

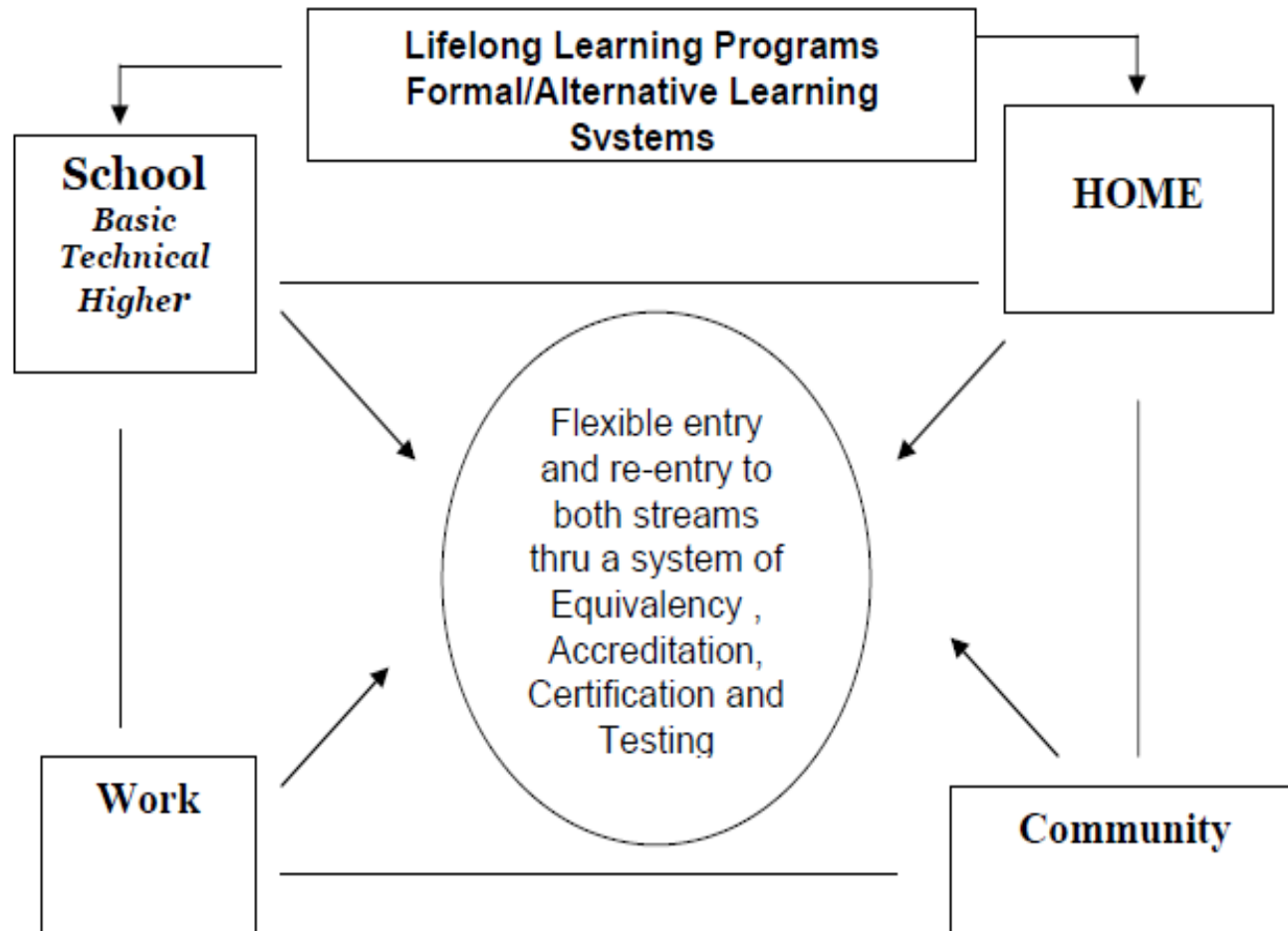
Lifelong Learning in the Philippines

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Concept of Lifelong Learning in the Philippines

- “All learning activities undertaken throughout life for the development of competencies and “qualifications” is considered as lifelong learning” (ILO Definition).
- “Lifeskills
- educating the citizens about the ideals of democracy and human rights, people empowerment, community organizing, poverty reduction, sustainable development, and participation in governance (After EDSA Revolution)
- real life literacy

