



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
UL Complex, Meralco Avenue
Pasig, Metro Manila



*Sama-Sama
sa DECS*

October 6, 1997

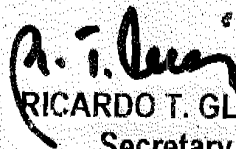
DECS MEMORANDUM
No. 400, s. 1997

FRAMEWORK FOR THE ERADICATION OF ILLITERACY

To: Bureau Directors
Regional Directors
Schools Superintendents
Private Elementary and Secondary School Principals

1. Inclosed is a copy of Administrative Order 324 entitled **Mandating All Concerned Government Agencies and Local Government Units To Adopt The Literacy Coordinating Council (LCC) Blueprint For Action As Framework Or Guideline In Developing Policies And Implementing Programs Or Projects Related To Literacy.**
2. The basic principles adopted in the Framework are:
 - a. preference for community -based (literacy) projects;
 - b. stronger partnership between and among national and local government agencies, non-government organizations and other sectors;
 - c. integration of literacy in on-going development programs and projects, rather than promoting it as a stand-alone intervention; and
 - d. intensified social mobilization and advocacy to emphasize that literacy and education is the responsibility of all sectors.
3. All concerned entities are encouraged to fully utilize the Literacy Coordinating Council Blueprint for Action (LCC-BPA) in program/project development relative to the Eradication of Illiteracy (EOI).
4. To ensure that this is done, the Literacy Coordinating Council and the Bureau of Nonformal Education are jointly tasked to include the Blueprint for Action (BPA) concerns in their monitoring and evaluation programs.

5. The DECS regional and sub-regional levels, and the DECS program implementing units are encouraged to vitalize their Eradication of Illiteracy (EOI) program networks, as provided in the Education For All (EFA) Philippine Plan of Action (PPA).
6. Immediate dissemination of this Memorandum to all concerned is earnestly desired.


RICARDO T. GLORIA
Secretary 9/10.2.97

Incl.:

As stated

Reference:

DECS Memorandum: No. 187, s. 1996

Allotment: 1--(D.O. 50-97)

To be indicated in the Perpetual Index
under the following subjects:

NONFORMAL EDUCATION
PROGRAMS



Republic of the Philippines
LITERACY COORDINATING COUNCIL
Rm. 413, 4/F Mabini Bldg., NASA Complex
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LITERACY COORDINATING COUNCIL (LCC)
BLUEPRINT FOR ACTION

1997

MALACAÑANG
MANILA

BY THE PRESIDENT OF THE PHILIPPINES

ADMINISTRATIVE ORDER NO. 324

MANDATING ALL CONCERNED GOVERNMENT AGENCIES AND LOCAL GOVERNMENT UNITS TO ADOPT THE LITERACY COORDINATING COUNCIL (LCC) BLUEPRINT FOR ACTION AS FRAMEWORK OR GUIDELINE IN DEVELOPING POLICIES AND IMPLEMENTING PROGRAMS OR PROJECTS RELATED TO LITERACY

WHEREAS, the Constitution provides that the State shall encourage nonformal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs;

WHEREAS, there is a need to highlight the importance of literacy and education, given government's vision of a globally competitive and newly industrializing country that would be better achieved with the improvement of the quality of our human resources through literacy and education,

WHEREAS, the Congress of the Philippines, enacted Republic Act No. 7165, an act creating the Literacy Coordinating Council, defining its powers and functions, appropriating funds therefor and other purposes, declaring it the policy of the State to give highest priority to the adoption of measures for the total eradication of illiteracy, and

WHEREAS, the Literacy Coordinating Council in the pursuit of its mandate has formulated the National Blueprint for Action in the Eradication of Illiteracy (EOI). This document defines a common philosophy for all literacy programs, presents overall policies and strategies and suggest appropriate structures and mechanisms.

NOW, THEREFORE, I, FIDEL V. RAMOS, President of the Republic of the Philippines, by virtue of the power vested in me by law, do hereby order all concerned government agencies and local government units to adopt the Literacy Coordinating Council Blueprint for Action (LCC-BPA) as framework or guideline in developing policies and implementing programs and projects related to literacy.

DONE in the City of Manila, this 15th day of April in the year of Our Lord, Nineteen Hundred and Ninety-Seven.

By the President:



RUBEN D. TORRES
Executive Secretary

RCC/LCC/rhb
R. CP



IN REPLYING, PLEASE CITE
PFVR Letter # L970545



L970545



Republic of the Philippines
LITERACY COORDINATING COUNCIL

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FOREWORD

This Literacy Coordinating Council (LCC) Blueprint For Action is a milestone document which will help ensure our nation's survival and competitiveness in today's information society and emerging global economy.

There is now a realization that basic and functional literacy are the pre-conditions to meet the challenges of the new millenium. Even developed countries such as the United States of America and Japan are investing heavily in human resource development or what they call "massive re-tooling" as the manpower requirements of our borderless world are distinctly different from that of even five years ago.

In a developing country such as ours, the challenges are even greater. As we now have a very high basic literacy rate of almost 94 percent, literacy must now take a broader definition to include political empowerment, scientific and technological competence, environmental consciousness and socio-cultural sensitivity. However, this does not mean we will not address the needs of some two million Filipinos, mostly members of our cultural communities, who still can neither read nor write.

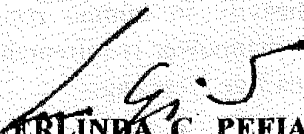
This Blueprint for Action serves as the overall policy and program framework for the eradication of illiteracy by the turn of the century. Specifically, it presents policies and strategies to maximize the use of existing and potential resources that would be inputted in literacy development projects nationwide.

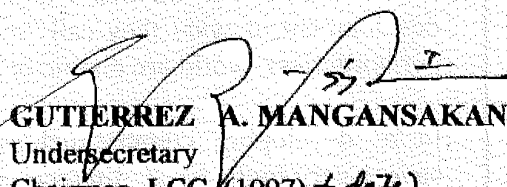
There are some basic principles adopted by this framework which should be emphasized. These include preference for community-based projects which means that literacy programs should be rooted in the needs of the people who actively participate in the planning and management of literacy-related activities; stronger partnership among national and local government agencies, non-government organizations and other important sectors of society; integration of literacy in ongoing development programs or projects rather than "selling" it as a distinct intervention; and intensified social mobilization and advocacy to emphasize that literacy and education is the responsibility of all sectors.

It took the Literacy Coordinating Council one year to finalize this document. But it should be emphasized that this is not a result of brainstorming sessions among "experts" in Manila. On the contrary, a series of grassroots consultations were held in 1996 particularly in six Social Reform Agenda (SRA) provinces -- Ifugao, Benguet, Guimaras, Antique, Surigao del Sur and Agusan del Sur. During the National Literacy Forum held in September 1996, the Blueprint was again presented for more comments and suggestions.

