

POLICIES AND PROGRAMS ON LIFELONG LEARNING IN THE PHILIPPINES

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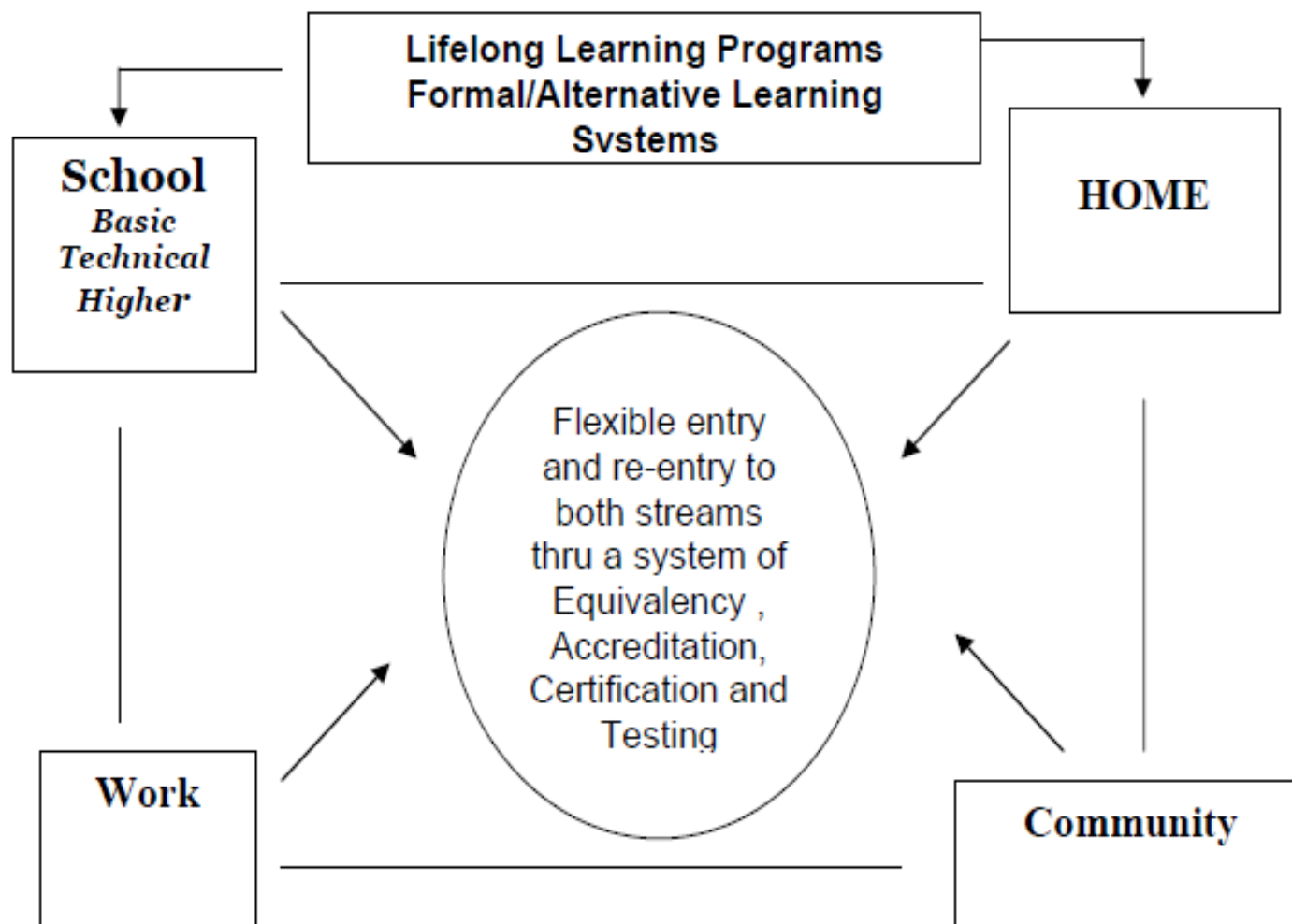
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CONCEPT OF LIFELONG LEARNING IN THE PHILIPPINES

