POLICIES AND PROGRAMS ON LIFELONG LEARNING IN THE PHILIPPINES

Zenaida Quezada-Reyes, Ph.d
Philippine Normal University
December 12-13, 2011
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

School
Basic
Technical
Higher

Lifelong Learning Programs
Formal/Alternative Learning Systems

Flexible entry and re-entry to both streams thru a system of Equivalency, Accreditation, Certification and Testing

HOME

Work

Community

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

**Inputs** (Key Resources)
- People
- Financing
- Facilities
- Knowledge Control

Outputs of Key Resources
= Effective L3 Inputs

L3P Outcomes

L3 Outputs
THE CONTEXT OF LIFELONG LEARNING IN THE PHILIPPINES
Aptitude for College SY 2006-2007

High Aptitude for College; 9,066; 0,72%

Moderate Aptitude for College; 478,909; 37,85%

Low Aptitude for College; 777,236; 61,43%

Students of low aptitude for college should be equipped with life skills
Aptitude for College SY 2007-2008

- Low Aptitude for College: 726,665; 60%
- Moderate Aptitude for College: 418,931; 34%
- High Aptitude for College: 77,869; 6%
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

- High Aptitude for Tech-Voc programs: 19%
- Moderate Aptitude for Tech-Voc programs: 59%
- Low Aptitude for Tech-Voc programs: 22%
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

- Execs
- Managers
- Technicians
- Skilled Workers

College Students

Tech-Voc Students

- College Students
- Tech-Voc Students
Typical Progression of a Cohort of Pupils
(based on cohort of Grade I pupils from SY 1995-1996 to College Graduates SY 2008-2009)
Public and Private
PHILIPPINES

Grade 1: 100
Grade 4: 74
Elem Graduates: 66
HS New Entrants: 65
HS Graduates: 46
College New Entrants: 20
College Graduates: 16
EFA Goals

MILLENNEUM DEVELOPMENT GOALS

- (Proposal to create Coordinating Council for Lifelong Learning in the Philippines (C2LLLPP))
- 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
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 national talents consisting of Filipinos...
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
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
created on May 18, 1994 through the passage of Republic Act No. 7722,
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.
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) Secondary Certificate Level
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) Secondary 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) Secondary 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) Secondary Certificate Level

- Civil Service Commission Resolution No. 499, 2001
  Recognition of Non Formal Education Accreditation And Equivalency (NFE A&E) Secondary Certificate Level as valid documents for purposes of permanent appointments in government positions pertaining to high school graduates
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
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.
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 !!!