Even before the issuance by President Fidel V. Ramos of Administrative Order No. 324 (dated April 15, 1997) mandating all government agencies concerned to adopt the Blueprint as a guideline in developing policies and implementing programs or projects related to literacy, we have already "pilot tested" the feasibility of our framework in the Comprehensive Education and Community Development Program (CECDP), a model in community-based functional literacy program in Valencia, Negros Oriental and the Comprehensive Literacy and Socio-Economic Program (CLASP) for Development in Calumpit, Bulacan. We are pleased to report that from our Valencia and Calumpit experiences, our Blueprint for Action is viable. Notwithstanding these developments, the Council welcomes comments and suggestions on how we can further improve our document. This early, we are eagerly looking forward to improving our Blueprint as our commitment in ensuring a better quality of life for our people.

Mabuhay ang Pilipinas!


ERLINDA C. PEFIANCO
Undersecretary
Chairman, LCC (1994-1996)


GUTIERREZ A. MANGANSAKAN
Undersecretary
Chairman, LCC (1997 to date)

THE NATIONAL FRAMEWORK

- 1.0 Flashback
- 2.0 Antecedents
 - 2.1 Realities/Actual Situation
 - 2.2 The Scenarios
- 3.0 Vision, Mission & Philosophy
- 4.0 Goals & Objectives
- 5.0 Overall Policies and Strategies
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- 7.0 Management Support System/Components
 - 7.1 Data Banking
 - 7.2 Process Documentation and Monitoring
 - 7.3 Social Mobilization and Advocacy Management Support
 - 7.4 Resource Generation/Funding Sources
 - 7.5 Networking
- 8.0 The Research Agenda

PART TWO

Note: These will be developed on the basis of consultation with the clients as soon as the blueprint/framework is approved. Part 2 will be the programs/projects which will be proposed by the clients.

THE NATIONAL FRAMEWORK

1.0 **Flashback :**

The Philippine Government has launched its Philippines 2000 which envisions the country to be part of the newly industrializing countries of East Asia by the year 2000. The Medium Term Philippine Development Plan (1993-1998) has identified people empowerment and poverty alleviation as the twin goals accompanying this national vision.

Over the past years, economic indicators show that our country has indeed "taken off" the ground. This improved economic performance can be attributed to sound macro-economic policies adopted by the government and favorable investment opportunities.

Despite economic growth, however, there is realization that the benefits of development have not filtered down either in terms of more equitable distribution of wealth or a dramatic alleviation of poverty. No less than President Fidel V. Ramos has recognized that, "GNP growth means little if it is not translated into real changes in the quality of life of the majority of our people, especially the poor."

According to the Philippine Institute of Development Studies, more than 42 percent of Filipinos are poor and 39.2 percent of all Filipino families live below the poverty line. This means about 27 million poor Filipinos. A related study shows that the poorest 40 percent of the population had only 13 percent of the total income as of 1991. The upper 20 percent have been increasing their share of income from 47 percent in 1985 to 55 percent in 1991.

Poverty is the human condition of specific sectors of society--farmers and landless rural workers, fisherfolk, indigenous people, workers especially in the informal sector, urban squatters and slum dwellers, and members of various disadvantaged groups--women, children, elderly, disabled and victims of disasters.

The Government recognizes that economic growth must be accompanied by capability -building and social reform. These will give our poor the skills and the resources needed for them to take part in nation-building.

Says President Ramos, "We must invest in people if we are to achieve higher growth in productivity and incomes. We must put in place the mechanisms for raising levels of education, health, nutrition, housing, employment, social welfare, community development and participation in decision - making."

One such mechanism we have put in place is the Social Reform Agenda (SRA). The SRA seeks to achieve social equity in the following areas: (1) access to quality basic services, (2) access to economic opportunities and productive resources, and (3) effective participation in economic and political governance.

The SRA pushes for a reform package that does not just provide short-term "social safety nets" but long-term empowerment of the disadvantaged sectors. Twenty provinces were identified as priority geographic areas. These are the worst off provinces in terms of minimum basic need (MBN) indicators.

2.0 Antecedents

2.1 Realities & Actual Situation

2.1.1 The 1994 Functional Literacy, Education and Mass Media Survey (FLEMMS) revealed the following:

2.1.1.1 Some of the poorest of the poor provinces have low functional literacy rates.

2.1.1.2 Simple literacy is now 95.02 % while functional literacy rate is 86.53 %

2.1.1.3 Out of the 95.02% rate nationwide, 17 out of 20 classified as SRA have only 82.49 % simple literacy rate and 70.34 % functional literate rate.

2.1.2 In a brainstorming session conducted by LCC in 1996 in six priority SRA areas namely Benguet, Ifugao, Antique, Guimaras, Agusal del Sur & Surigao del Sur, the following aspects were identified:

2.1.2.1 Dreams and expectations from (a) implementors and (b) the clients;

2.1.2.2 Motivations of clients in attending literacy opportunities

2.1.2.3 Existing programs & projects available in these areas; and

2.1.2.4 Existing agencies which are extending assistance for literacy efforts

Details of these findings are found in Annex B. These findings were vital entry points and focal areas in the plans of action which were considered in the preparation of this Action plan.

2.1.3 Less than five years after the Council was convened and the support secretariat created, the LCC made significant strides. It has:

- 2.1.3.1 commissioned pioneering and innovative research studies on indigenous literacy strategies, standardization of literacy tests, efficacy test of prototype post-literacy materials and survey of literacy specialists and institutions;
- 2.1.3.2 initiated advocacy and social mobilization campaigns resulting in multisectoral support for literacy programs;
- 2.1.3.3 launched the annual National Literacy Awards and convened the annual National Literacy Congress;
- 2.1.3.4 increased and sustained tri-media coverage of literacy-related issues; and
- 2.1.3.5 produced regular information, education and communication (IEC) materials for print and broadcast.

At the same time, the Council is overseeing ongoing projects in the setting up of a computerized databanking system, process documentation of successful functional literacy programs, and the pilot testing of the Comprehensive Education and Community Development Program (CECDP) in Valencia, Negros Oriental.

2.1.4 These lessons and experiences gained by the Literacy Coordinating Council (LCC) and other relevant institutions over the years can be harnessed only when they are translated into concrete policies and programs of action. This is the rationale for this LCC framework for a Blueprint for Action.

2.2 The Scenario

2.2.1 A scenario that seems evident may well serve as challenges to LCC's efforts towards the eradication of illiteracy by the year 2000. In this regard, a Blueprint for Action is necessary to coordinate all efforts with the SRA and systematize the literacy campaign based on a shared philosophy and vision.

This Blueprint is envisioned to be the final plan towards universalization of basic literacy. But to achieve sustainable development, a look beyond basic literacy and the year 2000 is necessary. There is an impelling need to continue effort of providing functional literacy as a means of empowering the people and thus ensuring for them a better quality of life.