Adapted from ILO Definition

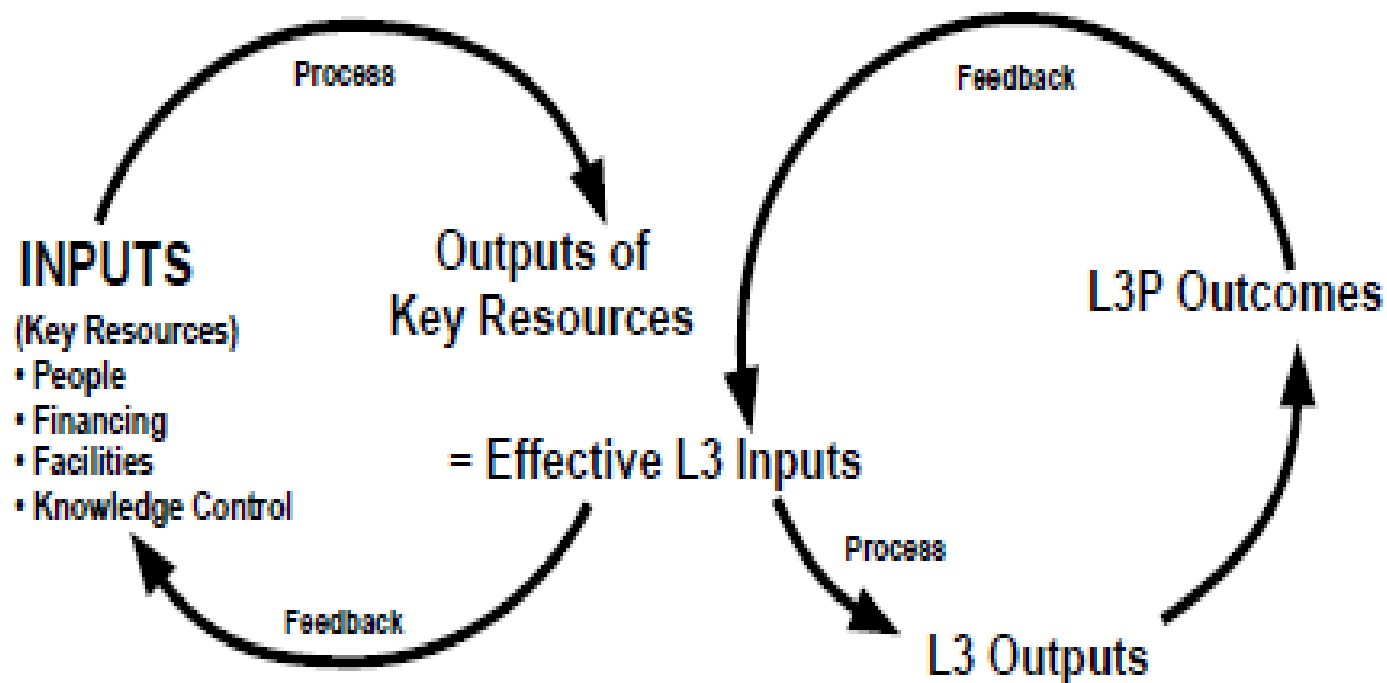
- Lifelong learning (LLL) is defined by the International Labor Organization (ILO) as “all learning activities undertaken throughout life for the development of competencies and “qualifications” where “competencies” cover the knowledge, skills and know-how applied and mastered in a specific context and “qualifications” mean a formal expression of the vocational or professional abilities of a worker which is recognized at international/national or sectoral levels (Macaranas, 2007)

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



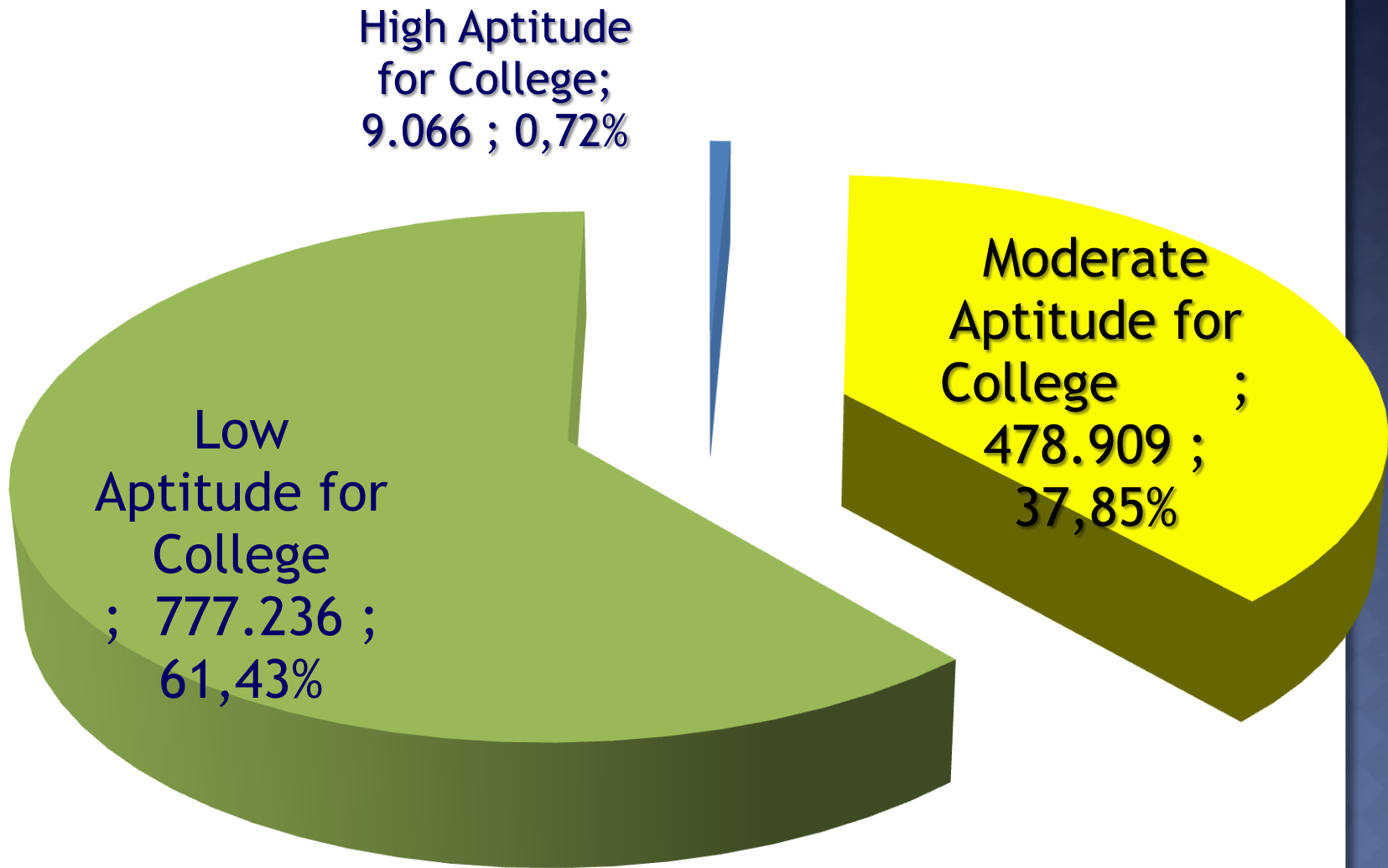
Source: Technical Working Group for the Inventory of Lifelong Learning Programs-Valenzuela, Manzano, Balderama with inputs from DEP ED, TESDA, CHED and Seameo-Innotech

