

# WEBINAR PROCEEDINGS



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E-Net Philippines

**DISCUSSION ON  
PUBLIC INVESTMENT  
IN LITERACY  
TO BUILD BACK  
BETTER**

**SEPTEMBER 29  
1:30 TO 4:00 PM**

**INVEST IN LITERACY!  
EXPAND LIFE OPPORTUNITIES!  
REDUCE POVERTY!**

**SPEAKERS**

 <b>HON. SHERWIN T. GATCHALIAN</b> SENATE	 <b>DOMINIQUE RUBIA-TUTAY DOLE</b>	 <b>ENRICO R. MENDOZA LCC</b>
 <b>ENGR. FLORANTE L. HERRERA</b> TESDA	 <b>JELERMINA ABIGAIL R. GOROSPE</b> ECOP	 <b>RENE MAGTUBO PM</b>
<b>MODERATOR</b>		
 <b>RAMON G. MAPA</b>	 <b>OLIVIA C. LUCAS</b>	 <b>FLORA C. ARELLANO</b>

# INTRODUCTION

Discussion on Public Investment in Literacy to Build Back Better Moving towards building back better, it is important that literacy is integrated in the national COVID-19 response and recovery plans. The pandemic has undeniably very challenging to many governments worldwide as this crisis has demonstrated the limitations and unpreparedness of the governance systems including the education system. Expand Life Opportunities! Reduce Poverty! Let this crisis be a wake-up call to confront these challenges and serve as a springboard to make a literacy program that prioritizes the needs of those who were most marginalized and disadvantaged to enable them to take part in social and economic life and in the process of rebuilding a better new normal during and beyond pandemic. Let us determine the initiatives of the government agencies in providing literacy programs especially to the most marginalized and disadvantaged sectors. Invest in Literacy!



# KEY MESSAGES

## **DATA ON YOUTH AND ADULT LITERACY MUST CONSTANTLY BE UPDATED**

With the high percentage of children with no basic education and the alarming number of youth and adult who are illiterate, programs are implemented to exhaust all possible ways that will improve the education system. In order to conclude whether a project benefits the masses, the results coming from the people reached, themselves, must be noted for assessment and evaluation.

## **LEARNING INSTITUTIONS HAVE TO INCLUDE EDUCATION ON LABOR RIGHTS IN THE CURRICULUM**

Not all workers are aware of the labor standards and their rights as an employee because these topics are not taught in schools. Due to this, they are being exploited without them knowing. In order to put an end to the said problem, Filipinos must learn about labor at a young age so that they will know what to do if they experience any form of harsh working conditions in the future. Minimum wage and the right to form unions must also be incorporated.

## **ALLOCATING MORE BUDGET FOR THE EDUCATION SECTOR IS OF HIGH RELEVANCE**

CSOs, NGOs, and government officials are exerting much effort in forming various solutions to make education more accessible to all. However, some learning institutions are still faced with the challenge of providing free education since they do not have the needed facilities. This results to having other school fees be shouldered by the teachers and/or the students. In addition to this, some programs and projects are not fully implemented due to the lack of budget as well.

# KEY MESSAGES

## **LEARNING CONTINUITY IN WORK PLACES HAS TO BE ENSURED**

As teachers always say, "Learning is not limited to the four corners of the classroom only." Whether an individual has completed their studies or not, learning is a process that is continued in labor. To better fulfill one's duties, it is an important move to organize trainings and seminars. Services to distressed employees and programs on harnessing the skills of workers are essential in building a motivating and engaging working environment.

## **CONSULTATIONS WITH THE MARGINALIZED AND VULNERABLE SECTORS NEED TO HAPPEN FROM TIME TO TIME**

Circumstances change in different contexts especially in times of crisis like the Corona Virus pandemic. Because of this, the conditions experienced by different sectors must be heard to better serve the community according to their needs. It is everyone's responsibility to make sure that lifelong learning is achieved by all. Only through a comprehensive immersion with the disadvantaged can the best solutions be made.

# FLORA C. ARELLANO

President  
E-Net Philippines

## Opening Remarks and Objective-setting



To start the discussion, Prof. Arellano delivered her warm greetings to distinguished public servants, development partners, government officials, and all participants.

She highlighted the collective call for "Literate world for all."

Prof. Arellano elaborated the immense effects brought about by the COVID-19 pandemic in the entire nation. She then described the situation on education as one of the hardly hit sectors. Due to the lockdown, face to face classes were suspended, resulting to resort in other modes of learning. Internet connectivity and delivery of modules are the new challenges faced by learning institutions.

The objectives of the program were then stated. It is important to discuss the initiatives of the government agencies in literacy programs to the most marginalized and disadvantaged sectors, come up with policy engagement among the concerned government agencies and CSOs on prioritizing and financing literacy programs, and intensify the collaborative partnerships of the government, CSOs and the private sectors/corporate entities in investing to literacy programs to realize a literate world for all.

# ENRICO R. MENODOZA

Chief  
Literacy Coordinating Council Secretariat

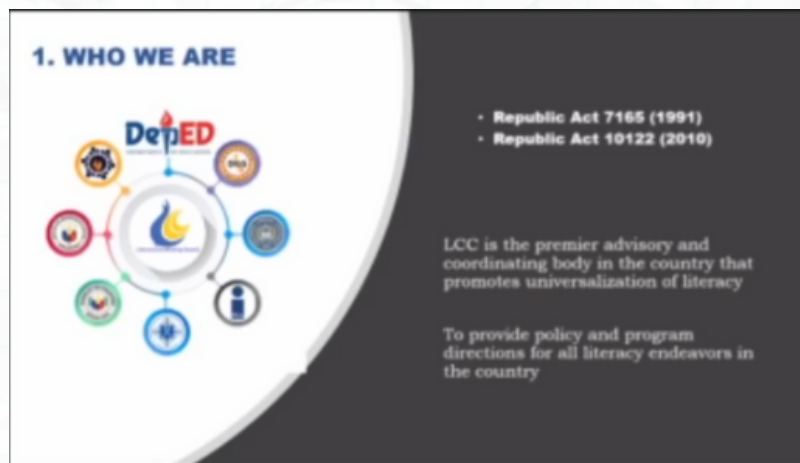
## The State of Literacy Programs in the Philippines



Mr. Mendoza greeted the participants a safe afternoon and extended his gratitude to E-Net Philippines for inviting him so he may share the initiatives of the Literacy Coordinating Council.

He presented the four major points of his discussion like the organization's programs, observations, impact of COVID-19 and resolutions.

On 1991, the Literacy Coordinating Council (LCC) was established through Republic Act 7165 and amended in 2019 by virtue of Republic Act 10122. Department of Education (DepEd) acts as the council chair while the Department of the Interior and Local Government (DILG) is the co-chair.

