

**A Study of Policies and Programmes
in the Philippines Addressing the
Right of Street Children to Education**

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Executive Summary

This study aims to document policies and programs addressing the right of street children in the Philippines to education in order to advocate for improved learning opportunities for them at the national level. The study covered five schools providing basic education to street children delivered in a non-formal mode.

The term ‘street child’ is used in this study to describe children and youth who live and/or work on the streets and a range of other urban spaces, including empty buildings and wasteland. It has also been defined to cover disadvantaged children who may not be on the streets but are in the same economic, social and environmental situation as the street children.

One of the key problems confronting these children is poor access to education. Street children generally are excluded from schools for several reasons. Generally, street children are unable to go to school because of their need to work, inability to pay schools fees including costs of making projects, skyrocketing cost of basic needs and distance of schools from their houses.

In the context of the Philippine EFA Plan, the country is implementing an alternative learning system (ALS) which makes it possible for out-of-school youth, including street children as defined, to be integrated into the learning system. ALS encompasses non-formal and informal education.

However, the government efforts are not enough to accommodate the 2.4 million Filipinos who need literacy education in school or through alternative educational system. Some NGOs and private institutions have taken it upon themselves to initiate programmes and services that will address the education rights of out-of-school children particularly those from disadvantaged and under-resourced families.

All the three island groupings in the Philippines are represented in the study. Of the five schools, three are from Luzon (Pasay City’s East High School, Quezon City’s Angelicum College, City of Manila’s CENTEX School), one in the Visayas (Cebu City’s Mobile School), and one in Mindanao (Davao City’s PACAF School).

The schools represent institutions managed by the government (Pasay City East High School), private religious (Angelicum College), corporate foundation (CENTEX School), and NGO (PACAF School and Cebu City Mobile School).

The learners from the five schools are generally children of urban poor families. Many of them are working children, school drop-outs and Muslim boys and girls. As defined in this study, these are children, while they are not actually in the streets, are likely to be children-of-the-streets if not given appropriate service assistance and guidance.

The research made use of the principle of triangulation in data-gathering in terms of methodologies used and sources of information. The techniques used in data gathering were documents review, key informants interview, and focused group discussion. The respondents were teachers, learners, parents, and principals.

All the schools studied, certainly, address the EFA goals as they provide opportunities for out-of- school-children (OSC) to get access to non-formal basic education and get a chance to enter primary school (PACAF and Cebu City Mobile School) or re-integrate back to regular school (Pasay City East High and Angelicum Schools).

The case studies yielded findings and conclusions articulating some of the good practices in planning and implementing non-formal education program. They revealed some of the practices that need to be reviewed and changed to make the schools more effectively inclusive, rights-based, gender-responsive, culture-sensitive, participatory, relevant to the needs of disadvantaged learners and sustainable.

The recommendation revolved around challenging the Government of the Philippines (GOP), particularly the Department of Education (DepEd) to seriously pin down the social and economic barriers to education and come up with concrete programs to address these barriers. Particular focus must be given to “un-reached children” or children in need of special protection (CNSP).

There is need for the Department of Education to ensure that the principles of “*Inclusive Education*” are interwoven into the draft *Philippine EFA Plan of Action* to effectively and efficiently reach the EFA goals particularly in terms of mainstreaming CNSP and accommodating all children who need to be in school.

I. Background of the Study

Rationale

Despite global advancement in communication and information technology, and remarkable education-related initiatives to ensure access to basic education for all, more than 100 million children, including at least 60 million girls, have no access to primary schooling. The significant number of out-of-school children is one of the major obstacles for achieving *Education for All* by 2015. Many of these children are from disadvantaged families who have no legal status or identity because they are often mobile. These are children who live on the streets, including those dwelling on the streets, living in slums or in ethnic minority villages.

The *World Education Forum* held in Dakar, Senegal, April 2000 reaffirmed the world's commitment to achieving Education for All by the year 2015 and entrusted UNESCO with the overall responsibility of coordinating all international players and sustaining the global momentum.

The *Dakar Framework for Action* is a re-affirmation of the vision set out in the World Declaration on Education for All in Jomtien a decade ago. It expresses the international community's collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child, youth and adult are met within a generation and sustained thereafter.¹

Within this context, UNESCO Bangkok, jointly with the Jakarta and Beijing offices, has initiated a capacity building and information exchange project to strengthen the expertise of practitioners concerned with out-of-school children, mainly from NGOs in selected countries in the Asian region. It aims to compile best practices on basic Non-formal Education for children living and/or working on the street, for sharing with national networks serving street children in 4 countries and international development agencies concerned with Education for All

Child Hope Asia Philippines (CHAP), in partnership with the Consortium on Street Children (CSC), is currently doing this study to document policies and programs addressing the right of street children to education in the Philippines, Nepal, Pakistan and Indonesia. This undertaking has been initiated in support of the above plan.

¹ *Expanded Commentary on the Dakar Framework for Action*. Text adopted by the World Education Forum Dakar, Senegal, 26-28 April 2000

Objectives

The study aims to document policies and programs addressing the right of street children to education in the Philippines in order to advocate for improved learning opportunities for them at the national level.

Specifically, the study hopes to achieve the following objectives:

1. To describe the situation of street children in the Philippines in terms of basic education;
2. To analyze the government policies on basic education and the implementing mechanisms for national EFA, particularly for out-of-school children;
3. To document best practices on basic education that promote social inclusion of street children; and
4. To identify challenges and gaps related to EFA, particularly for out-of-school children, and to recommend policies, program, and strategies to address these.

The Process of Data Gathering and Analysis

Based on the objectives and scope of the research, the study was guided by the principles of participation and inter-active processes. To ensure the validity and integrity of the data and information gathered, the researcher employed the principle of triangulation in research by using a mix of the following fundamental ways of obtaining information:

- documents review (DR),
- key informants interview (KII), and
- focus group discussion (FGD).

In the process of data gathering, a combination of qualitative and quantitative techniques was used. The key research questions were addressed using primary sources (key informant interview and focus group discussion) and secondary sources of data (project inception document, annual reports, mid-term evaluation reports, relevant policy papers and publications).

For the situation of street children, existing research studies or reports on out-of-school children, with particular reference to street children, were used. There have been a lot of researches conducted in the Philippines on this subject by different academic and research institutions. The subject has also become a favorite research agendum for many thesis and dissertation writers. The situation analysis focused on literacy and educational access of the street children and potential street children to education.

The analysis of government policy on basic education and the implementing mechanisms for national EFA, particularly for out-of-school children, was based mainly on the following:

- Philippine Education for All National Action Plan, 2004-2015 and other policy documents concerning basic education for out-of-school children, with particular focus on street children.
- Present programmes and delivery mechanisms of basic education for out-of-school children with particular focus on disadvantaged groups.

Field visits were conducted to each of the selected agencies listed below for the documentation of best practices using the mix of methodologies enumerated above. The documentation focused on the following general themes:

- Main mission and activities of the organization concerning the disadvantaged children including their existing networks and partners.
- Innovative experiences on basic education for out-of-school children with particular reference to street children as defined by this research.

In consultation and agreement with Child Hope Asia Philippines the following agencies, with the respective contact persons, have been selected as part of the study:

1. Angelicum College's REAP (Re-entry Education Alternative for the Poor)
2. CENTEX (Center of Excellence) School of Ayala Foundation
3. Mobile School of Cebu City Task Force on Street Children
4. PACAF (Philippine Agency for Community and Family) Foundation
5. Pasay City East High School NFE Programme.

The above schools were selected based on the following major considerations:

- a. The project is implementing organized basic education delivered in a non-formal fashion
- b. The project is serving street children or potential street children as defined by this study.

The above list of agencies also represents the government, non-governmental organizations (NGOs) or private voluntary organizations (PVOs), and the religious sector. Two agencies are based in Mindanao, Two are in Luzon and one in the Visayas. The selection basically represents the three main island-groups on the country.

Schedule of Activities

The study was conducted based on the following schedule:

1st Week

- Development and Submission of Research Design
- Finalization and validation of agencies selected for the case study

- Finalization of data gathering tools

2nd week

- Writing and Submission of the Profile of Street Children and the Philippine Situation on Basic Education

3rd to 4th week

- Data gathering
 - Field Visits
 - Observation
 - Questionnaire
 - Conduct of focus group discussion
 - Key informant interview

5th week

- Data Analysis and Submission of First Draft

6th week

- Validation, consultation and submission of Final Draft Report

The National Research Partner

The national research partner is a graduate of BS Education and has a Master's Degree in Sociology from the Asian Social Institute in Manila. He is a former UNICEF Programme Officer who now works as an independent consultant engaged in preparing project proposals, designing and conducting researches (focused on qualitative and participatory, inter-active approaches), developing monitoring and evaluation systems and designing and facilitating inter-active seminar-workshops.

Behind him is a total of twenty years of productive experience in providing leadership and direction in conceptualizing, managing, monitoring and evaluating child-focused programmes and projects in both rural and urban contexts.

The first eight years of his career was spent in Olongapo City managing one of the first few agencies which recognized the emerging phenomenon on street children in the Philippines in the early eighties. He was a member of a research team that conducted the first comprehensive situation study on street children in the Philippines. He was also one of those who pioneered the street-based and community-based approaches in addressing the problems and issues affecting street children.

II. General Profile of Street Children

Young people below 18 years of age constitute almost half of the total populace of the Philippines. Based on the 2000 Census on Population and Housing, there are 33,172,000 children aged 0 –17, representing 43.4 percent of the Philippine population. Of these, 51 percent are males and 49 percent are females.

Unfortunately, many of these children belong to poor families who are unable to provide for their basic needs. High rate of unemployment, increasing prices of basic commodities and lack of access to basic services worsen the situation where many Filipino boys and girls live. At an early age, children learn to make a living not only for themselves but also to augment the income of the family. Many of them are forced to make the streets their home, their workplace and their playground. These kids are popularly known as street children.



Who are the street children?

The term 'street child' is used-often very loosely- to describe children and youth who live and/or work (which in this context includes activities such as stealing, rag picking and begging) on the streets and a range of other urban spaces, including empty buildings and wasteland.²

The term “street children” in the Philippines has been used to describe young boys and girls (under 18 years of age) who consider the streets their home and source of livelihood. For these children, the streets are both their playground and their workplace. Street children may or may not be living with or supervised by adults. They may or may not return to some sort of home or family. Some of them maintain regular ties with their families while others have been living alone or with groups of children who like them have been neglected by or have abandoned their own families. There are street boys and girls whose whole family also lives on the streets. The majority of children visible on the streets are boys.

² Definition by Consortium For Street Children agreed to be adopted by the participants of the “Regional Orientation Planning/Meeting”, May 12-14 2004, Manila Philippines.

Some development agencies have realized it was not easy to categorize street children as this runs counter to a holistic view of children in terms of their rights and in terms of intervention. However, NGOs and GOs working in the Philippines have managed to agree that there are three categories of street children:

- *Children on the street*, are children who work on the streets but still have regular connections with their families. They comprise 70% of the entire street children population. Most of them still attend school and return home at the end of each working day.
- *Children of the street*, who comprise about 20% of the street children population, see the streets as their home and the other street children as their family. They visit their original families on an irregular basis.
- *Abandoned and neglected children*, are those who have completely severed all ties with their biological families and are therefore entirely independent in terms of meeting their various needs. They are said to be the true children of the streets.
- *Children of street families*, are children of families who have considered the streets as their “home”. Many of them live in wooden carts moving from place to place around the city and parking in less crowded locations at night to retire.



How many are they?

It has always been difficult to establish the correct number of street children in the Philippines especially because of their constant mobility and vacillating nature. Street children are not usually counted, nor subject to census, so their numbers are not usually known. Some of them are highly visible. Some of them work on the streets under cover of darkness. Moreover, their experiences overlap with other categories of children, such as those who are trafficked and those engaged in exploitative work. This reality further complicates the problem of counting them.

Research efforts in the past have come up only with estimates and with some variations. In 1998, the Department of Social Welfare and Development (DSWD), through its “Ahon sa Lansangan” (Rescue Operation/Program of DSWD) document, reported an estimate of 222,417 street children in 65 major cities in the country. Action International Ministries approximates that there are 50,000 to 70,000 street children in Manila.

A recent study commissioned by UNICEF recorded an estimated number of *45,000 to 50,000* ³ “highly visible children on the streets” in 22 major cities of the country. The study was conducted by Dr. Exaltacion E. Lamberte of the Social Development Research Center of De la Salle University. These street children are considered to be those that are in need of priority action.

Children who are living or working visibly on the streets are the tip of an iceberg of an unknown part of a bigger social problem. Children of poor families are vulnerable to poverty, abuse in the home and influences of peers that may attract them into street life.

What do most of them do?

Most of the street children are engaged in the following activities:

- a) income-generating such as vending, wash/watch cars, buses, market stalls;
- b) resting and interacting with peers such as playing with other kids, sleeping, and
- c) engaging in high risk behaviors such as sniffing rugby and gambling⁴



Some street children are employed by others while others work on their own. They are often employed by somebody they know or neighbors in the communities of residence and usually work with friends and/or siblings. Supervision from parents over children's work activities is not a usual practice. Many street children work on the streets to augment household income.

Where are they found?

In the study of Lamberte, majority of the children covered were located in barangays/areas outside of their place of residence. About 25% were residing in cities outside or different from the city where they were located, implying the importance of a Metropolitan approach in addressing the problem on street children. Children staked out in different locations, and the predominant ones were streets (36.5%), market (8%) and worship/recreation areas (12.4%). Children from Metro Manila and Visayas areas have been seen daily on the streets, markets, worship/recreation areas and business

³ Lamberte Exaltation E. Ph.D. 2002. “Ours to Protect and Nurture, The Case of Children Needing Special Attention”. De la Salle University, Manila.

⁴ Ibid. 55

establishments. In Luzon and Mindanao, the children were predominantly seen in markets, streets and terminal stations for buses and jeepneys.⁵

Generally, street kids could be found in entertainment and commercial areas, bus terminals, ports, parks and virtually everywhere where they can both engage in work activities and play.

What are the problems they face?

Because of the circumstances they are in, street children are faced with quite a number of problems such as homelessness, undernourishment, different illnesses, lack of education, lack of identification papers, substance and alcohol abuse, smoking, gambling, sexual abuse and exploitation, the worst forms of labor, sexually transmitted diseases including HIV/AIDS, physical injuries due to vehicular accidents, street fights, and harassment by the police and extortionists.

In order to survive these situations, they form groups or going with gangs to survive. However, it is the gangs that expose and influence them to commit petty crimes, and maybe later, eventually lead them to do bigger crimes.⁶



Why are the children working on the streets?

One of the major reasons why boys and girls stay or live on the streets is scarcity of basic needs or poverty in the family. Poverty is the same reason that children experience physical or sexual abuse by parents or siblings. Peer influence is another reason. Poverty and peer influence when compounded with problems and stresses in family life such as family break-up, child abuse and neglect, domestic violence by stepparents, under-employed parents, etc., altogether create undue pressure on the child to leave home and find solace, protection, and support from his peers on the street, eventually becoming susceptible to their influence and lifestyle.⁷

In Metro Manila, population growth, urbanization, and migration have increased through the years. Children are often forced by circumstances to help their family eke out a living or fend for themselves on the streets. Most of them are the children of poor parents who migrated from rural areas in the hope of finding better job opportunities in the city but whose lack of education rendered them ill-equipped to struggle for survival in the urban jungle and are thus confined to a life of abject poverty.⁸

⁵ Ibid 72

⁶ Council for the Welfare of Children, Website.

⁷ Silva 2

⁸ Silva, 1.

The proliferation of street children is, therefore, related to the issues of urbanization and urban poverty. Uncontrolled population growth and centralized economic investments and policies result in unemployment that pushes poor families to migrate to urban centers. Most of the poor migrant families live in slums and shanties that cause higher demand for basic services in the face of rising unemployment.

Causes of the street children phenomenon can be categorized as follows:⁹

Immediate Causes (Factors which have to do with the children and family):

- ⊗ Poor and large families
- ⊗ Unemployed/underemployed parents/children
- ⊗ Irresponsible parents
- ⊗ Family values which are materialistic/consumerist
- ⊗ Family conflict
- ⊗ Family environment
- ⊗ Vices of parents
- ⊗ Child himself
- ⊗ Degradation of morals, violent upbringing by parents
- ⊗ Traditional family values which dictate that girls should merely stay at home
- ⊗ Lack of knowledge and parenting skills
- ⊗ Emerging social values conflict with traditional values

Underlying Causes (Factors which have to do with the community):

- ⊗ Ineffective access to basic services
- ⊗ Non-availability of adequate employment opportunities
- ⊗ Inequitable distribution of resources and opportunities in the community (e.g. land ownership)
- ⊗ Nature and conditions of work/employment: formal and informal sectors
- ⊗ Congestion in slum areas
- ⊗ Inadequate housing/poor housing facilities
- ⊗ Poor law enforcement/exploitation by law enforcers
- ⊗ Only one style of delivery of education exists
- ⊗ Deterioration of values
- ⊗ Central body provides no/few activities for children

Root Causes (Factors which have to do with society):

- ⊗ Economic, political and ideological superstructure
- ⊗ Structural roots of poverty and underdevelopment
- ⊗ The unequal world order and the debt burden

⁹ Silva, 2-3.

Who are helping the street children?¹⁰

In 2000, about 350 government and non-government organizations worked with street children and their families. Through the National Project on Street Children (NPSC), seven urban municipalities and 25 cities were covered to address the needs of street children nationwide. The NPSC, lodged at the Department of Social Welfare and development, covers the cities of Caloocan, Manila, Pasay, Quezon, Lapu-Lapu, Bacolod, Cebu, Baguio, Iloilo, Angeles, Olongapo, Naga, Legaspi and Davao. This program coordinates with national government agencies, NGOs and especially Local Government Units, which play the most significant part in effectively implementing development programs for street children. These cities have served an estimated 22,564 street children since 2001.

Other major networks or coalitions that are actively responding to street children and their needs are:

- *National Council of Social Development* (NCSD);
- *End Child Prostitution in Asian Tourism* (ECPAT);
- *Philippine Action for Youth Offenders* (PAYO);
- *Philippine Inter-city Alliance for Children*, the members of which are *Task Forces on Street Children* in 22 cities in the Philippines;
- *KABIBA* Alliance for Children's Concerns in Mindanao, involved in addressing children's issues in general through advocacy, research, and lobbying (Davao City-based); and
- The *Kabataan* Consortium, Inc. composed of 9 child-focused organizations and organizations with programs for children which focus on organizing a federation of child and youth organizations at the city-level (Davao-based).