Fig. 1 Overall Framework for Integrating Lifelong Learning Issues



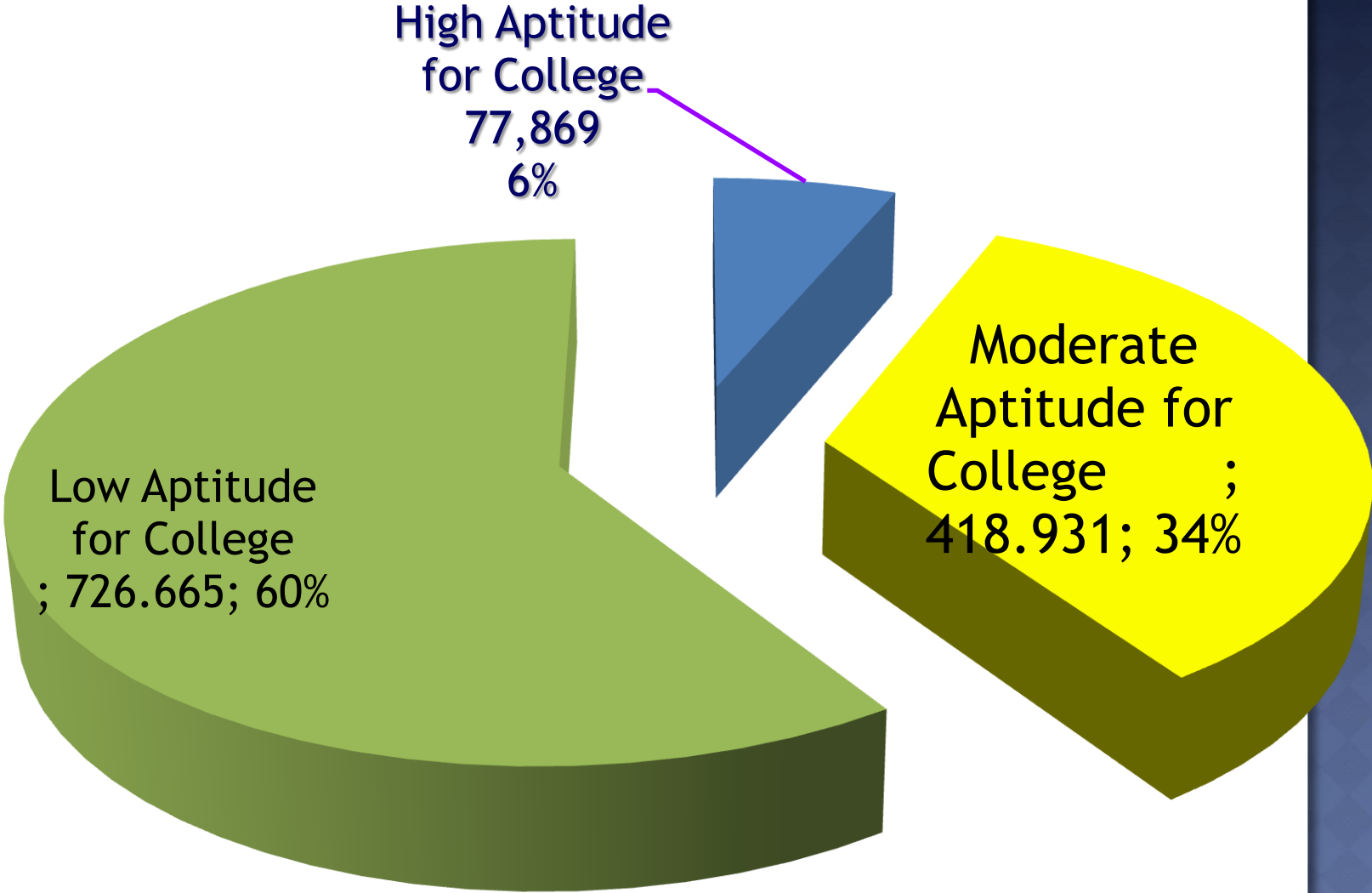
THE CONTEXT OF LIFELONG LEARNING IN THE PHILIPPINES

Aptitude for College SY 2006-2007



Students of low aptitude for college should be equipped with life skills

Aptitude for College SY 2007-2008



Aptitude for Tech-Voc SY 2006-2007

Low
Aptitude for
Tech-Voc
programs;
124.780;
10%

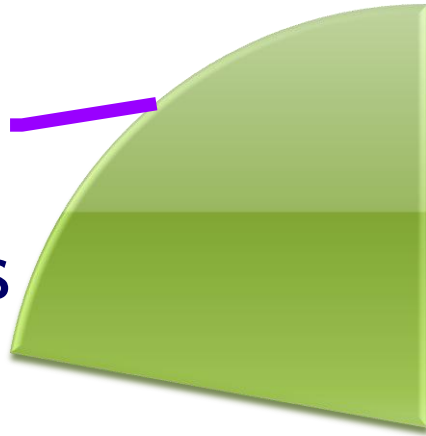
Moderate
Aptitude for
Tech-Voc
programs;
468.901;
36%

High
Aptitude
for Tech-
Voc
programs
711,526
54%

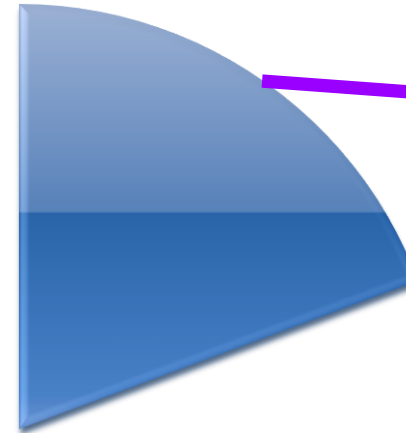
Teaching life skills must be done in Basic
Education