FIGURE 1. CONCEPTUAL FRAMEWORK FOR LIFELONG LEARNING PROGRAMS IN THE PHILIPPINES



Source: Technical Working Group for the Inventory of Lifelong Learning Programs-Valenzuela, Manzano, Balderama with inputs from DEP ED, TESDA, CHED and Seameo-Innotech


Philippine Policies on Lifelong Learning

No explicit single policy but they are taken from different laws and national strategic plans

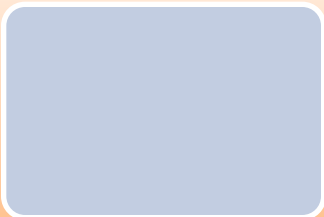
The Philippine Constitution- as basis of LLL policies and strategic plans



make education accessible to all



Encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs



Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills

Trifocalized Lifelong Learning

Republic Act 7796

Department of
Education (DepEd)

- Bureau of Alternative Learning Systems manages the non formal and informal education
- Formal -*UNESCO as Lifelong Learning Center for Sustainable Development*

Commission on
Higher Education
(CHED)

- continuing education
- accreditation through its ETEEAP ([Expanded Tertiary Education Equivalency and Accreditation Program](#)-Executive Order No. 330, s. 1994)

Technical Education
and Skills
Development
Authority (TESDA)

- technical and vocational courses to out-of-school youth and other adult learners

National Strategies for Lifelong Learning

Department of Education through the
Bureau of Alternative Learning System

**non
formal**

**informal
education**

non formal

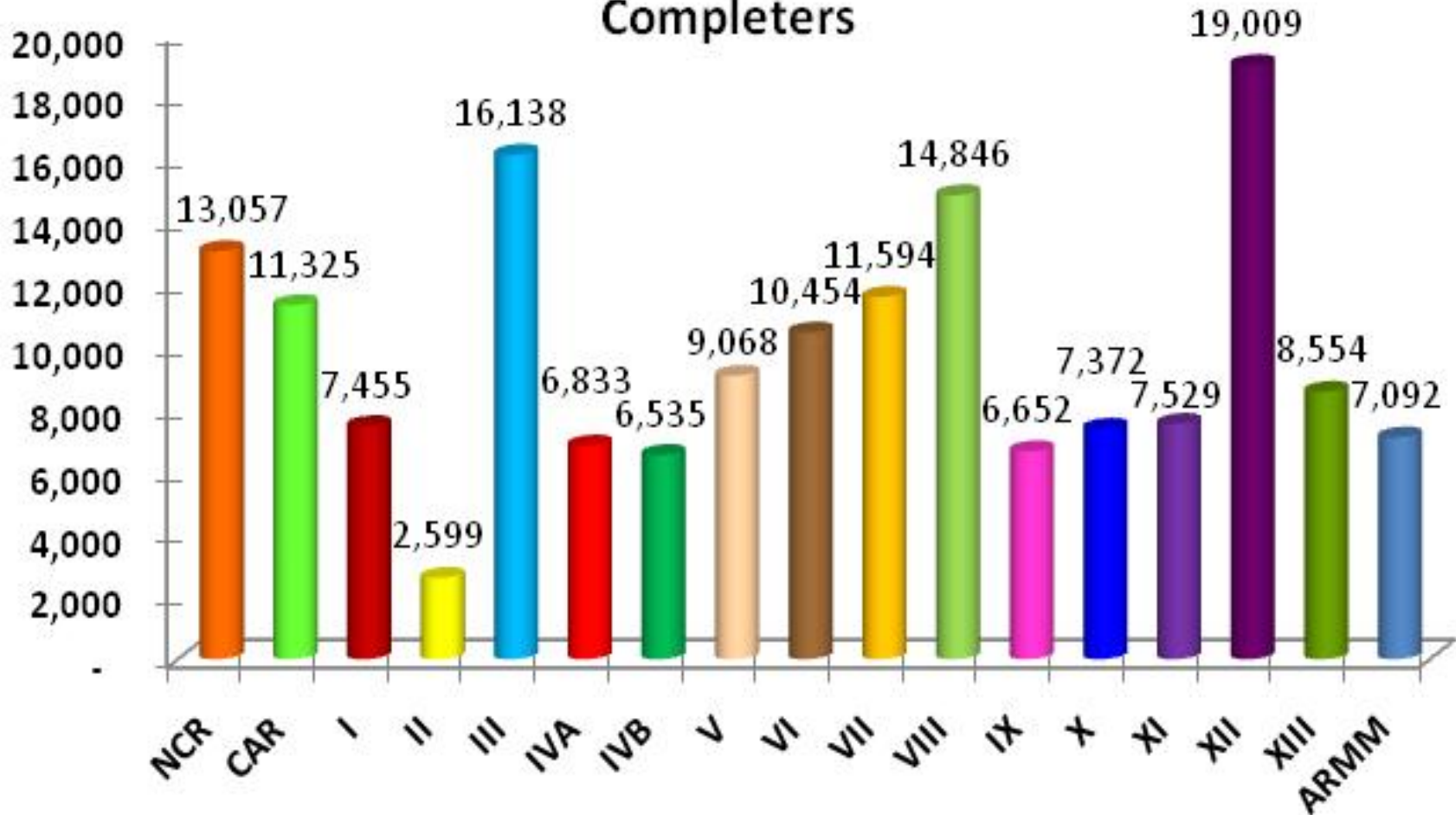
- **Basic Literacy Program (BLP) and Accreditation**
- **Equivalency Program (A&EP)**

