



REPUBLIKA NG PILIPINAS

REPUBLIC OF THE PHILIPPINES

KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS

DECS Complex, Meralco Avenue
Pasig City, Philippines



Sama-Sama
sa DECS

Tanggapan ng Pangalawang Kalihim
Office of the Undersecretary

JUL 17 2001

DECS ORDER

No. 32, s. 2001

**ANNOUNCING THE EXPANSION AND STRENGTHENING OF THE NONFORMAL
EDUCATION ACCREDITATION AND EQUIVALENCY (NFE A&E)
ASSESSMENT AND CERTIFICATION SYSTEM
(Pilot Implementation)**

To : Undersecretaries
Assistant Secretaries
Regional, Bureaus and Center Directors
Schools Division/City Superintendents
Head of Public/Private Schools

1. The DECS Bureau of Nonformal Education is pleased to announce the pilot implementation of the expansion and strengthening of the Nonformal Education Accreditation and Equivalency (NFE A&E) Assessment and Certification System. This pilot research and development effort is made possible by the extension of the ADB-assisted Philippines Nonformal Education Project to 30 June 2001.

2. The Bureau of Nonformal Education (BNFE), in partnership with the Northern Territory University (NTU) Australia and the Center for Educational Measurement (CEM), has developed authentic assessment methodologies to provide a more comprehensive coverage of the competencies reflected in the NFE A&E Curriculum Framework, and has thereby expanded the NFE A&E Assessment and Certification Process.

3. The expanded NFE A&E Assessment and Certification System provides viable and valid approaches to the assessment of learner competence or individual learning achievement. It seeks to establish the value of portfolio-based assessment as a means of assessing learner application and demonstration of skills as a summative assessment measure that complements the national standardized multiple-choice paper and pencil NFE A&E tests in both elementary and secondary levels.

4. Consistent with the validity, reliability, and integrity of assessment processes, appropriate assessment criteria and authentic assessment methodologies have been developed. These include Recognition of Prior Learning (RPL), Portfolio Assessment, Performance-based Assessment, and other nonformal authentic assessment methodologies as part of the NFE A&E Assessment and Certification Process.

5. The initial implementation of the NFE A&E Assessment and Certification Process is part of a research and development effort and will be tested in selected Philippines Nonformal Education Project (PNFEP) sites of the National Capital Region (Manila, Quezon City and Muntinlupa), Region VII (Mandaue and Lapu-lapu Cities) and Region XII (Kabacan, North Cotabato and Columbio, Sultan Kudarat). The development phase, which includes the development of instruments, forms, information booklets, guidelines and policies, was conducted from 1 March -30 May 2001, while the pilot implementation phase is scheduled for June 2001 and the actual assessment of learner presentation portfolios is scheduled on July 2001. Upon completion of the pilot limited trials, the assessment instruments, processes, guidelines, and policies will be reviewed and revised. If the pilot test is found to be successful, valid, and reliable the expanded NFE A&E Assessment and Certification System will be institutionalized in all School Divisions implementing the NFE A&E System.

6. The NFE A&E Learning Support Delivery System (LSDS) learners who are participating in the pilot implementation and whose learning goal is to gain an Elementary or Secondary Level Certificate are encouraged to submit a presentation portfolio. This presentation portfolio contains formal records that document learners' background and experiences and the learning process they have followed as well as work samples selected by learners to show what they know and can do. The Instructional Manager is responsible for certifying these formal records, documents, and work samples. Verification of the formal records, documents, and work samples is also required from either the District Supervisor or the District NFE Coordinator.

7. Any breach of security and violation of policies governing the use of portfolio assessment as part of the NFE A&E assessment and certification process such as falsification of documents, misrepresentation of accomplishment, plagiarism of portfolio, and other related acts by learners will render their test results invalid and bar them from taking the NFE A&E tests for at least three years. If the same offense is committed by the Instructional Manager, he/she will be barred from participating in the NFE A&E LSDS for at three years, and if a teacher, will merit a suspension.

