development, Inc. (BCCD-ELTD)	BCCD-ELTD Bldg., Capt. F. Aquence Drive, Legaspi City, Albay 4500 Tel: (052) 481-0992; (052) 481-0316 Email: info@bccd.ph ; www.bccd.ph	
V	Bicol University (BU)	Legaspi City Tel: (052) 4811504	Prof. Gerard M. Protacio Director
V	CASOPSTEA's Agreement to Social Services Task Inc., NGO	Casiguran, Sorsogon	Mrs. Estefania A. Barba Project Director
V	Catanduanes State Colleges College of Education	Virac, Catanduanes	Dr. Adolfo S. Bagadiong President

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
V	Catholic Women's League (CWL) of Masbate	Esperanza, Masbate	Mrs. Eriberta C. Bajar Unit President
V	Child Sponsorship for Community Development, Inc. (CSCDI)	St. Vincent Village, Cabangan, Legaspi City, Albay 4500 Tel: (052) 214-3233; 480-5625; 480-5503; 480-5463	Mr. Zaldy O. Abainza
V	Coalition of Bicol Development NGOs (CBD)	c/o United Methodist Church 2 Balintawak Street, Old Albay Legazpi City Tel/Fax: (6354) 721-5427 Tel: (6354) 440-0057 Email: rclaureles@digitelone.com	Ms. Ricardo Laureles Chairperson
V	Colegio dela Milagrosa Community Outreach Program, NGO	Talisay, Sorsogon, Sorsogon	Sr. Ana C. Capit, DC Sister President
V	Diocese of Masbate-Social Action Foundation (DIMASAFI)	Cathedral Compound, Masbate, Masbate Tel: (056) 333-3241 Fax: (056) 333-2242	Rev. Fr. Ely M. Alvarez Director
V	Grassroots Pastoral Missioners, Inc. – Basic Christian Community	Rizal St., Piot, Sorsogon, Sorsogon	Rev. Fr. Bartolome C. Sagadal Executive Director
V	Irosin Teacher Multi-Purpose Cooperative	San Juan, Irosin, Sorsogon	Mr. Lorna G. Evasco Project Coordinator
V	Libod Small Coconut and Abaca Farmers Association MPC	Libod, Pandan, Catanduanes	Mr. Restie B. Emerenciana Project Manager
V	Lord's Vineyard Servants Community (LVSC)	Placer, Masbate	Mr. Teodoro C. Gomez Executive Director
V	Madbad Farmers Multi-Purpose Cooperative	Madbad, Cawayan, Masbate	Mr. Marcelino O. Pevida Chairperson
V	Nationwide Council of Value Formation (NCVF)	Cawayan, Masbate	Rev. Vicentico P. Banico Project Director
V	Pagkasararo Multi-Purpose Cooperative (PMPC)	Sapang Palay, San Andres, Catanduanes	Mr. Juan S. Velasco Chairperson
V	Pederasyon ng mga Maliliit na Mangingisda ng San Miguel Bay (PEMMA-SMB)	Barangay Santa Salud, Calabanga, Camarines Sur Tel: (054) 410-9987 c/o BFAR Fax: (054) 472-2569	Mr. Charles Capricho
V	Placer East District Teacher Multi-Purpose Cooperative (PEDMPC)	Placer, Masbate	Mr. Dominador D. Camay, Sr. Chairperson
V	Placer West District Teacher Multi-Purpose Cooperative (PwDMPC)	Placer, Masbate	Mr. Floro B. Casa Chairman
V	Provincial Government of Sorsogon	TESDA Region V Regional Office Tel: (052) 820-0354 Fax: (052) 820-5323 Email: tesda5@cats.edu.ph	Dir. Arturo S. Redoblado Director

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
V	Saint Isidore Parish Council, CBO	Poblacion, Cawayn, Masbate	Rev. Fr. Ricardo L. Catamora, Jr. Parish Priest
V	Saint Isidore Parish Council – Philippine Independent Church (SIPC-PIC)	Diocese of Masbate, St. Isidore Parish, Cawayan, Masbate	Rev. Fr. Juan A. Medillo Parish Priest
V	San Andres West District Public School Teachers Association	Cabcab, San Andres, Catanduanes	Mr. Napoleon S. Manlangit
V	Simon of Cyrene Children's Rehabilitation and Development Foundation, Inc. (SCCRDFI)	SCCRDFI Bldg., 1520 Banag, Daragay, Albay Tel. (052) 483-4195; (052) 483-4918; (052) 483-4022 Fax: (052) 483-4195 Email: simon@globalink.net.ph www.simon@globalink.net.ph	Ms. Amy. M. Bolinas
V	Sangguniang Bayan ng Pandan	Pandan, Catanduanes	Kag. Napoleon Borromeo Municipal Kagawad
V	Sorsogon National Agricultural School	Mayon, Castilla, Sorsogon	Anita B. De Guzman Vocational School Administrator
V	Tupa ng Baras Multi-Purpose Cooperative, Inc., NGO	San Lorenzo, Baras, Catanduanes	Mr. Virgilio S. Apanti Chairperson
V	United Church of Christ of the Philippines (UCCP)	Cabayugan, Cawayan, Masbate	Ms. Emily T. Dalaganar Project Director
VI	Aklan Valley Multi-Purpose Coop	Libacao, Aklan	Engr Geraldito A. Villorente Chairman
VI	Antique Development Foundation (AD)	2nd Flr. Susana Bldg., 3 Cor. Isabel ET Fornier St., San Jose, Antique 5700 Tel: (036) 540-8337; 0917-9305260; 0917-9300770 Email: ADF@SAC.edu.ph	Ms. Rhodora E. Pon-an
VI	Antique Federation of NGOs, Inc. (AFON)	Ancopes Bldg. Nietes St., Poblacion, San Jose Antique Tel: (036) 540-9962; 0917-8120305 Fax: (036) 5409326 Email: afon@sac.edu.ph	Engr. Charma Rose M. Cayetano Executive Director
VI	Apex Home Care and Medical Services	Lazarraga Bldg. Domecracia St., Jaro, Iloilo City Tel: (033) 3924634	Mr. Rene J. Siping General Manager
VI	Archbishop Gabriel M. Reyes Memorial Foundation, Inc.	Poblacion, Kalibo, Aklan Tel: (036) 2686323	Engr. Pablo M. Ureta President/Chairman
VI	Asosasyon Kang Mga Bata Kang Antique (ABAKA), Inc.	San Jose de Buenavista, Antique Tel: (033) 5409605	Ms. Myra Angelie O. Delos Santos Project Manager
VI	Barbaza Multi-Purpose Cooperative, Inc.	Cubay, Barbaza, Antique	Mr. Felimon Espares Manager

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
VI	Benhur Z. Mobo Move Aklan Forward Foundation, Inc. (BHZMMFF)	Estancia, Kalibo, Aklan 5600 Tel.: (036) 262-4542	
VI	Catholic Women's League (CWL)	Libacao, Aklan Tel: (036) 1982049	Mrs. Alicia Z. Isagan Vice-President
VI	Citizens Assistance Development Foundation, Inc.	H. Magsila Comp., Juvenile St., Pontevedra, Capiz Tel: (036) 634007	Mr. Hogier A. Magsila Chairman and Chief Executive
VI	Colegio dela Purisima Conception	Arsobispo Street, Roxas City Tel: (036) 6211221 Fax: (036) 6210286	Rt. Rev. Msgr. Nephtali S. Irisan Rector
VI	Department of Education – Alternative Learning System VI	ALS Division, Region VI, Department of Education Telefax: (033)337-5541 Email: king_als457@yahoo.com.ph	Corazon P. Polohan ALS Chief
VI	Gerry Roxas Foundation	Sitio Pagutok, Brgy. Dayao, Roxas City, Capiz 5800 Tel: 6211328/6211922 Fax: 621-0538	Ms. Judy Araneta Roxas Chairman of the Board
VI	Guisijan Multi-Purpose Cooperative	Guisijan, Lawa-an, Antique	Mrs. Nida L. Bantolo Manager
VI	Hublag Evelio, Inc.	Anocres Bldg., Dubinan East, Santiago City Tel: (033) 5409605	Ms. Susima Q. Nermal
VI	Iloilo Code NGO's, Inc.	72 Villa Matilde Subd. Jalandoni St. Jaro Iloilo City Tel: (033) 3203590, (033) 5086527 Email: eman15@skynet.net ; icodengo@yahoo.com	Emmanuel C. Areño Executive Director
VI	Laua-an Multi-Purpose Cooperative	Lauan-an, Antique	Mr. Ernesto G. Espanola, Jr.
VI	Libacao Development Cooperative	Poblacion, Labacao, Aklan Tel: (036) 1982049	Mr. Reynaldo D. Parnaso Manager
VI	Local Government Unit of Barbaza	Barbaza, Antique	Mr. Jose T. Maghari Municipal Mayor
VI	Local Government of Iloilo City	TESDA VI Regional Office, Zamora St., Iloilo City Tel: (033) 335-0860, (033) 337-8685, (033) 336-2618 Fax: (033) 335-0860 Email: tesda6@skynet.net	Dir. Roberto R. Braga Director
VI	Local Government of Libacao	Libacao, Aklan Tel: (036) 1982049	Mr. Roger M. Esto Municipal Mayor
VI	Local Government of Madalag	Madalag, Aklan	Engr. Edna L. Cometa Municipal Planning
VI	Local Government of Malinao	Malinao, Aklan Tel: (036) 5001153	Hon. Rosie Iguban Municipal Mayor
VI	Local Government Unit of Maayon	Maayon, Capiz Tel: (036) 912512160	Mr. Miguel R. Dellera Municipal Mayor