informal education

- **Learning Resources Development**
- **Translation**
- **Digitization & Production**
- **ALS eService**
- **Test Development**
- **Capability Building Program**
- **Advocacy & Social Mobilization**
- **Research and Development**

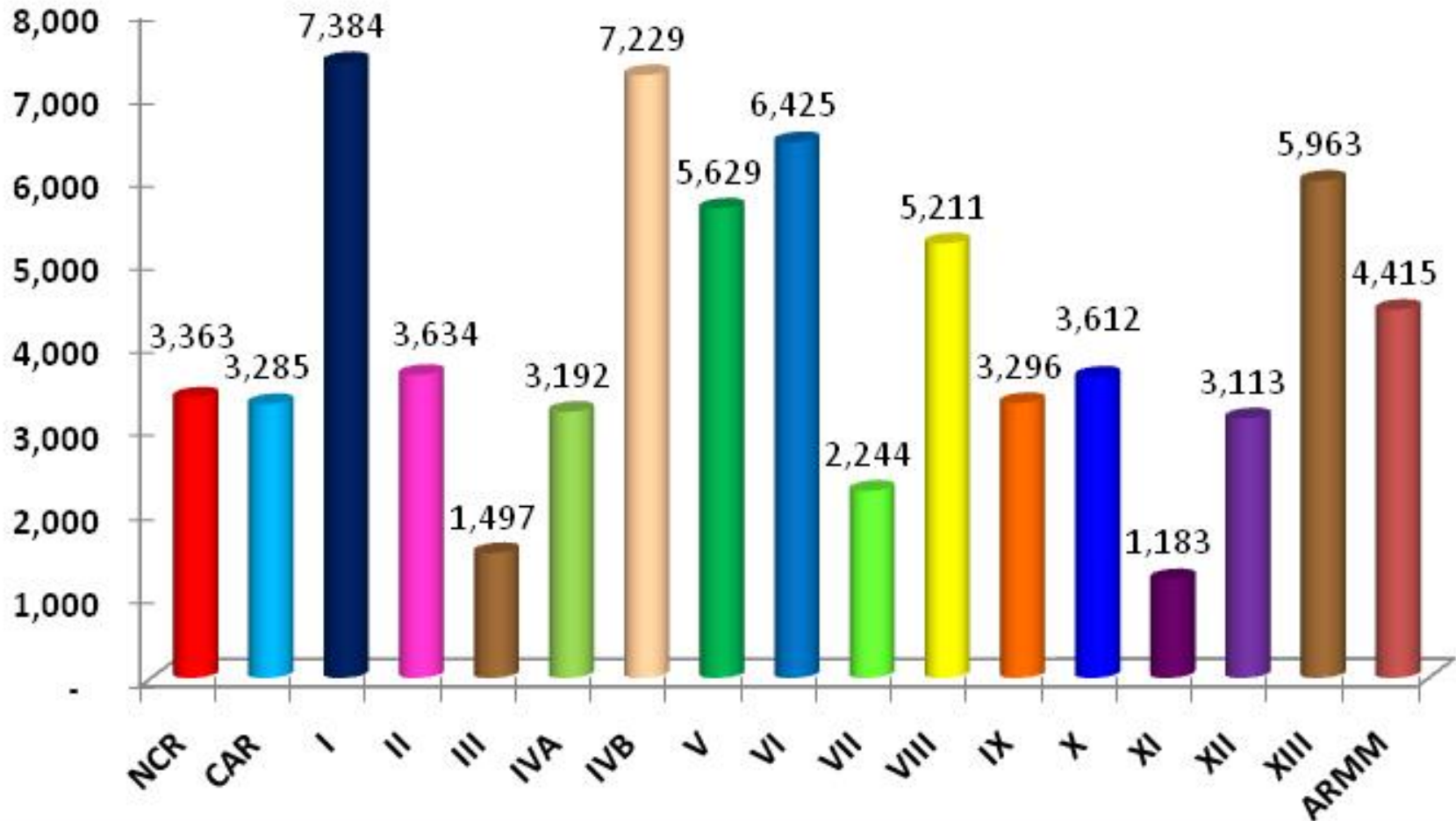
Department of Education - BALS

Accreditation & Equivalency (A&E) Program Completers



Department of Education - BALS

Basic Literacy Program (BLP) Completers



**Table 5: Regional Summary of Enrolment/Graduates
Accomplishment Report of TTIs (TESDA Technology Institutes)**

REGION	NO. OF TTIs	TOTAL AS OF DECEMBER			
		CY 2010*		CY 2011**	
		Enrolment	Graduates	Enrolment	Graduates
I	7	15,878	14,809	15,435	15,419
II	7	11,825	10,925	10,272	10,134
III	12	8,566	7,380	8,157	6,452
IV-A	9	11,108	9,729	7,408	5,500
IV-B	5	7,525	6,467	4,224	2,636
V	11	13,340	11,513	13,319	11,766
VI	10	13,343	10,022	11,045	8,546
VII	12	11,063	8,660	6,864	7,037
VIII	9	13,561	11,690	6,538	4,504
IX	5	12,586	9,717	12,482	11,464
X	10	11,781	10,539	12,652	11,244
XI	6	5,998	3,820	7,308	7,060
XII	3	3,894	2,315	3,690	2,886
NCR	6	3,776	3,020	2,690	2,399
CAR	6	7,275	6,620	5,804	4,890
Caraga	5	5,188	4,322	4,334	4,289
ARMM	3	2,314	2,013	3,323	3,103
Total	126	159,021	133,561	135,545	119,429

Commission on Higher Education

DATA ON NUMBER OF ETEEAP GRADUATES

1999 – 2000	13
2000 – 2001	39
2001 – 2002	270
2002 – 2003	720
2003 – 2004	404
2004 – 2005	501
2005 – 2006	656