8. To ensure uniform action and awareness of all stakeholders, the general policies and guidelines regarding the expansion of the NFE A&E Assessment and Certification System are attached. Comments and suggestions regarding the guidelines for this research and development pilot phase, may be forwarded to the Director IV, Bureau of Nonformal Education, 3rd Floor, Mabini Bldg. DECS Complex, Meralco Avenue, Pasig City

9. Immediate and wide dissemination of this Order to all concerned is desired.



ISAGANI R. CRUZ

Undersecretary for Programs and Projects

Incl. as stated

Reference: DECS Order No. 22, s. 1999

Allotment: (MO. 1 - 1995)

To be indicated in Perpetual Index
under the following subjects:

ACCREDITATION CERTIFICATION EXAMINATION
NONFORMAL EDUCATION POLICY

GENERAL POLICIES AND GUIDELINES REGARDING THE EXPANSION OF THE NFE A&E ASSESSMENT AND CERTIFICATION SYSTEM

Components of the Expanded NFE A&E Certification System

The Expanded NFE A&E Certification System has three components:

1. The NFE A&E standardized multiple-choice tests;
2. An essay, and
3. A portfolio submitted by the learner.

The Tests and the Essay are unchanged. The portfolio will be introduced as a pilot in July 2001.

Eligibility for participation in the Expanded NFE A&E Certification System

Eventually, participation will be available to any Filipino or foreigner, who is basically literate, who is an out-of-school youth or an adult aged 15 years and above, is not enrolled in formal education over the previous three (3) months, and is able to seek certification through the NFE A&E System. During the pilot implementation phase, however, eligible participants must be presently registered in the NFE A&E LSDS in the selected pilot sites of NCR (Quezon City, Manila and Muntinlupa), Region VII (Mandaue and Lapu-lapu), Region XII (North Cotabato, and Sultan Kudarat), or current learners of the NFE A&E LSDS under the following service providers:

- PNGOC - Philippine NGO Council for Population, Health and Welfare, Inc
- NDFCAI – WED - Notre Dame Foundation for Charitable Activities Institute – Women in Enterprise Development Incorporated
- USM - University of Southern Mindanao
- Louise de Marillac Foundation, La Concordia College
- Vincentian Missionaries for Social Development

The Presentation Portfolio

The term *presentation portfolio* is used to distinguish the portfolio submitted for assessment from *work folder*. The learner retains the work folder. It contains all records of a learner's learning activities. The presentation folder contains formal records that document learners' backgrounds and experience and the learning process they have followed, as well as work samples selected by learners to show what they know and can do.

Contents of the presentation portfolio

The presentation portfolio contains formal records and work samples. The work samples include a project undertaken by the learner, either individually or as a member of a group, and samples of activities undertaken by the learner that demonstrate learning accomplishments. The formal records are completed by the learner, or jointly by the learner and the instructional manager. The instructional manager is responsible for certifying these formal records.

Formal Records

The following records are to be included in the presentation portfolio:

- Enrolment form [NFE A&E Enrolment Form 1]
- Assessment of Basic Literacy (ABL) Instrument
- Functional Literacy Test (FLT)
- Documentation of Life Experiences [NFE A&E RPL Form 1]
- Record of Training/Skills (if this applies) [NFE A&E RPL Form 2]
- Summary of Work History (if this applies) [NFE A&E RPL Form 3]
- Individual Learning Agreement [NFE A&E Assessment Form 1]
- Weekly Learning Log [NFE A&E Assessment Form 2]
- Review of Learning Goals [NFE A&E Assessment Form 3]
- Learner's Record of Module Use [NFE A&E Assessment Form 4]

Work Samples

- Work samples are completed activities undertaken by the learner and selected by the learner, with the assistance of the instructional manager, to demonstrate learning accomplishments. Work samples include completed learning module self-assessment activities, pre-tests and post-tests, module assignments, learner journal entries, etc.
- These work samples must include a project. This is a sustained piece of work through which a learner or group of learners gather and analyze information on a topic they select and present their results in a written form to an audience.