Aptitude for Tech-Voc SY 2007-2008

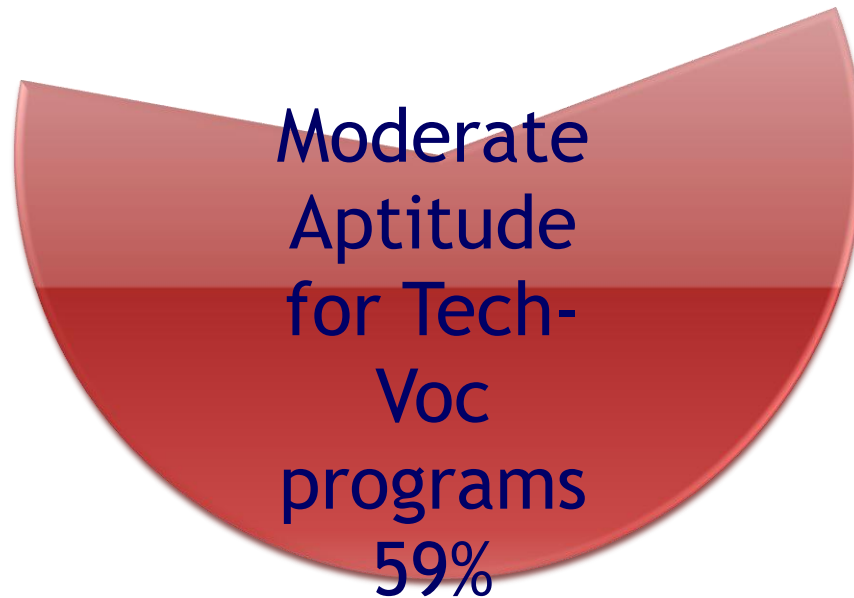
Low
Aptitude
for Tech-
Voc
programs
22%



High
Aptitude
for Tech-
Voc
programs
19%



Moderate
Aptitude
for Tech-
Voc
programs
59%



Aptitude for Entrepreneurship SY 2006-2007

Moderate
Aptitude
for Entrep
programs;
544.006;
42%

Low
Aptitude
for Entrep
programs;
3.849; 0%

High
Aptitude
for Entrep
programs;
757.356;
58%

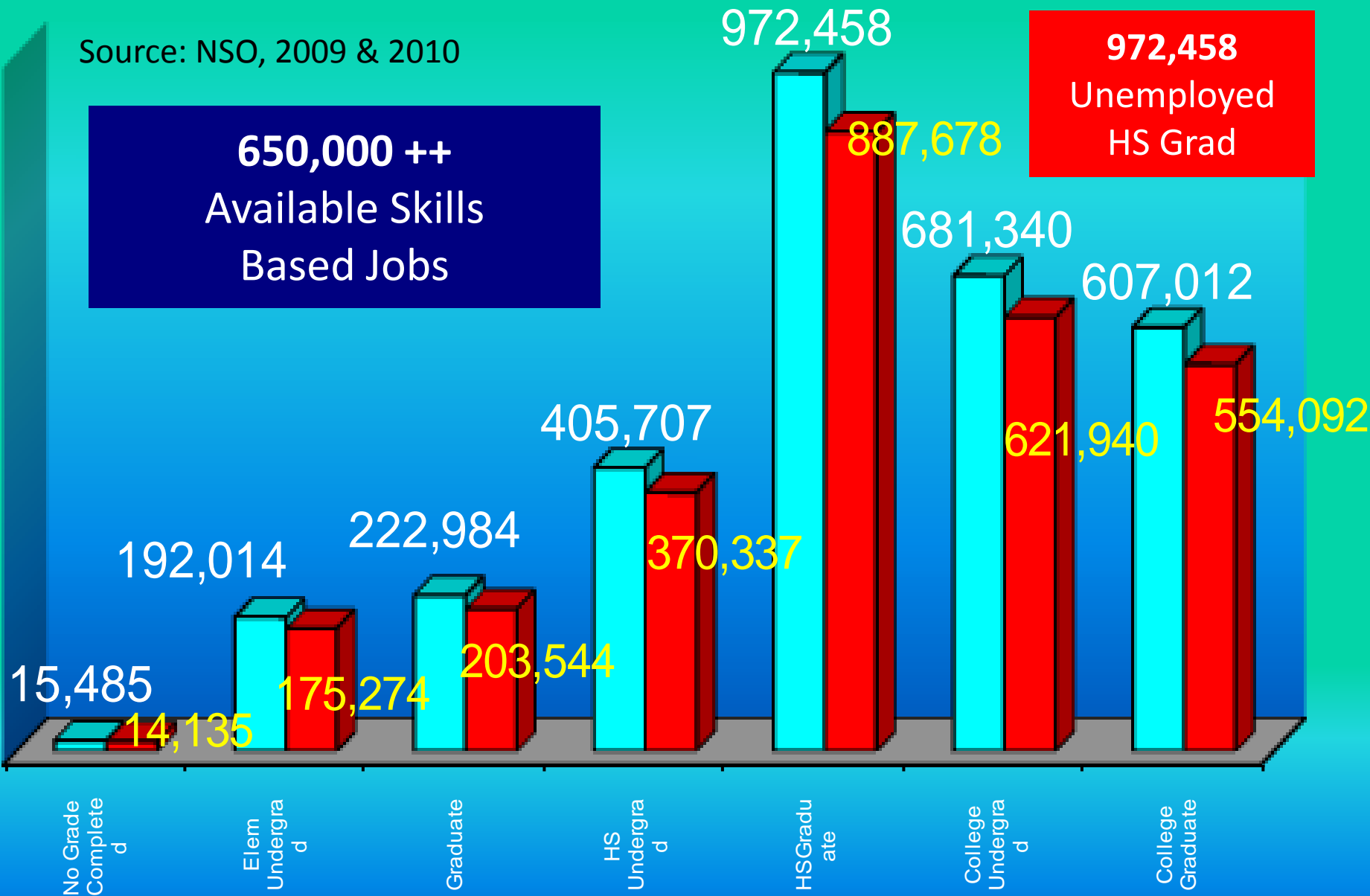
There is a need to strengthen
entrepreneurial life skills both in
basic and tertiary level