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
VI	Magkaisa Development Foundation, Inc.	Northwing - ABL Sports Complex, Capitol Site, Kalibo, Aklan	Mr. Efren F. Trinidad Executive Director
VI	Madalag Teacher's Multi-Purpose Cooperative	Poblacion, Madalag, Aklan	Mrs. Guadalupe R. Torres Vice Chairman
VI	Municipal Government of Jamindan	San Antonio St., Poblacion, Jamindan, Capiz Tel: (033) 6470283	Mr. Samuel V. Valguna Project Manager
VI	Municipal Government of Tapaz	Municipal Hall, Tapaz, Capiz	Mr. Lydio C. Denosta Asst. Project Manager
VI	Panay State Polytechnic College	San Julian, Tapaz, Capiz	Mr. Ernie Villareal Asst. School Administrator
VI	Panitan Development Foundation, Inc.	Sitio Busay, Timpas, Panitan, Capiz	Mr. Salvador Alba Project Manager
VI	People's Economic Council of Malinao	Malinao, Aklan Tel: (036) 5001153	Mr. Casimiro Iledan Manager
VI	Pontavedra Vendors Development Cooperative (PVDCl)	Rizal St., Pontavedra, Capiz	Mr. Manuel T. Ichang Board Chairman
VI	PROCESS Foundation – Panay	31 Avanceña Street, Molo, Iloilo City Tel: (033) 337-3786 / (0918) 940-3087 Fax: (033) 337-7386 Email: process@iloilo.net	Mr. Wilfredo Homicillada
VI	Provincial Government of Antique	Tel: (036) 540-9649 Fax: (036) 540-9321 Email: govSZP@antique.ph	Hon. Salvacion Z. Perez Governor
VI	Quidan Kaisahan of Negros Occidental, Inc.	Door 101 Rotonda St. Brgy Villamonte, Bacolod City 6100 Tel: (6334) 433 7506 Fax: (6334) 707 4452 Email: ivillacin@yahoo.com	Imelda Varela-Villacin Executive Director
VI	Sagip-ukid Incorporated	Quezon Avenue, Kalibo, Aklan	Ms. Victoria Calizo Executive Director
VI	Save the Children	8 Agno River St. Rivera Village, JP Laurel St. Davao City Tel: 082-2286077 Fax: 082-2286076 Email: cordillera94@yahoo.com	Edwin Portillo Senior Coordinator, ALS and Livelihood
VI	Tapaz East Public School Teachers Employees & Retirees MPC	Tapaz, East, Capiz	Mrs. Severina G. Rosales Project Manager
VI	Tapaz West Teacher's Employee Multi- Purpose Cooperative	DECS - Tapaz West District, Tapaz, Capiz	Mr. Rogelio A. Satunero Manager
VI	Wright School-Community Credit Cooperative	Wright, Tapaz, Capiz	Mr. Paquito C. Cataluna General Manager

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
VII	Associated Council for Coordinated Development in Negros Occidental (ACCORD)	Rm. 211 JTL Bldg., B.S. Aquino Drive, Bacolod City, Negros Occidental Telefax: (034) 433-7182 Email: acordneg@bacolod.worldtelphil.com	Ms. Ma. Daisy N. Villarosa
VII	Bohol Integrated Development Foundation (BIDEF)	39 Hontanosas St., Tagbilaran City Tel: (038) 411-4455 Fax: (038) 501-7337 Email: bidef_bohol@yahoo.com	Enrique G. Auxilio Executive Director
VII	Calape Small Fisherfolks Federation	c/o Department of Agriculture (CSFF-Bohol), BDEF, 39 Hontanosas Street Tagbilaran, Bohol Tel: (038) 411-2871 Fax: (038) 411-4455 Email: bidef@mozcom.com	Mr. Virgilio Garay
VII	Catholic School of Evangelization	3501 Langob Rd., Guadalupe, Cebu City or Guadalupe Parish Tel: 0916-4880033	Bro. Mario D. Millanes Community Director
VII	Children's Legal Bureau	10 Queen's Road, Camputhaw, Cebu City Tel: 255-8016 Fax: 254-5091 Email: clbphils@smartbro.net	Senona G. Alquizalas Social Worker/ Advocacy Officer
VII	Coalition for Better Education	G/F Applied Arts & Sciences Bldg., Cebu Normal University Campus, Osmena Blvd., Cebu City Tel: 416-4626 Fax: 416-4625 Email: luchif@live.com	Luchi Flores Executive Director
VII	Department of Social Work and Development - Area Vocational Rehabilitation Center II	Cemomot Frenza Rd., Labongan, Cebu City Telefax: 2618107 Email: ave2.dswdfo7@yahoo.com	Herminio L. Cebre Head
VII	Educator's Foundation of Negros Oriental, Inc.	Dumaguete City Tel: (035) 2252995 Fax: (035) 2256987	Mr. Bienvenido B. Lopez Manager
VII	Environmental Legal Assistance Center (ELAC-CEBU)	St. Alphonsus Collegiate Formation House, Mango Ave., Cebu City Tel: 253-3833 Email: joycaseres@yahoo.co.uk	Jocelyn Caseres OIC-Area Manager
VII	Euphrasia Development Center (EDC)	307 Choachuy Bldg., 3-9 Borromeo St., Labngon and Tisa 6000 Cebu City Telefax: (032) 412-3337	Mr. Jerasol E. Otadoy
VI	Fellowship for Organizing, Inc. (FORGE)	Dr. #4 Middle Rd., Queens Rd., Brgy. Kamputhan, Cebu city Tel: 412-6862 Fax: (032) 412-6862 Email: Forge_cebu@yahoo.com	Aliza L. Belarmino HR/ Admin Officer
VII	Inabanga Government Officials and Employees MPC	Inabanga, Bohol	Mr. Wenceslao Lao President
VII	Inabanga South District Teachers and Employees MPC	Poblacion, Inabanga, Bohol	Dr. Regina E. Cubbarubias Project Coordinator