Other Requirements

In addition to formal records and work samples, the following are to be included in the performance portfolio:

- the name of the learner and details of the learning center;
- a table of contents;
- a presentation portfolio summary page;
- an address to which the presentation portfolio can be mailed after it has been assessed, and
- a signed declaration by the learner, certified by the Instructional Manager and verified by the District Supervisor or the NFE District Coordinator, that the contents of the portfolio are the learner's own work.

Language Policy for the Presentation Portfolio

As a general rule, the NFE A&E Assessment and Certification Process seeks to adhere to the bilingual policy of the DECS. NFE A&E learning modules are available in both Filipino and English except for Filipino and English communication skills. To date, the NFE A&E tests have been mainly conducted in Filipino except for English language communication skills. All test items have been translated into English and in the future all tests will be available in Filipino and English.

Instructional Managers may use the learner's first language to explain terms or difficult concepts, to provide technical assistance for learner's work on learning modules, and during counseling sessions, if requested to do so by learners. However, the Instructional Manager should develop Filipino and/or English language skills, particularly with those learners seeking an Elementary Level Certificate, as the NFE A&E Tests will be in Filipino and English.

1. At the Lower Elementary Level

To facilitate the Instructional Manager's identification of the learner's background and experiences, the following formal records may be completed in Filipino or in the learner's first language:

- Documentation of Life Experiences [NFE A&E RPL Form 1]
- Record of Training/Skills (if this applies) [NFE A&E RPL Form 2]
- Summary of Work History (if this applies) [NFE A&E RPL Form 3]
- Individual Learning Agreement [NFE A&E Assessment Form 1]

All other contents of the presentation portfolio are to be written in Filipino.

2. At the Advanced Elementary Level

All contents of the presentation portfolio are to be written in Filipino or English.

3. At the Secondary Level

All contents of the presentation portfolio are to be written in Filipino or English.

Authentication of documents in the presentation portfolio

The integrity of the presentation portfolio as an assessment methodology depends on assessors being confident that the documents submitted by learners are their own work. The following conditions will therefore apply:

1. Instructional Managers are to certify all formal records.
2. A signed declaration by the learner, verified by a local key DECS official, either the District Supervisor or the NFE District Coordinator, that the contents of the portfolio are the learner's own work is to be included in the presentation portfolio.
3. Learners may submit originals or photocopies of their formal records, work samples and project. Verification that these are the learners' own work is required from either the District Supervisor or the NFE District Coordinator.

In the event that one or more of these conditions is not met, the presentation portfolio will not be assessed.

The Assessment Process for the Presentation Portfolio

Trained assessors, representing key stakeholders, and using assessment criteria developed in advance, will assess the presentation portfolio. Quality assurance measures will be applied to ensure that assessment of portfolios is fair and free from bias or subjectivity.

Table 1: Assessors of Presentation Portfolios

Key Stakeholder	Number of Representatives
DECS-BNFE	12
DECS Field Officials	10 (1 from each pilot region)
National Education Testing and Research Center (NETRC)	2
Commission on Higher Education (CHED)	2
Technical Education and Skills Development Authority (TESDA)	1
SEAMEO-INNOTECH	2
Meralco Foundation, Inc. (MFI)	2
Center for Educational Measurement (CEM)	1
Total	32

Representation of stakeholders in the assessment process

Each presentation portfolio will be assessed by a panel of three assessors representative of key stakeholders in the NFE A&E System. The composition of the assessor team from which each panel will be drawn is summarized in Table 1.

Training of Assessors

Training of assessors will be undertaken in the period 16-20 July 2001 by a team comprising staff from the Center for Educational Measurement (CEM) and consultants from the Northern Territory University (NTU).

CEM will, in addition, evaluate the validity and reliability of presentation portfolio assessment, and compare the results of portfolio assessment with results from the NFE A&E Tests and essays.