- 2.2.2 Concrete action in the basic literacy campaign is envisioned to be sustained through the initiatory & coordinative efforts of the Literacy Coordinating Council (LCC) which was created in 1991 by virtue of Republic Act 7165. The law's mandate was definite, "to recommend strategies for the total eradication of illiteracy by the year 2000."
- 2.2.3 By the year 2000 networking of all agencies involved in EOI would have been institutionalized and functional literacy will be enjoyed by all.
- 2.2.4 A systematic information system will be a major device in identifying areas where EOI will need assistance, reinforcement if necessary.

3.0 Vision, Mission and Philosophy

- 3.1 Given these realities and viewed against a scenario that is forthcoming, the LCC Blueprint for Action will be guided by the mandate enunciated in Republic Act No. 7165 (Annex A) which is quoted in full :

Sec. 1. It is the policy of the state to give the highest priority to the adoption of measures for the total eradication of illiteracy. For this purpose, it shall encourage and rationalize the formulation of policies and the implementation of programs on nonformal and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.

Sec. 2. To carry out the declared national policy, there is hereby created a Literacy Coordinating Council, hereinafter referred to as the Council, which shall be an inter-agency body administratively attached to the Department of Education, Culture and Sports.

- 3.2 As a coordinating body, it is envisioned that by the year 2000, the LCC shall have fully mobilized all concerned agencies with Eradication Of Illiteracy (EOI) and in the process would have institutionalized a networking relationship between and among all line-agencies, GOs, NGOs, POs and LGUs on the Eradication of Illiteracy.
- 3.3 The action of LCC will be guided by the philosophy consistent with the provision of the Social Reform Agenda of government which seeks to achieve social equity through literacy in the following areas: (1) access to quality basic services ; (2) access to economic opportunities and productive resources; (3) effective participation in economic and political governance. That of all, a long term empowerment of the disadvantaged

sectors will be achieved through literacy efforts. Here the initial efforts will be focused on those 20 provinces identified as priority areas.

4.0 Goals and Objectives

Inspired by the mandate of RA 7165, and gearing its objectives to the functions of Literacy Coordinating Council, it will be its major responsibility to rationalize the formulation of policies in the implementation of programs on nonformal, informal and indigenous learning systems as well as self learning, independent, and out of school study programs particularly those that respond to community needs.

Towards this end, the following objectives shall be addressed on the basis of enriched data gathered from the implementation of literacy programs:

- policy and program directions for Eradication Of Illiteracy
- recommend strategies on the development of a mass movement for the total eradication of illiteracy in the country by the year 2000.
- formulate measures on the establishment and maintenance of a national data bank and information exchange and dissemination system to support literacy efforts at the national and local levels.
- identify successful management schemes of literacy programs, and adopt measures to boost research and development work in literacy, by government agencies and non-government organizations involved in literacy work;
- recommend ways and means of raising funds in order to support the literacy programs, projects and activities;
- recommend measures on how to organize and strengthen support structures for literacy at the regional and local levels;
- provide technical assistance on functional literacy efforts relative to any stage of implementation of the literacy program;
- encourage the development of an Advocacy Social Mobilization network system to promote Eradication Of Illiteracy

5.0 Overall Policies and Strategies

The LCC, in its efforts to address identified needs and problems of the illiterate/neo-literate population, presents guiding policies and strategies to maximize existing as well as incoming resources that would be inputted in programs and projects for literacy development.

Foremost shall be the operationalization of the community-based concept of program development as an overarching guidepost for literacy development where stake-holders are community members themselves. Likewise, convergence of services is seen as an end goal to maximize limited resources in all efforts that have to be exerted. Organizations/agencies shall come together and unify all their efforts for a community towards one common goal - literacy.

The following policies and strategies are equally critical guidelines to ensure the attainment of goals and objectives set for a sustained partnership between and among implementing agencies working for functional literacy:

5.1 Direct access between the LCC and the LGU

Throughout the period 1996-2000, the LCC and the LGU with assistance from other GOs and the NGOS in the community (municipal/barangay) level shall have direct access to one another. They shall be directly linking with each other and matters on literacy development shall be discussed specifically, regional & provincial levels of deliberations shall be given second priority to accommodate felt community needs.

Comprehensive planning will have to be developed through proper consultation between and among those groups/agencies.

5.2 Intensification of advocacy and social mobilization

Advocacy and social mobilization (ASM) shall be the starting point for all literacy efforts. Most government as well as non-government/private institutions and groups have limited or low level knowledge of the literacy programs. To enhance their familiarity with the whole literacy program perspective and framework and to ensure their cooperation, strong advocacy and social mobilization strategies have to be operationalized and institutionalized at the community level.

The following ASM activities shall be done to come up with a sustained literacy development program:

- consultations with program implementors and clientele
- formats-folk-announcement

- orientation meetings/conferences
- information sharing (e.g. material exchange)
- media blitz and others
- peace and order
- livelihood and environment

The ASM activities shall emphasize partnership and coordination of stakeholders all for illiteracy decrease and/or eradication endeavors.

5.3 Utilization of the media to generate awareness and participation in literacy programs/projects.

The media shall be harnessed to take a major role in generating public awareness and sensitivity to participate in all literacy efforts. The radio, being number one among the mass media technologies, shall be fully utilized together with television which has a big potential of usability even among the present rural population.

Media materials, both print and non-print shall be used as resources to generate participation/implementation of LCC's programs. Through these materials, literacy could go distance with minimal use of teachers - consultants.

5.4 Strengthening linkages & coordination between and among DECS, the home, the community, GOs & NGOs and local government units.

Inter-agency cooperation and coordination shall be vitalized and made operational. One requirement to the attainment of the goals and objectives of LCC is the active involvement of various groups working on literacy development. Toward this end, the LCC shall solicit the involvement of all DECS officials and staff, from the Secretary down to the teachers and administrative personnel. Parents will be mobilized to give services according to their capabilities to their children as well as take an active role as literacy advocates in the community. The NGOs and other GOs, including SUCs and private schools shall be tapped to do literacy activities in coordination with local government officials to reinforce learning. All efforts shared by various groups will be harnessed to come up with just one battlecry-**LITERACY FOR ALL**. In short, convergence of services will have to be encouraged and utilized. Where linkages of agencies already exists. Such should be further aided and strengthened.

5.5 Emphasis on community-based literacy programs development from planning to evaluation and with appropriate use of local indigenous resources.

From a central-based to community-based literacy development, literacy programs shall be planned, implemented, monitored and evaluated in the community level. This may be done through the coordinative, technical assistance of Literacy Coordinating Council. A shift in program management with community leaders tapped as managers shall be made accordingly.

The community people themselves shall be mobilized to take the lead role as literacy program managers and implementors as they themselves know better the clientele, their values, mores and aspirations. Materials and curriculum development will be done at the sites where the clientele are. Materials will incorporate substantive local inputs, especially effective indigenous methodologies and content for literacy development.

Monitoring and evaluation shall be done by the community itself. People shall organize themselves into committees and shall be tasked with specific terms of reference to ensure that plans are carried out.