At the local level, there are *Barangay Councils for the Protection of Children* (BCPCs), mandated by the Department of Interior and Local Government (DILG) since August 2002. BCPCs are organized with the following committees: health, education, livelihood, advocacy and protection, youth, and early childhood development committees.

To date, a total of 26,002 BCPCs of the 42,000 barangays have been organized although only 17,465 or 67 percent are active and functional. In some areas, BCPCs are actively working but they are ill-equipped to discharge their functions especially in handling cases of child abuse. BCPCs take the lead in making their Barangays child-friendly by ensuring that the children's rights and needs are realized. The organization of BCPCs is in support of a broad-based *Child Friendly Movement* towards the realization of child rights in the Philippines.

¹⁰ Situation Analysis of Filipino Children 2003, UNICEF Manila

Program Categories

Current efforts in helping street children can be grouped into three development approaches based on the three broad categories of street children.¹¹

1. **Community-based Programs.** Programs of this type address the needs of street children within the family and community context and from the perspective of the residents. Preventive in approach, community-based program help communities identify their problems, mobilize their internal, as well as external resources, and involve themselves in the solutions.
2. **Street-based Programs.** Street-based programs are focused on children who are abandoned or have irregular contacts with their families. Agencies implementing this approach reach out to children right on the street where they live and work. This strategy recognizes the child's need for survival, protection, and income, but ultimately, it aims to motivate and assist the child to go back to his family or to enter a temporary shelter.
3. **Center-based Programs.** Center-based programs are generally institution-based. The strategy aims to reach out to children who have run away from home, are totally orphaned or abandoned, or have severed ties with their families. This program involves setting up a "home" where children can find support and help. Drop-in centers usually provide children with hot meals, a space for the night, clothing, first aid/health examination, counseling, case work, work with families where possible, and a supportive and caring environment.

An alternative to residential care is the foster family care and adoption program for street children. It is a novel concept in the Philippines and has not been tried by many street children programs. Childhope Asia and Norfil Foundation, with support from Stichting Kinderpostzegels Nederland (SKN), started a foster care program for street children in 1995. Its purpose is not only to find foster homes for street children but also to train foster parents and strengthen the skills of social workers in foster care. Foster care is claimed to be an alternative to the overburdened residential centers and group homes.



¹¹ Descriptions from ChildHope Asia Philippines' paper entitled "A Situationer of Street Children in the Philippines (Presented at the Civil Society Forum on Promoting and Protecting the Rights of Street Children in Southeast Asia) Bangkok, Thailand, March 12 - 14, 2003

III. Philippine Situation of Basic Education

Formal Basic Education in the Philippines

Formal basic education in the Philippines covers six years of elementary education and four years of secondary education. Elementary level is from Grades one to six, normally covering children ages 6 to 11, while secondary level is from first year to fourth year, ideally including children ages 12 to 16. The entry age for elementary schooling used to be 7 years until school year 1995-96 when this was lowered to 6 years.

There were 240,284 elementary schools all over the country in 2000. Of these, 89% were public and 11% were private. Meanwhile, the private sector accounted for 42% of the secondary schools in the country, while the government controlled 58% of the total. The above facts make elementary and high school education largely public in character.¹²

The Department of Education (DepEd) is mandated to provide and maintain public education in the country. This was firmly established through the Basic Education Act of 2002. DepEd, therefore, has authority over technical, financial, physical, personnel and tactical and strategic matters. DepEd mandates the technical standards on curriculum, organization of classes, textbooks, building designs, teachers' items and many other concerns.¹³

DepEd manages a system of more than 40 thousand schools, over 15 million pupils and students, and close to half a million teaching and administrative personnel through the regional, divisional (province and city) offices, district offices and principals or school heads.

The fiscal year 2000 DepEd was 12.7 percent of the national budget. At that time, the DepEd budget amounted to PhP 84.7 billion. The 12.7 figure represented a decrease from the 1998 percentage of 15.2 percent. The latest budget data (2003) reveals that there has been a



¹² The Philippine's draft Education for All National Action Plan, 2004-2015, p44.

¹³ Development Academy of the Philippines, "Policies, Trends and Issues in Philippine Education," A case study commissioned by UNESCO-Bangkok, Manila 1997.

significant rebound. For the current year, the DepEd budget now accounts for 16.1 percent of the total national government budget.¹⁴

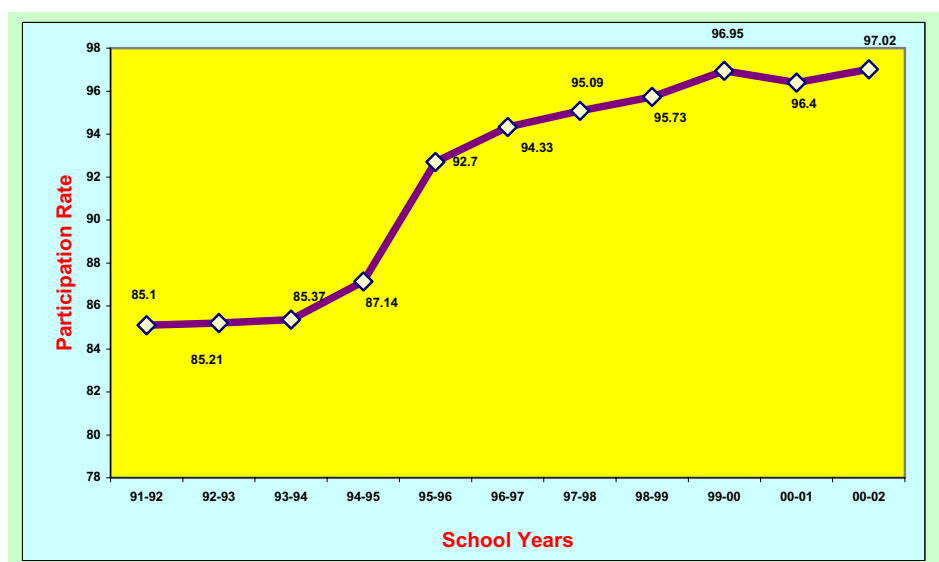
The Philippine Constitution guarantees mandatory and free elementary and high school education. Private schools collect fees and cater to children of the more affluent families. As such, the facilities in private schools are better and the learning is most likely of better quality than what one would obtain from public schools.

Access to basic education

The Department of Education (DepEd) has recorded approximately 13 million elementary school children in school year (SY) 2002-2003. This is about 24 percent increase from the 10.4 million elementary enrollees in SY 1990-1991. Of the 13 million elementary school children recently enrolled, 93 percent (or nine out of ten elementary children) are in public schools while the remaining 7 percent are in private schools. There is almost an equal representation from both male and female school children.

Elementary participation rate¹⁵ for the year 2001-2002 had an outstanding national average rate of 97.02, almost reaching the 100 percent universal goal. This rate marks a significant percent increase from the 1995-1996 elementary participation rate, which was recorded at 92.70 percent. From the figure 1 below, it is apparent that access to schools is not a big problem at the primary level.

Figure 1. Participation Rate in Public and Private Elementary Schools SY 1991-1992 to SY 2001-2002



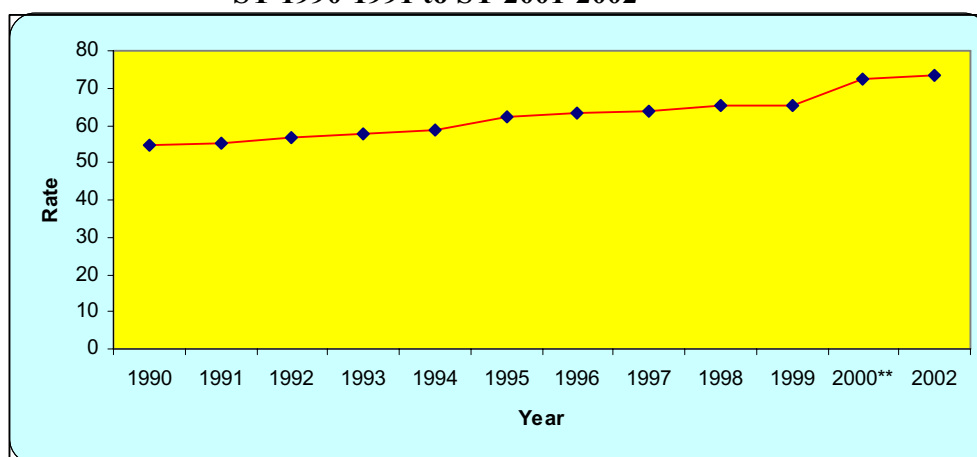
Source: DepEd Research and Statistics Division, Office of the Planning Service, 2003
NSCB Statistical Yearbook, 2002

¹⁴ The Philippine's draft Education for All National Action Plan, 2004-2015, p44.

¹⁵ Participation rate is defined by the DepEd as the ratio between the enrolment in the school-age range to the total population of that age range.

The trend in secondary level participation rate shows a gradual but steady increase over the ten-year period. The relatively low rate of 54.7 percent in 1990 may be attributable to the then recent adoption of free secondary education but the policy appears to have had some impact as evidenced by the percent change in the participation rate over ten years. In 2002, the high school participation rate reached 73.4 percent. Figure 2 shows the trend in participation rate in the secondary level from 1990 to 2002 for the total school age population.¹⁶

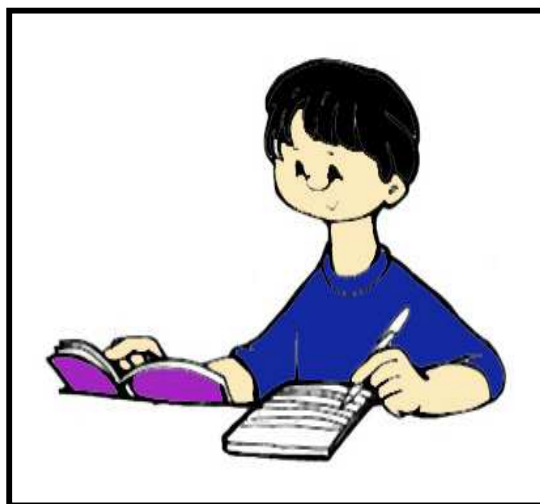
Figure 2. Participation Rate in the Secondary Level, SY 1990-1991 to SY 2001-2002



Source: DepEd Research and Statistics Division, Office of the Planning Service, 2003
NSCB Statistical Yearbook, 2002

Cohort Survival Rate

While participation rate at the elementary level shows a steady increase, the ability of the schools to retain students in this level has been very poor. DepEd statistics reveal that elementary cohort survival rate (CSR)¹⁷ has remained almost stagnant for the past ten years. The country's latest (2001-2002) CSR at the elementary level shows a low 67.13 percent, (a three-percentage point decline from the average CSRs recorded in 1991-1992). This means that of the 100 pupils who enter the first grade, 30 do not reach grade VI. Figure 3 reflects the DepEd's dilemma in addressing cohort survival rate.¹⁸

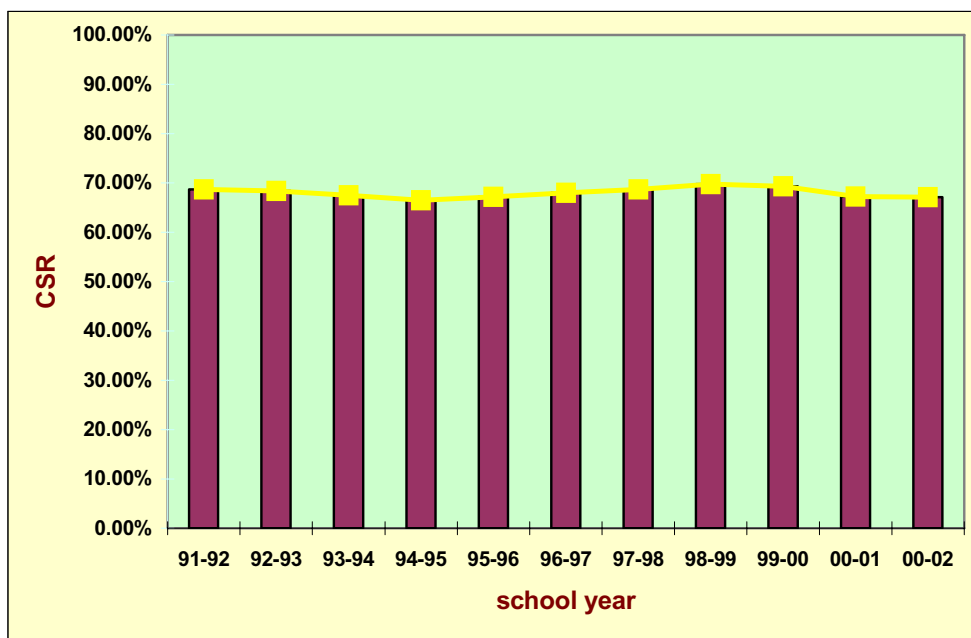


¹⁶ Ibid.

¹⁷ DepEd defines cohort survival rate as the proportion of enrollees at the beginning grade or year who reach the final grade or year at the end of the required number of years of study.

¹⁸ The Philippine's draft Education for All National Action Plan, 2004-2015

Figure 3. Cohort Survival Rate in Public and Private Elementary Schools from SY 1991-1992 to SY 2001-2002



Source: DepEd Research and Statistics Division, Office of the Planning Service and BEIS, 2003, NSCB Statistical Yearbook, 2002

Quality of Education

Statistics above show that there is a need to keep school age children and youth in school. The other problem is how to ensure quality education in terms of experience and output. Prior to a shift in policy in 2001, the DepEd conducted the National Secondary Achievement Test (NSAT) to gauge the levels of acquired skills and knowledge in the key areas of Mathematics, Science and English among high school seniors.

The results of the NSAT for three consecutive years indicated that the overall achievement levels appear unacceptably low which means there is a gap in the delivery of knowledge and skills in schools.

In general, among first year high school students in the public school system, the levels of competency in English, Math and Science are only 30 percent, 27 percent, and 28 percent respectively of what they should have acquired in the elementary school. The ideal, of course, is 100 percent.

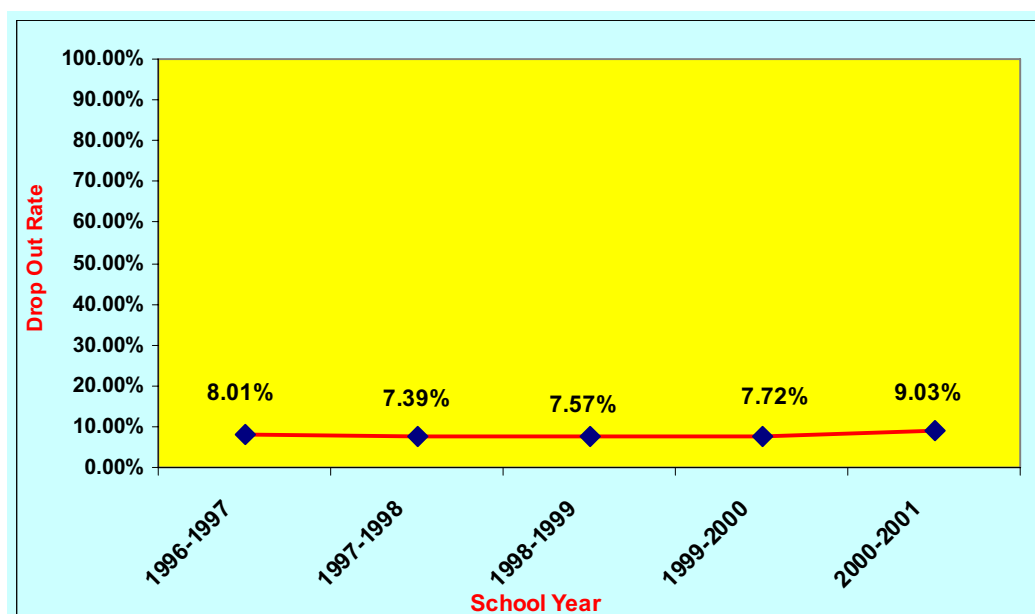
It is not easy to assume the level of competency of students in private schools due to the absence of data from private school first year high school students. Generally, parents who can afford to pay high tuition fees, choose to send their child to a private school because there is a prevalent perception that private schools are better.

Drop-Out Rates (DOR)

The average elementary drop-out rates¹⁹ in the country rose from 8.01 percent in 1996-1997 to 9.03 percent in SY 2000-2001 (DepEd Fact Sheet, 2003) as shown in Figure 4. While the overall drop-out rate appears to be insignificant, the DOR for the first two grades of elementary schooling appeared to be alarming. During the SY 1998-1999 and 1999-2000, dropout cases were highest among the first graders posting a 15.76 percent and 15.97 percent DOR, respectively. Second and fifth graders also showed cases of dropouts during the periods, though not as alarming as in the case of grade one pupils.

The elementary level is also burdened by a low rate of survival to grade six. In a given cohort of 100 students, only 64 are able to reach the last grade in six years time. The other six either take long to reach grade six or drop out immediately out of schooling. Given these, the performance of the system in terms of the period needed to produce 6-year elementary school graduates averages to 7.5 years, taking up pupil spaces and engendering wastage of funding. The survival rate is the result of the confluence of the repetition and drop-out rates and other measures of internal efficiency.²⁰

Figure 4. Elementary dropout rates SY 1996-1997 to SY 2000-2001



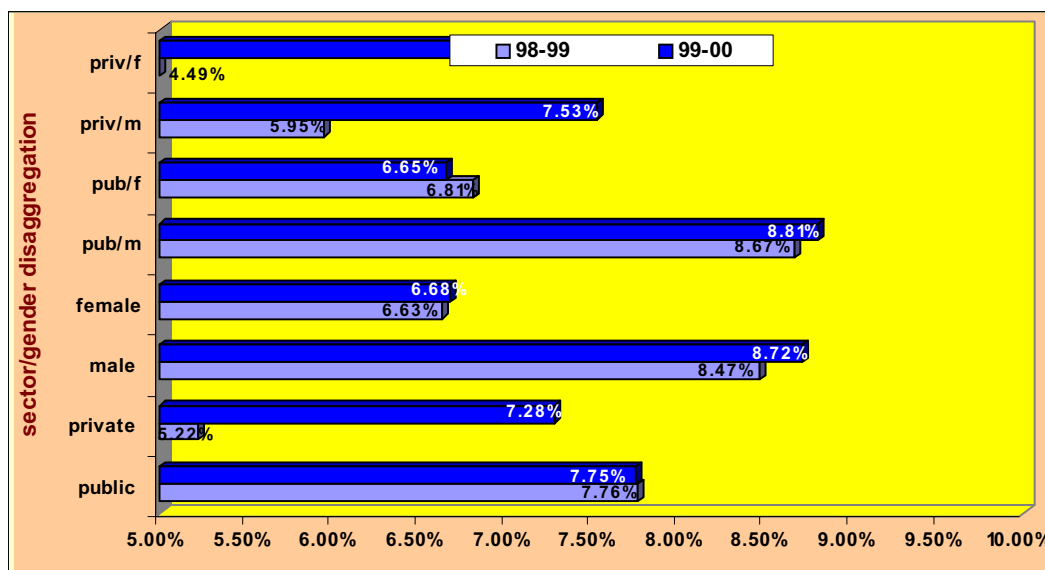
Source: DepEd Research and Statistics Division, Office of the Planning Service and BEIS, 2003, NSCB Statistical Yearbook, 2002

¹⁹ DepEd defines dropout rate as the proportion of pupils/students who leave school during the year as well as those who complete the grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year.