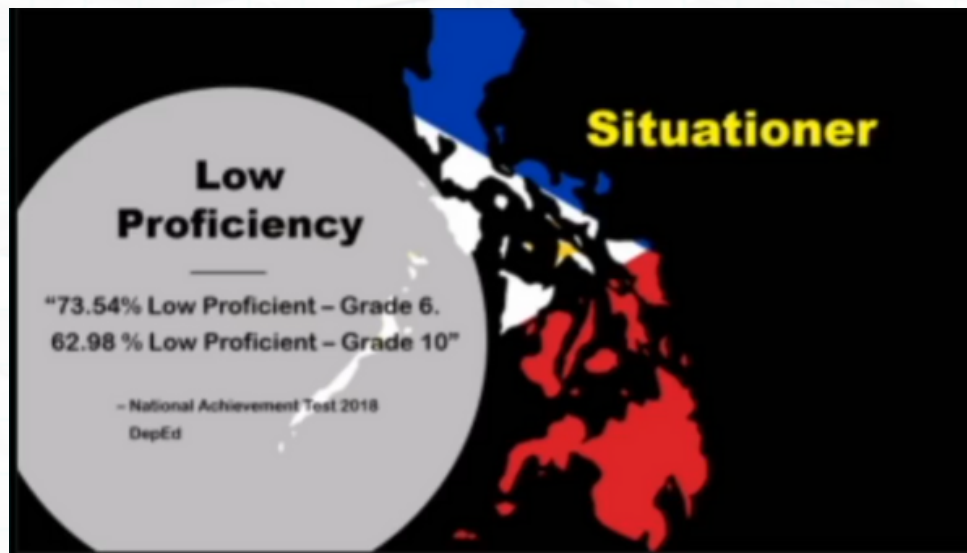


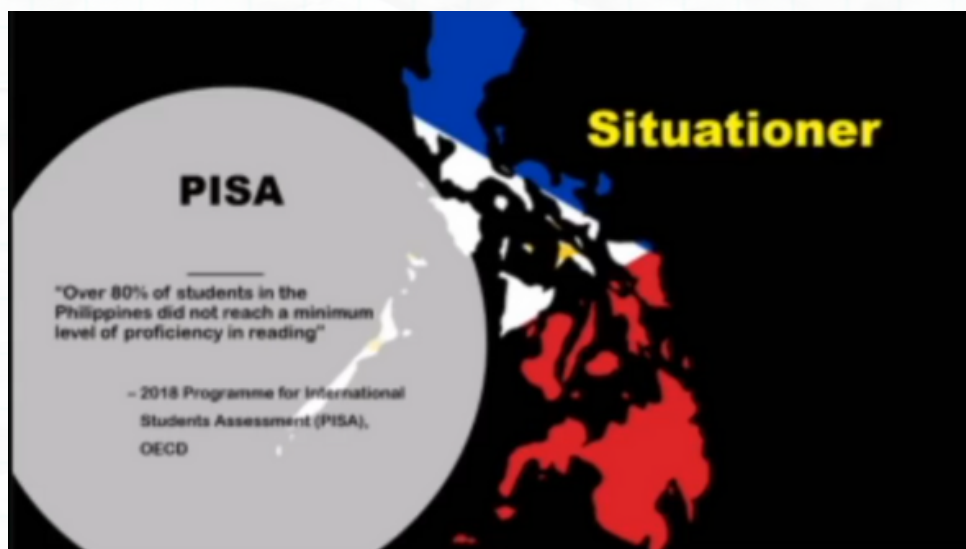
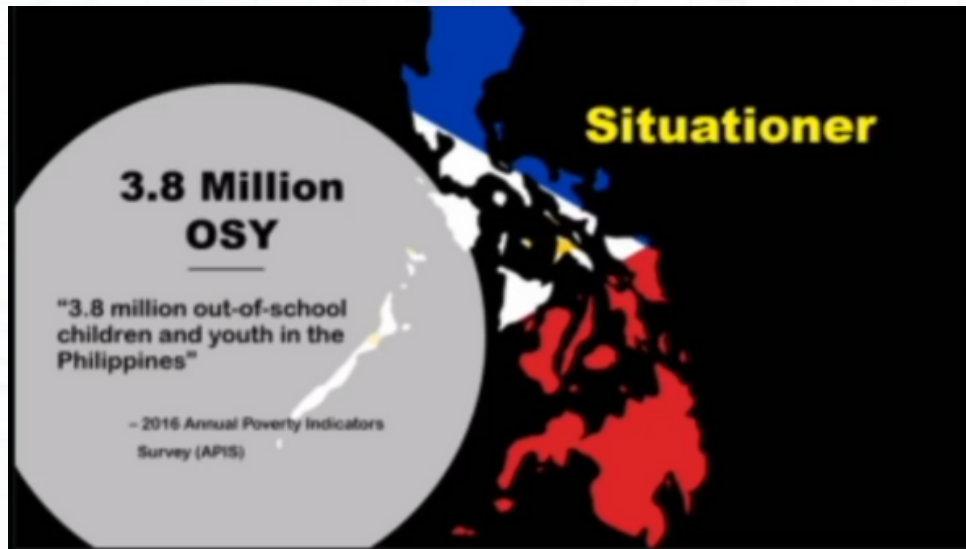
Mr. Mendoza then went over to the COVID-19 situationer. He stressed the data from United Nations:

**"More than 260 million were out of school and nearly 800 million adults were illiterate."**

He also mentioned that 387 million or 56% of primary school aged children were estimated to lack basic reading skills, and 53% of children in low and middle-income countries cannot read and understand at age 10. In the Philippines, we have a record of 96.5% for Basic Literacy Rate while a survey concludes the rate of 90.3% for Functional Literacy.

More data on the country's education sector were shown.





Afterwards, he cited the responses of DepEd on the stated matters. First is the Sulong Edukalidad that has four main aspects such as the KITE program—K-12 review and update, Improvement of the learning environment, Teachers upskilling, and Engagement of stakeholders for support and collaboration.

Second is the Indigenous Peoples Education Office (IPsEO) that focuses on the learning environment for IPs. Third is the Alternative Learning System (ALS 2.0) that is being improved through drafting laws in order to develop the education system. Last is the Active Stakeholder Engagement where an education forum was conducted to gather support for the upcoming projects.

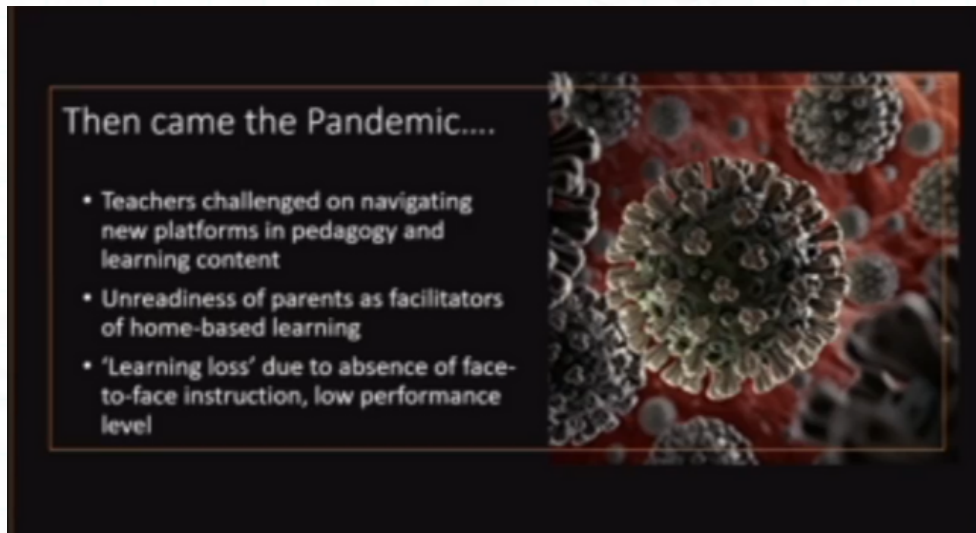


To provide a more comprehensive presentation of LCC's best practices in Literacy Program Development and Management, Mr. Mendoza played a video.