5.6 Integration of literacy in on-going programs:

Literacy shall not be taken in isolation. Rather convergence should be observed and viewed as an integral part/component of all development efforts in the community. Fragmented development has had few results. Hence, it is time to shift strategies from center-based offices to a community-based one.

When literacy is integrated in the whole system of development, utilization of resources will be maximized. Resources in terms of money/funding, efforts, time and space shall be harnessed to come up with a population that is literate, healthy, civic-minded and totally empowered.

Literacy concepts and skills including reading, writing and numeracy shall be the means to the development of a total personality that is self-directing and learning. This total persons shall then make up a learning society.

Livelihood skills training, population, health and nutrition services coupled with concern for the environment shall be the functional content for the development of literacy. Integration therefore, shall be supported by the training of implementors to internalize literacy as an important ingredient to the socio-economic progress of each individual and the

nation. Through this, convergence of services shall be highlighted. There will be maximum use of resources, and each development component would complement others in terms of inputs and outputs.

5.7 Strengthening of consultative/participatory/democratic processes

The focal person in the literacy program is the clientele himself, who knows best what he needs best.

Consultation with the clientele shall be a major focus of literacy. All efforts shall move around the needs, interests and dreams of the illiterate/neo literate adult or out-of-school - youth.

Through consultations and clientele participation in planning, more focused programs/projects will be achieved. Hit and miss half-baked results will be avoided, therefore there will be no wastage of resources.

Beneficiaries and the community itself will plan toward the attainment of their individual needs and problems. In consultations, details for a better life come out/surface. Plans will highlight these details and meaningful projects can then be pursued.

5.8 Focus on the needs of special group of clientele

Specific groups' needs will be highlighted too. The cultural communities, women /girls who are unable to attend schooling, married women who stay at home most of the time, the disabled & those who are subjected to different forms of abuses, differently abled persons, the rural/urban poor, the fishfolk and child laborers are some sectors that will need to be attended. Through informal consultation meetings with them, more needs will surface.

Some existing nonformal models such as the following maybe expanded:

- farmers' literacy schools
- cultural community schools
- cooperative orientation in literacy classes
- traditional folk media
- audio visual shows, songs and dances
- film showings
- rewards and incentives

5.9 Flexibility in scheduling of literacy activities

It is to be noted that client of literacy classes/activities are working individuals. Hence, any effort to attract clients to participate in such

activities should be related and consistent with the cited availability and proximity to their place of work. These clients shall not be taken away from their productive and income generating activities. Close coordination with the Local Government Units (LGUs) will be a responsibility of LCC since infrastructure and livelihood opportunities will be a task of the LGUs.

5.10 Development of Volunteerism

Volunteers or groups of volunteers have strong commitment when they are involved. They work not so much for the remuneration but for self actualization. In this regard, the following may be tapped: existing community workers; retirees in technical fields, young people especially during summer time, mobile teachers/tutors/ itinerant special education teachers who go to different barangays.

5.11 Establishment of informal monitoring & evaluation mechanisms.

Monthly assemblies may have to be planned and pursued with vigor. These assemblies are means of highlighting problems met in the implementation of the programs. In the process of the assemblies, remedial measures may be explored with implementors.

Community assemblies are rich sources of potential policies which may be enunciated by LCC for the improvement of literacy programs.

5.12 Establishment of Physical Facilities

Setting up of viable and affordable **infrastructure** such as schools, literacy reading/learning resource centers, literacy broadcasting stations, training sites of barangay information personnel, couriers, para teachers, volunteers, local coordinators and others and the establishment of an informal coordinating council in all levels, barangay, municipal, provincial and regional. It is understood that these infrastructures will be a responsibility of local government units (LGUs)

6.0 Implementing Mechanisms (including structures, actions)

This component discusses the management and support mechanisms that will be needed to launch the implementation of the LCC Blueprint for Action. It presents a proposed Management and Implementing Machinery; the Financing and Development Assistance Schemes to be explored for the various programs and projects; and other support systems including the Monitoring and Evaluation as well as the mobilization and advocacy programs MIS & research that will help ensure success of the implementation plan.

Side by side with this implementing mechanism is a plan of action and a research agenda needed to provide empirical bases, actions and proposals as required by the plan in the community level.

6.1 Organization, Composition and Functions

In line with the LCC philosophy of touching base with the grass roots and maintaining and utilizing available inter-agency linkages, LCC envisions the organizational machinery to start from the bottom and eventually go up to the national secretariat for information, authority and sanctions needed. By the very nature of the implementation of the projects and programs, which are to be inter-agency in character, community based in implementation, this machinery will be made responsive to the conditions/situations of the area concerned. However, an implementing machinery will be in accordance with the Framework which has been approved by the Council. In line with the conceptual framework, the following organizational structures are recommended:

6.1.1 Project Implementing Units-These units will be responsible for the overall planning, implementation, monitoring and evaluation of the approved programs and projects. Actual implementation of the programs and projects will be undertaken by these units.

These units will be composed of local officials, representatives of organizations and associations from both government and non-government sectors. These may be organized on three-levels from the smallest unit such as the barangay level, the municipal level, and provincial level.

In all these levels, the same organizational structure and composition will be observed. Project proposal preparation, presentation, implementation and monitoring and evaluation will happen in these units.

6.1.1.1 The barangay implementing unit (BIU) will be chaired by the Barangay Captain and co-chaired by the school head or principal as the case may be. Membership will include representatives from existing organizations and associations, both government and non-government sectors existing in the areas.

6.1.1.2 The municipal implementing unit (MIU) will be chaired by the Municipal Mayors,

co-chaired by the district supervisor or the principal of the biggest school and members from different agencies in both public and private sectors. A secretariat will be responsible for reporting and record keeping.

- 6.1.1.3 The provincial implementing unit (PIU) will be chaired by the Provincial Governor and co-chaired by the Division Superintendents. Membership will be chosen from among the associations, organizations of both government and non-government sectors available in the area. The PIU will be back stopped by a secretariat for documentation and record keeping.

These are organizational options which may be resorted to. Whichever option is chosen, the same inter - agency character will be observed in its composition. Activities/programs and projects in the PIUs will be coordinated and monitored by the provincial/municipal LCC Secretariat. This may be done through the MIS data and from time to time, ocular visits may be made to validate findings/progress reports on projects/programs being implemented in the area.