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
VII	Kadasig Community Center (KCC)	Tisa, Labangon, Cebu City Tel: (032) 253-4867	Sister Mary Aida Casambre Directress
VII	Local Government Unit of Inabanga	Inabanga, Bohol	Mr. Gavino Gemida Project Coordinator
VII	Mabinay Public School Teachers Association (MAPSTEA)	MAPLA Bldg., Freedom Avenue 6207 Poblacion, Mabinay, Negros Oriental	Mr. Elan N.Cadayday Manager/Project Officer
VII	Mag-Ugmad Foundation, Inc.	Rm. 41 Ted Manreza Bldg., F. Ramos St., Cebu City Tel: 253-3474 Fax: 412-5617 Email: mfi.cebuh@yahoo.com	Leonardo A. Moneva Executive Director
VII	Municipal Government of Sibulan	Local Government Unit of Sibulan, Negros Oriental	Mayor Antonio D. Renacia
VII	Pilar Community Water and Sanitation Service	Poblacion, Pilar, Bohol	Mr. Victor R. Evale Chairperson
VII	Pilar Multi-Purpose Cooperative	Bagumbayan, Pilar, Bohol	Mr. Marcelino Pelin Chairperson
VII	PIWARDEP Forestry-Based Multi-Purpose Cooperative	Poblacion, Pilar, Bohol	Mr. Joseph R. Anania Chairperson
VII	Philippine Partnership for the Development of Human Resources in Rural Areas (PhilDHRRA) – Visayas	102 Arborville, 308 Osmeña Rd. 6000 Cebu City, Philippines Tel: 032-2534200 Email: phildhrravis@yahoo.com	Luz Angeles Almagro-Blanco Regional Coordinator
VII	Provincial Government of Cebu	TESDA Region VII Regional Office Tel: (032) 231-6718, (032) 232-2921 (032) 412-7465, (032) 231-1596	Engr. Urbano Budtan Regional Director
VII	Ramon Aboitiz Foundation, Inc.	35 Lopez Jaena St., Cebu City Tel: (032) 418-7234 loc. 110 Fax: (032) 418-7234 loc.111 Email: mel.yan@rafi.org.ph	Mel Fatric Rhai Yan Program Officer
VII	Regional Rehabilitation Center for Youth	Candabong, Argao, Cebu Telefax: 485-8524 biannex@yahoo.com / rrcy.fo7@dswd.gov.ph	Bibiana G. Horvath Center Head
VII	Rotary Club of Tolong	c/o National Highway, Villareal, Bayawan, Negros Oriental Tel: (035) 5310047	Engr. George Martino B. Torreda President
VII	SOS Children's Village – Cebu	Highway 11, Talamban, Cebu City Tel: 416-5842 Fax: 343-8175	Amelia A. Flores Educator
VII	St. Ma. Goretti Development Education Foundation, Inc.	Diocesan Pastoral Center, Cathedral Compound, Dumaguete City Tel: (035) 4226184 Fax: (035) 2254852	Msgr. Merlin T. Logronio, PC Executive Chairman
VII	Stop Abuse Minors Association, Inc. (SAMA)	Cebu Hope Center Archbishop Reyes Banilad, Cebu City Tel: (035) 233-0470 Telefax: (035) 233-0481	Ms. Erlinda T. Parame

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
VII	Talibon Public School Teacher & Employees Multi-Purpose Cooperative	Talibon Central, Talibon, Bohol	Mr. Nino A. Feniza Board & Project Director
VII	The Children of Cebu Foundation	Pari-an Drop-in Center, Sikatuna St., Pari-an, Cebu City Tel: 414-9004 Fax: 255-7937 Email: mel_jn@yahoo.com	Mel John Belarmino Staff
VII	University of Cebu – NSTP CWTS/ CESDEV Program	Sanciangko St., Cebu City Tel: (032) 4123542 loc. 168 Fax: (032) 253-0729 Email: sancesdev@yahoo.com	Sr. Sandra G. Clemente, RSCJ Director
VII	Visayas Network of Development NGOs (VISNET)	15- A P. Sanchez Street, B. Aranas Extension, Cebu City Tel: (6332) 418-5072 Email: visnet@codewan.com.ph	Mr. Rowel Candelaria Regional Coordinator
VIII	Brgy. Acedillo Council	Brgy. Acedillo, Calbayog City	Pio Corsiga Barangay Captain
VIII	Bureau of Alternative Learning System (BALS) Region VIII	Department of Education (DepEd), Region VIII, Government Center, Candahug, Palo, Leyte Tel: 0(53) 323-7031 Fax: (053) 323-3156 Email: ro8@deped.gov.ph	Dr. Linda Cinco
VIII	Department of Education – Ormoc City Division	DepEd Ormoc City Division, Ormoc City Telefax: 053-5619399 Email: abethmarte@gmail.com	Elizabeth I. Marte Education Supervisor I
VIII	Department of Education – Tacloban	Tacloban City Telefax: 3236627 Mobile: 0912993865 Email: ufrojas60@yahoo.com	Ursula F. Rojas ES-II
VIII	Department of Education - Tanuan	341-2402 Tanuan I Dist., Tanuan, Leyte Tel: (053) 322-4107 Email: cm_morantte@yahoo.com	Caroline M. Morantte District ALS Coordinator
VIII	Department of Education - Alternative Learning System (ALS)	Catbalogan, Samar Tel: 0927-3550209 Email: seansmendiola@yahoo.com	Remedios S. Mendiola Education Supervisor I
VIII	Department of Interior and the Local Government – Regional Office 8	Kanhuraw Hill, Tacloban City Tel: (053) 321-2060 Fax: (053) 321-2093 Email: dilgr8_cbms@yahoo.com	Maridel P. Baquilid Local Government Operations Officer II
VIII	Department of Social Work and Development – Field Office 8	Tacloban City Tel: 325-2906 Fax: 321-1007 Email: luciabalantad@yahoo.com	Lucia G. Balantad SWO IV Lolita B. Dadap SWO III
VIII	Leyte Normal University	Paterno St., Leyte Normal University, Tacloban City Tel: (053) 3218656 Fax: (053) 3256122 Email: lnuvpacademics@yahoo.com	Dr. Leonardo G. Onate VO for Academic Affairs, Research & Planning

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
VIII	Organization for Training, Research and Development Foundation, Inc. (OTRADEV)	Maasin, Southern Leyte Tel: (053) 570-9996, (053) 381-2360 Email: admin@maasin.ph	Mr. Irwin Demol
VIII	Pagtinabangay Foundation, Inc. (PFI)	Cataag CMPD, San Joaquin St. Ormoc City Tel: (053) 2553516/ 5613363 Fax: (053) 5613363 Email: pagtinabangayfoundation@gmail.com	Jean V. Justimbaste Community Development Desk Officer, Coordinator Max Cabiling Community Development Center
VIII	Provincial Industry Training Board (PITB)	TESDA Region VIII Regional Office Tel: (053) 321-4365, (053) 3214366 Fax: (053) 325-9375, (053) 321-8121 Email: jmsabulaoph@yahoo.com	Dir. Juan M. Sabulao, Jr. Director
VIII	St. Mary College of Catbalogan Community	Catbalogan City, Samar Mobile: 0906-5152062 Email: farrah_tubes@yahoo.com	Faustino M. Tobes ES-I Designate (ALS)
VIII	Technical Education and Skills Development Authority (TESDA) – Region 8	TESDA Leyte Provincial Office Tel: (053) 3217879 Fax: 3217879 Email: tesdaleyte@yahoo.com	Perry O. Abarra Administrative Officer V
IX	Alicia Multi-Purpose Cooperative (AMPC)	Poblacion, Alicia, Zamboanga del Sur	Mr. Diadado B. Carvajal Board of Directors
IX	Alicia School Teachers Association (ASTA)	DECS Poblacion, Alicia, Zamboanga del Sur	Mrs. Bermice Tamano Brazil President
IX	Alliance Men Philippines (AMP)	Poblacion, Alicia, Zamboanga del Sur	Rev. Fr. Peter A. Talas Project Director
IX	Baclay Women's Home Craft Rural Worker Association	Baclay Tukuran 7019 Zamboanga del Sur Tel: +63629150939 Email: eufemia_leopoldo@yahoo.com	Eufemia Leopoldo Organizer and Honorary Presiding Officer
IX	Baliguan Public School Teachers and Employees Association	Baliguan, District, Zamboanga del Norte	Mrs. Loliluna Tamparong President
IX	Catholic Women's League (CWL), Alicia Chapter	Poblacion, Alicia, Zamboanga del Sur	Ms. Marianita C. Cormanes President
IX	Catholic Women's League (CWL), Lapuyan	Lapuyan, Zamboanga del Sur	Ms. Leticia M. Sia Vice-President
IX	Center for Social Concerns & Development (CESCOD)	Magsaysay cor. Bonifacio St., Dipolog City Tel: 065- 2127791 Fax: 065-2122953 Email: jojoleyson@yahoo.com ; cescod_dipolog@yahoo.com	Jojo Leyson Program Development Officer/ Literacy Program
IX	Indigenous Cultural Communities Economic Development Foundation	7120- D Riconalla, Siacon Zomboanga Del Norte	Datu Ponciano M. Agbadan Chairman of the Board