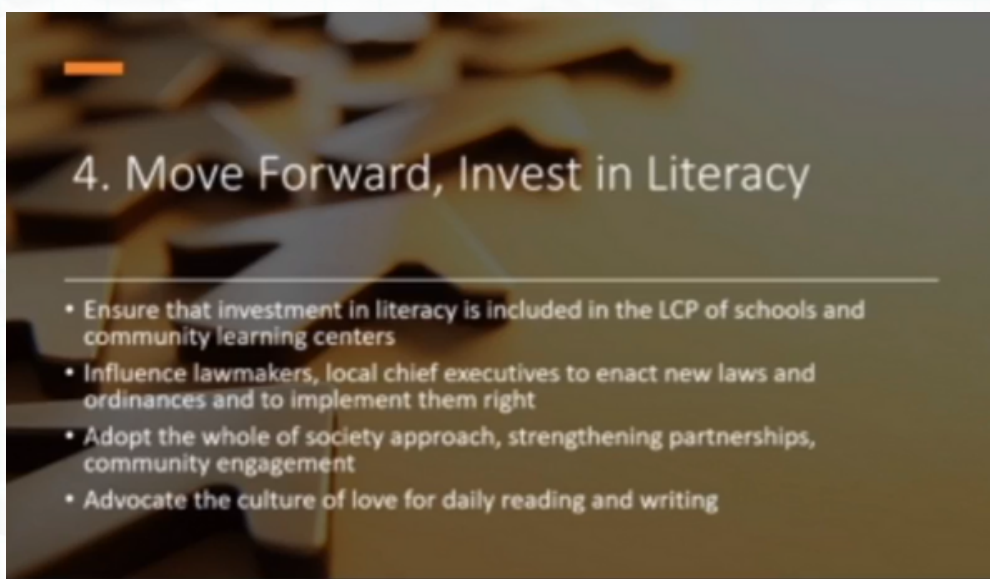


Other best practices shared were the literacy program on Reaching the Unreached where Socio-Economic Uplift Literacy, Anthropological and Development Services aided to the out-of-school youth in Mt. Nebo, Valencia, and Bukidnon. Another is the ALS Bangkarunungan Program funded by the Yellow Boat of Hope Foundation. Next is the Doors and Bridges to Universal Literacy in Bulacan.

Following this, Mr. Mendoza proceeded to the discussion about COVID-19 on literacy. Marginalized, excluded, and vulnerable sectors were hardly hit, as well as the out-of-school youth and adults. Education was disrupted and the landscape of education changed while resources are depleted. He also added the following information:



After elaborating the problems encountered, he stated the response of the government and other organizations.



Mr. Mendoza imparted a quote from HRH Princess Laurentien and DepEd Leonor Briones. Afterwards, he finished the presentation with some words of affirmation.

**"We are always bigger and stronger."**

# HON. SHERWIN T. GATCHALIAN

Chair  
Committee on Basic Education, Arts and Culture  
Senate of the Philippines  
**Legislative Initiatives on Adult Education  
and Literacy Programs**



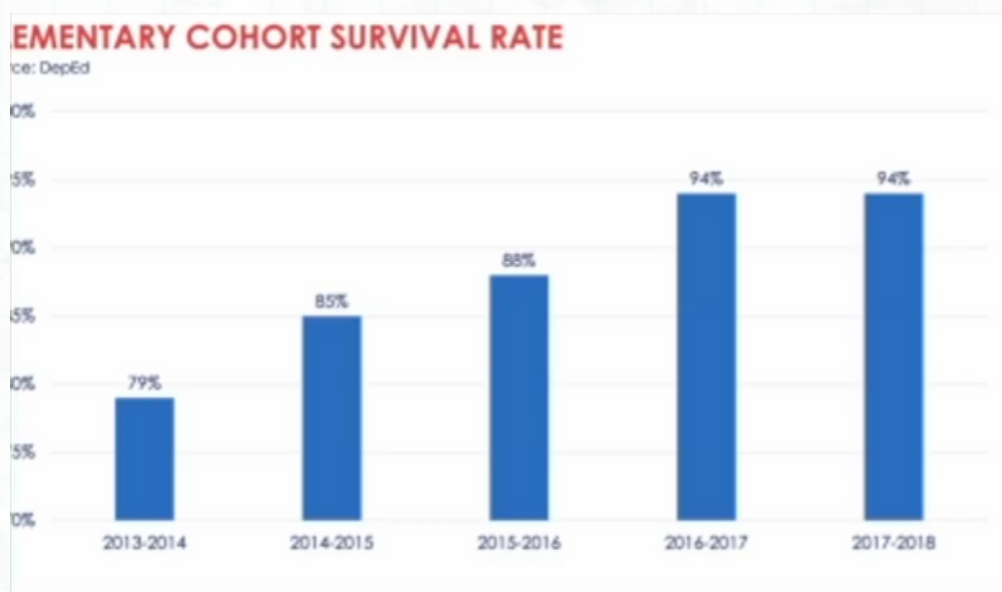
As Senator Gatchalian began his presentation, he expressed his warm gratitude to be one of the speakers of the program.

He also mentioned how timely the discussion was since a bill regarding education is now on its way to be passed into law.

Sen. Gatchalian then shared that E-Net Philippines took part in championing the Alternative Learning System (ALS). He stated the importance of the said implementation as shown in his slides.



The ALS is a significant project that provides opportunities to Filipinos whose journey on education was put into a halt because of various reasons. In fact, 24% of the total Philippine population were denied of basic education. He then shared a graph on the Elementary Cohort Survival Rate that depicts the improvement brought about by the Pantawid Pamilyang Pilipino Program (4Ps).



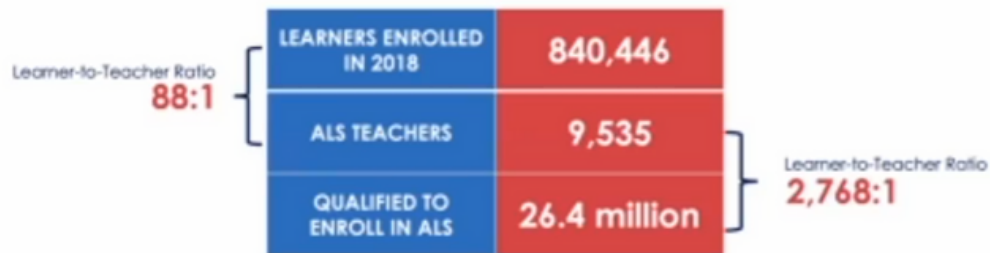
Same goes for the secondary level survival rate, while the graph on the drop out rate was down to 3.8%. The common reasons for not attending school are marriage/family matters, lack of personal interest, financial concern, looking for work, and illness or disability.

Data on the enrollees, completers, and passers of ALS were shown. There is a high number of enrollees but the number of passers did not reach the same amount. In 2018, only 21% finished the ALS. Students who passed are more likely to go back to school to finish college. 71% of passers often get hired for jobs while there are also a portion that takes part-time jobs and/or are self-employed.

There is an 88:1 learner-to-teacher ratio in ALS that was exhibited. This is a huge obstacle that needs to be conquered.

### RATIO OF LEARNERS TO TEACHERS IN ALS

Source: Department of Education (2018)



In order to overcome the said challenge, a great amount of funds is needed to further satisfy the needs of ALS. However, the discrepancy for the budget is extremely evident. The actual budget per capita is so much lower than the ideal budget. In addition to this, the allowance provided by DepEd is inadequate to meet the needed cost to deliver the ALS programs.

The chronology of events of ALS was then presented.

### CHRONOLOGY OF EVENTS OF ALS

January 30, 1987	<ul style="list-style-type: none"> <li>Executive Order 117</li> <li>Renamed old Bureau of Continuing Education as the Bureau of Non-Formal Education</li> </ul>
September 13, 2004	<ul style="list-style-type: none"> <li>Executive Order 356</li> <li>Renamed Bureau of Non-Formal Education to Bureau of Alternative Learning System</li> </ul>
October 30, 2015	<ul style="list-style-type: none"> <li>DepEd Order No. 52 Series of 2015</li> <li>Bureau of Alternative Learning System were consolidated under the Bureau of Curriculum Development and Bureau of Learning Delivery</li> </ul>
February 18, 2019	<ul style="list-style-type: none"> <li>DepEd Order No. 003 Series of 2019</li> <li>Creation of the Alternative Learning System Task Force</li> </ul>
September 17, 2020	<ul style="list-style-type: none"> <li>Bicameral Conference held to consolidate SB 1365 and HB 6910</li> </ul>

Later on, Sen. Gatchalian shared that the Alternative Learning System Act would be reported and ratified at the senate that day.