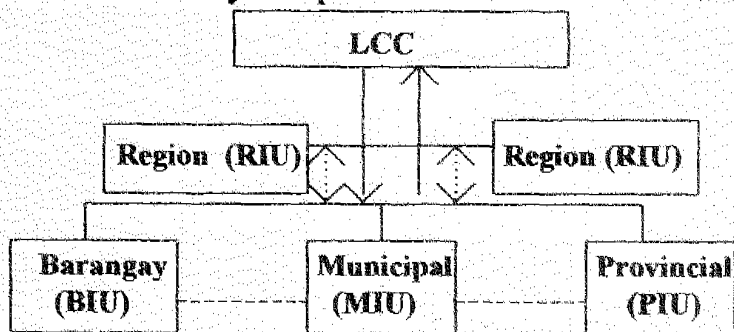
- 6.2 **Regional Machinery** - The same inter-agency character in the composition of this unit will be observed. The Regional LCC committees will be given the responsibility of augmenting the membership depending on available organizations/associations (NGO and GO) in the region. In line with the provisions of the Local Government Code, this Unit will have a coordinating function. Such functions may include the following:

- 6.2.1 Study the projects/programs being implemented by the PIUs and on the basis of these, develop regional policies responsive to such needs appropriate for the regional needs.
- 6.2.2 In coordination with the monitoring units of the PIUs, review and evaluate progress of programs and projects being implemented.
- 6.2.3 Based on the expressed needs of the PIUs assist in exploring, soliciting and arranging for funds; identifying possible donors for programs/projects such as research proposed by PIUs and by the

regions as well as for other activities related to the support system mechanisms.

- 6.2.4 Manage the funds for the region based projects.
- 6.2.5 Undertake social mobilization and advocacy to ensure success and sustainability of the program in a region, and
- 6.2.6 Provide technical assistance to the PIUs in matters pertaining to project development, implementation, monitoring and evaluation and social mobilization and advocacy and such other needs and demands from the PIUs on one hand and the regions on the other.
- 6.2.7 It must be understood that the responsibility of implementation and institutionalization will only happen with the able management of the LGUs. All problems related to implementation, funding & others will be resolved at the LGUs level & only when these cannot be resolved in this level will this be referred to the provincial or national levels for possible resolution.

6.3 **The Proposed Structure may be represented as follows:**



The structure suggests these non-traditional concepts:

- 6.3.1 The PIUs (Barangay, Municipal and Provincial) will observe autonomy and are empowered to relate directly with the LCC.
- 6.3.2 The region (RIU) will exercise coordinating functions with both the PIUs and the LCC in matters pertaining to policy formulation and policy decisions. This suggests that all aspects include ocular inspection will be part of the coordinative functions.
- 6.3.3 All the PIUs will coordinate with each other although they have built in administrative mechanisms for purposes of project preparation, implementation, monitoring and evaluation.

This aspect suggests that all tasks related to these factors such as ocular inspection and others will be a responsibility of the PIUs.

6.4 **Procedures for Project Processing and Implementation**

6.4.1 Project Proposal Preparation - This activity will be a responsibility of all the PIUs. This activity may take trying 2 forms

Form A: Upon approval of the Interagency Group of the units concerned, the proposal is elevated to the LCC Secretariat. The Secretariat will have to identify the relevance of the project to the vision, envisioned in the framework for the LCC plan of action approved by the Council. If it passes this level of scrutiny, the LCC Secretariat may refer the proposal to a technical person who may be an expert or a specialist in its thrust/context and financial concerns of the proposal. It is understood that the LCC has a listing of experts in their MIS files. On the basis of the results of the processing by the technical person, the project is approved or rejected as the case may be. If approved, one of two things may happen, LCC funds it partially, fully or if funds are inadequate, looks for a funding donor and endorses the project accordingly.

Form B: The PIUs may plan, approve and implement its own project as approved. This is then sent to the LCC Secretariat for information and inputting in its MIS files. So the Secretariat's role in this case is to note the projects so that these can be included in their monitoring and evaluation action plans.

6.4.2 The Region and LCC however, may be copy-furnished the proposal, its status and progress reports as well as issues and problems met in the implementation of the projects. These are needed for whatever policies and policy directions are needed for sustainability of the projects and for the institutionalization of the process.

6.5 **Supervision and Accountability**

Overall supervision of all projects approved and implemented by LCC will have accountability to the LCC. Supervision of all PIUs projects being implemented will also be a part of its function. Since LCC does not have a full blown staff complement. It is suggested that this manpower complement remain lean, it is possible that the supervision may be done on a contractual basis to selected personnel in the region or from its list of specialists/experts who may do the supervision objectively. This will ensure objectivity and reduction of traditional operating costs.

6.6 Proactive Plans

One major function of LCC is to see to it that the process of project development via LCC framework is obtained, improved and institutionalized.

Part of the action plan will be a program review of the projects and programs being undertaken by PIUs. This will hopefully identify the status, progress, problems and issues met. These information will allow the pursuit of new policies, programs and projects intended to address either existing gaps that were not met by the existing projects and for which new policies may be needed. This will also be the time to provide remedial measures for the implementation of the on-going projects.

New projects may be prepared and processed at this point in time observing the same procedure as those indicated during the initial stage of project preparation. In this way, proactive plans may be ensured and improvements in the first experience will be assured.

7.0 Management Support Systems/Components

7.1 Data Banking

This management support system/ component addresses the need for LCC to build appropriate data on literacy which will be useful to LCC and to other government and private institutions engaged in the promotion of literacy and data which need to be collected based on this functional goal. This, in turn, depends on the reading we make of the law that created the LCC. Points of focus include:

- Identification of data that should be collected, including parameters that should be established to define the nature and extent of data collection
- Data utilization, such as inputs for policymaking, legislation, project development, academic studies, networking, research utilization, and information and education campaigns.
- Sources of data, such as UNICEF and UNESCO and other international organizations as well as local sources (government agencies, academic/research/professional organizations).
- Other data needed and how they should be treated so that they can become useful to LCC clientele.

- Software identification and sources reprogramming so that they can be made compatible with others.
- Data packaging that they will be easily understandable to the user. These data shall also be packaged into a user-friendly format.
- Data updating/frequency of data updating.
- Whenever possible, reconceptualization of the databank, and systems redesign to make it flexible in meeting future needs.

The LCC has, since 1993, engaged the assistance of the Foundation for Continuing Education (FORCE) in the development of the LCC databank. A MIS program has been developed and system refinement is underway.

A local area network (LAN) is being envisioned to facilitate retrieval of information.

Another plan is the subscription to Internet, the largest global computer network with some 20 million users worldwide. Most of its users are research and academic institutions, think tanks, government agencies. The Philippine node, code-named PHILNET, was established at the Department of Science and Technology.

The following section gives an overview of the scope of the databank management support system/component.

7.1.1 Objectives of the Databank Support System/Components

- To create and maintain a data base of literacy institutions, materials, specialists and other pertinent data which will be used to eradicate illiteracy in the country and which will be useful to institutional and individual researchers;
- To create an information network among these institutions in order to facilitate sharing and maximize utilization of resources;
- To eventually link up with other information and data bank networks locally and internationally in order to broaden the useable data base of the project and the DECS.

7.1.2 Components and Activities

- Study of objectives and policy requirements of LCC to determine the kind of data, data storage and retrieval system to be utilized/needed for the project.
- Identification of data requirements and preliminary storage and retrieval systems, including software recommendations.
- Trial keyboarding of preliminary data on trial equipment.
- Finalization of recommendations on the system.
- Training of personnel on the inputting, accessing, utilization, and maintenance of the database system.
- Negotiations for the acquisition of systems hardware and software.
- Keyboarding of data. A day should be established when the system actually goes on line.
- Operation and maintenance of system.