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
IX	Kalipunan ng Liping Pilipina ng Silayan	Siayan, Zamboanga del Norte	Ms. Editha L. Pasinabo President
IX	Kasanyangan Rural Development, Inc.	051 Villanueva Ext., Butuan City Mobile: 0917-7113807 Email: anew_or@yahoo.com	Victoria Rowena D. Yumol Executive Director
IX	Knights of Columbus, Alicia	ICP Poblacion Alicia, Zamboanga, Sibugay Tel: 062-2117009 Fax: 062-2117007 - 08	Mr. Magdaleno B. Dignadice, Jr. District Deputy 1-53 - Knights of Columbus
IX	Knights of Columbus, Siayan	Siayan, Zamboanga del Norte	Mr. Liberato P. Nalzaro Project Coordinator
IX	Lapuyan Public School Teachers Association	Lapuyan, Zamboanga del Sur	Mrs. Rosario B. Sabang President
IX	Local Government Unit, Siayan	Siayan, Zamboanga del Norte	Hon. Mayor Wilfredo A. Siasico Project Coordinator
IX	Local Government Unit, Sibuco	Sibuco, Zamboanga del Norte	HJ Usman Pingil Project Coordinator
IX	Midsalip District Teacher Association (MDTA)	Midsalip, Zamboanga Del Sur	Mr. Rogelio C. Gumba Project Coordinator
IX	Midsalip District Teacher Integrated Cooperative	Midsalip, Zamboanga Del Sur	Mr. Filomeno P. Rosillosa Chairman
IX	Recon 9 Hearts	Midsalip, Zamboanga Del Sur	Engr. Segundo S. Arandid, Jr. Administrative Manager
IX	Siayan Public School Teachers & Employees Association	Siayan, Zamboanga del Norte	Mr. Librado Idias President
IX	Teacher's Organization, Sibuco District	Sibuco, Zamboanga del Norte	Mr. Irving Pamalison President
IX	Tiguha Integrated Multi-Purpose Development Cooperative	Tiguha, Lapuyan, Zamboanga del Sur	Ms. Lourdes R. Gapol Secretary
IX	Translator Association of the Philippines (TAP)	Baliguian, Zamboanga del Norte Tel: (065) 920-5855	Mr. Bienvenido C. Villafuerte Representative
IX	Women Missionary Prayer Fellowship (WMPF)	Poblacion, Lapuyan, Zamboanga del Sur	Mr. Leticia M. Sia Vice President
IX	Zamboanga del Norte Center for Social Concerns, Inc. (ZNCSD)	019 Lapu-lapu Street cor Echavez Estaka, Dipolog City Tel: (065) 212-3286 Fax: (065) 212-2953	Fr. Rico Montano
X	Apu Palamguwan Cultural Education Center	Datu Mambinunsad St., Barangay Sumpung, Malaybalay City, Bukidnon Telefax: 088-813-2840 Email: jennylynnlee@apc.essc.org.ph	Jenny Lynn Lee Program Manager

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
X	Balay Mindanaw Foundation, Inc. (BMFI)	53 A 12th St. Zone 2 Upper Bulua, Cagayan de Oro City, Misamis Oriental 9000 Tel: (0882) 737-438 Fax: (0882) 735-946 Email: bmfi@cdo.wedding.com ; http://www.cdo.wedding.com-bmfi	Mr. Charlito Z. Manlupig
X	Capitol University Research & Extension Office - Institute for Research & Development (CUREXO-IDS)	Corrales Extension, Cagayan de Oro City Tel: 72-6136, loc. 277 Email: Alice m diel@yahoo.com.ph	Alicia M. Diel Community Extension Coordinator
X	DSWD Field Office 10 (RCWC)	Masterson Ave., Upper Carmen, Cagayan de Oro City Tel: 788467418 Email: izablake@yahoo.com	Maria Asuncion A. Haner SWO / Acting IDU Head
X	Farmers Center of Development of Ranaw, Inc. (FCDR)	Farmer's Training Center, Poblacion, Tubod, Lanao del Norte	Fr. Alfonso L. Batiquin
X	Hagdan sa Pag-Uswag Foundation, Inc.	RER 2 National Highway, Kauswagan, Cagayan de Oro City Telefax: (088) 858-3998 Email: hspfi@yahoo.com.ph / hagdan@philcom.ph	Vicente R. Geducos Executive Director
X	Kaampungan sa Mananagat sa Macalajar Bay (KASAMMA-BAY)	12-28th, Nazareth, Cagayan de Oro City Tel. (088) 710-635 Fax: (088) 853-8633 c/o ANGO Email: cart@oronet.com.ph	Mr. Adolfo Arres
X	Local Government of Bukidnon City	TESDA Region X Regional Office, Jupiter-Chavez Sts., Macasandig, Cagayan de Oro City Tel: (088) 857-1665, (088) 725-519 Fax: (088)72-1943 Email: sbmaranga@tesda.gov.ph , sbmaranga@philcom.ph	Dir. Silvano B. Maranga Director
XI	Bathaluman Crisis Center Foundation, Inc. (BCCF)	DPF Bldg. Rivera Drive, Bahada, Davao City, Davao del Sur 8000 Tel: (082) 221-5691 Fax: (082) 227-7714 Email: bccf@interasia.com.ph	Ms. Lydia JH. Canson
XI	Consortium of Community Initiatives on Education for Peace and Development, Inc.	Rm. 204 Milagros Toy Bldg., Lapu-Lapu St., Agdao, Davao City Tel: (82) 227-1330 Email: jaksouth@info.com.ph ; cciepd@info.com.ph	Joaquin B. Timogtimog, Jr. Program Officer
XI	Cor Jesu College-Institute for Community Services and Development (ICSD)	Sacred Heart Avenue, Davao City, Davao del Sur Tel. # 082-553-5741 Fax # 082-553-2333	Donnabelle G. Celebrado, MDE Director, Institute for Community Services & Development
XI	Davao Association of Colleges and Schools, Inc. (DACS)	DACS Central Office Lions Club House, MacArthur Highway, Matina, Davao City 8000 Tel: (082) 224-2097; (082) 227-3769	Mr. Jimmie-Loe P. Dela Vega

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
XI	Davao Medical School Foundation - IPHC	Circumferential Road, Bajada, Davao City Tel: 082-226-2344 Fax: 082-2213527 Email: iphc.dmsf@yahoo.com	Mariper M. Mercader / Editha C. Aro Executive Director / Project Coordinator
XI	Department of the Interior and Local Government XI	Regional Office, Matina, Davao City Telefax: (082) 297-2701	Gaudioso Catubig, Jr. Division Chief VII/ LGOO VII
XI	Foundation for Integral, Sustainable & Holistic Community Development, Inc. (FISHCODE)	3rd Floor Baclayan Bldg., San Pedro St., 8000 Davao City Tel: (082) 224-1428	Ms. Guillerma C. Dagani Chairperson
XI	KABIBA Alliance for Children's Concern (KABIBA)	Gat 18, Door 3 Semina Bldg., Juna Avenue Matina, Davao City, Davao del Sur Telefax: (082) 297-5304	Ms. Hildita C. Villas
XI	Mindanao Coalition of Development NGOs (MINCODE)	110 Maa Road, DBP Village, Davao City Tel/Fax: (082) 299-0625 Email: secretariat@mincode.org	Mr. Rey Magno Teves Chairperson
XI	Mindanao Environment Forum, Inc. (MEF)	14 Arellano Street, Davao City Tel: (082) 229-1309 Fax: (082) 229-1309	Ms. Grace Teoxon
XI	Municipal Government of Mati, Davao Oriental	TESDa Region XI Regional Office Tel: (082) 221-8778, (082) 222-2294 Fax: (082) 224-0948 Email: tesdadvo@mozcom.com	Dir. Orlando M. Naag Director
XI	Municipal Government of San Isidro, Davao Oriental	San Isidro, Davao Oriental	Hon. Apolinar Q. Ruelco Municipal Mayor
XI	San Pedro College – Community Extension Service	12 C. de Guzman St., Davao City Tel: 082-2264813 loc. 55 Fax: 082-2264461 Email: yoly_libra@yahoo.com	Yolanda S. Cortezano Director, Community Extension Service
XI	SILDAP -SouthEastern Mindanao, Inc.	463 Mirafuentes District, 8100 Tagum City, Davao del Norte Tel: 084-4003561 Email: gdelideli@yahoo.com	Glenda O. Delideli Project Coordinator
XI	Tribal Mission Foundation International, Inc.	Purok 7, Tugbok Proper, Davao City Tel: (082) 3021279 Fax: (082) 2931163 Email: beng.tmfi@gmail.com ; tmfidavao@skynet.net	Maria Elena J. Bicaldo Administrator
XII	Al-Hidayah Upliftment Foundation, Inc.	Int. J-7 del Pilar St., Manday, Cotabato City	Hadji A. Kahar Pikit
XII	Amas NHS Patadon Annex, Kidapawan City	Amas, Kidapawan City	Vima Y. Belotindos School Head
XII	Balay Rehabilitation Center, Inc.	23 Villamarzo St., Kidapawan City Telefax: (064) 278-3355 Email: yours_ayah@yahoo.com / taya@balayph.net	Momina A. Lumenda, RSW Psychosocial Development Specialist