The basic principles of the said act were discussed right after.

## THE ALTERNATIVE LEARNING SYSTEM ACT

### PRINCIPLES & OBJECTIVES:

- Promote the right of all citizens to quality education at all levels and make such education accessible to all
- Provide adequate, timely and quality attention and support to the basic learning needs of out-of-school children in special cases and adults including IPs
- Guarantee equitable access for all learners

### THE ALTERNATIVE LEARNING SYSTEM:

- a parallel learning system that provides a viable alternative to the existing formal education instruction
- strengthens and expands the ALS program

## THE ALTERNATIVE LEARNING SYSTEM ACT

### BUREAU OF ALTERNATIVE EDUCATION (BAE):

- to serve as the focal office for the implementation of the ALS programs of the DepEd

### POWERS AND FUNCTIONS OF THE BAE:

- Establish minimum quality standards in the development of the ALS curriculum and learning materials, program planning, implementation, monitoring, evaluation, and management
- Promote and ensure the certification and accreditation of learners through alternative learning programs
- Coordinate with various agencies and industries for skills development to promote the learners' employability
- Coordinate, encourage close partnerships, and establish linkages with LGUs and the private sector on matters pertaining to the sustainable implementation of ALS programs

### ACCREDITATION AND EQUIVALENCY ASSESSMENT AND CERTIFICATION FOR ALS LEARNERS:

- DepEd shall regularly conduct ALS A and E assessments and certifications
- It shall also conduct micro-certification of sub-sets of competencies drawn from the ALS K to 12 BEC.

## THE ALTERNATIVE LEARNING SYSTEM ACT

### EXPANSION OF THE ALS TEACHER PROGRAM:

- The DepEd, in consultation with the DBM and the Civil Service Commission, shall create teaching positions and allocate the corresponding salary grades.
- The DepEd shall also hire Community ALS Implementors and Learning Facilitators (after 3 years DepEd shall only hire ALS Teachers)

### ALS TEACHER EDUCATION AND TRAINING:

- DepEd to develop and conduct training programs and workshops for ALS Teachers,
  - ↳ Community ALS Implementors and Learning Facilitators

### ESTABLISHMENT OF THE ALS COMMUNITY LEARNING CENTERS:

- At least one (1) ALS Community Learning Center (CLC) in every municipality and city throughout the country shall be established.
- Facilitate the full implementation of the ALS K to 12 BEC and other ALS programs

Private sectors are also recognized as long as they pass the requirements of DepEd. They do not need to be accredited. Partnerships with government agencies will be done so the LGUs may use the special education fund for ALS programs.

**THE ALTERNATIVE LEARNING SYSTEM ACT**

**MANDATORY ANNUAL REVIEW: IMPACT ASSESSMENT OF THE PROGRAM:**

- The DepEd, in partnership with LGUs and the private sector, shall conduct a mandatory annual review of the ALS program
- Annual report to be submitted to Congress to measure its effectiveness and ensure its proper implementation

**PROHIBITION FROM COLLECTION OF FEES:**

- All DepEd ALS programs are free of charge
- Collection of all kinds of fees, costs or charges shall not be allowed

**TAX INCENTIVES:**

- Exemption from donor's tax for any donation, contribution, bequest or grant, in cash or services, whether local or foreign

**TRANSPORTATION AND TEACHING AID ALLOWANCE OF ALS TEACHERS AND FACILITATORS:**

- In addition to a special hardship and cash allowances, ALS Teachers and Community ALS implementors shall be entitled to their corresponding transportation and teaching aid allowances to guidelines that may be issued by the DepEd.

Eventually, Sen. Gatchalian described the experiences of Valenzuela City when he was the mayor of the said place. The ALS program already has a huge scope since they tied it with the city's polytechnic college that offers TESDA courses. A building dedicated to ALS will be renamed into Community Learning Center.

It was also observed that the cause of a high drop out rate was the lack of needed school supplies. Due to this, the local government decided to provide an ALS learning kit to help the students.

To end the program, Sen. Gatchalian extended his gratitude to E-Net Philippines for being a partner of the basic education committee in the senate. He emphasized that:

**"It is not the senate committee. It is YOUR committee."**

# QUESTION AND ANSWER

## WITH HON. SHERWIN GATCHALIAN

From Ms. May Cinco:

**Sa pinakahuling datos ng DepEd para sa ating basic education on learning continuity plan, sa enrollment ay nasa mahigit 300,000 lang po ang enrolled ngayon sa ALS. Malayo po ito sa dating target ng task force na 2 Million. Ano pa po ang maimumungkahi niyo para tumaas pa po ang enrollees sa ALS?**

**ANSWER:** "Challenge talaga 'yan ngayon, especially under the pandemic. Makikita natin, may nawawalang 2.3 Million students in the formal education. Karamihan dito ay from private school. Nakikita ko rito na mas higit nating palakasin ang ALS dahil kung itong 2.3 Million students ay mga senior high school na nagtrabaho na, wala silang pagkakataon na makuha ang kanilang diploma. The only chance ay makabalik sila through ALS. So sa ngayon, it is a challenge but dito po sa budget na tinatalakay po namin ay sinisiguro po namin na may sapat po na suporta ang maibibigay para malunsad ang ALS nang maayos. Minamadali po natin ang batas para ma-implement po next year. Dahil kung ito po ay mapirmahan ng ating pangulo in the next two-three weeks ay mas magandsa po iyon dahil may full implementation po tayo by January. Thank you, May sa iyong partisipasyon." - **Hon. Sherwin Gatchalian**

From Ms. May Cinco:

**Sa tingin niyo po ba ay talagang mapipirmahan na agad hanggang kay president ang ating ALS bill?**



**ANSWER:** "I think so naman. Malaki ang aking paniniwala na ang presidente ay susuporta dahil naging mayor din siya. Si pangulo natin ay 23 years na mayor. Alam niya itong programang ito at naniniwala akong naiintindihan niyang mahalaga itong programang ito. Hindi ko nakikita naman na magkakaroon tayo ng problema sa Malacañang." - **Hon. Sherwin Gatchalian**

From Ms. Olivia Lucas:

**We are going to have ALS centers in communities. They are also meant to be local literacy centers. Can that be combined? Is that envisioned or will we have these two fighting for the same constituents? Also is the ALS bill going to be open to those individuals who simply want to expand their learning but not necessarily go through the rigors of obtaining a grade school or high school certification because it is not their intention to go back to school but it is their intention to upgrade themselves and make themselves much more marketable?**

**ANSWER:** "The first question is the use of the facilities, the clients of the Literacy Council is mostly the same council of the ALS. Because the 26 Million Filipinos who did not graduate any formal basic education degree most likely have problems with literacy. Meaning, they're hitting the same clients. Just to answer your question directly, LCC being an attached agency under DepEd, DepEd can promulgate orders to make use of the same facilities. In the law, we didn't put the relationship together but it doesn't ban DepEd from giving out orders that maximize the use of the literacy centers. If for example, the literacy centers can contribute to the location, delivery of basic

literacy education, then they can use the centers, In the law, part of the ALS curriculum is basic literacy because you cannot teach or advance or obtain your equivalency certification without addressing the issue of your learners first. The first step is the literacy—reading, writing, basic mathematics. Next is to go to a higher degree of learning to achieve your A&E certification. So that's number 1. For number 2, you're absolutely correct. That's the logic on why we included the micro certification because we found out from the World Bank studies as well as on ground stories that the lot of our learners are already working and some of them would want to take the ALS without sacrificing their employment, obviously, for livelihood reasons. Some of them also just want to advance their learnings. The micro certification will be a tool to achieve that incremental knowledge that they want to obtain." - **Hon Sherwin Gatchalian**

From Mr. Ronnel Del Rio:

**Paano po sa bill ninyo mabibigyan ang mga may kapansanan—na hindi naman namin kasalanan na hindi kami nakapag-aral nang maaga kasi po walang programa ang gobyerno lalo na sa mga rural areas so ano po ang probisyon sa batas ninyo na magkakalinga sa mga may kapansanang hindi nakapag-aral nang maaga sa eskwela?**

**ANSWER:** "In the law, we made sure that kabahagi ang persons with disabilities po dito at makikita niyo na may recognition ng persons with disabilities at mayroon ding support na ibibigay sa persons with disabilities natin. In fact ay naging usapin ito sa loob ng aming delibirasyon dahil nga may mga ibang sektor na nagsasabi na dapat ito lang ay para sa mga hindi gumgraduate pero pinaglaban po natin na kasama ang mga

persons with disabilities, lalo na sila dahil maraming nga sa kanila ang nahirapang ipagpatuloy 'yong aral kaya marami ang nag-drop out at ito naman ay nakikita natin 'yan sa komunidad natin kaya rest assured na kasama yan sa version ng ALS natin at makikita rin ninyo sa mga probisyon. On top of that, malapit na natin i-sponsor sa floor 'yong inclusive education in support for learners with disabilities. Kaya tama ka! Mahaba 'yong pasensya sa amin dito dahil 10 technical working group ito! Record-breaking in all laws! But we're very happy." - **Hon Sherwin Gatchalian**

From Mr. Ronnel Del Rio:

**Doon po sa online learnings ng mga learners with disabilities, number 1 po, hindi pa rin kami sinasagot ng DepEd although we appreciate DepEd in talking to us but remained unanswered po sa amin doon sa 4000 learning competencies ay ano ang expectations nila sa learners with disabilities for the SY2020-2021?**

**At kaya po pala walang napo-produce na learning materials Bureau of Learning Resources dahil ang instruction pala ng DepEd sa bawat division ay kani-kaniyang gawa ng module kaya wala kaming modules dahil ayun pala ang instruction. Nalagay po ulit sa disadvantage ang learners with disabilities sa rural areas. Huli sir, ako po ay natatakot doon sa mga Grade 12 dahil after po noon ay college o trabaho na. Ano po kaya ang kalalagyan ng mga learners with disabilities ngayon sa grade 12?**

"Ronnell, we'll take notes doon sa pangalawa mong nasabi. I'll take note of that at makikipag-ugnayan po ako sa DepEd para makakuha ng sagot. Unfortunately, sa mga kasamahan po natin ay ang hearing session po namin ay 3:00PM pa po kaya kanina pa ako napapatingin sa oras at I need to excuse myself but thank you very much sa E-Net at ofcourse sa ating LCC secretariat at maraming salamat po sa pag-imbetia." - **Hon Sherwin Gatchalian**

# DOMINIQUE RUBIA-TUTAY

Assistant Secretary  
Employment and General Administration Cluster  
Department of Labor and Employment

**Provision of Adult Education to Workers and Employees as Stated in Book IV, Title IV, Art. 217 of the Labor Code, and Provision of Other Literacy Upgrading Programs**



As she was preparing her PowerPoint presentation, Ms. Rubia-Tutay thanked E-Net Philippines and greeted her fellow speakers. She also extended her warm welcome to the listeners in FB Live.

Afterwards, she recited the Art. 217 (210) on Adult Education.

She emphasized how this provision in Labor Code has long been existing. Her group also looked for issuances related to it but failed to find one. This is why she decided to talk about the Trifocal Education Management, focusing on the roles of each agency and what DOLE is doing in terms of adult education.

A slide showing the re-enactment of RA 7722 and RA 7796 was shown in the screen. The speaker mentioned that the Labor Education for workers and employers on their rights and responsibilities is enshrined in Article 218 and Article 292 of the Philippine Labor Code.

DOLE has a Labor and Employment Education Services (LEES).



**Labor and Employment Education Services**

The DOLE's Labor and Employment Education Services (LEES) aims to enlighten, educate and provide knowledge for workers, employers and other stakeholders on employment relations (including rights and responsibilities, responsible unionism), productivity, work ethics and values, and other information relevant to labor and employment.

Components of LEES were also discussed as shown in the PowerPoint presentation.

## COMPONENTS OF LEES

**Labor Relations, Human Relations and Productivity (LHP) Seminars** – a one-day firm level seminar which seeks to change mindsets on workplace relationship from legalistic and adversarial relationship to human relationship to increase productivity and enhance competitiveness.



## COMPONENTS OF LEES

**Continuing Labor Education Seminar (CLES)** – focuses on specialized topics relative to labor relations and labor standards, and is conducted in organized/unorganized group of workers in the private sector.



## COMPONENTS OF LEES

**Labor Education for Graduating Students (LEGS)** – an orientation for students graduating from college who will be future entrants to the world of work. The orientation seminar focuses awareness on basic labor laws, rights and responsibilities of workers, management prerogatives, work attitudes and productivity.



Due to the lockdown because of the COVID-19 pandemic, the Bureau of Labor Relations created an eLearning portal to continue the Labor and Learning Education Services. A link was given: [lees.dole.gov.ph/moodle](https://lees.dole.gov.ph/moodle).

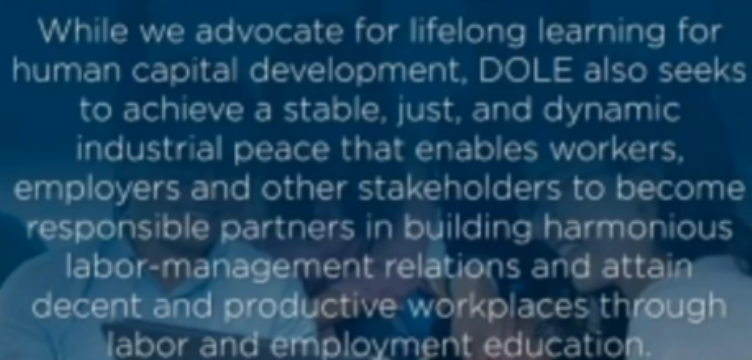
Features of the LEES eLearning Portal was also shared. The content was exhibited in the following photo:

## Features of the LEES eLearning Portal

- Uses the Moodle platform, similar to what is being used by some online universities and training institutions
- Self-paced learning with interactive e-Learning modules and quizzes
- Contains a Basic Labor and Employment Education Course and other modules on specific labor policies, programs and services
- Issuance of Certificates of Completion
- Monitoring and evaluation through analytics

Afterwards, the NWPC Productivity Toolbox was introduced. It makes use of the "ladderized approach" in learning and application, whereby the training program provided are based on the ability of the enterprises to adopt technology and system improvement.

Before bidding her farewell, Ms. Rubia-Tutay shared an inspiring quote to all.



While we advocate for lifelong learning for human capital development, DOLE also seeks to achieve a stable, just, and dynamic industrial peace that enables workers, employers and other stakeholders to become responsible partners in building harmonious labor-management relations and attain decent and productive workplaces through labor and employment education.



# ENGR. FLORANTE L. HERRERA

Provincial Director (Director III)  
Technical Education and Skills Development Authority  
(TESDA)-Abra Provincial Office

## Provision of Technical Vocational Education and Training for the Marginalized and Disadvantaged Sectors



Engr. Herrera gave recognition to the TESDA director general and their deputy director general. He then commended the attendees of the webinar.

He gave a brief background on the situation of the education sector amidst the pandemic.

Since TESDA offered an online training, Engr. Herrera covered how people access their online programs. He then went over to the TVET Reform and Development Agenda. The reason that they invested in literacy was to give people a chance to be able to work so poverty may be reduced.



The Two-Pronged Strategy of TESDA in Poverty Reduction was also elaborated. A table was flashed in the screen for reading.