²⁰ The Philippine's draft Education For All National Action Plan, 2004-2015, p.54.

While, generally, private schools performed better than public schools in managing the lesser dropout incidents, male children manifested weaker survival when compared to female children. In SY 1998-1999 and SY 1999-2000, elementary girls performed better in attaining lesser dropout cases with 6.63 percent and 6.68 percent DOR compared to elementary boys with 8.47 percent and 8.72 percent, respectively. Thus, these figures suggest that female elementary children have performed better than male elementary children regardless of school type, i.e., public or private elementary schools. See Figure 5 below.

Figure 5. Elementary dropout rates, SY 1998-1999 and SY 1999-2000, by sector, by gender

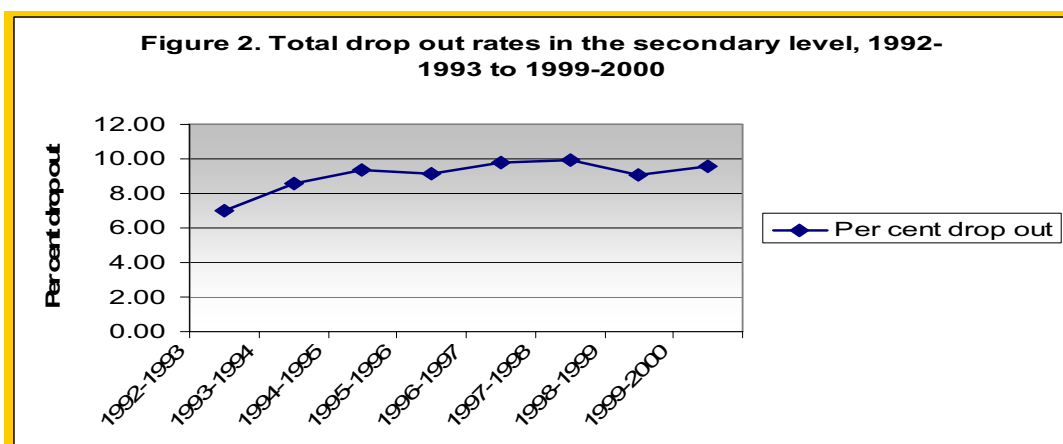


Source: NSCB Statistical Yearbook, 2002, BEIS 2003

However, not all who enroll in any given year complete the school year. Figure 6 shows the trend in the drop-out rate from secondary school for the period 1992-2000. As a whole, the drop-out rate appears to be increasing although the over-all levels are rather low. From a low 7 percent drop-out rate in school year 1992-1993, this rose to 9.6 percent in 1999-2000.



Figure 6. Total drop out rate in the secondary level, 1992-1993 to 1999- 2000



Source: DepEd, 2000

What the two measures, participation rate and drop-out rates jointly indicate is that, in general, while participation in the secondary level seems to be on the increase, a certain proportion of those who enroll drop-out. If the goal is for universal education up to secondary level the current figures need to be improved some more. It is not enough for youth in the secondary school age bracket to participate by enrolling, it is also crucial to prevent them from dropping out. Any more losses due to dropping out further deplete the numbers of those who will stay to complete their secondary education.

Gender Analysis

There is almost an equal representation from both male and female school children in terms of access to and participation in pre-schooling. Gender parity in formal basic education and literacy programs is not as bothersome, as well, compared with other Asian countries. In both the 1990 EFA planning baselines and 1999 Assessment Summative Data, almost near-parity between genders was found to have existed in most of the core education indicators. Similarly, there was gender parity in the high simple literacy levels among 15-24 year-olds for both measurement periods.²¹

In fact, girls even performed better than boys, as borne out by the female bias in learning achievement and by the male bias in repetition rates. Boys are disadvantaged in terms of retention and achievement levels.

Non-Formal Basic Education in the Philippines

Despite efforts of the government to provide free education to all Filipino children, there are pockets of disadvantaged boys and girls who are unable to exercise their right to free education in a formal setting for various reasons.

²¹ The Philippine's draft Education for All National Action Plan, 2004-2015, p..5.

The Bureau of Non-Formal Education (BNFE) is a part of DepEd's strategy to address the problem of street children and other groups of young boys and girls deprived of education. It provides remedial instruction for working children through home study program. In 1999, the BNFE began the non-formal education accreditation and equivalency system (NFE A&E) to help children over the age of 15 to gain school certification so that they could enter post-secondary levels of education. The government also supports distance learning program and mobile tent schools. The National Project on Street Children provides educational assistance to street children through a network of government, non-government and community organizations..

Non-formal education may be described as any organized and systematic learning conducted largely outside the formal educational subsystem that may or may not provide certification. Definitions aside, the characteristics of non-formal education make it quite different from the formal subsystem in a number of ways. First, non-formal education addresses the needs of those who were not able to participate in the formal subsystem. In this regard, the clientele are quite different. A substantial number dropped out of the formal subsystem, the reasons for this being numerous though mostly centered on poverty. The specific activities and delivery methods associated with non-formal education are designed to meet the expressed needs of the distinct clientele. At present, non-formal education in the Philippines has four thrusts:

- family life skills, including health, nutrition, childcare, household management, and family planning;
- vocational skills;
- functional literacy;
- livelihood skills.

Non-formal education is provided separately and apart from the formal school subsystem and does not serve as an entry point to a higher level of formal education. In this regard the two subsystems are separate, and little room for movement between the two is currently available. Non-formal education concentrates on the acquisition of skills necessary for employability and competitiveness in the labor market. The availability of non-formal education expands educational access to more citizens representing a variety of demographic characteristics, socioeconomic origins, and general interests. In effect, the non-formal subsystem makes education available to a very large number of Filipinos who would otherwise not have an opportunity to participate in any educational opportunities.²²

Situation of Street Children in Terms of Access / Barriers to Education

Street children generally lack access to public school services. In particular, street children who have been in conflict with the law are excluded from schools because they are seen as bad influence on their peers. Other children are unable to go to school because of their need to work. Others prefer a combination of work and school.

²² Bureau of Non-formal Education and Asia Pacific Economic Co-operation.

Other boys and girls are unable to go to school because of the costs. While school tuition is supposedly free as guaranteed by the Philippine Constitution, other fees or charges exist in many public schools. Children also drop out of school because of skyrocketing cost and basic needs. Teachers, being underpaid, get extra income by requiring exorbitant projects and donations.

A further problem is the traditional method of teaching that often does not encourage children and lessons are not seen to be practically useful in daily life. Many children say they would rather stay on the street where there is freedom rather than stay in school where one's every move is limited by several school regulations.

While other children are eager to go to school, they refused to remain in school because of discrimination, teachers using corporal punishment and bullying.

Other children, particularly those in fishing and agricultural villages, suspend their schooling temporarily and return after harvest or planting season for agricultural areas or after fish catching season for fishing villages.

IV. Government Policies on Basic NFE and Implementing Mechanisms for the National Programme on EFA

The Philippine EFA Plan of Action

The Philippines was a signatory to the World Conference on Education For All (EFA), held in Jomtien, Thailand, in 1990. This global plan aimed to give every child in the world quality basic education by the year 2000. The Philippines' EFA commitment was translated into a 10-year EFA Philippine Plan of Action (PPA) covering 1991-2001.

The Philippine Plan of Action specifies the country's national goals, objectives, policies and strategies, as well as regional programs for implementation. It also serves as the guide of the education sector and its partners in attaining the EFA goals and targets. EFA's basic thrusts consist of early childhood development, universalization of quality primary education, adult literacy, and continuing education. EFA's implementation stretched from 10 to 15 years and became a mainstream program.

A review of the 1999 EFA Country Assessment Report revealed that after 10 years of implementing EFA the elementary education system of the country still reflected the same situation that obtained during the start of the EFA decade.²³

²³ Philippine EFA National Assessment Task Force, Report on the EFA Philippine Country Assessment (Manila:October 1999)

A new development in the Philippine EFA Plan for 2004-2015 is the inclusion of the secondary education level as an equal concern. The secondary level happens to present a more challenging scenario because apart from the same weakness (internal efficiency and quality of learning outcomes), in the elementary school level, there are apparently low gross and enrolment rates in the high school level.

Philippine EFA goals for 2015

Within the Dakar Framework, the Philippines has committed to achieve the following goals:

1. Expanding and improving comprehensive childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program.

One of the initiatives under the Philippine EFA Plan is the establishment of alternative learning systems encompassing non-formal and informal education. This has been partially fulfilled through validating the feasibility and viability of non-school-based learning channels which DECS is currently pursuing.

The alternative learning system (ALS) makes it possible for out-of-school youth including street children to be integrated into the learning system. ALS encompasses both the non-formal and informal sources of knowledge and skills such as those acquired in the church, at home, media and the environment. ALS is focused on all Filipino children, youth and adults who are out of school, particularly those who are illiterates, disadvantaged, and living in far-flung areas. ALS ensures that more Filipino illiterates learn to read, write and develop basic life skill.

Some of the difficulties and challenges in the implementation of ALS are:²⁴

1. Difficulty in reaching some sectors such as the indigenous peoples, migrant persons, and children in need of special protection including street children;
2. Weak management and coordination among government agencies, LGUs and the private sector; municipal inter-agency committees for ALS remained inactive.
3. Inefficient service delivery system due to insufficient number of mobile teachers in far-flung areas and fast turn-over of NFE coordinators brought about by low pay.

²⁴ Ibid.

4. Inadequate supply of appropriate resources to facilitate learning.

The new Philippine EFA plan aims to decrease the current level of functional illiteracy by 50 percent at the end of the plan period for the 15-24 age group (from the current 4.9 percent to 2.5 percent by 2015); ²⁵

IV. Implications for EFA Policy and NFE Programmes

The following are some specific policy-related and programmatic interventions to push the goals for ALS in the Philippines. These are apart from the recommendations drawn from the five case studies that are spelled out in chapter VII.

1. Inclusion of ALS/NFE in the legislative agenda which cover the provision of ALS/NFE guidelines for responsive implementation of RA 9155 (The Governance of Basic Education Act of 2001), specifically Rule XII which relates to Alternative Learning Systems. It also covers establishment of career paths for ALS/NFE implementers. The ALS rule in RA 9155 must be sufficiently strengthened by specifying quality administrative and managerial systems for the ALS.
2. Development and Implementation of a Program for Lifelong Learning. The new ALS curriculum will focus on the five learning strands for quality lifelong learning. This is the translation of the Four Pillars of Learning and the definition of functional literacy in its expanded meaning and approved for national implementation.
3. Revitalization of ALS Program Review and Development. BNFE will refocus its program review and development functions towards the attainment of quality ALS through a scientific orientation in the application of quality assurance concepts and techniques.
4. Intensifying Advocacy and Social Mobilization to reach the “hardcore illiterates” and other hold-outs to progress. This will involve development of appropriate information education and communication materials, community organization, capacity building network and alliance building, monitoring and evaluation.
5. Enhancing the Capability of ALS implementers by establishing a core of trainers who will train trainers and mentors on appropriate knowledge, skills and attitude.

²⁵ Ibid.

6. Develop a career path for mobile teachers to counteract the fast turn-over among them. ALS teachers do not have to return to formal education to get promoted.
7. Provide incentives for ALS workers in addition to career path through a system of recognition and incentive awards.
8. Develop an ALS Master Plan to improve functional literacy. Since the change in the focus of ALS from simple to functional literacy has just recently evolved, a major redirection of the BNFE's philosophy, thrusts and strategies, and more importantly its priorities, require a significant overhaul.

VI. The Five Case Studies

Agency Profile

Name of Agency: Angelicum College

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Programs and Services:

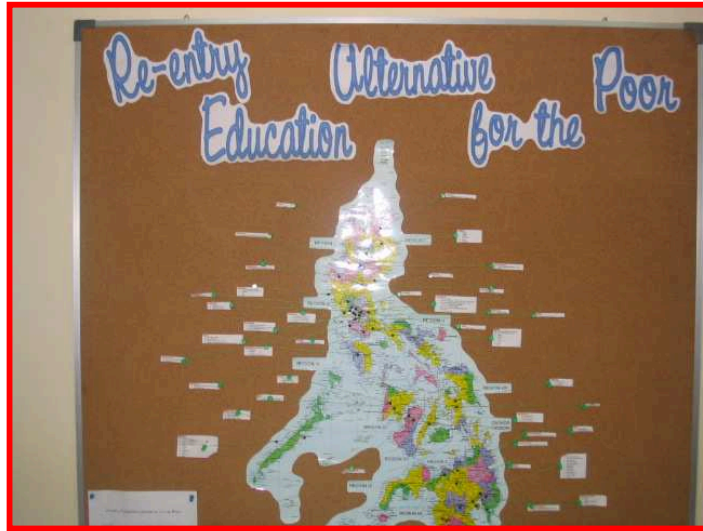
- Free primary and secondary education for poor students
- Learning Modules on loan
- Individualized academic consultation
- Regular Testing for mastery of modules
- Medical Assistance when needed
- Guidance Counseling when needed
- Technical and supervisory assistance to other REAP

Project Title: Re-Entry Education Agenda for the Poor (REAP)

Implementing Agency: Angelicum College of Quezon City

Background/Overview

The Angelicum College, Quezon City (ACQC) is a Filipino Dominican Institution known in the Philippine Academe for its successful formulation and implementation of a “Non-Graded System of Education” which started in 1972. Its basic education program has been accredited by the Philippine Association of Accredited Schools, Colleges and Universities (PAASCU) to level II.



The basic elementary and secondary education offered by Angelicum College is non-graded and self-paced. Sets of knowledge and skills are learned without the usual time frame utilized in regular schools in the Philippines. The learner’s progress is determined by his/her performance outcome as a result of the efforts exerted and the learner’s personal capacity to learn.

The *Home Study Program* (HSP) of Angelicum College started with students who have been “kicked out” of exclusive Catholic schools and could not be accepted by other schools. Most of these children were expelled from schools because of academic or behavioral reasons. The program was initiated by Fr. Rogelio Alarcon, a Dominican priest and former Rector of Angelicum College who also served as Presidential Consultant on Education Reform for the former President Joseph Estrada.

In the Home Study Program, there are students who pay tuition fees. There are also students from poor families who are allowed to enroll for free. These students are under the program called “Re-Entry Education Agenda for the Poor (REAP).

The “*Re-Entry Education Agenda for the Poor*” (REAP) is a formal education program for the poor which is handled by schools but which is also community-based. It is formal because it follows a regular curriculum and uses the same approved learning modules but is delivered in a non-formal setting. It is home-based because the learning happens at home with volunteers (usually a household member or a community resident) and the students report to the schools only twice a week for consultation with the teachers and for

testing. It, therefore, dispenses with the requirements of formal classroom attendance. In a regular school, once a pupil misses 20% of the required class days, he/she is automatically dropped from the class. REAP combines the Angelicum System of Education and the Home Study Program.

This is exactly the problem in the Philippines- number of absences from class forces many boys and girls to drop out of school, thus swelling the ranks of out-of-school children and youth.

The founder, Fr. Rogelio Alarcon, realized in his ministry that there were many children and youth who were eager to learn and that there were also good-hearted people wanting to help. Both do not know how



A student of REAP consulting a teacher to discuss her difficulty with a specific subject matter.

to do it. Fr. Alarcon's role was to connect the two related poles. Fr. Alarcon was an awardee of the Ten Outstanding Young Men of the Philippines (TOYM) in education. He has always been in the center of innovative education in the country.

The program was initially funded by the former President Joseph Estrada who personally launched the program in Angelicum on January 28, 1999.

Objectives

The Angelicum College's Home Study Program (HSP) was designed generally to serve the needs of out of school Filipino children, youth and even adults who wish to finish their basic education but cannot, due to various reasons such as:

1. poor health
2. inability to learn in school
3. behavioral problem
4. financial problem
5. early marriage
6. pregnancy
7. working and therefore cannot be present in school regularly

The "Re-Entry Education Agenda for the Poor" (REAP) under the Home Study Program specifically aims to provide opportunities for out-of-school children and youth from poor families to finish elementary and secondary education while working. The program allows them to study at home at their own time and pace.

The REAP Program follows the no-grading system of Angelicum College where learners do not receive the conventional grades and ratings and are classified according to the continuous 11 years of schooling. Emphasis is placed on mastery of subject matter and not on ability to get passing grades.

Project Partners/Beneficiaries

The Home Study Program is being implemented in 198 learning sites established in various communities, jails, parishes, and schools all over the country. There is no selection process. The desire, willingness and commitment to adopt the program to benefit poor students constitute the main requirements. They can adopt the program as their own. Funding is not a problem because only human resources are needed.

As of April 2004, there are an estimated 10,000 learners enrolled in learning sites located in Luzon, Visayas, and Mindanao. Most of the students are out-of-school working children and youths, adults, indigenous peoples, household helpers, jail inmates, etc. For School year 2004-2005, there are 390 students enrolled in the Home Study Program of Angelicum College. Forty-five of these (11.5%) are non-paying students coming from poor families. Thirty-five (78%) are girls and ten (22%) are boys.

The table below shows that of 45 students under the REAP program of Angelicum College, only 16 are under 18 years of age or are considered children. Of these, only two (12.5%) are boys.

| Age Group/ Gender | Attended 1–3 years of school | Attended 4 or more years of school | Never attended school | Total number of out-of-school children served |
|------------------------------|---------------------------------------------|---------------------------------------------------|--------------------------------------|--------------------------------------------------------------|
| Total, BOYS | 0 | 2 | 0 | 2 |
| Below 6 yrs old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 2 | 0 | 2 |
| TOTAL, Girls | 0 | 14 | 0 | 14 |
| Below 6 years old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 14 | 0 | 14 |
| Overall TOTAL | 0 | 16 | 0 | 16 |

A majority of the students under the REAP program are working students. The table below shows that 14 (87.5%) of the 16 under-eighteen year old students of REAP are working.

Out of eight REAP students interviewed in the focused group discussion (FGD), five were working as household helpers. One of them stopped schooling at fifth grade. The rest were either drop-outs from first to third year high school levels.