7.1.3 Framework for Computer-based Data banking and Networking Cluster

- * Information Needs (defined in terms of categories or subject matter)
Examples:
 - Basic literacy
 - Functional literacy
 - Indigenous learning strategies
 - Cultural communities and literacy
 - Literacy skills
 - Literacy measurements
 - Materials development
 - Literacy delivery strategies
 - Teachers and para-teachers
 - Language
- * Sources
 - International Development Agencies
 - National Organizations
 - Government Agencies

- Academic Institutions
- Professional Organizations
- Research and Training Organizations
- * Methodology
 - Letters requesting for materials/information
 - Exchange of print and non-print materials
 - Attendance in conferences, meetings, seminars, etc.
 - Survey questionnaire (c/o FORCE)
 - Inventory of newsletters, journals, other publications in selected libraries
 - Visit to organizations by research assistant
 - Computer link-up
- * Materials to be gathered
 - Newsletters, journals, monographs and other publications
 - Books
 - Literacy modules
 - Audio-visual materials (e.g. audio and video cassettes)
 - Media articles
 - Sample IEC materials (posters, brochures, etc.)
 - Research studies
 - Diskettes
 - Photos, slides, etc.
- * Storage and Retrieval System for Proposed Clearinghouse
 - Use of computer databank
 - Library (bookshelves)

7.2 Process Documentation and Monitoring

This LCC management support system/component involves the documentation of successful literacy programs and projects. The focus is on learning and teaching strategies that made for the successful implementation of the literacy program/project. How the community was mobilized to attain literacy targets and how the community maintained and consolidated the gains from literacy will be part of the documentation.

As of March 1996, a number of case studies have been conducted by the FORCE for the LCC. They include samples from urban-rural communities, involving various sectors such as women, children and the underprivileged. (Refer to Annex ___ for the samples of these case studies.)

The kind of impact literacy made on the community is the major focus of these investigations. Whether it improved community living standards, resulted in "empowerment" of its population-i.e., greater participation of community members in local and national concerns, development of entrepreneurialism and greater access to economic opportunities.

Given particular attention are the motivations for people to become literate. Investigate also cases of people who became literate on their own; in addition, whether literacy has produced negative effects among former illiterates.

Also to be documented are the types and sources of literacy learning materials. The selected learning materials will become part of the documentation.

At the onset, the development of criteria were set up to determine which are successful and model projects. Documentation in print or video, or a combination of both, is done, depending on the availability of equipment and skills among the literacy workers who are there in the field. For this purpose, selected researchers and literacy workers will be trained in process documentation.

These documentation efforts as envisaged will be the basis for case studies to be written in popular form for use by local and international literacy workers. Popularization will allow the exchange of technologies, strategies, learning materials and experiences among literacy workers and agencies.

Following is the framework of the process documentation and monitoring system/component of LCC.

7.2.1 Objectives

- * To document in detail the experiences and lessons from selected literacy projects that can serve as models or inspirations to other similar projects.
- * To provide the data base with both "soft" and hard data on literacy work in the field.

- * To provide policymakers and other decisionmakers with information that will guide them in the definition of thrusts and longterm goals, and in policymaking.

7.2.2 Project Component and Activities

- * Identification of “model” literacy projects and programs that focus on learning-teaching strategies, community and production of self - help learning materials.
- * Training of researchers and literacy workers in process documentation and monitoring
- * Creation of documentation and monitoring teams
- * Setting up of methodology for documentation and monitoring
- * Continuous monitoring of projects
- * Writing/editing of case studies showcasing “model” projects
- * Turnover of documents/case studies to DECS

7.3 Social Mobilization and Advocacy Management Support System/Component

Efforts are made to create awareness, interest, and understanding of issues and concerns related to literacy among various sectors—policy-makers, educators, literacy workers, and the general public.

IEC materials are produced to serve as advocacy and social mobilization tools to generate support for literacy programs.

The mass media (print and broadcast) will be regularly provided with news stories and features on ongoing literacy activities. Television and radio public affairs and newsmagazine programs will be encouraged to feature literacy-related stories.

A regular newsletter or journal will be published to provide updates and trends on literacy from global and national perspectives, new policies and programs, analysis of issues, etc.

7.3.1 Goals and Objectives

- * To help create a policy environment conducive to the goal of eradicating illiteracy in the Philippines by the year 2000.
- * To sustain and accelerate efforts to mobilize multi-sectoral resource support for eradication of illiteracy (EOI)-related programs and projects both at the national and sub-national levels.
- * To develop and sustain a critical mass of EOI social mobilizers and advocates at the national and local levels.
- * To sustain regular mass media coverage of literacy-related issues, programs and projects from the national to the local levels.
- * To generate greater public awareness, understanding and appreciation of EOI-related policies, programs and projects particularly those initiated by the Literacy Coordinating Council (LCC)

7.3.2 Program Components and Activities

- * Policy Advocacy
- * Resource Generation and Networking
 - Partnership with Civic Clubs and Corporate Foundations/Establishment of linkages with civic organizations and corporate foundations for implementation of joint programs and projects
 - Media Relations and Advocacy (National and Provincial Media)
 - Newsfeature Service
 - Features in TV-Radio Public Affairs Programs
 - Special Events for the Literacy Week Celebration
- * Information, Education and Communication (IEC) Materials
 - Quarterly Literacy (LCC) Newsletter
 - LCC Brochure

- Posters
- * Others
 - Awards and recognition
 - Conference

7.4 Resource Generation/Funding Sources

The LCC shall recommend appropriate resource generation schemes and identify possible funding sources to its partner agencies at the various levels and stages of project implementation.

The resource generation and funding strategies shall pursue the following action points:

7.4.1 The LCC shall pro-actively identify/seek assistance from possible sponsors and other agencies which could give financial grants to the implementing project partners of LCC.

7.4.2 The LCC shall help establish the necessary links between the identified project sponsors and the LCC partner agencies and wherever possible, monitor the progress of the negotiations.

7.4.3 The partner agencies shall likewise, on their own, pro-actively solicit funding assistance from various sponsors.

7.4.4 Should they deem necessary, those partner agencies may seek the assistance of the LCC in the negotiations, development of project concepts and other such documents which may be required by the funding agencies.

7.5 Networking

7.5.1 Strategy

The LCC shall develop coordination linkages with various groups and units which carry out literacy development projects at the national, regional, provincial and local levels. As early as the pre-planning stage up to the evaluation stage, LCC can exercise this coordinative function.