PRODUCTIVE AND WORLD-CLASS SKILLED WORKFORCE		
Strategy	TVET for Global Competitiveness	TVET for Social Equity
Approaches/ Characteristics	With Set Standards Technology and Innovation-driven Benchmarked Internationally	Industry-Driven Partnerships (Public – Private)
Clients/ Beneficiaries	Wage/Self-employed workers, industry workers, basic education and higher education graduates trainors, industries	Area-Specific Needs-Based (Barangay) Product and Service-Oriented Resource-Based Flexible Delivery Holistic Approach
Program Interventions	Philippine Qualifications Framework (PQF) Competency Standards and Training Regulations Development Program Registration Assessment and Certification Scholarships (TWSP) Mutual Recognition Arrangements Benchmarking & Comparability Innovation Centers International Partnerships and Arrangements Enterprise-Based Trainings (DTS, Apprenticeship) Skills Competitions Incentives	Community-Driven Consultative / Participatory Value Chain Approach / Backward to Forward Linkages Collaboration of all agencies
Support to TVET Provision	Barangay leaders of the 42,036 barangays, urban & rural poor farmers fisherfolks, IPs, women, rebel returnees/combatants, drug dependents returning and repatriated OFWs, OSYs, displaced workers, MSMEs, PWDs informal workers, family enterprises, local government units (CTECs)	Barangay Kasanayan para sa Kabuhayan at Kapayapaan Community-Based Trainings Scholarships (PESFA, BUB, STEP) Mobile Training Program Training for Rebel Returnees/Decommissioned Combatants Skills Training for IPs Skills Training for MSMEs TESDA Online Program Training for Women who are victims of trafficking, abused, etc. Training for Drug Dependents Compact Mobile Units (CMUs) Onsite Training and Assessment
Policies and Plans, Policy and Technology Researches, Curriculum & Learning Materials Development, Labor Market Information Trainer's Training, Capability Building for Administrators, Methodologies, Training Needs Assessment, Monitoring and Evaluation, Career Guidance		
Public Trust and Accountability   Efficient and Effective Service Delivery		
THE LEADING PARTNER IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING REGULATOR, ENABLER, MANAGER, AND PROMOTER		

Engr. Herrera then presented the TVET Reforms and Development Agenda,

**TVET Reform  
& Development  
Agenda**

<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>1</b> Barangay-Based Scholarship Program         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>2</b> Online Scholarship Application         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>3</b> Walk-in Scholarship Application         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>4</b> Technical Audit Of TVET Schools and Programs         </div> <div style="border: 1px solid #0070C0; padding: 5px;"> <b>5</b> Skills Training For Drug Dependents         </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>6</b> Skills Training for Entrepreneurs and Family Enterprises         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>7</b> Skills Training Program for Inmates and their Families         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>8</b> OFWs' Reintegration         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>9</b> Special Skills Program for Indigenous People         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>10</b> Expanded Training Program For Women, PWDs         </div> <div style="border: 1px solid #0070C0; padding: 5px;"> <b>11</b> Continuing Program for TESDA's Alumni         </div>	<div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>12</b> Global Access to Online Database of TVET Graduates and Certified Skilled Workers         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>13</b> Strengthen Linkages with the Agro-Industrial Sector         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>14</b> Strengthen Linkages with Foreign Skills Training/ Funding Institutions         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>15</b> Linkages with SUCs and LUCs         </div> <div style="border: 1px solid #0070C0; padding: 5px; margin-bottom: 5px;"> <b>16</b> Transparency         </div> <div style="border: 1px solid #0070C0; padding: 5px;"> <b>17</b> Moral Renewal         </div>
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The National technical Education and Skills Development Plan (NTESDP) is considered as the road map on how to develop the workforce needed by industries. Its vision is to create a vibrant quality TVET fo decent work and sustainable inclusive growth.

## **"TVET for global competitiveness and workforce readiness and TVET for social equity"**

Five issues and challenges that are affecting TVET were given.

1. Create a conducive and enabling environment for the development and quality service delivery of the TVET sector.
2. Prepare the Philippine workforce for the challenges posed by the 4th Industrial Revolution.
3. Assure industries with high economic and employment growth potentials are provided with the required quantity of quality workforce.
4. Directly and more vigorously address workforce needs of the basic sector/disadvantaged.
5. Instill values and integrity in the conduct and delivery of TVET in the whole sector.

The priority sectors were highlighted.

**TVET Reform & Development Agenda**

 <b>1</b>	Barangay-Based Scholarship Program	 <b>6</b>	Skills Training for Entrepreneurs and Family Enterprises	 <b>12</b>	Global Access to Online Database of TVET Graduates and Certified Skilled Workers
 <b>2</b>	Online Scholarship Application	 <b>7</b>	Skills Training Program for Inmates and their Families	 <b>13</b>	Strengthen Linkages with the Agro-Industrial Sector
 <b>3</b>	Walk-in Scholarship Application	 <b>8</b>	OFWs' Reintegration	 <b>14</b>	Strengthen Linkages with Foreign Skills Training/ Funding Institutions
 <b>4</b>	Technical Audit Of TVET Schools and Programs	 <b>9</b>	Special Skills Program for Indigenous People	 <b>15</b>	Linkages with SUCs and LUCs
 <b>5</b>	Skills Training For Drug Dependents	 <b>10</b>	Expanded Training Program For Women, PWDs	 <b>16</b>	Transparency
		 <b>11</b>	Continuing Program for TESDA's Alumni	 <b>17</b>	Moral Renewal

In total, Engr. Herrera showed the table on outputs of TESDA programs, covering the special clients.

#### SPECIAL CLIENTS

CLASSIFICATION OF CLIENT	ENROLLED	GRADUATES	ASSESSED	CERTIFIED	EMPLOYED
Balik Probinsya Program	79	21	-	-	-
Community Training & Employment Coordinator	325	442	118	117	61
Cooperatives	737	1,189	531	497	288
Currently Employed Workers	4,322	5,640	2,154	2,006	484
Disadvantaged/Displaced Women	624	884	159	152	3
Displaced HEIs Teaching Personnel	19	43	24	23	6
Displaced Workers	4,438	5,445	1,864	1,758	553
Employees with Contractual/Job-Order Status	3,977	5,078	1,965	1,815	593
Family Enterprises	682	1,533	678	666	65
Family Members of Farmers and Fishermen	9,815	16,885	8,466	7,928	2,303
Family Members of Inmates and Detainees	187	202	21	18	3
Family Members of Microentrepreneurs	1,308	2,215	1,255	1,211	182
Farmers and Fishermen	21,145	24,813	4,924	4,723	3,559
Fisherfolks	28	93	51	50	7
Former Rebel	3,540	3,899	630	608	1,489
Indigenous People	25,663	29,409	8,119	7,482	1,705
Industry Workers	9,187	8,576	1,965	1,845	435
Informal Settler	693	1,453	502	492	50

The data on TESDA online program depicts that from March 16 to September 13, 2020, the number of programs is 71. There are 965,929 enrollees while 452,992 completed the program.

TESDA is the lead agency in the Poverty, Education, Livelihood and Employment Cluster under EO70 or the National Taskforce to end Local Communist Armed Conflict. Data on the said program were on the presentation.