The parents of the children participants in the FGD were either self-employed, construction worker, farmer, or household helper.

| Age/Gender Grouping | Presently Working | Not working | Total no of out-of-school children served |
|----------------------|-------------------|-------------|-------------------------------------------|
| Total, Boys | 1 | 1 | 2 |
| Below 6 years old | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 |
| 13 – 17 years old | 1 | 1 | 2 |
| TOTAL, Girls | 13 | 1 | 14 |
| Below 6 years old | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 |
| 13 – 17 years old | 13 | 1 | 14 |
| Overall TOTAL | 14 | 2 | 16 |

Description of the Agency’s Basic Education Program

*(This section describes the basic education system of the **Home Study Program of Angelicum College** in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing)*

Requirements for enrollment

The REAP programme offers education to young Filipinos from poor families who cannot be physically present in learning institutions or those who are prevented from class attendance due to chronic illness, employment, or early marriage. It is also open to those who have exceeded the normal school age but are determined to complete the basic education curriculum.

There are no other requirements and conditions except the learner’s desire to learn through the non-graded system of Angelicum College.

Accessibility (distance from the community)

The school is located within Quezon City and is easily accessible from anywhere in Metro Manila through public transportation. Students who participated in the FGD were from Quezon City, Caloocan, Cainta, Novaliches and Antipolo. Even if the students report to school only for two days within a week, they are encouraged to come early on their “school days”.

Content

The curriculum being followed by the REAP program is similar to both the Home Study Program as well as the regular primary and secondary levels of Angelicum College. The course content of regular academic subjects is printed in booklets for the home study process. These subjects are

Mathematics, Science, English, Social Studies, Filipino, Christian Living Education, Computer, and Physical Education/Health/Music.

Hands-on classes are held for MSEPP or *Musika, Sining, Edukasyong Pangkatawan, at Pampalakasan* (Music, Arts, Health Education, and Physical Education), HELE (Home Economics and Livelihood Education), TLE (Technology and Livelihood Education) and Computer classes. These classes are held once a week.

Methodology

Upon enrolment, a Placement Level Test is given to each learner to determine the level of the modules to be given to him/her. The learners are classified according to the continuous 11 years of schooling. In the process, they do not receive the conventional grades and ratings. Appropriate academic modules for each of the required academic subjects are then loaned to learners on a scheduled date.

Learners are not required to come to school every school day. The learner is expected to study the modules, which include practice examinations, at home. Answers to the questions are written in separate notebooks as the modules are only borrowed from school. She/He is expected to master the subject matter at home. Some household helpers are assisted by their employers or by their older children who study in regular schools.

Learners are required to come to school only for two days within a week for consultations and examinations. Individual consultations provide learners the opportunity to discuss with the learning managers (teachers) specific areas of difficulties that need to be clarified. Consultation normally lasts for 5 to 15 minutes per student. Learners sign up to schedule their respective consultation. There are teachers available even at lunchtime because teachers eat lunch at different times.



When ready, learners proceed to a separate room called “testing center” for mastery tests and retests. Teachers serving as proctors make sure learners meet the following requirements before taking the tests:

1. Complete uniform with ID card
2. Activities in the module have been signed by the learning facilitators
3. The learner uses a paper with the signature of the moderator affixed on it. A paper without the teacher’s signature invalidates the test results

The learner moves up to the next level if she/he passes all the required tests for the required subjects. In case the learner finishes all the required subjects for a year level ahead of the ten-month period, the learner may enroll for the next level and begin another curriculum year.

To avoid discrimination, learners enrolled in the Home Study Program, both paying and non-paying, are required to wear the same uniform as the regular students of Angelicum College. They also attend “Recollection Sessions” for 8th and 9th grade as well as “Spiritual Retreats” for 10th and 11th grade level. Moreover, interested learners can join the sports club or contribute to the school paper. Medical assistance and guidance counseling services are also offered to all learners.

Parents of the learners are required to attend the Student-Parent-Teacher Conference (SPTC) and encouraged to communicate with their child’s moderator especially if he/she is lagging behind.

Schedules

Curriculum year in the Home Study Program starts upon enrolment and ends ten months thereafter. The learner may enroll more than once within a school-year period if she/he is fast and diligent enough to finish the required subjects for a year level ahead of the ten-month period.

Learners like athletes, dancers, and those undergoing medical operation, who cannot report to school for a month or more may file for a leave of absence along with a certification from appropriate authorities (coaches, employers, doctors, etc).

Learners are given modules to study at home but are required to report to school for at least two days in a week for consultations and examinations. She/He may choose from the following schedules:

Session A- 7:30 am to
3:30 pm

Session B- 9:30 am to
5:30 pm

In addition to the required two-day consultation and examination sessions, learners report to school for other subjects requiring hands-on sessions which are held once a week. Everybody is encouraged to come to school on time even if there is no scheduled class.



Students of REAP get to choose two days within a week to report for consultation with teachers and to take the examinations.

Educational Materials Used

There are only two major educational materials used in the HSP. These are the modules used for study, and the testing materials used to pass the requirements of each of the modules. The modules were developed by the HSP teachers under the leadership of Fr. Hilario Singian. The modules are the same ones used for the regular classes of Angelicum College. Slight modifications were made for subject areas requiring oral examination like poetry reading. For this example, learners are instead required to write poetry.



These modules are lent to learners until they finish the requirements. Some students have them photocopied for future use while some learners, particularly those of poor families, are contented with using them during the required period and returning them to school after use.

Since there is no actual interaction similar to a classroom setting between teachers and students, there is, therefore, no need for other instructional aids apart from the learning modules distributed to students.

The testing materials used to gauge the knowledge acquisition level of learners play an important part of the system. Learners move from module to module by passing the required tests. The testing materials are directly linked to the modules the learners use.

Teaching staff



Teacher showing a sample student's diary



Consultation between teacher and learner

There are eighteen teachers in the Home Study Program. Almost all of the teachers are female (17) and only one is male. The five female teachers who participated in the FGD are all graduates

of Bachelor of Science in Education. To qualify as learning managers, these teachers all underwent written examinations, psychological tests and interviews, and were asked to conduct classroom demonstrations.

They were trained through orientation sessions and faculty development activities. During summer, they also volunteer in different learning sites assisted by Angelicum College. As incentive, they get free transportation, board and lodging, and the chance to tour Luzon, Visayas and Mindanao.

Size of class

The subject of class size becomes irrelevant in the Home Study Program because there is virtually no “class” to speak of. However, in terms of teacher-student ratio, given the total number of students and teachers, there is a teacher for every 22 students.

Venue

A sizeable room in the college called “learning station” is used for individual consultation, oral testing, and for borrowing of books. Learners are required to log in and log out as they enter and leave the station. There are about 10 teachers seated at separate tables around the spacious room at any given time conducting individual consultations. There is a separate “testing center” for examinations which is spacious enough to accommodate fifty students at one time. The chairs are so arranged as to prevent possible cheating.



Home Study Program testing rooms.

Duration of the program

The program started in 1999 and continues to operate up to the present time. The HSP of Angelicum College, therefore, has been in existence for five years now. The program is likely to continue as this has become a commitment of the college to serve disadvantaged children in the country.

Accreditation / Equivalency

The Home Study Program is similar in terms of curriculum to the regular program of Angelicum College. Passing the required tests is enough for a learner to move from one grade level or high school level to another.



Learners take the exams weekly to qualify to move from one module to another until he/she finishes all the required modules.

Financing, i.e. budget/costs, donor/s, etc.

Two girls taking the qualifying tests for the next level.

There are two groups of learners under the Home Study Program, the paying and non-paying students. The REAP program is basically subsidized by the tuition fees paid by the paying sector of the program. The estimated tuition fee per paying student is P 26,000 to P 30,000 a school year. Angelicum College has no fixed budget for REAP. Annual program budget depends on the number of enrollees in a year for both paying and non-paying sectors.

Successful and challenging features of the program

The implementers think that the program has been so tested that there is little that they need to change except for the “requirements for enrollment” which they think is a little stringent and may tend to discriminate against other deserving poor students.

| Features of the Program | Successes | | Challenges | |
|-----------------------------|-----------|-------------------------------------------------------|------------|--------------------|
| | √ | Remarks | √ | Remarks |
| Requirements for enrollment | | | √ | A little stringent |
| Accessibility | √ | Centrally located | | |
| Content | √ | Comprehensive | | |
| Methodology | √ | Learner-centered | | |
| Educational materials | √ | Each student has set of learning modules | | |
| Teaching staff | √ | Professional and dedicated | | |
| Size of class | √ | individualized | | |
| Schedules | √ | Flexible enough to accommodate student's availability | | |
| Venue | √ | Spacious | | |
| Duration of the program | √ | Institutionalized | | |
| Other stakeholders | | | | |
| Accreditation/ Equivalency | √ | Government-recognized | | |

Attendance

The concept of classroom attendance is different in the Home Study Programme of Angelicum College. Learners come to school only twice a week for consultation and take the tests to qualify to move from one learning module to another. However, each learner

also maintains a diary to ensure that he/she studies the assigned module everyday. The diary is signed by the parent or guardian or by the household head in case of learners who work as housemaids.

Children's Participation

Learners in the program are generally treated as subjects of the educational service. There is no organized structure for children's involvement either in the curriculum development, subject content analysis, nor methodology. However, during monitoring activities in other learning sites, learners are asked information regarding their learning status, the difficulties that they encounter in their studies, and the different ways these difficulties are given solutions.

Impacts of basic education on the quality of life of out-of-school children:

The learners who participated in the FGD expressed sincere appreciation of the HSP of Angelicum College. They cited the following as the positive changes in their life:

- Developed self-esteem and self-confidence
- Learned discipline and time management
- Experienced feeling "normal" just like regular students
- Felt happy to have a chance to finish high school and go to college
- Became optimistic regarding possibility of getting a more decent job

Program contents that help children to cope with life while they are working?

The program is focused on preparing the learners to study the modules, pass the examinations, and accelerate to another grade or year level. There is no special theme addressing life skills or improving one's capacity to cope with the hazards of work.

Difference in the effects of the programme on girls compared to boys:

Girls are said to be more patient and determined to learn and finish their studies.

Difference in the effect of the programme on working students and those who are not working:

The pace of students who work is generally slower compared to those who are not working. The five household helpers interviewed in the FGD expressed difficulty in finding time to concentrate on studying the modules. Most of them get to really have time

after 9 pm; by this time, they are almost exhausted. Some of them get a chance to study during mid-morning or mid-afternoon. Still, they end up slower than learners who have all the time to master the modules.

Linkage with the government:

Sadly enough, the program has no linkage with any Government Agency much less with the Bureaus of Non-Formal, Elementary Education or Secondary Education of the Department of Education except for the usual permits required from private schools. It is therefore irrelevant to talk about assistance to the program from the government.

Basic Education Program Design:

The program was designed primarily by the former Rector of the school with assistance from selected staff. No child or youth was involved in the design of the program. There has not been any revision of the program design since the start of the project.

Agency Profile

Name of Agency: Cebu City Task Force on Street Children (CCTFSC)

Address: Drop-In Center for Street Children
Sikatuna, St. Parian, Cebu City

Contact Person: Mrs. Margot V. Osmena

Position: Chairperson

Contact Nos.: Tel. No.: 032-4149004
032-2557937

Programs and Services:

1. Education for street children such as:
 - Functional/basic literacy
 - Values clarification
 - Drug abuse prevention
2. Health Services
 - Health education
 - Medical/Dental check up
 - Assistance in hospitalization
 - Laboratory testing
3. Psycho-Social Intervention
 - Appropriate psycho-social service to children in distress
 - Individual/group counseling
 - Referrals
4. Legal Protection and Assistance to Street Children in Conflict with the Law
 - Referral to child rights legal desks
 - Advocacy on CRC and laws for children
5. Leadership and Organizational Capabilities among Street Children
 - Street children organizing
 - Training of street children leaders

Project Title: Mobile School Program

Implementing Agency: Mobile School Sub-Committee
of the Programme Committee
of the Cebu City Task Force on Street Children

Background/Overview

Since August 1994, the Cebu City Government and the Cebu City Task Force on Street Children have been implementing a Mobile School Project that provides children of urban poor families with opportunities to experience schooling. The program caters to 4-8 years old disadvantaged children from squatter areas of Cebu City. The program is said to be mobile because it uses government-owned buses to pick up children from their



urban poor communities to be brought to an open space provided by Philippine Port Authority where the teaching-learning sessions are held.

The Cebu City Task Force on Street Children (CCTFSC) is an inter-agency coalition of GOs, NGOs, and private individuals concerned about the plight of street children in Cebu City. It was organized in 1986 through the efforts of the National Project on Street Children under the Department of Social Welfare and Development (DSWD) and supported by the UNICEF Manila Office. It is headed by Mrs. Margot Osmena, wife of the present City Mayor, and gets support from the Local Government of Cebu City, civic organizations, and private individuals. It used to get direct assistance from UNICEF under its Country Programme for Children. The membership of CCTFSC has grown from 9 institutions to 22 active member agencies at present. The CCTFSC coordinates projects and services intended for street children and facilitates exchange of information, resources and technical expertise among its members.

The Task Force supports a mix of street-based, community-based and institution-based strategies to address the rights and needs of Cebuano street boys and girls. Members of the Task Force are grouped into different service committees. The Mobile School is coordinated by the “Mobile School Committee”.

Goals and Objectives

Inspired by the Convention on the Rights of the Child, the Cebu City Task Force on Street Children defines its vision as:

“A just and humane society where every child is recognized and valued, protected, respected and given the opportunity to develop his/her fullest potentials in a safe and supportive environment.”

The Mobile School Project aims primarily to prevent children of urban poor families of Cebu City from roaming the streets which could later on turn them into street children. Specifically, the project aims to prepare children for integration in the formal education at the appropriate school level.



As a sub-project of Cebu City Task Force on Street Children, the project is intended to contribute to the achievement of the overall project goals of improving the quality of life of families and children living below the poverty line by providing services and opportunities to meet their basic needs and by reducing the incidence of child labor, child exploitation and child abuse.

Specifically, the mobile school project aims to:

1. Provide street children and out-of-school children with opportunities for functional literacy, guidance and counseling, recreation, medical services, spiritual and moral formation.
2. Provide them with information on the rights of children based on the Convention on the Rights of the Child.
3. Strengthen parent-child relationship and family solidarity.
4. Assist children of working age to access agencies with a skills training program setting.
5. Provide supplemental feeding to children.

Project Partners/Beneficiaries



The project is serving a total of 307 children of urban poor families from depressed districts of Cebu City. There are more boys (167) than girls (140). About 70 percent of the children are under 6 years old.

| Age Grouping/Gender | Total Number of Children Served |
|----------------------|---------------------------------|
| Total boys | 167 |
| Under 6 | 113 |
| 6-12 years old | 54 |
| 13-17 years old | 0 |
| Total girls | 140 |
| Under 6 | 108 |
| 6-12 years old | 32 |
| 13-17 years old | 0 |
| Overall Total | 307 |

Only five of the children beneficiaries of the project are actually street children. However, the teachers believe that without the Mobile School Project, many of the children would be roaming around the streets of Cebu City.

| Age Grouping /Gender | Living on the street by themselves/w other street children | Living on the street with one or both parents | Working on the street, but go home to families |
|----------------------|------------------------------------------------------------|-----------------------------------------------|------------------------------------------------|
| Total, Boys | 0 | 1 | 0 |
| Below 6 years old | 0 | 1 | 0 |
| 6 – 12 years old | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 0 | 0 |
| Total, Girls | 2 | 2 | 0 |
| Below 6 years old | 2 | 2 | 0 |
| 6 – 12 years old | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 0 | 0 |
| Overall TOTAL | 2 | 3 | 0 |

Parents of the children attending the Mobile School Project also benefit from the project in terms of parenting skills seminars which are given every summer. They also get to receive updates on the progress of their children during occasional home visitations done by the teachers. During the focused group discussion among parents, they mentioned that the project allows them to do what they need to do at home without worrying about their younger boys and girls.

Description of Project Activities/Strategies:

*(This section describes the basic education system of the **Mobile School of Cebu City Task Force on Street Children** in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing)*

Requirements for enrollment

The Mobile School teaching staff conducts house-to-house visits every summer to interview parents and list down the names of children ages 4 up to 8 years and who do not attend day care service. These children come from the depressed areas of Cebu City such as MJ Cuenco, Ponce Cathedral, Imos, T. Villa, Back Pepsi, Mc Arthur Boulevard, Reclamation Area, Pier 3, 4, 5 and 6, Urdaneta, and William Lines.

The children are selected based on their ages (must be between 4 to 8 years), and their parent's inability to enroll them in any pre-school or government day care center. Most of the parents are engaged in buying and selling, scavenging, laundering, driving and other low-paying service jobs.

Accessibility (distance from the community)

The Mobile School Project maintains no permanent "classroom". Classes were initially held at the center of the City Plaza with all the distractions and noise around it. It was later on moved to its present location at a vacant lot within the compound of the Philippine Ports Authority in Cebu City where there is a little bit of privacy.



Content (subject matter / topics covered)

Since the school caters to pre-school age children, the contents of the curriculum are geared towards preparing the kids for formal school. These are:

1. Developing skill in writing different strokes;
2. Recognizing different shapes and colors;
3. Developing skill in writing the letters of the alphabet;
4. Developing skill in speaking;
5. Developing skill in listening;
6. Learning basic numeracy and writing numbers ;
7. Developing skill in reading;
8. Awareness of hygiene and nutrition;
9. Team building;
10. Values and spiritual formation; and
11. Enhancing children talents in arts, and singing.



Methodology

Children attending the Cebu City Mobile School are selected from blighted areas in the city that have been previously visited by the teaching staff. Every year they conduct house-to-house visitations and list the names of children 4 up to 8 years old who are not in school. These are the children who are considered to be potential street children. The

parents are informed of the program and their responsibility to prepare their sons and daughters.

The children are picked up from certain locations based on their schedules (group 1 - Monday, Wednesday and Friday; group 2 – Tuesday and Thursday). In “school”, the teachers employ a lot of interactive teaching-learning methodologies such as games, songs, demonstrations, and story telling. The children also do a lot of writing, drawing, reciting, and interacting with their classmates. A variety of methodologies is used because of the shorter attention span of the small children compared with older ones.

Nutritious lunch is served to all the children every day for free. Here, they get to have nutritious food and at the same time they are taught how to properly wash their hands before eating.

House-to-house visits are conducted to follow up the parents of the children or when the need arises. At the time of the interview, a house-to-house visit was to be conducted because the number of children attending class was dwindling.

After the program, the teachers assist the children to enroll in public schools as Grade I pupils.