National/Regional/ Provincial linkages will be developed with:

- * GAs/Line Agencies
 - DECS
 - DILG
 - NEDA
 - PIA
 - State Colleges/Universities
 - Legislative bodies
- * Non-government organizations
- * Private Colleges
- * At the provincial level, the following provincial government entities shall be enjoined to take pro-active literary development work:
 - Sangguniang Panlalawigan
 - Sangguniang Bayan

7.5.2 Roles/Responsibilities

- * LCC
 - Advise all partner agencies in the EOI for policy and program directions.
 - Recommend strategies to partner agencies for a mass movement towards total EOI by year 2000.
 - Encourage partner agencies to establish a network of data bank and information system from national to local levels to support efforts towards EOI.
 - Assist partner agencies in identifying/establishing successful management schemes towards EOI.
 - Adopt measures that will encourage partner agencies in boosting research as basis for policy and program development.
 - Recommend ways of raising funds for EOI to partner agencies.

- Recommend to partner agencies ways and means of strengthening the support structures/network for EOI.

7.5.3 Partner Agencies

Operating within the framework of their legal mandate, review the strategies/recommendations made by LCC in the areas of: development of data bank and information system, management, research, fund raising schemes and capability building.

* National Level

- Formulate national policies and standards in terms of programs and policy directions in EOI.
- Define agency TOR in EOI.
- Provide mutually supportive technical assistance to other agencies, the regional level and the NGOs involved in EOI.
- Provide a working feedback system between and among agencies and NGOs involved in EOI.
- Conduct periodic monitoring activities for more efficient and effective pursuit of national agenda for EOI.
- Establish a management information system on literacy efforts supportive of and compatible to any other existing MIS within each agency.
- Evaluate every phase and every component of the literacy program towards over-all programs/system improvement.
- Prepare project completion reports (PCR), including project cost effectiveness.

* Regional Level

- Formulate regional policies and standards for EOI.
- Define agency TOR in EOI.
- Plan regional programs for EOI with partner agencies. Operationalize the inter-agency strategy for EOI.

- Allocate funds for EOI
 - Provide technical assistance to other members of the IAC in the regional and provincial levels
 - Provide a simple but appropriate feedback system between and among the members of the IAC, including NGOs involved in EOI.
 - Conduct periodic monitoring activities for more efficient and effective implementation of regional plans for EOI
 - Establish a management information system on literacy supportive of and compatible to any existing MIS within each regional agency.
 - Evaluate every phase and every component of the literacy program towards over-all program/system improvement.
 - Prepare project completion reports, including project cost effectiveness
- * Provincial Level
- Plan provincial programs for EOI with the LGUs and the NGOs
 - Operationalize the inter-agency network in EOI.
 - Evaluate plans for EOI from GOs and NGOs
 - Enter into contract with other GOs and NGOs for EOI.
 - Provide TA to other members of the IAC in the provincial and local levels.
 - Provide a simple but appropriate feedback system between and among the member of the IAC, including NGOs involved in EOI.
 - Conduct periodic monitoring activities for more efficient and effective implementation of provincial and local plans for EOI.
 - Establish a management information system on literacy supportive and compatible to any existing MIS within each provincial agency.

- Evaluate every phase and every component of the literacy program towards over-all programs/system improvement.
 - Prepare project completion report for every program that has terminated, including project cost effectiveness
- * Municipal/Local Level
- Identify clientele, program requirements, local resources available for program planning and implementation
 - Participate in program planning
 - Implement program
 - Document program activities
 - Request technical assistance needed for every phase of program implementation
 - Monitor program implementation for internal efficiency and effectiveness
 - Prepare project/program report.
- * NGO
- Prepare program plans for EOI
 - Submit plans to provincial IAC, copy furnished municipal IAC
 - Implement programs for EOI
 - Prepare financial and program reports to provincial IAC, copy furnished municipal IAC.

8.0 The Research Agenda

8.1 The research agenda may be gleaned from the objectives of the Blueprint for Action. Findings of the FLEMMS survey, the Ethnography of the Fourteen Filipino Communities, the Brainstorming Session as well as the SRA study and all other studies relevant to the eradication of illiteracy may be good sources of the research agenda which LCC may utilize as springboard in generating information for policy formulation and program directions as well.

The research agenda is merely suggestive and may be enriched or briefed up or replaced with other issues more vital to the current issues on EOI which may surface from actual consultations or planned workshops/seminars involving the target clients.

Based on the general objectives of the LCC Blueprint for Action as well as the findings in the FLEMMS study & the Brainstorming results the following researches and possible policy directions seem logical to be pursued:

RESEARCH IDEAS	POSSIBLE POLICY DIRECTIONS
1. Measures for the establishment of maintenance of a national data bank & information 1.1 Exchange & dissemination system to support literacy efforts	1. Encouraging setting up of an MIS at all levels. Encouraging exchange & dissemination of information at different levels in different areas
2. Successful management schemes for literacy programs implemented by GOs and NGOS	2. Replication of successful management schemes with similar conditions.
3. Measures on how to organize and strengthen support structures for literacy at the regional & local levels 3.1 Successful support structures that work 3.2 Types of community based literacy program developed for indigenous cultures	3. Information & utilization of support structures that work and encouraging local officials to organize them according to their needs and existing cultures.

4. Technical assistance areas on functional literacy

4.1 How to blend literacy & livelihood opportunities

4.2 Motivations of clientele for literacy

4.3 Training techniques/modes to serve motivations of clients

5. Existing modes of advocacy and Social Mobilization to promote EOI

5.1 How to use media effectively in literacy campaigns

6. Linkages between DECS, home, community, local government units and other interagency modes.

6.1 Factors needed to have close interagency cooperation

6.2 Interagency structures on the local level that work

6.3 Existing agencies needed for successful convergence and linkages of services

7. Successful integration efforts of literacy programs with on-going programs

7.1 How to integrate literacy programs with existing /on-going programs through coordination, linkage & networking

8. Needs of special group of clients such as young children, women, disabled, handicapped & gifted clients.

4. Announcement and availment of existing technical assistance opportunities offered by LCC and other agencies identified for the purpose

5. Utilization of different modes from folk media to audio-visual method in the continuing advocacy & social mobilization efforts to promote EOI.

6. Dissemination of successful linkages between DECS, home, community, local units and other interagency modes.

Encouraging clients to try and those that apply to their setting & to try out new modes which they may avail of.

7. Dissemination of successful integration efforts of literacy programs with on going programs.

Encouraging exchange of ideas through visitation, observation or through making case studies

8. Information on successful literacy programs for special group of clients and

try out whenever possible
and applicable.