#### RCSP

##### Priority Barangays Development Programs

PRIORITY CLASSIFICATION	NUMBER OF IDENTIFIED BRGY	BRGYS W/ APPROVED PROGRAMS	BRGYS W/ STARTED / LAUNCHED PROGRAMS
RCSP	822	100 (12.17%)	75 (9.12%)
NICA	789	35 (4.44%)	23 (2.92%)
JRTF	(VARIABLE)	46	36
<b>TOTAL</b>	<b>1,611</b>	<b>181</b>	<b>134</b>

## RCSP Priority Barangays Development Programs

SECTOR	TRAINING PROGRAMS IN THE PRIORITY BARANGAYS DEVELOPMENT PROGRAMS UNDER EO 70	NO. OF BENEFICIARIES
AGRICULTURE, FORESTRY AND FISHERY	<ul style="list-style-type: none"> <li>Agricultural Crops Production NC II</li> <li>Animal Production (Poultry-Chicken, Swine, Ruminants) NC II</li> <li>Modernize Production of High-Quality Inbred Rice, Seed Certification and Farm Mechanization</li> <li>Organic Agriculture Production NC II</li> <li>Organic Vegetable and Concoctions Production NC II</li> <li>PEST Management (Vegetables) NC II</li> <li>Perform Fish Grow Out Operation</li> <li>Slaughtering Operations (Large Animal) NC II</li> <li>and other COCs related to the above full qualifications</li> </ul>	4,381 (56.61%)
ELECTRICAL AND ELECTRONICS	<ul style="list-style-type: none"> <li>Basic Solar Night Light and Post Lamp</li> <li>Photovoltaic (PV) Systems Installation NC II</li> <li>Solar Powered Irrigation System Operation and Maintenance NC II</li> <li>Electrical Installation and Maintenance NC II</li> <li>and other COCs related to the above full qualifications</li> </ul>	1,238 (15.71%)
TOURISM (HOTEL AND RESTAURANT)	<ul style="list-style-type: none"> <li>Bread and Pastry Production NC II</li> <li>Prepare and Cook Hot Meals (Leading to Cookery NC II)</li> </ul>	677 (8.59%)

### Priority Barangays Development Program RCSP Barangays as of September 18,

REGION	PROVINCE	NO. OF QUALIFICATIONS	ENROLLED	GRADUATED	ASSESSED	CERTIFIED	EMPLOYED
CAR	Kalinga	5	95	0	0	0	0
	Mountain Province	1	15	0	0	0	0
II	Cagayan	4	100	50	19	19	50
	Rizal	8	235	235	0	0	0
IV-A	Occidental Mindoro	1	30	30	0	0	0
	Oriental Mindoro	2	75	25	25	25	0
	Palawan	5	90	90	0	0	0
V	Camarines Norte	4	100	0	0	0	0
	Masbate	3	66	0	0	0	0
IX	Sorsogon	3	68	0	0	0	0
	Zamboanga del Norte	2	50	0	0	0	0
XI	Davao City	10	310	0	0	0	0
	Davao de Oro	7	165	0	0	0	0
	Davao del Norte	3	73	73	0	0	0
	Davao Del Sur	1	25	36	0	0	4
	Davao Occidental	3	78	0	0	0	0
	Davao Oriental	5	125	0	0	0	0
XII	North Cotabato	6	199	34	0	0	0
	Sarangani	7	175	0	0	0	0
	South Cotabato	4	125	75	0	0	0
CARAGA	Sultan Kudarat	1	16	0	0	0	0
	Agusan del Norte	4	119	76	0	0	0
	Surigao del Sur	1	69	69	0	0	0
<b>Grand Total</b>		<b>90</b>	<b>2,403</b>	<b>793</b>	<b>44</b>	<b>44</b>	<b>54</b>

## RCSP Priority Barangays Development Programs

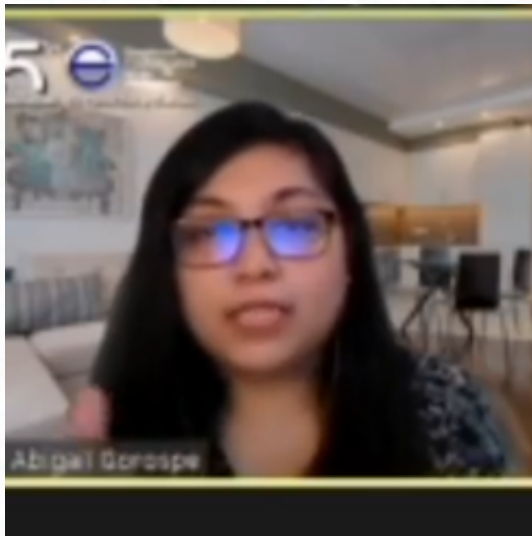
SECTOR	TRAINING PROGRAMS IN THE PRIORITY BARANGAYS DEVELOPMENT PROGRAMS UNDER EO 70	NO. OF BENEFICIARIES
CONSTRUCTION	<ul style="list-style-type: none"> <li>Carpentry NC II</li> <li>Masonry NC II</li> <li>Tile Setting NC II</li> <li>Plumbing NC II</li> <li>Furniture Making</li> </ul>	273 (3.47%)
OTHER SECTORS	<ul style="list-style-type: none"> <li>Driving NC II</li> <li>Service Motorcycle/Small Engine (Leading to Motorcycle/Small Engine Servicing NC II)</li> <li>Processed Food by Salting, Curing and Smoking (Leading to Food Processing NC II)</li> <li>Local Guiding Services with Basic Life Support Training</li> </ul>	1,309 (16.62%)
<b>TOTAL</b>		<b>7,878 Beneficiaries</b>

The PBDP in Davao Del Norte is another milestone that TESDA proudly announced. With that being the last subject, he ended his discussion.

# JELERMINA ABIGAIL R. GOROSPE

Manager  
Advocacy, Research and Communications Department  
Employers Confederation of the Philippines

## Advocacies of ECOP Before, During, and Beyond Pandemic COVID-19



Opening her presentation, Ms. Gorospe extended her appreciation to E-Net Philippines. She then introduced the meaning of ECOP which is Employers Confederation of the Philippines. She said that ECOP is the counterpart of the Department of Labor and Employment.

Ms. Gorospe discussed the Multi-pronged Mandate of ECOP.

A graphic titled 'ECOP's Multi-pronged Mandate' with a dark blue background and white text. It lists five points, each preceded by a blue checkmark in a circle.

- ✓ Represent employers in all levels of policy development and decision-making processes
- ✓ Promote industrial peace and harmonious labor-management relations
- ✓ Foster the culture of compliance
- ✓ Capacitate employers with the right tools and skills to cope with emerging trends
- ✓ Encourage good corporate citizenship and other voluntary good practices

The strategic framework used by the organization is anchored on these three components:

1. Proactive policy advocacy
2. Innovative direct services delivery
3. Effective membership engagement

A list of proactive policy advocacy was flashed on the screen for reading.



Aside from this, ECOP aims to become an institutionalized learning center so they provide the following services:



For effective membership engagement, ECOP has a helpdesk, e-bulletin or online newsletter, membership climate survey, and optimum use of website and social media platforms.

Because of the pandemic, ECOP had to remain relevant, be of service to distressed employees, and be a repository of information to employers. These are the projects done amidst COVID-19:

**PROACTIVE POLICY ADVOCACY**

- ✓ Launched the "ECOP Special Coverage on COVID-19: Looking After Business and Employment"
- ✓ Participation in VIRTUAL hearings, consultations, deliberations
- ✓ Networking with counterpart trade unions – JOINT STATEMENTS
- ✓ Information dissemination; VIRTUAL executive labor updates; TOOLS, RESOURCES, ETC.
- ✓ CONTINUED Partnership with development agencies in implementing advocacy programs such as skills development

**INNOVATIVE SERVICES DELIVERY**

Public technical seminars

- IR, HR, OSH in the context of the pandemic

Technical seminars with technical support

- Reputation and crisis management
- Soft skills development
- Entrepreneurship development
- Leadership and HR development
- Business continuity planning
- Digitization and digitalization

Partnerships with DOLE

- Free webinars

Other achievements of ECOP are the eCampus, reactivation of LinkedIn page, partnership with different departments of the government, training program on soft skills, and entrepreneurial development.