Unemployed VS. Available Skilled Jobs

Source: NSO, 2009 & 2010

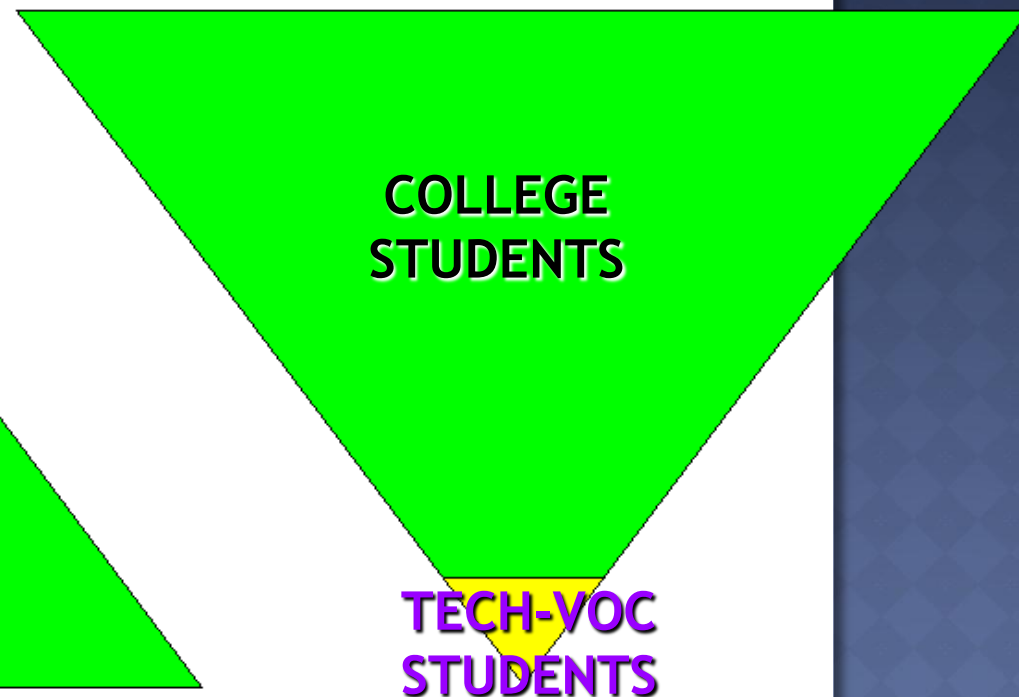
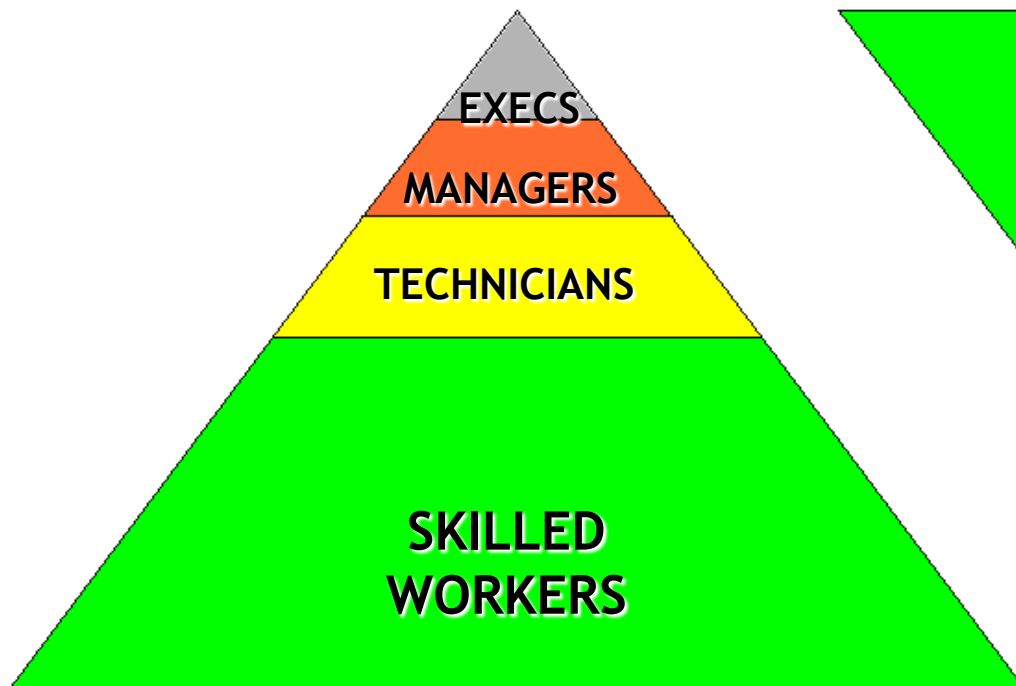
650,000 ++
Available Skills
Based Jobs