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
XII	Bangsamoro Muslim Aid Philippines, Inc.	2/F Public Market Building, Isulan Kudarat 9805 Mobile: 0905-7787041 Fax: (064)20131777 Email: dags_dalanda@yahoo.com / bmusaid@yahoo.com	Dagaman A. Dalanda Executive Director
XII	Basic Learning and Employment Support Systems, Inc. (BLESSI)	003 JP Laurel St., Kidapawan, Cotabato	Mr. Edgardo H. Armada President
XII	Blaan Dalel Christian Academy, Inc. (BDCA)	Amguok, Landan, Polomolok, So. Cotabato Mobile: 0908-5165204 / 0919-9840664 / 0926-7024799	Pastor Nonobert B. Malit Director
XII	Champagnat Community College Notre Dame of Marvel University	Koronadal, South Cotabato Tel: (083) 228-2281 Fax: (083) 228-2819	Dr. Leonor P. Pagunsan President
XII	Cooperative of Women in Health and Development	Poblacion, Lake Sebu, So. Cotabato Mobile: 0926-9359153 Email: tboli_tradecrafts@yahoo.com	Melchi Uyasan Chairperson
XII	Cotabato Tribal Consultative Council for Development, Inc. (CTCCDI)	Kidapawan Museum, JP Laurel St., Kidapawan City Tel: 0928-4999291	Datu Samuel M. Asicam, Sr. Chairperson
XII	Department of Education - Kidapawan City Division	DepEd Kidapawan City, District V, Amas Tel: 064-288-5428	Domingo Yecyec PSDS
XII	Department of Education - Kidapawan City Meohao ES	Meohao Elementary School Mobile: 0920-8926547	Rhodora M. Dano Principal 1
XII	Department of Education - PTA Kidapawan	Ginatilan Elementary School Mobile: 0920-3072460 Email: rishdaquio@yahoo.com	Mauricia P. Daquio Principal 1
XII	Gusasato Dad Libun Blann di Landan	Bo. Landan, Upper Polomolok, So. Cotabato Mobile: 09097338544/ JOY PALALE - 09082336641	Rose Danga President
XII	Ha Uman Association, Inc.	Sadaan, Midsayap, Cotabato Telefax: 064 229 7298 Email: haumanpro@yahoo.com	Joselito Nuñez Project Manager
XII	Integrated Mindanaoans Association for Natives (IMAN), Inc.	Molonville Subd. Osias, Kabacan North Cotabato Mobile: 0921-4325582 Email: mikealon_iman@yahoo.com	Mike P. Alon Executive Director
XII	Integrated Rural Development Foundation - Mindanao	Door 6, Plaridel St., Koronadal City Mobile: 0929-5073722 Email: abbyinfo_ph@yahoo.com.ph	Abby Y. Pato Program Coordinator for Mindanao
XII	Kalaisan Es Kidapawan	Kalaisan, Kidapawan City Mobile: 0910-9984963	Arnulfo Calanao Principal
XII	Kalasuyan ES PTA	Kidapawan City District III - Kalasuyan Elem. School Mobile: 0920-8922320 Email: sppalmones@yahoo.com	Sylvia P. Palmones Adviser

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
XII	Kalipunan ng Liping Pilipina	c/o Mrs. Carlie Garcia, MSWDO Mobile: 0921-6106321 Email: erlind_09@yahoo.com	Erlinda Desullan Municipal Federated President
XII	Katotohanan, Pagkakaisa, at Serbisyo Foundation, Inc. (KPSI)	Purok Magsaysay, Labangal, Gen. Santos City Telefax: 083-3014008 Email: rudew2001@yahoo.com ; kps_foundation@yahoo.com	Mr. Carlito Sarayno Executive Director
XII	Kidapawan City District III PTA League	District 3, Lanao, Kidapawan City Tel: 0920-4305560 Fax: (064) 288-5351 Email: sppalmones@yahoo.com	Levi Justo B. Palmones Adviser
XII	Knights of Columbus, North Cotabato Assembly	Kidapawan, Cotabato Fax: (083) 552-5400 E-mail: vcmanalo03@yahoo.com	Mr. Indalencio B. Garcia Faithful Navigator
XII	La Buga Tribal Association (LBTA)	Columbio, Sultan Kudarat	Ms. Lory R. Obal Project Coordinator
XII	Local Government Unit, Carmen	Carmen, Cotabato	Mr. Rogelio T. Talino Municipal Mayor
XII	Local Government Unit, Kabacan	Kabacan, Cotabato	Mr. Benjamin S. Fernandez, Jr. Sangguniang Bayan
XII	Local Government Unit, Lutayan	Municipality of Lutayan	Datu Pax Mangudadatu Mayor
XII	Luvimin ES PTA Kidapawan	Luvimin Elem. School Luvimin, Kidapawan City Tel: (064) 2885452	Delia L. Balbin Adviser
XII	Ma'had Multi-Purpose Cooperative, Inc. (MMPCI)	National Highway, Pikit, Cotabato	Mr. Sekak T. Andik Project Manager
XII	Mahintana Foundation	Brgy. Cannery, Polomolok, South Cotabato Tel: (083) 5008434 Fax: (083) 5002796 Email: mahintana_mfi@yahoo.com	Martiniano L. Magdolot Executive Director
XII	Milbuk Bangus Fry Catchers Multi-Purpose Cooperative	Palimbang, Sultan Kudarat	Ms. Nory Acosta Vice-President
XII	Mindananaw Community Development Organization, Inc. (MCDOI)	B5, L1, PH2B, D. Soledad Subd., Labangal, General Santos City Mobile: 0929-6633986 Fax: 083-3010156 Email: guiam4356@yahoo.com / morie09@gmail.com	Guiamaludin G. Guiam
XII	Minsupala Economic Development Foundation, Inc.	NGO-PO Network Center, Bubung Rd., Tamontaka, Cotabato City Mobile: 09196066131 Email: minsu_pala@yahoo.com	Yusoph I. Muhammad Executive Director
XII	Mount Apo Foundation, Inc.	E. Peres St., Kidapawan City, North Cotabato Telefax: (064) 2881831 Email: mpaniciete@yahoo.com	Mario P. Aniciete Program Director

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
XII	Municipal Local Government of Sultan sa Barongis	Brgy. Barurao, Sultan sa Barongis	Hadja Bai Dangkulila Mamalo Project Director
XII	Notre Dame Business Resource Center Foundation, Inc.	Notre Dame of Dadiangas University, Marist Vae., P.O. Box 100, 9500 General Santos City Tel: (083) 554-6303/ 301-4606 Fax: (083) 552-5400 Email: brbmbrc@yahoo.com.ph	Bro. Robert B. McGovern, FMS President
XII	Notre Dame Foundation for Charitable Activities - Women In Enterprise (NDFCAI- WED)	Krisamville Subdivision, Santos Street, Cotabato City Tel: (064) 421-1954 Fax: (064) 421-7184 Email: ndfcaiwed84@yahoo.com ; mblim68@yahoo.com	Ms. Myrna Lim Executive Director
XII	Notre Dame of Kidapawan College (NDKC)	Datu Ingkal St., Kidapawan City Mobile: 0929-88663 Fax: (064) 288-5235 Email: flores_faith03@yahoo.com	Alma F. Agustin Research Associate
XII	Notre Dame of Milbuk Community Outreach Services, CBO	Notre Dame of Milbuk, Palimbang, Sultan Kudarat	Rev. Fr. Bonifacio Rapas Parish Priest
XII	Notre Dame of Tacorong College, Extension Services Program	Tacorong, Sultan Kudarat Tel: (064) 2004131 Fax: (064) 2006182 Email: ndte_excel@yahoo.com	Fr. Antonio Pweyo, Ed.D. President Sr. Ma. Leonor M. Pagorogon Project Administrator
XII	Nuangan Elementary School - Alternative Learning School	Nuangan, Kidapawan City Mobile: 0910-7363550	Esperanza S. Soledad / Josefina H. Escaner Principal / School Guidance
XII	Palimbang Service Cooperative (PSC)	Poblacion, Palimbang, Sultan Kudarat	Datu Albano O. Sulog President
XII	Palimbang Women's Development Cooperative	Palimbang, Sultan Kudarat	Mrs. Hadja Rugaya O. Abdul Cooperative Chairwoman
XII	Peace and Development Community (PDC)	Koronadal Proper, Polomolok, So. Cotabato Mobile: 0935-9663769	Abbas M. Insag President
XII	Peace Partners Organization	Notre Dame of Dadiangas University, Gen. Santos City Telefax: 083-552-4351 Email: ggenanoria@yahoo.com	Sr. Gladella Q. Enanoria, SMSM Moderator
XII	Philippine Rural Reconstruction Youth Association (PRRYA)	Datu Icdana ST., Kidapawan City Tel: 0921-9554826 Email: swirl_jeny@yahoo.com	Jennelyn D. Saludaes Provincial Chairperson