To close the discussion, Ms. Gorospe left a short message for everyone:

**"As the voice of employers, ECOP supports the effort of E-Net Philippines to promote 'Education for All.'"**



# RENE MAGTUBO

National Chairperson  
Partido ng Manggagawa

## Labor Unions Issues and Initiatives in Adult Education and Literacy Programs



Mr. Magtubo stated the relevance of the discussion on Public Investment in Literacy to Build Back Better. He agreed with the previous speakers that the workers are negatively affected with the changes and policies that occurred during the COVID-19 pandemic. He also recognized the struggles of the education sector.

It was highlighted that workers aspire to have a gainful employment, have their rights acknowledged, and have the right to be represented and heard in a social dialogue with one's employer.

Although Mr. Magtubo stressed that a degree in education does not guarantee a high possibility to get hired for jobs, he believes that education is a booster that benefits those who received it compared to those who did not. Because of this, college graduates find it difficult to seek for jobs. In addition to this, most working places nowadays are contractual in nature.

The number of working opportunities do not meet the number of applicants every year, Job mismatch is another problem faced by the graduates. Their field of study does not align with

the in-demand jobs so they resort to applying for positions even beyond their supposed line of work. Following this, the speaker shared that a proposal to fill up the job mismatch is to enhance educational training to prepare the employability of the masses.

Mr. Magtubo then elaborated on the implementation of contractual policies in the Philippines. Workers collectively call to end contractualization since it is a burden that will not cease to torment the labor force of today and of the future. The speaker shared how it was a must in the past for each employee to be regularized. Now, the tenure of workers are under a threat.

Aside from this, he emphasized the need for an institution that will assist employees who are about to lose jobs or are to be displaced in times of a crisis like COVID-19. He recommended to form an establishment that will train workers in order to increase their rate of getting hired for jobs.

Regarding the workers' relationship with TESDA, it was explained that the training programs are not able to match the demand of skilled workers in many industries. According to him, it is crucial for the congress to allocate a huge amount of money to support the industries.

Exploitation of workers is also an alarming situation that demands an immediate solution. There are cases where employees are not aware of their rights so they do not know whether those rights are being violated already. Mr. Magtubo shared his observation that a reason behind this is that the rights of unions, minimum wage, and labor standards are not included in the curriculum of basic education. Because of this, Partido Manggagawa proposes to incorporate laborized education in the curriculum in senior high school education and ALS.

Lastly, Mr. Magtubo emphasized for the continuity of education among the workers for them to learn their rights and train themselves to get better at fulfilling their duties.

# OLIVIA C. LUCAS

Representative  
NCR CSOs Philippine OGP  
National Steering Committee

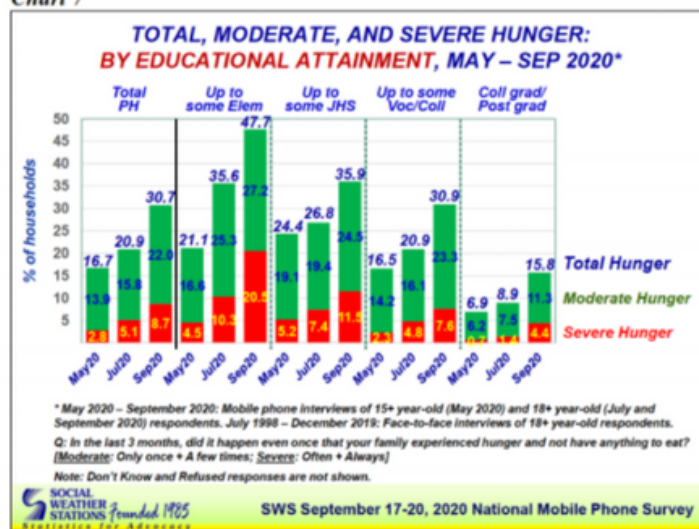
## Synthesis of Discussion



Ms. Lucas proceeded right away with her presentation. She revealed the results of the survey on hunger by the SWS. It showed that the incidence of hunger is higher, the lower the educational attainment of the respondent. The incidence of severe hunger doubled among households with non-elementary graduate respondents.

A graph showing the data on total, moderate, and severe hunger by educational attainment was displayed.

Chart 7



Essentially, this suggests that a person with low educational attainment will result into having a family with a lower income. This will result to child hunger, stunting, and brain underdevelopment leading to a school drop-out problem. Ms. Lucas shared that alleviating child hunger is the reason behind the feeding programs conducted by DepEd.

If a child grows up to be unhealthy, there is a huge possibility for them to give up their studies and work at a young age instead. From there, another person with a low educational attainment will start the cycle of intergenerational poverty.

The speaker also provided her input with regards to which of the children and adult's education must be prioritized. She emphasized that both requires the same amount of support. In order to educate the children of today, the adults must learn the relationship of education and work.

Ms. Lucas shared a study by ILO on Decent Work Country Diagnostics.



**ILO Decent Work Country Diagnostics, 2017**

- Strong economic growth over the last decade was not inclusive as it did not translate to massive creation of decent work and therefore had limited effect on reduction of poverty and inequality.
- Human capital development with the core components of education, training and health are indispensable with urgent attention required to meet on the needs of a working age population that has a relatively low labor force participation rate, is persistently skewed against women, and with the profile of the employed dominated by young, low-skilled and low-paid or underemployed workers.
- A key concern, likewise, is the profile of Overseas Filipino Workers (OFWs) which continues to be dominated by low-skilled categories and occupations many of which are in the 3-D (dirty, dangerous and demanding) where workers, particularly women, face higher risks.



## Scaling up

- Our working population is 40MM with 82% employed and 19% underemployed and, among those underemployed, 3.5MM have had only 10 years as opposed to 12 years schooling
- Our total no. of barangays is 42,046 but a little over 1,000 has been reached by technological and vocational services.
- We have 4.3MM 4Ps families which translates to 4.3MM household heads plus another 5MM who say they are as poor but are not registered in the the 4Ps.

With the data given by LCC that over 80% of students in the Philippines have not reached a minimum level of proficiency in reading, Ms. Lucas stressed that there is much that needs to be done. Literacy requires the learners to have the ability to interpret, create, communicate, and compute using printed and written materials.

As Sen. Win mentioned, 24 Million of aged 15 and above have not completed their basic education. Accordingly, Ms. Lucas had a difficulty in accepting that DOLE is not going to promote adult education and literacy. On the other hand, ECOP contributes meaningfully to the continuing education of a sector of the population.

Despite all this, it is not enough to only conduct programs; institutions must also focus on the number of people they reach. Outcomes must be prioritized, not only outputs. Ka Rene mentioned the need to raise workers' skills to close the job mismatch.

A quote from Jean-Jacques Rousseau's *The Social Contract* was shared by Ms. Lucas.

**"For nations, as for men, there is a period of young adulthood—we may call it 'maturity'—before which a nation shouldn't be made subject to laws; but it isn't always easy to recognize a people's maturity, and if political developments are set going before that, the developments will fail."**

It was highlighted that unless people are educated and prepared for freedom, the ills complained about—corruption, inefficient bureaucracy, unresponsive government programs—will likely remain. It is everyone's responsibility to work for adult education and lifelong learning in order to achieve the society and government that the people long for.

# FLORA C. ARELLANO

President  
E-Net Philippines

## Closing Remarks



Prof. Arellano conveyed her appreciation to all speakers from different departments and sectors who actively imparted their wisdom to the listeners of the FB Live and Zoom meeting.

She commended the contribution of each discussion to harness the intellect and skills of the youth and adults.

It is recognized that educational attainment is a huge factor affecting the employability of an individual. However, it is not too late for adults to complete their basic education. Learning does not exclusively happen inside the classroom—it can happen anywhere. This is why we reach out to the marginalized and vulnerable sectors.

**"Rich people know that they can pass on money to their children. They can pass on land. They can pass on titles. But there is one great gift that workers can give to their children—and that is good education."**

# AWARDING OF CERTIFICATE

to the discussants of  
Discussion on Public Investment in Literacy  
to Build Back Better Moving



Sample Certificate