972,458
Unemployed
HS Grad



Job-Skills Mismatch

WHITE COLLAR VS. BLUE COLLAR JOBS

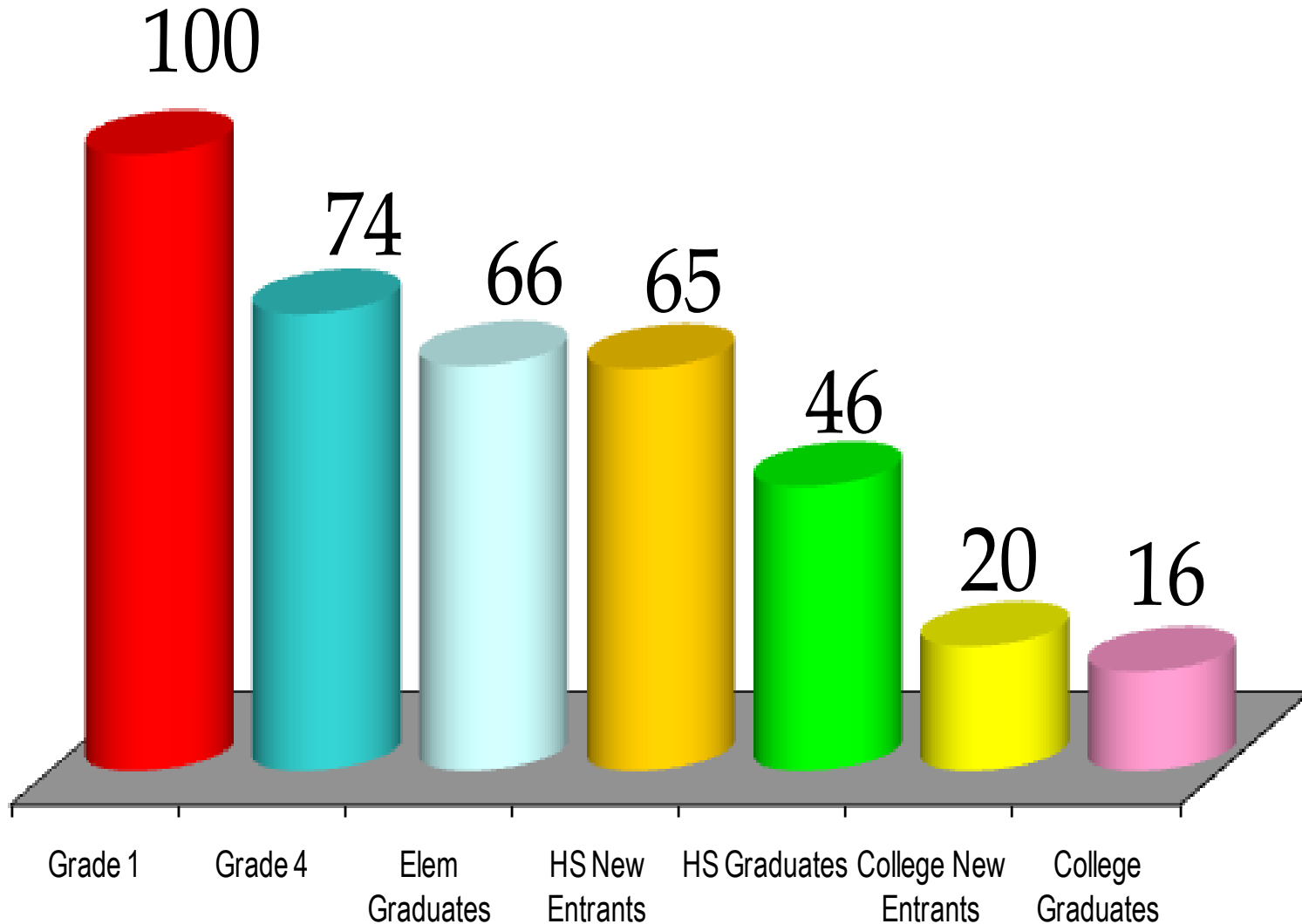


Typical Progression of a Cohort of Pupils

*(based on cohort of Grade 1 pupils from SY 1995-1996
to College Graduates SY 2008-2009)*

Public and Private

PHILIPPINES



PHILIPPINE POLICIES ON LIFELONG LEARNING

EFA Goals

MILLENNIUM DEVELOPMENT GOALS

- (Proposal to create Coordinating Council for Lifelong Learning in the Philippines (C2LLLP))
- Achieve primary education for all

SUPPORTIVE PROGRAMS FOR LIFELONG LEARNING IN THE PHILIPPINES

- ◉ *Literacy education*
- ◉ *Livelihood skills/training*
- ◉ *Certification and equivalency programs*
 - Accreditation Equivalency Program (AEP) of the DECS
 - Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)

SUPPORTIVE PROGRAMS FOR LIFELONG LEARNING IN THE PHILIPPINES

- ◉ *Open learning*
- ◉ *Continuing education among professionals*

PHILIPPINES POLICIES ON LIFELONG LEARNING AS BASES OF PROGRAMS

A. Constitutional Provisions

- “Protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all,” (Article XIV, Section 1)
- “Establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of people and society; ...” (Article XIV, Section 2)
 - “Establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age;”
(Article XIV, Section 2)

□

“Establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged;” (Article XIV, Section 2)

□ “Encourage nonformal, informal and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs;” (Article XIV, Section 2)

Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills.” (Article XIV, Section 2)

Article XII, Section 14 provides: “The sustained development of a reservoir of

CONSTITUTIONAL PROVISIONS

Section 17, to foster patriotism and nationalism, to accelerate social progress, and to promote total human liberation and development.

The goal of giving priority to education, science and technology, arts and culture and sports is enshrined in Article II (Declaration of Principles and State Policies Principles)