2006 – 2007	1,012
2007 – 2008	892
2008 – 2009	1,814
2009 – 2010	919
TOTAL	7,240

Number of ETEEAP Deputized Higher Education Institutions

REGION	No. of Deputized HEIs		TOTAL
	Public	Private	
NCR	3	9	12
CAR	0	3	3
I	4	7	11
II	2	7	9
III	2	4	6
IV-A	1	5	6
IV-B	1	1	2
V	2	8	10
VI	2	5	7
VII	1	8	9
VIII	2	1	3
IX	0	2	2
X	2	4	6
XI	1	3	4
XII	2	3	5
CARAGA	0	1	1
TOTAL	24	70	96

Issues and Challenges in Lifelong Learning

Department of Education through the
Bureau of Alternative Learning System

Limited Funds.

Limited Human Resources

Reproduction of Materials

Difficulty tracking the learners and graduates

Problematic monitoring and evaluation

**Not so very good performance in Accreditation
and Placement Test**

Training Programs of TESDA



Perennial bias against TVET as a “First Career” option



Industry partnership for on-the-job portion of training

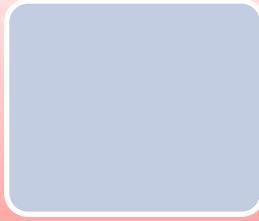


Trainees are too poor to attend training until completion



Capability and capacity building of TESDA Technology Institutes

ETEEAP of the Commission on Higher Education



**Stigma of ETEEAP
Graduates**



**ETEEAP is quite
expensive**



**Threat to quality
education and standards**

Overall Challenge

Fragmented
Policy

Conclusion

Decentralized programs in LLL

**important to the poorer
sector of Philippine society**

**the need to integrate and
unify all LLL initiatives**

**Importance of a national
policy in LLL**

Thank you and MABUHAY!