- | | |
|---|---|
| 9. Ways & means of raising funds to support literacy programs & projects | 9. Suggestions on how funds may be raised to support literacy programs / projects based on successful experiences of different municipalities, provinces or regions |
| 10. How volunteerism is achieved
10.1 Successful programs using volunteers
10.2 Types of volunteers in literacy programs | 10. Provision of information on types of volunteers used in different literacy programs or different levels & encouraging them to try utilization of same |
| 11. Successful implementing mechanisms | 11. Dissemination of successful implementing mechanisms and encouraging them to some mechanisms appropriate to this setting. |
| 12. Successful monitoring and evaluation mechanisms | 12. Give suggestions on monitoring & evaluation mechanisms that work. Give them the opportunity to try out better ways of monitoring & evaluating this literacy efforts at this levels. |
| 13. Accreditation scheme for community volunteers/para-teachers of basic and functional literacy classes. | 13. Provide models / schemes for accreditation of community volunteers/para-teachers ; or gather data on successfully tried out accreditation schemes for possible adoption. |
| 14. Accreditation of livelihood skills acquired by the clientele in the functional literacy class for job placement opportunities / entrepreneurship. | 14. Coordinate with NMYC, TESDA & DOLE for possible accreditation of livelihood skills acquired by clients. |

REPUBLIC OF THE PHILIPPINES
CONGRESS OF THE PHILIPPINES
METRO MANILA

FIFTH REGULAR SESSION

Begun and held in Metro Manila, on Monday, the twenty-second of July, nineteen hundred and ninety-one.

[Republic Act No. 7165]

AN ACT CREATING THE LITERACY COORDINATING COUNCIL, DEFINING ITS POWERS AND FUNCTIONS, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES.

Be it enacted by the Senate and house of Representatives of the Philippines in Congress assembled:

SECTION 1. It is the policy of the State to give the highest priority to the adoption of measures for the total eradication of illiteracy. For this purpose, it shall encourage and rationalize the formulation of policies and the implementation of programs on nonformal, informal and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.

SEC. 2. To carry out the declared national policy, there is hereby created a Literacy Coordinating Council, hereinafter referred to as the Council, which shall be an inter-agency body administratively attached to the Department of Education, Culture and Sports.

SEC. 3. The Council shall be composed of eight (8) members as follows: the Undersecretary for Nonformal Education of the Department of Education, Culture and Sports; the Undersecretary of the Department of Interior and Local Government in charge of Local Governments; the Director of the Philippine Information Agency; the President of the Philippine Normal College; a representative from the National Economic and Development Authority designated by the Director-General; a representative of the Committee on Education and Culture of the Senate to be designated by the President of the Senate; a representative of the Committee on Education and Culture of the House of Representatives to be designated by the Speaker; and the representative of non-government organizations involved in literacy education who shall be appointed by the President of the Philippines for a period of three (3) years.

The members of the Council shall annually elect a Chairman from among themselves except the two (2) representatives of Congress.

The Council shall meet regularly once a month and may hold special meetings to consider urgent matters upon the call of the Chairman or any three Council members.

SEC. 4. The Council shall have the following functions:

- 1) To help act as the overall advisory and coordinating body, providing policy and program directions for all endeavors in the country;
- 2) To recommend strategies on the development of a mass movement for the total eradication of illiteracy in the country by the year 2000;
- 3) To formulate measures on the establishment and maintenance of a national data bank and information exchange and dissemination system to support literacy efforts at the national and local levels;

- 4) To assist in identifying successful management schemes of literacy programs, and adopt measures to boost research and development work in literacy, by government agencies and non-governmental organizations involved in literacy work;
- 5) To recommend ways and means of raising funds in order to support the literacy programs, projects and activities;
- 6) To recommend measures on how to organize and strengthen support structures for literacy at the regional and local levels; and
- 7) To perform such other functions as may be necessary in furtherance of the purposes of this Act.

SEC. 5. The administrative and research shall be detailed from the existing personnel of the Department of Education, Culture and Sports without prejudice to the designation by the Council of such additional staff members as it may deem necessary for the proper discharge of its functions and responsibilities.

SEC. 6. The Council may, in the performance of its functions, requests the cooperation, assistance and support of appropriate government agencies and non-governmental organizations involved in literacy.

SEC. 7. The sum of ten million (P10,000,000.00) is hereby authorized to be appropriated, out of any funds in the National Treasury not otherwise appropriated, to carry out the functions of the Council under this Act. Thereafter, the sum needed for the operation and maintenance of the Council shall be included in the annual Budget of the Department of Education, Culture and Sports.

The Council shall submit to Congress an annual report which shall include among other things, policy recommendations which require legislative action towards the total eradication of illiteracy.

SEC. 8. All laws, executive orders, presidential decrees, and other issuances, or parts thereof, inconsistent with the provisions of this Act are hereby repealed.

SEC. 9. If any section or part of this Act shall be declared unconstitutional, such declaration shall not invalidate other provisions thereof.

SEC. 10. This Act shall take effect upon its publication in two (2) national newspapers of general circulation.

Approved,

RAMON V. MITRA
Speaker of the House
of Representative

JOVITO R. SALONGA
President of the Senate

This bill which was a consolidation of Senate Bill No. 686 and house Bill No. 32276 was finally passed by the Senate and the House of Representative on October 22, 1991 and October 24, 1991, respectively.

CAMILO L. SABIO
Secretary-General
House of Representative

DEMARIE J.B. RAVAL
Acting Secretary of the Senate

Approved: November 25, 1991

CORAZON C. AQUINO
President of the Philippines

In a brainstorming session conducted by LCC in six priority areas in 1996, the following expectations were identified:

2.1 From implementors of literacy programs their dreams & expectations include:

- close agency coordination
- social preparation of clientele of literacy
- making utilization of LGUs, NGOs & other GOs
- availability of 4Ms-money, manpower, machine & materials
- establishment of M & E mechanism
- adequate infrastructure
- development of values, sincerity & cooperation
- availability of transportation
- rehabilitation of rebel returnees
- seminars and training for literacy implementors & workers
- communication office & couriers in any barangays
- cooperative planning of literacy materials
- consultation with clientele

2.2 From the clients

- poverty alleviations services
- stable source of income/livelihood
- family welfare service
- accessibility of educational facilities
- personal well being / spiritualism
- mobility in the area
- power and progress
- improved quality of life
- availability of community helped

2.3 Motivation of literacy includes:

- empowerment-political, educational, cultural, economic & social
- good citizenship
- better home management
- improve competencies & skills for livelihood
- new technologies in farming and other livelihood projects

- plan skills that will help them live decently & develop self confidence, self esteem & self concept
- gain general information-agribusiness & livelihood projects
- educational projects on the disabled & the handicapped
- desire for independence & self reliance
- vision for better future for children
- better quality of life, lifelong learning & needs

2.4 Existing programs and projects are available in these areas. Examples of those available programs includes:

- literacy cum livelihood
- program to persons with disability
- practical skills development
- Rural improvement programs
- Highland agricultural extension program
- Earthquake rehabilitation project
- Day Care
- Women Empowerment and Gender Education Program
- Liturgy, Formation and Social Action
- Alay Kapwa
- Networking, Information & Dissemination
- Health & Sanitation, Nutrition Program
- Immunization, Salt-Iodization, Maternal Care, Adult Program
- BSU extension services on service Disperse, loan assistance & nursery development

2.5 The following existing agencies extend assistance of the Literacy effort:

GOs

DECS, DOH, DSWD, DA, PIA, DILG, PPDO, DENR, NEDA, DPWH

NGOs

Vicariate of Benguet, Plan International, OSCC, SIL, Davao Medical School, Various Cooperatives & Rural Improvement Club