Schedules

Classes in the Mobile School are held from 10 am to 3 pm and runs from Monday to Friday. The children are picked up by two buses from designated pick-up points starting at 9 am. They are then sent back at 3 in the afternoon right after classes. Due to the big number of children, they are grouped into two teams. One team reports on Mondays, Wednesdays and Fridays. Another team attends school every Tuesdays and Thursdays

Educational materials used

The teachers of the Mobile School use a variety of learning materials donated by private individuals or purchased through the regular project budget. These materials are mostly meant for pre-school children. The other learning materials are prepared by the teachers themselves. Most of them have to be colorful and interesting to get the attention of young learners.



School supplies like workbooks, pencils and papers are provided free for all learners but they are not allowed to bring them home. Teachers said that based on their experience, if they allowed the kids to bring the school supplies home, most of them would not be able to bring these back to school.

Teaching staff

There are eight full-time staff members hired to manage the Mobile School of Cebu City. Five of them are so-called “street educators” who manage the learning sessions with the children of the Mobile School.

The “mobile school bus” is driven by a full-time driver, while the nutrition component is managed by a nutritionist. A professional social worker supervises the whole team.



When asked what they like most about their work, the one reason they had in common is that they are happy helping the children, and happier still to know that some of them are on the honor roll.

Venue and size of class

Classes are held in a vacant lot loaned for free by the Philippine Ports Authority. The children are grouped together by age levels around small plastic mono-block tables with mono-block chairs. Teachers manage an average of 30 to 50 children per day.

Duration of the program

The Mobile school has been in operation for ten years now and has no specific date of termination.

Accreditation / Equivalency

The Cebu City Task Force on Street Children itself is officially recognized by the city government. However, the Mobile School Program has not been officially endorsed by the Department of Education even if the system is doing a great service of preparing disadvantaged children for formal school and preventing these kids from becoming street children.

Parents swore that Grade 1 teachers in public schools are amazed at the graduates of the Mobile School because they already know how to read and write at the start of the classes in Grade 1.

Financing

The salaries of the staff members (5 street educators, nutritionist/cook, driver, and social worker) as well as the operating expenses (daily lunches and school supplies and materials) are paid by the local government of Cebu City and have been integrated into the city government budget.

Successful and challenging features of the program

| Features of the Program | Successes | | Challenges | |
|-----------------------------|-----------|-------------------------------------------|------------|--------------------------------------------------------------------------------------------------------|
| | √ | Remarks | √ | Remarks |
| Requirements for enrollment | √ | | | |
| Accessibility | | | √ | A more permanent place closer to where the children live will save time and money |
| Content | √ | Appropriate and relevant | | |
| Methodology | √ | Appropriate for children ages 4-8 years | | |
| Educational materials | | | √ | Mothers want to teach their children at home but they are not allowed to bring their supplies at home. |
| Teaching staff | √ | Very dedicated | | |
| Size of class | √ | Just enough | | |
| Schedules | | | √ | Mothers prefer their children to be in school everyday instead of twice or thrice a week. |
| Venue | | | √ | A more permanent place with less pollution is desirable |
| Duration of the programme | √ | Sustainable because of government support | | |
| Other stakeholders | | | √ | Need to bring in DepEd and DSWD |
| Accreditation/Equivalency | | | √ | Program needs to be accredited by the Department of Education. |

Attendance

Parents interviewed in the focus group discussion eagerly shared that their children are very enthusiastic to go to school. However, they are a little bit frustrated that their children get to attend school only two or three times a week depending on the group to which they are assigned. However, at the time of the interview, the teachers observed the number of attendees to be decreasing. The reasons have yet to be revealed.

Children's participation

Teachers think the kids are too small to participate in aspects of the school program other than attendance in class.

Impacts of basic education on the quality of life of out-of-school children

The teachers observed that after attending classes in the Mobile School, the kids demonstrated the following changes:

- They come to the school cleaner/tidier.
- They seldom curse.
- They are more considerate of others.
- They know how to read and write.
- They appear to be happy in the class.

Meanwhile, the parents observed the following transformation among their children:

- They wake up early.
- They cry when the bus leaves them behind.
- They pray before they eat.
- They wash their hands before eating.

Program content that help children to cope with life

The basic skills in writing and reading the alphabet and simple words are generally appreciated by the children. When asked what they liked in the mobile school, the children who participated in the focus group discussion said they were partial to:



- Magsulat (writing)
- Maglaro (playing)
- Matuto magbasa (learning to read)

The observable behavior mentioned above, such as washing hands, avoiding cursing, observing hygiene are small learnings that children get from school that could be considered important subjects that help them cope with life in general.

Difference in the effects of the program on girls compared to boys:

There was no striking difference between the effects of the program on girls compared with boys.

Basic Education Programme Design:

The programme was designed primarily by the teachers who are involved in the project with the members of the Cebu City Task Force on Street Children. The program has not been evaluated since it started ten years ago. It would be a good idea to have this program reviewed in terms of its coverage, responsiveness and relevance.



Agency Profile

| | |
|------------------------|-------------------------------------------------------------------------------------------------------|
| Name of Agency: | Center of Excellence (CENTEX) for Public Elementary Education |
| Address: | Jose Abad Santos corner C.M. Recto City of Manila |
| Contact Person: | Director Carol E. Atacador Executive Director Centex Foundation Fe Duldulao Principal |
| Contact Nos.: | Tel. No.: 255-68-11 Fax No.: same Email Address: atacador.ce@ayala.com.ph |

Programs and Services:

1. Offers an integrated, holistic basic education program from Kinder to Gr. 6 inclusive of subjects not offered in other public schools like self-esteem, computer language arts and religion classes
2. Provides transportation allowances for students to and from their homes
3. Gives one hot meal to all the students from Kinder to Grade 6
4. Issues uniforms, inclusive of socks and shoes, to all students
5. Requires parents to render 30-hour service to the school

Project Title: Center of Excellence (Centex) for Public Elementary School

Implementing Agency: Centex Foundation

Background/Overview

The goal of CENTEX is to empower the Filipino child to develop into a total human being dedicated to the service of the country, to caring for others, and to nurturing the environment. CENTEX hopes to develop critical thinkers, servant leaders, and moral and ethical persons who nurture the environment and are proud to be Filipinos. CENTEX hopes to graduate lifelong learners able to connect with the rest of the world through the use of technology.



Primary funding for CENTEX School in Tondo comes from an endowment fund set up by corporate champion AYALA Land Inc. and managed by AYALA Foundation Incorporated. The arrangement is within the purview of the Department of Education and the City Government of Manila.

In October 2000, GLOBE Telecom Incorporated funded a second CENTEX School located in Batangas with the help of Pure Foods Corporation and the Provincial Government of Batangas.

Objectives

Specifically, the CENTEX project aims to:

1. Raise the standard of education of ordinary elementary public schools by developing a curriculum that is relevant and integrated in order to graduate students of poor families who are academically and technologically prepared to face the challenges of the new millennium.
2. Enhance the facilities and equipment of existing public schools to complement the improved curriculum.
3. Provide support programs for the CENTEX students and their families like nutrition and educational assistance for the students and livelihood skills training and seminars for the parents.

4. Help upgrade other public schools by sharing new knowledge and information regarding elementary school practices with the public school teachers not involved in the CENTEX project through seminars and symposia in coordination with the Department of Education.
5. Open a CENTEX school in every province, city or highly urbanized municipality, each sponsored and named after a generous corporate champion.

Project Components

The CENTEX Project applies a holistic approach in educating a child. Apart from enhancing the basic curriculum, it works to build a supportive and nurturing environment for its students through its different project components.

1. *Curriculum Development* – The curriculum of the regular public elementary schools is reviewed, revised and improved on in order to include such innovations as computer-aided learning, new researches in education, as well as exposure to the arts, sports and other co-curricular and extra-curricular activities. Unique to the curriculum of Centex is the integration of the Self-Esteem Program into the regular curriculum. This program focuses on identifying feelings, dealing with these feelings in a developmentally appropriate manner, conflict resolution techniques, self-awareness and self-worth, all of which preventives are ensuring the child's dignity as a person. Prominent in this program is the fusion of values in all content areas. Teachers also undergo intensive training to equip them with the necessary skills to implement the CENTEX academic program.
2. *Facilities Improvement* – The facilities of the school are enhanced to provide the proper learning environment for the children. Classrooms are redesigned and provisions are made for facilities such as computer laboratories and audio-visual rooms.
3. *Family Support and Counseling* – Realizing fully well the importance of a nurturing family environment, the families of the students are assisted through counseling in the form of parenting seminars and livelihood skills training.
4. *Supplemental Feeding* – To help improve the nutrition of the students, supplemental feeding is given to the students in the primary levels. Specifically, the school provides lunch to all the students from Kindergarten to Grade 6 levels.
5. *Educational Assistance* – Recognizing the problems faced by economically disadvantaged families, CENTEX assists parents financially by subsidizing expenses like school supplies, books, uniforms, and the transportation costs of the students to and from school.

CENTEX Schools have always been labeled as haven for the elite among the poor because they have too much to offer the pupils compared with those in public or even private schools. The teacher-student ratio has been maintained at 1:25 whereas classrooms in many public or even private schools have, at the least, 50 students to one teacher. CENTEX schools teach global English rather than regional English. However, CENTEX Management claims theirs are students with a heart for the poor. A recent survey among fifth graders revealed that many of them identify their intelligence as a tool they must use to better the lives of the community.

CENTEX is founded on the belief that education can be a great democratizing factor in opening up the opportunities of the new millennium to all Filipinos. If the CENTEX concept is put into operation and replicated in other parts of the country, more children from marginalized families will be ready to take on the challenge of a higher education. In about 15 years, the country will harvest the first CENTEX college graduates ready to take a lead role in bringing the development of the country down to the urban and rural communities from where they come.

The scope of CENTEX is to prepare a graduate who will be equipped with the learning and study skills and who, being intellectually confident, will have the ability to confront the moral and social challenges of the Philippines and also the complex global society. CENTEX offers educational growth



in the spiritual, psychological, intellectual, social and physical realms to safeguard the dignity of the whole child, thus enabling this child to be a fearless servant leader.

Project Partners/Beneficiaries

CENTEX Schools cater to a select group of children in the Philippines. Children from under-resourced families, who demonstrate high potential for academic success, are chosen for placement in this model public school learning environment.

The CENTEX School of Tondo has a total of 521 pupils. The table below shows there are more boys (53%) than girls (47%). Ninety-one percent of the pupils belong to the 6-12 age group. Only nine percent are below 6 years old.

| Age Group/Gender | Total number of children served |
|-------------------|---------------------------------|
| TOTAL, Boys | 274 |
| Below 6 years old | 26 |
| 6 – 12 years old | 248 |
| 13 – 17 years old | 0 |
| TOTAL, Girls | 247 |
| Below 6 years old | 20 |
| 6 – 12 years old | 227 |
| 13 – 17 years old | 0 |
| Overall TOTAL | 521 |

CENTEX extends its program benefits to the parents as well. Workshops, parenting, and livelihood training seminars are offered in an effort to enrich and advance the quality of life within the broader school-community.

Description of the Agency's Basic Education Program

*This section describes the basic education system of **CENTEX of Manila** in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing.*

Requirements for enrollment

CENTEX provides free education to deserving pupils of poor families from Tondo, Manila. Although, as many parents want their children to enroll at CENTEX Schools, the requirements tend to be a little stringent.

- Family income should not be more than P10,000.00 per month – this may be adjusted depending on the number of children in the family.

- Entry level to CENTEX is only at the Kindergarten level.
- Barangay confirmation that family lives in Tondo area.
- Home visitation from social workers to ascertain income level.
- Superior or above average IQ as determined by test given to all student-applicants.

Accessibility (distance from the community)

The first CENTEX School is located within but separate from the Gregorio del Pilar school compound in Tondo, Manila. Since all the pupils are residents of Tondo, pupils were never late or absent because of traffic. Transportation allowances for all pupils to and from school are provided by the school.

Content (subject matter / topics covered)

CENTEX believes that life is not fragmented into one-hour slots of mathematics, science, social studies, and language arts. It believes that life is a highly integrated application of all disciplines.

Language Arts summarizes all content areas through literature. Stories from around the world create a global awareness as well as build a global community among the CENTEX students. Mathematics, science, social studies, music, and art are integral to these stories. These disciplines are then connected through the life skills taught making learning relevant to the children's lives. Through these stories, the CENTEX child is able to see his or her worth in the global as well as Philippine community. The Philippine culture and tradition are seen from a global perspective, which will ultimately make the CENTEX child globally competitive.

CENTEX has a 5-year technology plan steered by technology guidelines and supported by a computer curriculum. Mathematics and science perceived as difficult and dreaded by students come alive and become highly interesting with the help of technology. The program management of CENTEX commits to a cutting edge technology in the educational process of the CENTEX child. Periodic evaluation of the technology plan is undertaken to ensure that the latest technology is available and accessible to the CENTEX children as well as their teachers.

Finally, CENTEX believes that the human brain has an inexhaustible capacity to recognize patterns and has a natural predisposition for learning, critical thinking, and problem solving. Core to the CENTEX curriculum is the basic understanding of the human brain validated by the latest research on brain-based education. CENTEX believes in the human potential. CENTEX takes responsibility for this human potential in the educational adventure of the CENTEX children.

In summary, CENTEX Schools cover the following content areas:

- Communication Arts in English
- Communication Arts in Pilipino
- Reading and Literature
- Social Science
- Mathematics
- Science and Technology
- Physical Education, Health and Music
- Fine Arts
- Enhancement Program Using Technology
- Industrial Arts/Home Economics for Grades 5-6
- Self-esteem
- Religion

The curriculum is organized around thematic units using broad themes that relate to the lives of the students, thus allowing them to explore the integrated content and to develop strategies about learning.

Methodology

Using English as the medium of instruction, except in Pilipino and HEKASI, CENTEX teachers employ a variety of inter-active and self-discovery methodologies. Teachers serve as facilitators of learning in contrast to the traditional way of learning which is teacher-centered.

The pupils have a full day program from Mondays to Fridays. In order to support the *Integrated Approach*, big blocks of time are allotted to Language Arts and Mathematics. Nap time is provided to younger children at the Kindergarten.

Every effort is made to protect instructional time and minimize distractions. Preparation of instructional materials and other classroom needs are anticipated and prepared before hand to ensure smooth flow of instruction.

Meaningful and relevant homework assignments are given to the pupils to develop work and study habits and to practice skills learned during the school day. For middle and upper grades, homework means students work on carefully executed assignments that will prepare them for work demanded in high school.



Field trips are conducted to complement knowledge directly related to the curriculum. Field trips are therefore not just focused on educational and cultural values but also have direct meaning and are relevant to lessons learned in the classrooms.

Students take four different tests during the year:

1. trimester tests,
2. unit tests and quizzes,
3. mid-year and end of the year achievement tests, and
4. assessment tests.

Teachers prepare weekly lesson plans stating the objectives, learning content, learning activities and evaluation for each day of the week. Lesson plans are prepared one week in advance and submitted to the Principal on Mondays.

CENTEX believes that technology enhances, but cannot replace, the importance of teacher instruction. The Computer Language Arts Program fulfills this belief by equipping the school with a computer laboratory. Students work on inter-active programs which allow them to apply what they learn in different subject areas.

Educational materials

Textbooks for the Integrated Language Arts curriculum are published by Silver Burdett-Ginn, while the Math textbooks are published by Scott-Foreman-Addison Wesley. Other textbooks are published locally and are provided by the Department of Education.

Teachers in the same grade level discuss among themselves the supplies needed for the trimester. These supplies are then requisitioned and are supplied by the Foundation. Teachers are required to maximize the resources through careful and responsible consumption. Audio-visual materials are also available. There is a property custodian who facilitates and monitors educational supplies and materials.

Teaching staff

There are currently 33 teachers in CENTEX School in Tondo dominated by the female sector (94%); only 2 are male teachers (6%). All of them are graduates of Bachelor of Science in Education and have passed the Board of Examination for Teachers.



Size of class

There are 25 students per class with more or less 4 teachers per grade level. Aside from them, there are teachers hired by the Ayala Foundation, Inc. who shuttle between CENTEX schools in Tondo and in Batangas.

Professional teachers facilitate a first-class learning experience designed to be relevant to the lives of these budding scholars. Since July of 1998, CENTEX students have competed with, and continued to surpass, their counterparts in other public and private schools.

Schedules

Classes in CENTEX start at 8 in the morning and end at 3 in the afternoon from Monday to Thursday. Classes are dismissed at 12 noon on Fridays. A warning bell rings daily at 7:45 to allow pupils and teachers to prepare for their first period classes. A flag ceremony is held every Monday and morning assembly from Tuesday to Friday. Recess and lunch time depend on the availability of the cafeteria space.

Venue

CENTEX School in Tondo occupies a part of the Gregorio del Pilar School. The holistic curricular program of CENTEX necessitated a redesign of existing facilities to include large classrooms, a motor-skills room, a computer lab, a multi-media room, learning centers, and lunchroom. Pupils need not have to go out of the school premises during lunch time because lunches are served free by the school.

Duration of the program

CENTEX School in Tondo has been in existence for 7 years now. It will be producing its first set of elementary graduates this school year. The sustainability of the program is assured given the assistance provided by Ayala Foundation.

Other stakeholders

Consistent with its philosophy, CENTEX School considers the parents as their major partners. Parents render 30 hours of work in school per month. They report to school to help in preparing food for the pupils during lunch time and cleaning up after the meals. On Friday afternoons and Saturdays, fathers and mothers clean the rooms and do repair work.



Parents help keep the school clean.



Fathers do their share of work in school

Other important stakeholders are the Department of Education, the City Government of Manila and Ayala Foundation Incorporated.

Accreditation / Equivalency

The Elementary School Curriculum of CENTEX School is recognized by the Department of Education and, therefore, its graduates can automatically apply for entrance to any high school in the Philippines. Pupils do not have to take special examinations in most public schools to be admitted.

Financing

The operations of CENTEX School are financed from the interests of an endowment fund amounting to 70 million pesos put up by Ayala Land, Inc. The salaries of the DepEd teachers are paid by the city government.

Management of yearly expenses is kept within the interests of the endowment fund as well as from additional funds sourced from other institutional and private donors. An annual budget is prepared by the CENTEX Project Director of the Ayala Foundation, Inc. along with an End of the Year Financial Report of actual income and expenses incurred for accountability.