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
XII	Poblacion Fishermen & Farmers Multi-Purpose Cooperative	Palimbang, Sultan Kudarat	Mr. Kusin S. Paco Chairman
XII	Polomolok Bangsamoro Women's Association, INC. (Bentung Chapter)	Prk. Datu Tinimbang, Bentung, Polomolok, So. Cotabato Mobile: 0926-4628784 Email: gift_02@yahoo.com	Bai Amida Abedin Adam President
XII	Provincial Government-Provincial Social Welfare and Development Office	Amas Capitol Site, Kidapawan City Mobile: 0919-7709352	Zaida J. Sinsulat Consultant on Social Services -PSWDO
XII	PTA Ilomavis Kidapawan	Ilomavis, Kidapawan City Mobile: 0919-506772	Gloria R. Jatlon
XII	Santa Cruz Mission Health Prgram	Sta. Cruz Mission, Lake Sebu, So. Cotabato OR Sta. Cruz Mission, 18 Alunan Ave., Koronadal City Telefax: 083-228-2313 Mobile: 0919-4978137 Email: ngk080667@yahoo.com	Nenita G. Kinan / Sr. Veronica Alvarez SPC Health Officer / Superior
XII	Singao Elementary School PTA	Singao, Kidapawan City Mobile: 0909-6852926 / 2784241 Email: zygote_bsp@yahoo.com	Manuela M. Sorupia Principal 1 Adviser
XII	Sultan Kudarat Polytechnic State College (SKPSC)	Telefax: 064-2004261 Email: extension_office@yahoo.com	Dr. Ruby S. Hechanova Director for Research
XII	Surallah National Agricultural School	Dajay, Surallah, South Cotabato Telefax: 238-3050 Email: sunas_tesda@yahoo.com	Dr. Venchito P. Galera Office Caretaker
XII	Sustainable Agro-Forestry Enterprise Kasanyangan - Mindanao Foundation, Inc.	Bacdulong, Lake Sebu. So. Cotabato Mobile: 0915-8133320	Nelson P. Duhig Project Staff
XII	Technical Education and Skills Development Authority (TESDA) Cotabato City District Office	ORC - Compound, Cotabato City Tel: (064) 4214460	Mentang M. Agao CBT/CBTED/ Local
XII	Technical Education and Skills Development Authority (TESDA) Regional Office	TESDA XII, 2F Duremdes Bldg., GenSan Drive, Koronadal City Telefax: 083-2289723 & 5200176 Email: tesdareo@yahoo.com	Engr. Richard M. Amparo Chief TESDA Specialist
XII	Tribal Community Association of the Philippines	Cotabato Chapter, Kidapawan, Cotatabo	Datu Dominador L. Apostol, Jr. Project Director
XII	University of Southern Mindanao (USM)	Kabacan, Cotabato	Dr. Virgilio G. Oliva President
XII	University of Southern Mindanao (USM) Kidapawan City Campus	Sudapin, Kidapawan City Mobile: 0915-4315082 Fax: (064) 288-1624	Dr. Rufino S. Garzon Campus Dean/ Prof. VI, USM, Kidapawan City
XII	Young Educators Society	Notre Dame of Dadiangas University, Gen. Santos City Telefax: 083-552-4351 Email: ggenanoria@yahoo.com	Sr. Gladella Q. Enanoria, SMSM Peace Education Coordinator/ Moderator

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
XIII	Diocesan Social Action Center of Tandag (DSAC) - Tandag	2/F Catholic Rectory 8300 Tandag Surigao del Sur 8300 Telefax: (086) 211-3107	Fr. Rogelio Lindo
XIII	St Michael of CARAGA		Dr. Dennis Mausisa Director for Academic Affairs and Head, Planning and Development Center
CAR	Baguio NGO Multi Sectoral Council, Inc. (BANGO)	Rm. 201 2/F, Manahan Bldg., Session Road, Baguio City, Benguet 20600 Tel: (074) 442-8865; (074) 443-5652 Email: baguiongo@yahoo.com	Federico A. Balang
CAR	Benguet State University Early Childhood Development Center	Balili, La Trinidad, Benguet Mobile: 09182153076	Rowena U. Mamongon Teacher
CAR	Cordillera Network of NGOs and POs (CORDNET)	c/o Shontoug Foundation Inc. 15 Gibraltar Road, Good Shepherd Compound, Baguio City Tel/Fax: (6374) 444-7197 Email: shontoug@mozcom.com	Marietta Paragas President
CAR	Cordillera Task Force Violence Against Women (CTFAW)	362 EDNCP Bldg., Lower Magsaysay, Baguio City, Benguet Telefax: (074) 445-4395	Ms. Arlene L. Capiato
CAR	Department of Social Work and Development-CAR	40 North Drive, Baguio City Tel: 444-3262 Fax: 442-7917	Rowena C. Dacsig Regional ECCD Coordinator
CAR	Diocesan Social Apostolate Commission (DSAC)	Bishop's Residence Compound, 2800 Bangued, Abra 2800 Tel: (074) 752-8635; (074) 752-8040 Fax: (074) 752-8028	Sr. Celerina M. Zabala
CAR	Jaime V. Ongpin Foundation	27 Sofia de Veyra cor. Road 2, Quezon Hill, P.O. Box 1142, 2600 Baguio City, Philippines	Ms. Ma. Rosario R. Lopez Executive Director
CAR	Local Government of Aguinaldo	Galonogon, Aguinaldo, Ifugao Tel: (074) 622-2035	Hon. Delfin B. Bullan Municipal Mayor
CAR	Local Government of Ifugao	Banaue, Ifugao Tel: (074) 386-4052	Mr. John Wesley A. Dulawan, MD Municipal Mayor
CAR	Local Government of Bucay	South Poblacion, Abra 2805 Tel: (074) 752-8198	Hon. Luisito F. Bernardez Municipal Mayor
CAR	Local Government of Mayoyao	Mayoyao, Ifugao Tel: (074) 382-2034	Mr. Rufino N. Guinid Municipal Mayor
CAR	Local Government Unit, Sallapadan	Poblacion, Sallapadan, Abra	Hon. Victoria B. Banez Municipal Mayor