Quality education at all levels - elementary, high school, collegiate, both public and private (Article II, Section 12) is addressed through the various government agencies entrusted with their administration, namely the Department of Education (DepEd), Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA)[created by Republic Act or RA 7796].

CONSTITUTIONAL PROVISIONS

☐ Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills.” (Article XIV, Section 2

“The sustained development of a reservoir of national talents consisting of Filipino scientists, entrepreneurs, professionals, managers high-level technical manpower and skilled workers and craftsmen in all fields shall be promoted by the State.”

TRIFOCALIZATION OF EDUCATION AND LIFELONG LEARNING

- ⦿ Basic Education-Department of Education
- ⦿ Tertiary- Commission on Higher Education
- ⦿ Technical/Vocational- Technical Education and Skills Development Authority

B. EXECUTIVE POLICIES FOR LLL

- **Executive Order 483 “Establishing the UNESCO Lifelong Learning Center for Sustainable Development of the Philippines designating the Operation Brotherhood Montessori, Inc. therefore as the National Laboratory”**
- **aims to popularize lifelong learning initiatives in the country and in the Asia Pacific Region.**
- **Asia Pacific Centre for Lifelong Learning in the Philippines**

COMMISSION ON HIGHER EDUCATION (CHED)

**created on May 18,
1994 through the passage
of Republic Act No. 7722,**

COMMISSION ON HIGHER EDUCATION (CHED) POLICIES ON LIFELONG LEARNING

- ◉ Executive Order No. 330, s. 1994
- ◉ Creation Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) and Its
Role in Promoting Lifelong Learning (Exec. Order 330 s. 1994)
- ◉ The ETEEAP is a comprehensive educational assessment program at the tertiary level that recognizes, accredits and gives equivalencies to knowledge, skills, attitudes and values gained by individuals from relevant work.
- ◉ It is implemented through deputized higher education institutions that shall award the appropriate college degree.