Successful and challenging features of the program

| | Successes | | Challenges | |
|-----------------------------|-----------|---------------------------------------------|------------|------------------------------------------------|
| Features | √ | Remarks | √ | Remarks |
| Requirements for enrollment | √ | Return service of parents | √ | Not all do it |
| Accessibility | √ | Limited slots only (75 per grade level) | √ | To open more CENTEX schools |
| Content | √ | Track record of our students | √ | Maintaining the quality of teachers |
| Methodology | √ | Continuous in-service training for teachers | √ | Financial constraints; availability of modules |
| Educational materials | √ | Books are not locally made | √ | Financial considerations |
| Teaching staff | √ | Screening criteria/panel interview | √ | Quality of teachers sent to us from DepEd |
| Size of class | √ | 25 per class | √ | Lack of space and classrooms |
| Schedules | √ | 7:30 a.m. to 3:30 p.m. | √ | Quality control |
| Venue | √ | Good classrooms | √ | Lack of space |
| Duration of the program | √ | M-F, varying length of time per class | √ | Comparison with other public schools |
| Other stakeholders | √ | Involvement of private corporations | √ | Inconsistent support from government agencies |

Attendance rate of children involved in this program

Pupils of CENTEX School in Tondo are seldom absent from school. Some of them miss school only because of sickness, which seldom happens. All the ten children interviewed during the focus group discussion were hardly ever absent for fear of missing important lessons. They were also afraid of getting grades lower than above average.

Children's Participation

In each class, there are class moderators tasked to make incident /anecdotal reports in cases of misbehavior among classmates.

Impacts of basic education on the quality of life of children

All the pupils of CENTEX School in Tondo are coming from very poor families. For instance, the occupations of the parents of the ten pupils interviewed are:

- Security Guard (2)
- Driver (4)

- Vegetable Vendor
- Electronics
- Seaman
- Employee

With a family income of less than P 10,000 and living in a place like Tondo, the pupils of CENTEX are potential street children if not given a chance to study in this school. For this reason, the pupils interviewed said they appreciated the following from this school:

- Clean classrooms.
- Children are learning because of well decorated rooms.
- Music is played while doing school work.
- There's knowledge box and entertainment.
- Learning about our environment.
- A lot of books from the US.
- Teachers make students understand the lessons.
- Teachers are friendly.
- Teachers are playful and comforting when pupils have problems.
- There's free lunch.



When asked what made them different from other pupils of other schools, they said:

- Some children live on the streets.
- Some children have bad attitudes.
- Some children do less study and more talk.
- Some children have no discipline.
- Our knowledge is increased but attitude does not change.

Meanwhile, parents interviewed during the FGD noticed their children to be different from other children in the neighborhood in terms of knowledge and behavior demonstrated. Their children have more disciplined study habits, rationale time management and are keen on hygiene and order. However, their children go home from school tired because they spend 7 hours in school.



There was no stark difference observed between girls and boys in school.

Linkage with the government

The City Government of Manila pays the salaries and benefits of the teachers and Principal of CENTEX Tondo. The school building, as well as its maintenance, is another counterpart from the city government. CENTEX expects the government to expand its assistance to include other basic services each as feeding and medical check up.

CENTEX's Basic Education Program Design

Centex uses a curriculum patterned after *California, USA*. CENTEX's mission, vision and goals are the bases and frameworks for its unique and finely crafted curriculum. The Project Director, with representatives from the Division of City Schools—Manila, and a team of volunteer educators from *Assumption College* and the *International School*, continually updates and refines this curriculum to incorporate the latest educational trends and researches. Adaptations are dependent on student responses.

To further enhance the children's educational experience, CENTEX believes there is need to reinforce other interventions such as providing more feeding and health services for the pupils and livelihood assistance for the parents.

Agency Profile

| | |
|------------------------|-------------------------------------------------------------------------------------|
| Name of Agency: | Philippine Agency for Community & Family (PACAF) Mindanao Chapter, Inc. |
| Address: | Km. 17 National Highway (PACAF Knoll behind the Barangay Hall) Ilang, Davao City |
| Contact Person: | Sister Virgeen Healey, M.M. |
| Position: | PACAF-Mindanao Program Coordinator |
| Contact Nos.: | Tel. No: (082) 238-0230 Fax No: 238-0230 Email Address: pacafdav@mozcom.com |

Programs and Services:

1. Community profiling/community organizing
2. Leadership training and organizational formation (Committees: Health and Environment, Education, Economic Development, Youth, Family Life and Spiritual Development)
3. Assistance to low-income communities to develop Community Organizations with vision-mission-goals, Constitution and By-Laws, and Legal Personality, as well as the capacity to plan, implement and evaluate projects and programs that call for community involvement to address the community needs and lead towards sustainable development.
4. Early Childhood Care and Development for 0-6 years and Holistic Health Program
5. Skills training, Business Management, etc. for the economic development.
6. Family life and spiritual development
7. Non-formal Education for elementary and high school drop-outs (Acceleration and Equivalency System, Short Vocational Courses, PACAF Technical Training Program)
8. Income-generating opportunities for the youth.

Project Title: Non-Formal Education for Elementary and High School Dropouts in Purok 1 & 2, Barangay Sasa, Davao City

Implementing Agency: Philippine Agency for Community & Family (PACAF)

Background/Overview:

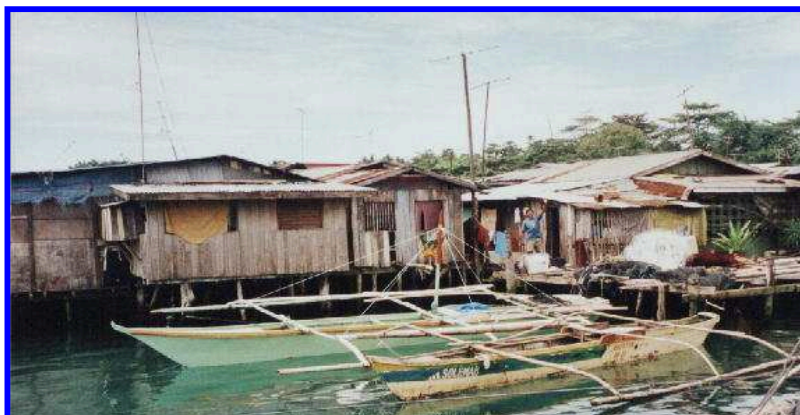
The Philippine Agency for Community and Family, Mindanao Chapter, Inc. (PACAF) is a non-profit, non-government organization, dedicated to human development in low-income communities. Its motto is *Philippines: Strong and Free*. Believing that the family is the very foundation of the nation, the “*family in community*” is the focus of its concern. It recognizes that every Filipino is called to participate in his own personal development, as well as the development of the nation.



PACAF began at Maryknoll College, Manila, in 1963. The agency started its work in Davao City in October 1994. It is registered with the Securities and Exchange Commission, licensed and accredited by the Department of Social Welfare and Development, an accredited partner of the Department of Labor and Employment and an accredited NFE service provider of the Department of Education.

PACAF’s program is designed to focus on Non-Formal Education within its Community Building Program to address the limiting effects of poverty as shown by a low literacy and education level. PACAF believes that an organized community will continue to address its educational needs even after PACAF leaves the Community.

One of the areas served by PACAF is a coastal community in Purok 2, Km 11 of Barangay Sasa in Davao City. Majority of its 2,000 population are Muslims, mainly Samals, Calagans, Jolos and Taosugs. Majority of the men earn a living by simple fishing using low powered motorboats or bancas run by paddles.



Coastal Community of Purok 2, Km 11, Sasa, Davao City

Women generally stay home to take care of small children and do household work.

Some of the relevant characteristics of this community are:

1. There are many young Muslim children “in-and-out” of school. The most common reasons are: sickness, inability to pay school fees, tiredness due to malnutrition, and sometimes just lack of interest. Those who went to school hardly participated in school activities and frequently got very low grades. Some have been forced to help out with the household chores while the parents are working, while some were forced to augment family income by vending in the wet market. A great number of these children did not finish elementary school.
2. There is also an alarming number of out-of-school youth in the community. Some are into gangs, prohibited drugs and vices. Many are engaged in “odd jobs” that help contribute to the family’s basic needs. Due to the fact that most have not finished high school and have no technical skills at all, finding a job, even part-time, is difficult.
3. Also prevalent in the communities are parents who are unemployed or underemployed and receiving very low wages. Since majority of them are illiterate, there is little opportunity for them to earn adequate wages.

Realizing that most of the poor’s problems are interconnected to education, resulting in low income and inability to provide opportunities for young family members, PACAF has placed its focus on education.



Goals and Objectives

PACAF's goal is to participate in the building of a strong and free Philippines through the formation of small human communities with social, economic, cultural, political structure that advance a better quality of life for all.

Its objectives are:

- To conduct integrated and holistic programs designed to promote full human development, stable family relations and meaningful social involvement;
- To pursue sustainable development in the spirit of true stewardship of God's manifold gifts

Flowing from this vision, the agency developed its holistic plan that contributes to total human development at the community level, with the family as a special focus and with non-formal education as basic intervention.

Under its non-formal education program, PACAF aims to provide:

- Free pre-school service to underprivileged children in preparation for primary school;
- Livelihood skills for young people that will help them gain employment; and
- Non-formal training for out-of-school youth to re-enter formal schooling.

PACAF started its NFE program in *Purok 2*, Barangay Sasa in 2002, using the Home Study Learning Modules of Angelicum College. After finding it not suitable to Muslim learners, PACAF switched to using the NFE A&E Learning Modules of the Department of Education.

In 2003, PACAF signed a Memorandum of Agreement with the City Division Office of Davao City as service provider of Non-Formal Education under the Basic Literacy Service Contracting Scheme. Service providers are institutions accredited by DepEd to bring the program down to Barangay level.

As a partner of the Department of Education in the implementation of NFE in Davao City, PACAF has adopted the objectives of the NFE A&E of the government.

Project Partners/Beneficiaries

There are currently 35 Muslim students enrolled in the non-formal education program of PACAF in Barangay Sasa, Davao City. Twenty-two (63%) of them are girls and 13 (37%) are boys. Ten of the out-of-school youth are under 18 years of age while the rest are above 18 years of age.



All the students of this project go home to their respective family everyday. The boys go fishing with their fathers or act as porters in the pier. The girls mostly stay at home just like their mothers. Some of them work as household helpers in well-to-do Muslim families.

| Age group/ Gender | Attended 1–3 years of school | Attended 4 or more years of school | Never attended school | Total number of out-of-school children served |
|----------------------|------------------------------------|---------------------------------------------|-----------------------------|-----------------------------------------------------|
| TOTAL, Boys | 1 | 12 | 0 | 13 |
| Below 6 years old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 2 | 0 | 2 |
| 18 and above | 1 | 10 | 0 | 11 |
| TOTAL, Girls | 6 | 16 | 0 | 22 |
| Below 6 years old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 1 | 7 | 0 | 8 |
| 13 – 17 years old | 0 | 0 | 0 | 0 |
| 18 and above | 5 | 9 | 0 | 14 |
| Overall TOTAL | 7 | 28 | 0 | 35 |

Description of the Agency's Basic Education Program

*This section describes the basic education system of the **Non-Formal Education for Elementary and High School of PACAF** in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing.*

Requirements for enrollment

PACAF's Non-Formal Education Program was set up with the belief that each child of the Philippines needs basic education, elementary, and high school or their equivalent. The project, therefore, is open to everyone who needs basic education. This program specifically caters to Muslim boys and girls because of its location but it is open to non-Muslims as well.

Accessibility and Venue

The learning school, a temporary structure set up by a civic organization, is located right within the community where the out-of-school children and youth live. It is made up of *sawali* out of local bamboo slots and has the ground as its floor. The young adults use small mono-block chairs and tables used by pre-school children on weekdays.



Content (subject matter/topics covered)

PACAF's Non-Formal Education initially used the Home Study Program modules from Angelicum College but later found them inappropriate for Muslim students. They tried the Department of Education's program modules and found these suitable.

As a service provider under the Basic Literacy Service Contracting Scheme of DepEd, PACAF utilizes the NFE system of the Department of Education. Its program contents revolve around the same five (5) integrated curriculum learning strands of BLSCS:

- *Communication Skills* – listening, speaking, reading, and writing for print or electronic media
- *Problem-solving and critical thinking* – numeracy and scientific thinking
- *Sustainable use of resources and productivity* – integrated into the first two strands
- *Development of self and a sense of community* – self-development, a sense of personal and national history and identity, cultural pride and recognition, and understanding of civil and political rights.

- *Expanding one's world vision* – knowledge, respect for and appreciation of diversity, peace and non-violent resolution of conflicts, and solidarity.

It also incorporates the following Four Pillars of Learning:

- Learning to know,
- Learning to do,
- Learning to be, and
- Learning to live together.

The competencies and levels contained in the NFE A&E curriculum are comparable in a general way to the formal school system but not parallel in terms of specific content. The non-formal curriculum was designed to make it responsive to the needs and goals of the out-of school youth. It emphasizes “functionality” and does not conform to the subject approach of the formal school system. The emphasis of the curriculum and learning materials is on providing learners opportunities for practical application of new knowledge and skills gained in order to facilitate improvements in the quality of their lives.

As an NGO implementing a government non-formal education system, PACAF incorporates awareness raising, values formation and community orientation into its program.

Methodology

Learners of Barangay Sasa report to “school” every Saturday with a Muslim Learning Facilitator. Using instructional materials from the Department of Education's A&E Program, the learners take one module at a time. Teachers from other schools are sometimes invited to handle specific modules as part of their school's community extension program. The Learning Facilitator arranges the schedules for the volunteer tutors and the learners in the area. In most cases, she handles the sessions herself.



The Education Facilitator has been trained to use the A&E modules through the assistance of the NFE Supervisor of the Division of City Schools of Davao City. The Learning Facilitator, as well as the volunteer teachers, use a variety of methodologies such as face to face, learning instruction, peer learning, and individual coaching. Self-learning methodology is not used due to lack of copies of self-instructional modules. PACAF has only one set of modules which is being used by the teacher as her guide. The program initially received assistance from the Department of Education to cover the salaries of the Learning Facilitator and for learning materials but later on stopped for some reason. The Department of Education assists in facilitating the registration of the learners to take the accreditation and equivalency test.

Once a learner successfully completes the NFE A&E, he/she will receive a certificate, elementary or secondary, signed by the Secretary of the Department of Education

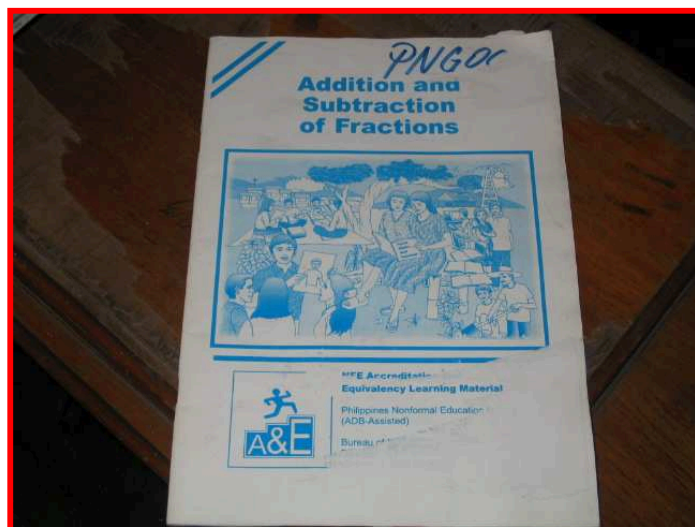
Schedules

Classes in this project are held on Saturdays only. Learning sessions start at nine and end at eleven -thirty in the morning. Sessions begin again at one up to four in the afternoon.

Educational materials used

The instructional materials from the Department of Education's A&E Program are used in this program. Some of the appropriate modules from the Home Study Program of Angelicum College are also being utilized.

Because the NFE package is not meant for general use all over the country, the learning facilitator innovates learning materials suitable to Muslim youth.



Teaching staff

There are two Education Facilitators assigned in Barangay Sasa. One the Child Development Workers (CDW) is assigned to take care of 63 day care boys and girls (not reflected in the table). Another teacher is assigned to teach out-of-school children and youth. She has been trained to use the DepEd NFE A&E modules. She is a graduate of Bachelor of Science in Education and has passed the Board Examination for Teachers.

Size of class

There is only one class for the elementary and high school levels. The number of learners ranges from 20 to 35 depending on the number of absentees. Learners usually come in the morning but their number dwindles in the afternoon session, as most of the boys have to join their fathers at sea to do fishing.

Duration of the programme

The program started in 2002 using resources from PACAF. Some support from the Department of Education arrived through the Basic Literacy Service Contracting Scheme. PACAF provides for a modest honorarium for the Learning Facilitator and some amount for learning materials. The program will likely continue as this is part of the commitment and objectives of PACAF as a development NGO.

Other stakeholders

The community where the learners live remains to be the major stakeholder of this programme. The support of the parents in Barangay Sasa will determine the lifespan of the program. PACAF plays a crucial role in mobilizing support for the sustainability of this project, particularly in sustaining the interest of the volunteer tutors and their schools. The School Board of the City Government of Davao, in partnership with the City Division of Schools, if effectively mobilized, should be able to institutionalize an alternative learning system for Muslim children and youth.

Accreditation / Equivalency

The learners of PACAF School take the NFE A&E test when they are ready.

Financing

The program was initially supported by the Department of Education under the Basic Literacy Service Contracting Scheme. The amount of P29,000 was released to cover the honoraria of the learning facilitator and some school supplies. This year, the support was discontinued because assistance had to be shared with other NGOs implementing the same program.

The NFE A&E learning modules used for the school were actually photocopies of original learning materials borrowed from the Division Office of DepEd. Expenses for reproduction were taken from the PACAF budget.

Successful and challenging features of the program

PACAF's NFE programme from the very outset was a challenge, considering PACAF's meager resources to sustain it. The following table shows the other specific challenges of the programme in certain aspects.

| Features of the Program | Successes | | Challenges | |
|-----------------------------|-----------|-----------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------|
| | √ | Remarks | √ | Remarks |
| Requirements for enrollment | √ | All out-of school Muslim youth are welcome with no strict requirement | | |
| Accessibility | √ | School is right within the community | | |
| Content | √ | Program contents are modified to suit the Muslim culture | | |
| Methodology | | | √ | Need to use a variety of methodologies consistently |
| Educational materials | | | √ | Outside assistance to reproduce learning modules is needed |
| Teaching staff | | | √ | Incentive & sustainable honoraria for learning facilitator is needed |
| Size of class | | | √ | Additional learning facilitator to provide individualized coaching |
| Schedules | | | √ | Need some rethinking to adjust to learners' schedule |
| Venue | | | √ | A spacious room is needed with chairs and tables suited to the age of the NFE learners |
| Duration of the programme | | | √ | Need assistance to prolong the life of the program |
| Other stakeholders | | | √ | Need to bring in civic groups and other donors to support NFE |
| Accreditation/ Equivalency | | | √ | Learners need more quality coaching to pass A & E tests. |

Attendance

The attendance of the learners is not always consistent. The number of students dwindles in the afternoon because boys have to join their fathers to fish in the sea.