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
CAR	Municipal Government of Atok	TESDA Cordillera Administrative Region - Regional Office Tel: (074) 447-3487, (074) 305-2405; 305-1905 Email: tesdacar@mozcom.com aacapio@tesda.gov.ph	Dir. Augusto A. Capio Director
CAR	People's Initiative for Learning and Community Development (PILCD)	247 Lower Ferguson, Guisad, Baguio City Telefax: 3005038 Email: pilcd.org@gmail.com	Ramon Mapa Executive Director
CAR	People's Organization for Social Transformation (POST)	14 E Legarda Road, Baguio City, Benguet 2600 Telefax: (074) 3043340 Email: postphilippines@yahoo.com ; post@digitelone.com	Mr. Ferdinand P. Gonzales Executive Director
CAR	Technical Education and Skills Development - CAR	Loakan, Baguio City Telefax: (074)447-3487 Email: tesdacar_rod@yahoo.com	Marlyn G. Necesito Chief, ROD
ARMM	Al Amirie Agro-Industrial Development and Technology Foundation	01-Dimaampao St. Mainau, Marawi City Tel: (063) 52-0583 Fax: (062) 52-0443	Abdul Halim S. Guro President
ARMM	Alba Star Multi-Purpose Cooperative	Lilod, Balindong, Lanao del Sur	Mr. Mitharman S. Natangcop Chair/President
ARMM	Alliance of Bangsamoro for Peace and Sustainable Development, Inc.	De Mazenod Ave., RH #03, Cotabato City Telefax: 064-4217251/ 0908-5363785 Email: abpsd_cc@yahoo.com / penzpap@yahoo.com	Dr. Fendatun A. Pangadil Executive Director/ CEO
ARMM	Bangsa Moro Women's Multi-Purpose Cooperative	Malisbong, Pallimbang	Hadja Maimona B. Abdul Chairwoman
ARMM	Barangay Daladagan Multi-Purpose Cooperative	Buluan, Maguindanao	Mr. Johnny M. Bago Vice-President
ARMM	Basilan Public Schools Teachers Association (BPSTA)	Basilan Schools Division Lamitan Basilan Province	Dr. Carmen W. Eisma, Ed.D President
ARMM	Bucalan Banisilan Muslim Christian Multi-Purpose	Banisilan, Parang, Maguindanao	Bai Maitum E.Biruar Chairperson
ARMM	Coordinating Council of Muslim Organization of the Philippines (CCMOP)	AI-Bohan Church, Don E. Sero St., Cotabato City, Maguindanao Tel: 421-3975	Mr. Yusop I. Muhammad
ARMM	Darol Arkam Islamic Radio Communication Enthusiast Association	Ganassi, Lanao del Sur II Tel: (063) 520522	Sultan Bangconawan M. Raniai President
ARMM	Farmers Fisherman MNLF Multi-Purpose Coop.	Datu Odin Sinsuat & UPI, North Maguindanao	Mr. Abdulkarim Balindong Chairperson
ARMM	Foundation for Islamic Education Reforms and Amelioration, Inc.	Quezon Ave. St., Marawi City	Mr. Solaiman D. Mangondaya President
ARMM	Gender and Development Advocates (GAD), Inc.	Poblacion 1, Parang, Maguindanao	Ms. Erlinda P. Posadas Vice-President

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
ARMM	Illana Bay Multi-Purpose Cooperative (IBMPC)	Poblacion 1, Parang, Maguindanao	Ms. Aurora P. Bornea Chairman
ARMM	Kilusan Para sa Hustisya at Kapayapaan ng Basilan	171 K. Penafloor Bldg, Sunrise Village, Basilan Province	Ustadz Suwaib B. Ismael Chairperson
ARMM	Kitados Multi-Purpose Cooperative (KMPC)	Dalican, Datu Odin Sinsuat, Maguindanao	Mr. Baikling S. Mapandala
ARMM	Lanao Gad Advocates	11-A 8th St., MSU, Marawi City	Dr. Dipunudun D. Maruhun President
ARMM	Luuk District Teachers Association (LUDISTA)	Camp Andres, Luuk, Sulu	Mr. Junaide Berik President
ARMM	Maguindanao Wome's Association, Inc. (MWAI)	Capitol Complex, Crossing Simuay, Sultan Kudarat, Maguindanao	Bai Maleiha B. Candao President
ARMM	Municipal Local Government of Buluan	Brgy. Poblacion, Buluan, Maguindanao Mobile: 09169616883	Mrs. Baisa M. Bacar Project Director
ARMM	Municipal Local Government of Talayan	Talayan, Maguindanao	Mr. Hamiludin P. Uka Project Director
ARMM	Municipal Planning and Development Office (MPDO), Sapa-Sapa	Banaran, Sapa-Sapa, Tawi-Tawi	Hon. Mayor Habib Ismael Masda Project Director
ARMM	Municipal Planning and Development Office (MPDO), Tandupas	Ungus Matata, Tandubas, Tawi-Tawi	Hon. Mayor Pendatun Salih Project Director
ARMM	Municipal Planning and Development Office (MPDO), South Ubia	Tabawan, South Ubia, Tawi-Tawi	Hon. Mayor Asmilon A. Astarani Project Director
ARMM	Muslim Development Exponents of the Philippine Foundation, Inc.	088 Panggao Saduc, Marawi City Tel: (063) 520522	Dr. Zenaida P. Hadji President
ARMM	Panamao District Teachers Club (PDTC)	Panamao Municipality, Province of Sulu	Hadji Sanoh Jaalani Project Manager
ARMM	Provincial Government of Maguindanao	Crossing Simuay, Sultan Kudarat. Maguindanao	Mr. Alexander P. Manuel Project Director
ARMM	Ranao Socio-Economic Upliftment Foundation, Inc.	Heffington Bldg., Roxas St., Marawi City	Datu Faiz Disomangcop President
ARMM	Ranao Teacher's Multi-Purpose Cooperative	Perez St. Infront of I-F Bldg., Marawi City Tel: (063) 520522	Prof. Sarah S. Pangarungan Chairperson
ARMM	Sinag Lupah Farmers Association	Luuk, Sulu	Mr. Jahara Sawaki President
ARMM	Sultan sa Barongis Multi-Purpose Cooperative (SBMPC)	Sultan sa Barongis, Maguindanao	Ms. Saidona A. Nur Chairperson
ARMM	Talayan Employees Multi-Purpose Cooperative	Talayan, Maguindanao	Mr. Garcia M. Ental Chairperson

REGION	ORGANIZATION	CONTACT DETAILS	CONTACT PERSON
ARMM	Talayan Multi-Purpose Cooperative, Inc. (TMPCI)	Talayan, Maguindanao	Hadji Anwar Moahamd Chairperson
ARMM	Tipo-Tipo East Teachers Association (TETA)	Tipo-Tipo, Basilan Province	Mr. Joselito G. Versoza President
ARMM	United Yakan Professionals of Suisip, Inc.	Central Sumisip, Basilan Province	Hja. Ra-isa A. Buddiman President
ARMM	Women Auxiliaries for Relief Missions Foundation, Inc.	Buluan Chapter, Brgy. Poblacion, Buluan, Maguindanao Mobile: 09163508465	Bai Babai G. Mangudadatu President
ARMM	Yakan Integratred Resources Development Foundation, Inc.	Rizal Avenue, Lamitan, Basilan Province Mobile: 0918409690	Mr. Nathan B. Insung Executive Director

ANNEX 2

Survey Questionnaire

Dear Respondents:

Kindly complete this survey by either checking (✓) one of the options given for each item or writing the information sought. Your response will help us to determine the status of basic learning needs provision in the Philippines. Rest assured that your answers will be treated as confidential.

1. BACKGROUND INFORMATION ABOUT YOUR ORGANIZATION

Name of Organization:

Address

Region

Category of Organization:

Non-government organization

Government Organization

International Organization (e.g. UNESCO, USAID, UNICEF etc)

Others, please specify

Year the Organization was Established:

Number of Years as a Literacy Provider

Less than one year

Over one year but less than 3 years

Over 3 years but less than 5 years

- More than five years but less than 10 years
- Over ten years but less than 20 years
- Over 20 years

Registration/Permit and Number (if any)

PART II - DETAILS OF THE BASIC LEARNING NEEDS PROGRAM

1. Based on the earlier definition given, what is the focus areas of your basic learning needs program?

- Basic literacy
- Functional Literacy
- Accreditation and Equivalency Elementary (A&E)
- Accreditation and Equivalency Secondary (A&E)
- Adult Education
- Livelihood and Entrepreneurship Program
- Health and Sanitation
- Community Development
- Others (please specify) _____

2. What is the length or duration of your basic learning needs programs and projects?

	1-5 months	6-12 months	More than a year
<input type="checkbox"/> Basic literacy			
<input type="checkbox"/> Accreditation and Equivalency Elementary (A&E)			
<input type="checkbox"/> Accreditation and Equivalency Secondary (A&E)			
<input type="checkbox"/> Adult Education			
<input type="checkbox"/> Livelihood and Entrepreneurship Programs			

<input type="checkbox"/> Health and Sanitation			
<input type="checkbox"/> Community Education			
<input type="checkbox"/> Others please specify: <hr/> <hr/> <hr/> <hr/>			

3. CLIENTELE/BENEFICIARY GROUP: WHAT POPULATION(S) DOES YOUR PROGRAM SERVE? SELECT ALL THAT APPLY:

- Pre-school children (early childhood education program)
- Out-of school children/youth
- Adults who have not completed basic education
- Women
- Rebel returnees
- Head of the Family
- Ethnic/Indigenous people
- OTHERS (SPECIFY)***

4. WHAT AGE GROUP DOES YOUR PROGRAM PRIMARILY SERVE?

- 0-5
- Over 5 years old but less than 15 years old
- Over 15 years old but less than 24
- Over 24 years old but less than 40
- Over 40 but less than 60
- Above 61 years old