COMMISSION ON HIGHER EDUCATION (CHED) POLICIES ON LIFELONG LEARNING

◎ CHED MEMO 30 s 2004 : Revised Policies and Standards for Undergraduate Teacher Education Curriculum

- to improve quality of teacher education in the Philippines focused on the requirements of the learners and the job market through the use of ICT (Valenzuela, 2005)

POLICIES FROM THE DEPARTMENT OF EDUCATION

- **Creation of the Bureau of Alternative Learning System**
- **Philippine Education Placement Test (PEPT) of the Accreditation and Equivalency Program Bureau of Alternative Learning System**
 - **Emphasis on life skills**
 - **DECS Order No. 110, s. 1999**

Agreements between the Department of Education, Culture and Sports (DECS) and Technical Education and Skills Development Authority (TESDA) re: Non Formal Education Accreditation And Equivalency (NFE A&E) Seondary Certificate Level

POLICIES FROM THE DEPARTMENT OF EDUCATION

- **DECS Memorandum No. 344, s. 2000**

Agreements between the Department of Education, Culture and Sports (DECS) and Philippine Association of State Universities and Colleges (PASUC) on the Non Formal Education Accreditation And Equivalency (NFE A&E) Seondary Certificate Level

- **DECS Memorandum NO. 101, s. 2001**

Agreements between the Department of Education, Culture and Sports (DECS) and the Commission on Higher Education (CHED) on the Non Formal Education Accreditation And Equivalency (NFE A&E) Seondary Certificate Level

POLICIES FROM THE DEPARTMENT OF EDUCATION

- DECS Memorandum NO. 533, s. 2000

Agreements between the Department of Education, Culture and Sports (DECS) and MERALCO Foundation on the Non Formal Education Accreditation And Equivalency (NFE A&E) Seondary Certificate Level

- ◎ Civil Service Commission Resolution No. 499, 2001

- Recognition of Non Formal Education Accreditation And Equivalency (NFE A&E) Seondary Certificate Level as valid documents for purposes of permanent appointments in government positions pertaining to high school graduates

PROGRAMS OF THE DEPARTMENT OF EDUCATION ON LLL

- ◉ **National EFA Committee on “basic learning needs popular education, adult education, grassroots education, community education**
- ◉ **alternative learning systems through the Bureau of Alternative Learning Systems**

OBJECTIVES OF THE ALS PROGRAM

- ⦿ **Make education accessible to out-of-school youth and adults;**
- ⦿ **Raise the level of literacy in the target areas; and**
- ⦿ **Improve the quality of life of individuals and families in remote and underserved communities**

K-12 BASIC EDUCATION FOR LLL

produce productive
and responsible
citizens

with
competencies and
skills for life-long
learning and
employment

create a functional
basic education
system



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA)

- Created by Republic Act No. 7796 otherwise known as the "Technical Education and Skills Development Act of 1994"
- the Dual Training System institutionalized through Republic Act 7686
 - Training of technical and vocational schools in partnership with accredited agricultural, industrial and business establishments

TESDA IS MANDATED TO:

- ⦿ Integrate, coordinate and monitor skills development programs;
- ⦿ Restructure efforts to promote and develop middle-level manpower;
- ⦿ Approve skills standards and tests;
- ⦿ Develop an accreditation system for institutions involved in middle-level manpower development;
- ⦿ Fund programs and projects for technical education and skills development; and
- ⦿ Assist trainers training programs.

PROGRAMS AND SERVICES OF TESDA

- ◉ National Technical Education Skills Development (TESD) Plan
- ◉ National Technical Education Skills Development (TESD) Agency
- ◉ Philippine Technical Vocational Education and Training (TVET) System
- ◉ Philippine Technical Vocational Education and Training (TVET) Outlook
- ◉ Labor Market Intelligence Reports
- ◉ List of Technical Vocational Education and Training (TVET) Studies
- ◉ Technical Vocational Education and Training (TVET) Statistics

EXAMPLES OF POLICIES PROMULGATED BY TESDA

- ◎ **Tesda Circular No. 18 s 2004 :**
Issuance of Temporary Certifications to Qualified Seafarer Rating and Other Skilled Workers
- ◎ **Tesda Circular No. 16 s. 2004 :**
Revised Guidelines in the Implementation of Apprenticeship and Learnership Program
- ◎ **TESDA Circular No. 11 s. 2005 :**
TVET Guidelines on RA9257, Otherwise Known as the "Expanded Senior Citizen Act of 2003"
- ◎ **TESDA Circular No. 17 s. 2005 :**
Guidelines in the Implementation of Jobs-Directed Scholarship

EXAMPLES OF POLICIES PROMULGATED BY TESDA

- ◉ **Tesda Circular No. 52 s 2006 :**
[The Curriculum for the GBF-TTC Aircraft Maintenance Technician Course under the PGMA Training for Work Scholarship \(TWSP\)](#)
- ◉
- ◉ **Tesda Circular No. 53 s 2006 :**
[The Curriculum for the BARISTA COURSE under the PGMA Training for Work Scholarship \(TWSP\)](#)
- ◉
- ◉ **Tesda Circular No. 54 s 2006 :**
[Implementing Guidelines for the PGMA Training for Work Scholarship Project \(TWSP\) for BARISTA, 119hrs](#)
- ◉

LIFELONG LEARNING CREATES
SYNERGIES BETWEEN THE FORMAL
AND INFORMAL SECTORS OF
SOCIETY; THE SOCIETY AND
BUSINESS; THE SOCIETY AND
SCHOOLS; AND SOCIAL
INSTITUTIONS AND SOCIETIES

THANK YOU VERY MUCH !!!