Impact of basic education on the quality of life of children

Through NFE A&E, most learners and even parents now value the importance of education. Parents are now more supportive of their children than before. According to PACAF, almost 20% of the Muslim youth enrolled in the NFE have rejoined the formal school. This was remarkable, considering that Muslim children and youth are extremely shy. The community organizer related how difficult it was to “penetrate” the community because she is a Christian and people are generally suspicious of non-Muslims. In addition, some of the Muslim youth were initially embarrassed because of their being over-aged.

Government support

PACAF expects the government to provide regular financial support to pay for the honoraria of learning facilitators and to purchase learning materials for classroom instruction. The Regional Office of the Department of Education has a regular allocation from the national government for NFE A&E but the budget is so small that the amount is shared among NGO service providers on staggered basis. No single NGO service provider receives regular assistance from the Regional Office

| Type of Government Support | General Comments / Specific Experiences |
|-----------------------------------|----------------------------------------------------------------------------------|
| Teachers | Provided training and orientation to the learning facilitator |
| Educational materials | Very few learning materials provided. NFE A&E modules were lent for photocopying |
| Financial support | Small amount for honoraria of learning facilitator for a very limited time only |

PACAF's Basic Education Program Design

PACAF's curriculum is basically patterned after the NFE A&E program with additional dimension integrated by the agency as a developmental and faith-based NGO. The learning facilitator, in consultation with the community organizers, formulates and revises the curriculum content. Learners' needs are considered but they are not consulted technically on the matter.

PACAF is a case of a Government NFE A&E program implemented by an NGO as a service provider through the *Basic Literacy Service Contracting Scheme*.

Agency Profile

Name of Agency: Pasay City East High School

Address: E. Rodriguez Street
Malibay, Pasay City

Contact Person: Ms. Edna Madrid
NFE District Supervisor

Mrs. Lourdes Monje
School Principal

Contact Nos.: Tel. No.: 0632-8510153
0632-8338118

Programs and Services:

1. Literacy – Accreditation and Equivalency (A&E)/*Tuloy Aral*/Philippine Educational Placement Test (PEPT) Review/Functional Literacy
2. Livelihood Skills Development (Special Vocational Courses)
 - Baking/Cooking
 - Handicraft
 - Candle making
 - Sewing
 - Curtain making
 - Bag making
 - Arts and crafts
 - Soap making
 - Computer/Automotive
 - Electricity
 - Welding
 - Electronics
 - Carpentry
 - Masonry
 - Hotel and Restaurant Services
 - Cosmetology and Hair Science

Project Title: Non-Formal Education, Accreditation and Equivalency (NFE A&E) System

Implementing Agency: Pasay City East High School

Background/Overview

The Non-Formal Education, Accreditation and Equivalency (NFE A&E) is a program of the Department of Education of the Philippine Government that offers non-formal alternative learning system to out of school Filipino youth and adults who are unable to avail of educational opportunities in the formal elementary and secondary schools system. It provides an option for them to avail of certification of learning necessary to be employed.

It is a system that certifies learning outcomes of individuals and accredits training programs. It assesses the levels of literacy and achievement of individuals and accredits NFE A&E-related training programs, experiences and standards.



The NFE A&E is a realization of a vision expressed in Article XIV, Section 2 of the 1987 Philippine Constitution which states that “the State shall 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.” This is also articulated in the Education For All Plan of Action that emphasizes the need to develop a non-formal literacy and continuing education programs especially to meet the educational needs of the poor and underserved communities.



The Division of City Schools of Pasay operates a total of 36 NFE A&E Learning Centers within the vicinity. Twenty-six of these are school-based, while 10 are community-based. There are a total of 56 facilitators/teachers, 10 para-teachers and a mobile teacher teaching a total of 2,839 based on January to June 2004 report of the NFE Division Coordinator. Nine hundred and sixty eight of the total learners are availing of the NFE A&E service.

Pasay City East High School started its Non-Formal Education, Accreditation and Equivalency program in 1999, with 131 students and 6 teachers headed by Ms. Edna Madrid. The program was initially funded by the Local Government of Pasay City.

Objectives

The Philippine government's commitment to break the cycle between literacy and poverty has been the driving force behind the development of the Filipino alternative learning system. The system provides opportunities to the economically depressed and disadvantaged youth and adults to upgrade their skills, knowledge and competencies and gain elementary and secondary certificates in order to improve their lives and the lives of their families.

Specifically, NFE A&E aims to achieve the following objectives:

1. To provide a system for assessing levels of literacy and other non-formal learning achievement covering basic and functional education skills and competencies designed to be comparable to that of the formal school system;
2. To offer an alternative pathway by which out-of-school youth and adults earn an educational qualification comparable to the elementary and secondary school system; and
3. To enable the out-of-school youth and adults to gain reading, writing and numeracy skills to meet their learning goals as they define them in order to gain the skills they need to improve their economic status and function more effectively in society.

Project Partners/Beneficiaries



The project is open to elementary and high school drop-outs, 15 years old and above and are either functional illiterates or unemployed. These are the target learners who generally live below the poverty line and come from depressed, disadvantaged, underdeveloped and underserved communities.

There are 131 learners enrolled in Pasay City East NFE A&E program. Ninety-two (70%) of them are youth

15 to 17 years of age while thirty-nine (30%) are learners over 18 years of age. Of the total number of learners, eighty-six (66%) are boys and forty-five (34%) are girls.

The school also manages community-based learning centers held in the Community Hall of four depressed Barangays of the city. A mobile teacher moves from one Barangay to

another within a week to meet the learners.

Two of six students interviewed during the focus group discussion were maids while two were engaged in fetching water and driving a pedicab (a bicycle with a small side car). According to teachers interviewed, some of the learners work as GROs (guest relations officer, a euphemism for hospitality girls) or salesladies in small stores.

Some students are *repeaters* who wish to accelerate to the next level through the Philippine Educational Placement Tests (PEPT). PEPT testing is given to students to assess the level of achievement of learners which would allow him or her to accelerate to the next ladder of the grade level or year level he/she has been able to pass in the test.

| Age Group/ Gender | Attended 1–3 years of school | Attended 4 or more years of school | Never attended school | Total number of out-of-school children served |
|----------------------|------------------------------------|------------------------------------------|-----------------------------|-----------------------------------------------------|
| TOTAL, Boys | | 86 | | 86 |
| Below 6 yrs old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 61 | 0 | 61 |
| Above 18 years old | 0 | 25 | 0 | 25 |
| TOTAL, Girls | 0 | 45 | 0 | 45 |
| Below 6 years old | 0 | 0 | 0 | 0 |
| 6 – 12 years old | 0 | 0 | 0 | 0 |
| 13 – 17 years old | 0 | 31 | 0 | 31 |
| Above 18 years old | 0 | 14 | 0 | 14 |
| Overall TOTAL | 0 | 131 | 0 | 131 |

Description of the Agency's Basic Education Program

*This section describes the **Non-Formal Education, Accreditation and Equivalency of Pasay City East High School** in terms of requirements for enrollment, accessibility, content, methodology, educational materials, teaching staff, size of class, schedules, venue, duration of the program, other stakeholders, accreditation/equivalency, and financing.*

Requirements for enrollment

Prospective learners are required to present a birth or baptismal certificate, a report card and a Barangay clearance to establish the residence of the learners. They are also asked to fill up a demographic information sheet that assesses the students' level.

Accessibility

Pasay City East High School is located within Pasay City. The project is basically funded by Pasay City Local Government. Therefore, the students are generally from

Pasay City and can easily access the school. Students either walk or take a *pedicab* to go to school.

Content

The program is basically geared towards preparing the students to progress along the learning continuum from functional literacy to mastery of skills and competencies to take the Philippine Educational Placement Tests (PEPT) and the Non-Formal Education Accreditation and Equivalency (NFE A&E) examinations.

The school generally covers the five (5) integrated curriculum learning strands:



- *Communication Skills* – listening, speaking, reading and writing for print or electronic media
- *Problem-solving and critical thinking* – numeracy and scientific thinking
- *Sustainable use of resources and productivity* – integrated into the first two strands
- *Development of self and a sense of community* – self development, a sense of personal and national history and identity, cultural pride, and recognition and understanding of civil and political rights.
- *Expanding one's world vision* – knowledge, respect for and appreciation of diversity, peace and non-violent resolution of conflicts, and solidarity.

It emphasizes functionality, competency-based learning and incorporates the Four Pillars of Learning:

- Learning to know,
- Learning to do,
- Learning to be, and
- Learning to live together

Methodology

The NFE A&E system is built around non-formal curriculum and utilizes a range of innovative strategies designed to break down the traditional barriers of time, accessibility and resources. It allows flexible entry and exit points and aims to maximize learner's control of the learning process.

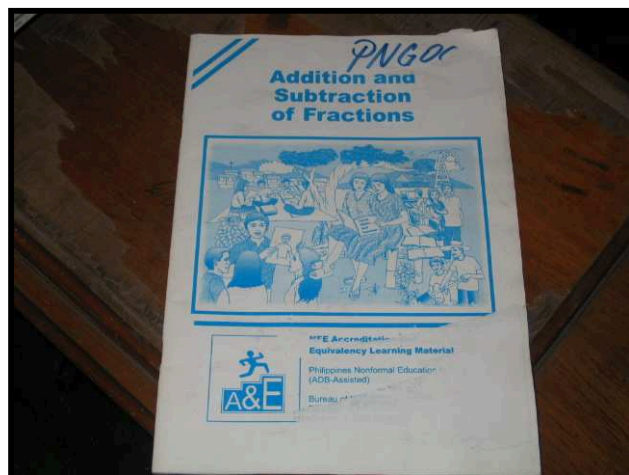
The learning strategies are meant to prepare the learners to take the NFE A&E tests. In Pasay City East High School, there are instructional managers who facilitate the face to face learning sessions during weekdays and during Saturdays. The students also learn through learning one-on-one tutorials, study circles, peer learning sessions, audio-based instruction and learning centers.

There are three learning levels: Basic literacy, elementary, and secondary levels. Competencies at the basic literacy and elementary levels are needed if a learner chooses to obtain an elementary level certificate. Secondary education level competencies are needed to obtain the secondary certificate.

Filipino is the language of instruction at the elementary level, except for English Language Skills. At the secondary level, the medium of instruction is also Filipino, except for English Communication Skills, science and mathematics-related skills. "*Problem Solving and Critical Thinking*" subject is taught either in English or Filipino, depending on the choice of the learners.

Educational materials

The learning materials used in Pasay City East High School are based on the NFE A&E Curriculum Framework designed to provide learning support to the learners. A total of 535 learning modules for elementary and high school levels have been developed to cover the competencies of the five learning strands. The modules include 84 lessons for elementary level with 22 Facilitator's Guide, 68 lessons for secondary level, and



10 audio tapes. These modules were meant to provide learning support for out-of-school youth and adults in preparation for certification of learning achievement through successful accomplishment of a National NFE Accreditation and Equivalency Test.

Teaching staff

There are two teachers assigned to conduct NFE A&E classes during the weekdays. One is handling the morning class while the other teacher handles the afternoon class. There are four teachers handling one class each on Saturdays. One teacher manages NFE classes in four depressed Barangays around the school. All the seven teachers handling NFE A&E classes are regular teachers of the school. They are all graduates of Bachelor of Science in Education and are passers of the Board Exam for Teachers. In addition, a mobile teacher handles classes at the Barangay learning centers covering the adult illiterates.

Size of class

The ideal size of classes is 25 learners per instructional manager. However, some classes can swell into 47 students per class or even more. This is not good because the program requires individual attention to students who have varying levels of need.

Schedules

On weekdays, classes are held from Monday to Friday, ten to eleven-thirty for the morning session and one to three-thirty for the afternoon session. On Saturdays, classes are held from eight to twelve noon and from one to four in the afternoon.

Venue

On weekends, classes are held at the Guidance Center probably because the instructional manager is the Guidance Counselor herself. In the afternoon, students report to the NFE A&E room that is big enough to accommodate 45 students. On Saturdays, teachers conduct their sessions right where they hold their regular classes.



Duration of the programme

The NFE A&E in Pasay City started in 1999. It is therefore now on its 5th year of operation. The program will likely sustain because it has been institutionalized in the Bureau of Non-Formal Education of the Department of Education of the Philippines.

Other stakeholders

The program operates with the close coordination of the City Government of Pasay City, the administration and faculty of Pasay City East High School, and the Barangay Councils of Pasay.

Accreditation / Equivalency

When ready, learners take the NFE A&E tests which are based on the curriculum framework and contents of the learning materials. The tests are designed to provide two levels of certification of learning achievements comparable to the formal elementary and secondary system. Once a learner successfully completes the tests, he/she will receive a certificate, elementary or secondary, signed by the Secretary of the Department of Education.

The tests are paper and pencil-based and use predominantly multi-choice type of questions. Examinees are advised to select the appropriate level of the test using the last level attended (elementary or high school) in the formal school as a guide. Examinees who do not hold elementary level certificate may opt to take the secondary level but if they fail to successfully complete the secondary level test, they will not receive any certificate. After successfully passing the tests, the learners go through the graduation or completion ceremony and receive counseling and referral.

Financing

The program is financed by the Local Government of Pasay City in terms of honoraria for the teachers, learning materials and other supplies needed for the classes. The Pasay City East High School along with other schools in the City implementing the project receive a total of P2 million pesos from the City Government of Pasay. Students do not pay tuition fee or any other miscellaneous expense.

Successful and challenging features of the program

| | | Successes | | Challenges | |
|-----------------------------|---|-----------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------|--|
| Features | √ | Remarks | √ | Remarks | |
| Requirements for enrollment | √ | Open to all kids. Not strict. | | | |
| Accessibility | √ | Good location. | | | |
| Content | √ | | | Almost comprehensive but lacks life skills education | |
| Methodology | | | √ | There is need to employ a variety of methodologies as the program dictates. | |
| Educational materials | √ | Learning materials and other supplies may be requested from the local government. | | | |

| | | | | |
|---------------------------|---|---------------------------------------------------------------------|---|------------------------------------------------------------------------------------|
| Teaching staff | √ | The teachers receive honoraria from the Local Government. | | |
| Size of class | | | √ | Classes tend to be a little big sometimes. The ideal size is 25 students per class |
| Schedules | √ | Learners have the option to go to school daily or during Saturdays. | | |
| Venue | √ | The school will continue to house the program. | | |
| Duration of the programme | √ | Has been institutionalized in the BNFE of DepED | | |

Attendance rate of children involved in this program

Since majority of the students are working, some of them are not able to have complete attendance. Some of them even come to school still sleepy, particularly the “Guest Relation Officers.”

Children’s participation

The school teachers are not aware of the concept of children’s participation. They consider students as learners who need to acquire skills and knowledge to pass the Philippine Educational Placement Test and the NFE A&E.

Impacts of basic education on the quality of life of children

Although the NFE A&E curriculum is comparable in a general way to formal school, there are some opportunities and services that learners of the former are not able to enjoy. The NFE A&E is so focused on content and competencies that it has somehow overlooked the need of the learners for psycho-social assistance, guidance and health aid.

In Pasay City East High School, learners of the NFE A&E are treated differently from the regular students. Apart from the fact that they are not allowed to



use the school uniform, they are escorted by the school security guards from the gate to their classrooms and back. Boys and girls are advised to empty their bladders so they won't have to use the school toilets. The purpose is to prevent them from mixing with the regular students as there has been an instance where near-violence ensued between learners of NFE A&E and the regular high school boys. From then on, they have been prevented from close encounter within the campus.

The instructional managers observed the girls to be more conscientious and hardworking than boys in terms of studying. Boys also tend to be less disciplined.

The instructional managers were aware of learners who have been through the NFE classes and have passed the A&E test but the school does not have a system of following up the students after their stay in the program. They, therefore, have no way of describing the experience of those who have been re-integrated back to school.

Government support

The successful implementation of NFE A&E is a result of collaboration among the different levels of the government, i.e., national, local and Barangay. It is basically a national government program implemented by a public school under the supervision of the Department of Education, with assistance from a local government unit and support from the lowest political unit called Barangay.

The Bureau of Non-Formal Education of the Department of Education developed the system and provides technical assistance, the school provides the venue and the services of the teachers, the local government provides monetary assistance, and the Barangays assist in the identification and mobilization of learners. The Barangays also provide the venues for the community-based learning sessions.

Basic Education Program Design

The non-formal education program of Pasay City East High School is an example of a government institution implementing its own NFE A&E curriculum. As a result, Pasay City, which includes this school, won 3rd place last year in the search for the school with the best NFE service and one of the five national finalists for this year. Also last year, Pasay City bagged the first place in the Search for the Best Basic Literacy Mobile Teacher.

VII. Findings and Analysis of the Five Case Studies

The case studies yielded the following conclusions which articulate some of the good practices in planning and implementing non-formal education program and practices that need to be adjusted or reviewed:

1. All the schools studied, certainly, address the EFA goals as they provide opportunities for out-of-school-children (OSC) to get access to non-formal basic education and get a chance to enter primary school (PACAF and Cebu City Mobile School) or re-integrate back to regular school (Pasay City East High and Angelicum Schools).
2. All the three island groupings in the Philippines are represented in the study. Of the five schools, three are from Luzon (Pasay City's East High School, Quezon City's Angelicum College, City of Manila's CENTEX School), one in the Visayas (Cebu City's Mobile School), and one in Mindanao (Davao City's PACAF School).
3. The schools represent institutions managed by the government (Pasay City East High School), private religious (Angelicum College), corporate foundation (CENTEX School), and NGO (PACAF School and Cebu City Mobile School).
4. The schools reviewed serve the following categories and number of learners/beneficiaries (with gender disaggregation as shown in the following table):

| Name of Schools | Project Participants/ Beneficiaries | Total Number of Learners Served |
|-------------------------------------|-------------------------------------------------------------------------------|---------------------------------|
| 1. Pasay City East High Sch. | Working students, HH help, trisikad drivers, GROs, | 131 (86 boys, 45 girls) |
| 2. Angelicum College | Working students, maids, drop-outs (due poor health, pregnancy, entertainers) | 390 (86 boys, 304 girls) |
| 3. CENTEX School | Children of poor families from Tondo w/ high potential for academic success | 521 (274 Boys, 247 girls) |

| | | |
|-------------------------|------------------------------------------------------------------------|-----------------------------|
| 4. Mobile School | Children of urban poor families from depressed districts of Cebu City. | 307 (167 Boys, 140 boys) |
| 5. PACAF School | Muslim boys and girls from Barangay Sasa in Davao City | 35 (13 Boys, 22 Girls) |

- The learners from the five schools are generally children of urban poor families. Many of them are working children (maids, drivers, entertainers, and guest-relations officer), school drop-outs (due to poor health, early pregnancy, poor grades) and Muslim boys and girls. As defined in this study, these are children, while they are not actually in the streets, are likely to be children-of-the-streets if not given appropriate service assistance and guidance.
- There are more girls than boys in the schools reviewed. The five case studies serve a total of 1,384 children where 45.3 percent (626) are boys and 54.7 percent (758) are girls.

| Project Participants/ Beneficiaries | Total Number of Learners Served = 1,384 | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------|
| | Boys | Girls |
| <ul style="list-style-type: none"> • Children of urban poor families, • Working children (maids, drivers, GROs, entertainers, etc), • Drop-outs (poor health, teen pregnancy, poor grades), and • Muslim boys & girls | 626 45.3 % | 758 54.7 % |

- Three schools employ a system of scanning the community to identify the children who may participate in their program.. The learning facilitators of Cebu City Mobile School do house-to-house surveys to seek out the families in urban poor areas who could not afford to send their under six children to pre-school. PACAF School conducts community profiling Pasay City High School conducts “literacy mapping” to come up with a “literacy profile” that locates specifically the houses of illiterates in the community. Literacy Mapping of DepEd may be re-designed and re-developed to accommodate children 5-17 year old children. This practice of pro-actively seeking out the children who need to be in school addresses the principle of “inclusivity”.
- In the Philippines, there are two modes by which out-of-school children can integrate back to the mainstream school system. One is the Philippine Educational Placement Test (PEPT) which assesses the level of knowledge of the learners. An OSC may re-

enter the formal school at a grade level higher than the last time he/she left school. The Accreditation and Equivalency (A&E) Test allows an examinee to acquire a certificate of graduation from high school. The certificate may also be used as a legal document to employment.