B. DETAILED DESCRIPTION OF BLNS PROGRAMS/PROJECTS

1. Title of Programs and Description of the Program	Type of Beneficiary	Geographical Coverage	Estimated Cost of Project/ Sources

2. Mode of Delivery

- Face to Face
- Self-instructional modules (print-based)
- Media-Based (e.g. radio, TV, video)
- Combination of the above delivery modes
- Others, Specify _____

3. Status of Program/Project

- Regular
- Project-type
- Others, please specify _____

4. Is your BLNS program awarding the following?

- Academic Credentials
- Vocational/Skills Certification
- Accreditation and Equivalency (A&E)
- Others (Specify) _____

5. Number of learners served per session:

- 1-25
- 26-50
- Others (Specify)

6. What is the most common language spoken by learners in your program?

- Mother tongue
- Filipino
- English
- Others (Specify)

7. What is the predominant literacy level of your learners

- Basic literacy
- Functional literacy

8. Do you have partner organizations helping you in delivering your program?

- Yes
- No
- If yes, please specify the partner organizations:

PART III. RESOURCES OF THE ORGANIZATION:

A. HUMAN RESOURCES:

1. NUMBER OF INSTRUCTIONAL MANAGERS (IMs) IN LITERACY PROGRAMS

Basic Literacy Programs	Functional Literacy Programs	Others
<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16 to 20 <input type="checkbox"/> Other _____	<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16 to 20 <input type="checkbox"/> Other _____	<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16 to 20 <input type="checkbox"/> Other _____

2. YEARS OF EXPERIENCE AS INSTRUCTIONAL MANAGERS (IMs)

Basic Literacy Programs	Functional Literacy Programs	Others
<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16 to 20 <input type="checkbox"/> Other _____	<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16 to 20 <input type="checkbox"/> Other _____	<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16 to 20 <input type="checkbox"/> Other _____

3. ACADEMIC PREPARATION OF INSTRUCTIONAL MANAGERS (IMs)

Basic Literacy Programs	Functional Literacy Programs	Others
<input type="checkbox"/> High School Graduate <input type="checkbox"/> Certificate/below college degree <input type="checkbox"/> College Degree <input type="checkbox"/> Masters Degree <input type="checkbox"/> Doctorate <input type="checkbox"/> Other _____	<input type="checkbox"/> High School Graduate <input type="checkbox"/> Certificate/below college degree <input type="checkbox"/> College Degree <input type="checkbox"/> Masters Degree <input type="checkbox"/> Doctorate <input type="checkbox"/> Other _____	<input type="checkbox"/> High School Graduate <input type="checkbox"/> Certificate/below college degree <input type="checkbox"/> College Degree <input type="checkbox"/> Masters Degree <input type="checkbox"/> Doctorate <input type="checkbox"/> Other _____

4. What are the types of learning programs attended by your Teaching and learning facilitators?

5. What are the types of learning programs attended by your Instructional Managers?

6. What are the types of learning programs attended by your support staff?

PART IV. FINANCIAL RESOURCES

1. What is your organization's Annual budget in Philippine Pesos (PhP)

- Less than 100,000
- From 100,001 to 200,000
- From 200,001 to 300,000
- From 300,001 to 500,000
- From 500,001 to One Million Pesos
- Over Php 1M but not to exceed 5 M Php
- Other, please specify

2. Sources of Budget for your literacy program/project: Please check what is appropriate and indicate further details if applicable:

- Self-Financing/Self-generated income
- National Government
- Regional/Municipal/Local Government
- Learners Payment/Course fees
- Donation/Endowment/Grant/Technical Assistance
- Loans (e.g. From ADB, World Bank etc), please specify _____
- International Organizations (e.g. UNESCO, US AID) _____
- Project assistance and grants (please specify) _____
- Other (please specify) _____

3. Please cite organizations, associations providing financial assistance to your office if any:

4. What kinds of non-cash support do all learners of your organization receive from your partner organization?

- Transportation for learners
- Free course fees
- Utilities and electricity
- Equipment
- Learning materials
- Teacher training
- Rentals/repairs of classrooms and learning venues
- Others (please specify)

5. Please cite total cash and non-cash budget of your organization.

- Less than 300,000
- From 300,001 to 500,000
- From 500,001 to One Million Pesos
- Over Php 1M but not to exceed 5 M Php
- Other, please specify _____

PART V. PHYSICAL FACILITIES

1. Facilities: Please check and or indicate the needed information and comments on those facilities if any:

- Total Land Area of the Learning Center _____
- No. of Computers (if any) _____
- Electricity (check if available) _____
- Water (check if available) _____
- Toilets (check if available) _____
- Telephone Lines for internet connection (check if available) _____
- Others, please specify:

2. Types of Learning Facility			
<input type="checkbox"/> Dedicated Learning Center <input type="checkbox"/> Classroom <input type="checkbox"/> Barangay Multi-purpose Center <input type="checkbox"/> Madrasah <input type="checkbox"/> Community-based Center (e.g. Health Center) <input type="checkbox"/> Church <input type="checkbox"/> Others, please specify <hr style="width: 60%; margin-left: 0;"/>			
3. Equipment: Kinds of major equipment of your organization:			
<input type="checkbox"/> Audio-visual equipment (TV, VCD and other similar equipment) <input type="checkbox"/> Tools for teaching livelihood programs <input type="checkbox"/> Tools for teaching women (sewing machine, oven etc) <input type="checkbox"/> Other (please specify) <hr style="width: 60%; margin-left: 0;"/> <hr style="width: 60%; margin-left: 0;"/> <hr style="width: 60%; margin-left: 0;"/>			
4. Learning Resources	Total Number	Learning Resources-Student Ratio	Status/Remarks (Usability and age)
<input type="checkbox"/> DepED Modules <input type="checkbox"/> Self-Made Modules <input type="checkbox"/> Posters <input type="checkbox"/> Instructional Aids (charts, posters etc.) <input type="checkbox"/> Books <input type="checkbox"/> Teaching Guides <input type="checkbox"/> Other, please specify: <hr style="width: 60%; margin-left: 0;"/> <hr style="width: 60%; margin-left: 0;"/> <hr style="width: 60%; margin-left: 0;"/> <hr style="width: 60%; margin-left: 0;"/>			

PART VI: LEARNING RESOURCES/ EQUIPMENT: (PLS. ATTACH SEPARATE SHEET/LISTINGS IF NECESSARY)

1. How much is your annual budget for buying learning resources?

Below 100,000.
 100,001-500,000.
 500,001-1,000,000.
 1,000,001-5,000,000.
 Over 5,000,000.
 Others, please specify:

2. Number of Learning Resources	Total Number	Learning Resources-Student Ratio	Status/Remarks
<input type="checkbox"/> Books <input type="checkbox"/> Self-Made Modules <input type="checkbox"/> Posters <input type="checkbox"/> Instructional Aids (charts, posters etc.) <input type="checkbox"/> Teaching Guides <input type="checkbox"/> Indigenous Materials <input type="checkbox"/> Others, please specify _____ _____ _____ _____			

3. Cost Estimates- For the next five years, please indicate in Philippine Peso (Php) your required budget to conduct and sustain your LLSD activities and programs

Overall Annual Budget	Physical Facilities	Learning resources
<input type="checkbox"/> Below 50,000. <input type="checkbox"/> Above 50,000- below 100,000. <input type="checkbox"/> Above 100,000- but below 500,000 <input type="checkbox"/> More than 500,000 but below 1,000,000. <input type="checkbox"/> Above 1,000,000 but below 5,000,000. <input type="checkbox"/> Over 5,000,000.	<input type="checkbox"/> Below 50,000. <input type="checkbox"/> Above 50,000- below 100,000. <input type="checkbox"/> Above 100,000- but below 500,000 <input type="checkbox"/> More than 500,000 but below 1,000,000. <input type="checkbox"/> Above 1,000,000 but below 5,000,000. <input type="checkbox"/> Over 5,000,000.	<input type="checkbox"/> Below 50,000. <input type="checkbox"/> Above 50,000- below 100,000. <input type="checkbox"/> Above 100,000- but below 500,000 <input type="checkbox"/> More than 500,000 but below 1,000,000. <input type="checkbox"/> Above 1,000,000 but below 5,000,000. <input type="checkbox"/> Over 5,000,000.
Others, please specify _____ 	Others, please specify _____ 	Others, please specify _____

PART VII. ISSUES AND CHALLENGES IN IMPLEMENTING BLNS

1. WHAT ARE THE SUCCESS STORIES OF YOUR BLNS PROGRAMS?