9. Angelicum College's flexible teaching/learning methodology is considered exemplary among the five case studies because it allows the learners to move at his/her own capacity and pace and in his/her own schedule. This is important because as working students, NFE learners cannot afford to be in school based on the usual standard school schedule.
10. Another good practice in Angelicum College is the non-grading system of assessing learners. In this system, students move up the ladder by finishing a required set of learning competencies at his/her own pace. Students are assessed based on modular examinations which they need to complete before moving up to the next step of learning. This should challenge formal schools to adjust its system to cater to children who have irregular schedules and learning capacities.
11. The curriculum for Non-Formal Education tends to be too academic (CENTEX School and Angelicum College). Schools offering NFE tend to focus on subject matters that will prepare learners to take the qualifying examinations such as the Philippine Educational Placement Test and the Accreditation and Equivalency. There is need to integrate life-skills education relevant to street children and other children in need of special protection (CNSP).
12. It is important for NFE facilitators to have full understanding of the plight of underprivileged children to have better assessment of their needs & address diversity effectively (Cebu City Mobile School, Angelicum).
13. NFE learners of the Home Study Program of Angelicum College go to school twice a week wearing regular uniforms and are treated the same way as regular students. This is in contrast with the NFE learners in Pasay City High School who are treated differently.
14. The NFE learners of Pasay City East High School, who are escorted from the school gates to the classrooms, deserve to be treated the same way as the regular students? They are advised to empty their urinary bladders before they enter their classrooms as they are not allowed to use the toilet to prevent them from inter-acting with regular students. The school authorities explained that there had been violent encounters in the past between NFE learners and regular students inside the campus.
15. The Department of Education's program of contracting the private sector in delivering NFE/ALS to disadvantaged children demonstrates the government's openness to and trust on the private sector. However, political will is needed, translated into adequate and regular funds, to ensure sustainability of the scheme

16. Addressing the children's right to education is more effective when it is converged with other services addressing the other rights of children such as the right to health, nutrition, protection, participation, etc. (PACAF, Cebu Mobile, CENTEX)
17. While the Cebu City Mobile School is doing a great job of providing ECCD service to urban poor children of City, the children are exposed to air and noise pollution while learning activities are going on. The Cebu City Task Force on Street Children managing the project has complete access to the Local Chief Executive who happens to be the husband of the Chair of the Task Force. There must be extra government-owned spaces that can be donated to the Task Force where the ECCD classes could take place.
18. When people talk about NFE, they think about providing elementary and high school level type of assistance. This study shows that NFE assistance for CNSP (street children included) should also cover pre-schooling as in Cebu City Mobile School and PACAF School n Davao City.
19. In all the five case studies, there was no attempt to involve children and teachers in the development, review and revision of the curriculum. Angelicum College's Curriculum was solely developed by its founder. Cebu City Mobile School has been using a curriculum developed from the beginning of the school ten years ago
20. CENTEX School, while doing a good service to families in Tondo, Manila and Batangas City where their schools are located, tends to be "exclusive" as it deliberately selects only disadvantaged children with high IQ.
21. It's a good practice for CENTEX School to involve parents in the improvement and maintenance of classrooms and school premises. But certainly, parents can be mobilized to perform more meaningful participation than cleaning.
22. While birth and baptismal certificates, report cards and Barangay clearances are important documents, they should not be made compulsory to enter school (Pasay City). Securing birth certificates, though, should be encouraged for all students.
23. It is important for schools for disadvantaged children to be located in places near children's houses (PACAF, Pasay City High, CENTEX). Cebu City Mobile School is quite far from where the children reside but the School has a school bus where the kids are picked up from specified pick-up points near their houses. Distance to school has been one of the major reasons for non-participation in school and of drop-out.

24. The table below shows the summary of good practices observed from the five schools studied.

| School | Good Practice |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Angelicum College's Home-Based Study Programme | <ul style="list-style-type: none"> • No-grade system, • Flexible schedule • Self-paced modular curriculum • Organized system of consultation between learners and learning facilitators • Complete facilities for learning |
| 2. Cebu City's Mobile School | <ul style="list-style-type: none"> • Transportation system to fetch the children from their communities • Integration of health and nutrition service in education • |
| 3. Manila's CENTEX School | <ul style="list-style-type: none"> • Excellent partnership with the LGU • Pro-active resource mobilization • Excellent learning facilitators |
| 4. Pasay City High School's NFE | <ul style="list-style-type: none"> • Literacy mapping that pro-actively seeks out-the-youth in the community • Good NFE curriculum • Integration of livelihood skills training • Use of the school facilities as venue for the learning activity |
| 5. Davao City's PACAF | <ul style="list-style-type: none"> • A learning center located established in the community • Integration of livelihood skills training |

VIII. Recommendations

1. It is important for the Government of the Philippines (GOP) to seriously pin down the social and economic barriers to education and come up with concrete programmes to address these barriers. Particular focus must be given to “un-reached children” or children in need of special protection (CNSP).
2. There is need for the Department of Education to ensure that the principles of “*Inclusive Education*” are interwoven into the draft *Philippine EFA Plan of Action* to effectively and efficiently reach the EFA goals particularly in terms of mainstreaming CNSP and accommodating all children (including street-living and street-working children) who need to be in school.
3. To be truly “inclusive”, schools need to develop and implement an instrument that will pro-actively seek out those who need to be in school. The challenge is to develop DepEd’s “literacy mapping” to cover children under 15 years old. The other strategy is to support existing community-based information systems that identify families in need in the communities.
4. NFE learners deserve the same quality of education as their counterparts in regular schools. This means they get access to quality education in terms of the curriculum content, learning facilitators, delivery, learning materials, teaching aids, books, facilities and other elements that will make learning happen.
5. Non-formal education services must also include pre-school education. The challenge is to explore the possibility of addressing education needs of children from 0 to 3 years of age.
6. For genuine learning to take place, it is not enough that pupils get exposed to knowledge on various subject matters. It is important that “life skills education” is integrated into the school curriculum to ensure that knowledge are translated and effectively utilized in actual life situations
7. To effectively address the children’s right to education, it must be converged with other rights of children such as the right to health, nutrition, protection, participation, etc. The principles of *Child-Friendly School System* (CFSS) must also be applied in the non-formal education system.

8. To be truly child-rights based, the school system is challenged to consider children's participation in the development of curriculum. Other students may also be tapped to help their classmates who have different learning pace or levels of capacities.
9. For schools to be relevant and effective, it must develop a meaningful partnership with its milieu-of-insertion, the community. The parents' involvement in school can go beyond improvement of school facilities. The Parents-Teachers-Community Association may be tapped in addressing other school issues such as tracking students with special needs, addressing health-related problems facing the pupils, preparing learning materials, assessing the curriculum, assisting pupils with learning difficulties, etc.
10. There should be no requirement that will prevent pupils from entering schools. Basic education, whether formal or non-formal, must be free because it is a basic right. However, it is not enough that children are given access to alternative learning systems. Every child/youth has a right to quality education – formal or non-formal.
11. Because education is a basic right of all children, students must be treated the same way whether in a formal or non-formal environment.
12. The right to education must be linked up with the other rights of children. The school must therefore ensure that its educational system is child-friendly in all aspects. That means: school canteen must provide nutrition food; a clinic with health personnel is available; toilets with clean water for boys and girls are existent; corporal punishment is banned; children with problems have access to psycho-social counseling, etc.
13. Teaching-learning methodologies that work best are those that address diversity in the classrooms in terms of learning capacities, pace and styles of students. In this model, a creative system of assessing the students' development is needed. The traditional grading system will not work in this order. However, this would require a lot of patience and creativity on the part of the learning facilitators. A lot of support and encouragement is needed from the school principals.
14. It is a huge challenge to both formal and non-formal schools to adjust its educational system to cater to children who have irregular schedules and learning capacities and to put facilities closer to where disadvantaged children reside or work.

ACRONYMS

| | | |
|----------|---|-------------------------------------------------------------------|
| ALS | - | Alternative Learning System |
| BCPC | - | Barangay Council for the Protection of Children |
| BNFE | - | Bureau of Non-Formal Education |
| CENTEX | - | Center of Excellence |
| CHAP | - | ChildHope Asia Philippines |
| CSC | - | Consortium on Street Children |
| CNSP | - | Children in Need of Special Protection |
| DepEd | - | Department of Education |
| DILG | - | Department of Interior and Local Government |
| DSWD | - | Department of Social Welfare and Development |
| EFA | - | Education For All |
| FGD | - | Focus Group Discussion |
| GOP | - | Government of the Philippines |
| HIV/AIDS | - | Human Immuno Deficiency Virus/Acquired Immune Deficiency Syndrome |
| KII | - | Key Informant Interview |
| LGU | - | Local Government Unit |
| NFE | - | Non-Formal Education |
| NGO | - | Non-Government Organization |
| NSAT | - | National Secondary Achievement Test |
| OSC | - | Out of School Children |
| OSY | - | Out of School Youth |
| PACAF | - | Philippine Agency for Community and Family |
| PPA | - | Philippine Plan of Action |
| PVOs | - | Private Voluntary Organizations |
| REAP | - | Re-entry Education Alternative for the Poor |
| UNESCO | - | United Nations Educational Scientific and Cultural Organization |
| UNICEF | - | United Nations Children's Fund |

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GUIDE FOR the Agency Profile

Agency Profile

Name of Agency:

Address:

Contact Person:

Position

:

Contact Nos.:

Tel. No.:

Fax No.:

Email Address:

Programs and Services

GUIDE QUESTIONS FOR AGENCIES

1. Can you give us an idea of the number of children with whom your agency is working?

(number of boys / girls, age group; number of years of schooling)

| | Total number of children served |
|-------------------|---------------------------------|
| Total, BOYS | |
| Below 6 years old | |
| 6 – 12 years old | |
| 13 – 17 years old | |
| TOTAL, Girls | |
| Below 6 years old | |
| 6 – 12 years old | |
| 13 – 17 years old | |
| Overall TOTAL | |

2. Please describe your agency's basic education programme, in terms of the following:

- Requirements for enrollment
- Accessibility (distance from the community)
- Content (subject matter / topics covered)
- Methodology (general; per major topic)
- Educational materials used
- Teaching staff (number of males/females, age group; background, both academic and experience)
- Size of class; ratio of teaching staff to children
- Schedules
- Venue
- Duration of the programme
- Other stakeholders
- Accreditation / Equivalency
- Financing, i.e. budget/costs, donor/s, etc.

- a. Which of the features of your agency's basic education programme are proving effective or successful? Which ones remains a challenge?

| | Successes | | Challenges | |
|----------------------------------|------------------|----------------|-------------------|----------------|
| Features | √ | Remarks | √ | Remarks |
| Requirements for enrollment | | | | |
| Accessibility | | | | |
| Content | | | | |
| Methodology | | | | |
| Educational materials | | | | |
| Teaching staff | | | | |
| Size of class | | | | |
| Schedules | | | | |
| Venue | | | | |
| Duration of the programme | | | | |
| <i>Other stakeholders</i> | | | | |
| Accreditation/ Equivalency | | | | |
| Other features (specify) | | | | |

- b. What is the cost of the program? What is the annual budget? Who is/are providing the funds? What is the counterpart of your agency and of the beneficiary? What is the provision for sustainability? What are the challenges and constraints, budget-wise?

- c. What is the attendance rate of children involved in this program (disaggregate data according to age, sex, and category of street children)?
- d. How do the children involved in this program participate, i.e. in providing feedback, in facilitating, etc.?

4. Impacts of basic education on the quality of life of children

- a. How does your agency's education program help street children to cope with life? Please describe specific examples.
- b. How many of your children (number/percent) have rejoined formal school as a result of their participation in your agency's basic education program? Can you describe their experience in going (back) to school, including the barriers / obstacles that they face, if any?

c. Have you observed any difference in the effects of your basic education program on girls compared to boys?

d. Have you observed any difference in the effects of your basic education program on the children in various age groupings--below 6 years; age 6 to 12 years; age 13 to 17 years?

5. Do you have any contact / linkage with the government bureau on NFE / Basic Education?

- a. What kind of support does your agency get from this government bureau, in terms of the following:
 - Teachers
 - Educational materials
 - Financial support
 - Other types of support (pls. specify)
 - None

b. Please comment on your experience with government support related to your agency's basic education program for out-of-school street children.

| Type of Government Support | General Comments / Specific Experiences (Positive or negative) |
|----------------------------|----------------------------------------------------------------------|
| Teachers | |
| Educational materials | |
| Financial support | |
| Other types of support | |

c. What other expectations regarding basic education for disadvantaged children and youth should be met by government, in terms of policy, support to NGOS, dissemination of information, etc.?

6. Basic Education Programme Design:

- a. Is your agency programme designed by your staff? Or is it adapted from some other basic education programme (Note which "model" and agency sources.)
- b. To what extent are children involved in the design of the program?
- c. What modifications or additional features would you suggest to further enhance the children's educational experience?
- d. What modifications or additional features would you suggest to further improve the community's acceptance of the children?

**Guide for Key Informant Interview
(Executive Director, Principal, Supervisor)**

1. How did the project start? When? Who were involved? Why?
2. What is a _____ School?
3. What is your selection process?
4. What are your inputs?
5. Who are your partners?
6. What is innovative and creative about the project? What makes it different from the others?
7. How replicable is the project. What would it take to implement the same project in other communities?
8. How cost-effective is the project. Has a cost-effective analysis been done?
9. Have you conducted an evaluation?
10. What sustainability measures have you established to ensure the continuity of the project?
11. How participatory is your approach? Do parents and children play a role in the management of the school?
12. Do you have preference in terms of gender? How gender-sensitive?
13. What makes you happy about the project?
14. What makes you sad about it?
15. What relevant policies are needed to be able to provide education for all Filipino children particularly in support of initiatives like yours?
16. Have been able to attain the goals you set for his project?
17. What else do you have to do to attain your goals and create an impact in the society?

GUIDE FOR FGD AMONG CHILDREN

Part 1. Introduction

1. Greetings (kamustahan, do action song if needed)
2. Self Introduction
3. Purpose of the FGD.

Part 2. Questions

1. Paano kayo napunta dito? Bakit kayo nag-enrol dito?
2. Anu-ano ang pinaka-gusto nyo dito?
3. Ano sa palagay nyo ang kaibahan dito kumpara sa regular na school?
 - Ano ang mayroon dito na wala sa regular school?
 - Ano naman ang meron sa regular school na wala dito?
4. Anu-ano ang mga problemang nakakaharap ninyo dito kung mayroon man?
Paano nyo ito binibigyan ng solusyon?
5. Paano kayo lumalahok upang mapaunlad ang programang ito?
6. Ano sa palagay nyo ang pwedeng baguhin para mapaunlad ang serbisyo sa inyo dito?
7. Kung bibigyan kayo ng pagkakataon ng mag-imbita ng iba pang bata dito, iimbitahan nyo ba at bakit?

Part 3. Closing

Timing : One Hour

GUIDE FOR FGD AMONG TEACHERS

Part 1. Introduction

4. Greetings
5. Self Introduction
6. Purpose of the group interview

Part 2. Questions

8. How were you assigned here? Did you have to apply? What was your previous assignment?
9. What extra benefits do you get from this school, i.e., monetary or otherwise that you don't get from other schools?
10. What makes CENTEX different from other schools?
 - What do you have (not just physical) here that other regular schools don't have?
 - What do regular schools have that you don't have?
11. What are the problems you face in this school? How do you address these problems?
12. What are the common complaints or problems of the students? How are these problems addressed?
13. How do you participate in curriculum development here in terms of contents, methodologies and teaching materials?
14. If given a chance, what kind of changes would you initiate here?

Part 3. Closing

Timing : One Hour

GUIDE FOR FGD AMONG PARENTS

Part 1. Introduction

7. Greetings (kamustahan, do action song if needed)
8. Self Introduction
9. Purpose of the FGD.

Part 2. Questions

15. Anu-ano po ba ang problemang kinakaharap ng inyong anak tungkol sa pag-aaral?
16. Paano napunta ang anak nyo dito? Bakit siya nag-enrol dito?
17. Ano ang gusto nyo dito? Ano sa palagay nyo ang nagpapasaya sa kanila dito?
18. Ano sa palagay nyo ang kaibahan dito kumpara sa regular na school?
 - Ano ang mayroon dito na wala sa regular school?
 - Ano naman ang meron sa regular school na wala dito?
19. Anu-ano ang mga problemang nakakaharap ninyo dito kung mayroon man?
20. Paano nyo ito binibigyan ng solusyon?
21. Paano kayo lumalahok upang mapaunlad ang programang ito?
22. Ano sa palagay nyo ang pwedeng baguhin para mapaunlad ang serbisyo sa dito?
23. Kung bibigyan kayo ng pagkakataon ng mag-imbita ng iba pang bata dito, iimbitahan nyo ba at bakit?

Part 3. Closing

Timing : One Hour