Criteria for Assessment of the Presentation Portfolio

The presentation portfolio must contain all formal records as specified, a project completed by an individual learner or group of learners, and a representative sample of work completed by the learner, selected by the learner. The formal records, work samples and project, when considered as a whole, must contain evidence of learning or performance and application of skills from all five (5) learning strands in the NFE A&E Curriculum Framework. In assessing presentation portfolios, particular attention will be given to competencies not measured directly by the NFE A&E Tests.

When assessed, presentation portfolios will be allocated to one of five assessment categories. These categories and the associated assessment criteria are summarized in Table 2. The assessment criteria will be reviewed on completion of the pilot implementation phase.

Table 2: Criteria for the Assessment of the Presentation Portfolio

Category	Descriptor	Assessment Criteria
4	Clearly satisfies all criteria	<ul style="list-style-type: none"> • The contents of the presentation portfolio conform to specified requirements: that is the presentation portfolio contains all formal records, a project, a substantial collection of completed work samples, a table of contents, a presentation portfolio summary page, and a signed statement by the learner, appropriately verified and certified, that the contents are the learner's own work. • Work samples contain substantial evidence of the practical application and demonstration of capabilities and/or abilities to a significant level. • The project contains substantial evidence of the practical application and demonstration of capabilities and/or abilities to a significant level. • The presentation portfolio contains evidence of a high level of performance across the learning strands in the NFE A&E Curriculum Framework. • The contents of the presentation portfolio are substantial, with accurate and correct information arranged in a logical order, and clear evidence of (1) proficiency in language usage and (2) critical thinking and problem solving.
3	Satisfies the criteria	<ul style="list-style-type: none"> • The contents of the presentation portfolio conform to specified requirements as for Assessment Category 4, except that one or two of the required elements are missing, excluding a statement of the learner's life experiences, a statement of the learner's goals, and the learner's record of modules used. These must be included. • Work samples contain clear evidence of the practical application and demonstration of capabilities and/or abilities. • The project contains evidence of the practical application and demonstration of capabilities and/or abilities. • The presentation portfolio contains evidence of performance across the learning strands in the NFE A&E Curriculum Framework. • The contents of the presentation portfolio may or may not be complete but contain clear evidence of (1) proficiency in language usage and (2) critical thinking and problem solving.
2	Does not satisfy the criteria	<ul style="list-style-type: none"> • The contents of the presentation portfolio do not conform to specified requirements in that one or two of the required elements are missing, including one of the following: a statement of the learner's life experiences, a statement of the learner's goals, and the learner's record of learning modules used. • Work samples contain limited evidence of the practical application and demonstration of capabilities and/or abilities. • The project contains limited evidence of the practical application and demonstration of capabilities and/or abilities. • The presentation portfolio contains limited evidence of performance across all five learning strands in the NFE A&E Curriculum Framework. • The contents of the presentation portfolio may or may not be complete and do not contain clear evidence for one of (1) proficiency in language usage or (2) critical thinking and problem solving.

Category	Descriptor	Assessment Criteria
1	Clearly does not satisfy the criteria	<ul style="list-style-type: none"> • The contents of the presentation portfolio do not conform to specified requirements in that more than two of the required elements are missing, including one or more than one of the following: a statement of the learner's life experiences, a statement of the learner's goals, and the learner's record of modules used. • Work samples contain insufficient evidence of the practical application and demonstration of capabilities and/or abilities. • The project contains insufficient evidence of the practical application and demonstration of capabilities and/or abilities. • The presentation portfolio contains insufficient evidence of performance across all five learning strands in the NFE A&E Curriculum Framework. • The contents of the presentation portfolio contain insufficient evidence of both (1) proficiency in language usage and (2) critical thinking and problem solving.
0	Cannot be evaluated	<ul style="list-style-type: none"> • The contents of the presentation portfolio contain insufficient evidence upon which an assessment can be based.

Articulation of the presentation portfolio with the NFE A&E Test and Essay

Within the pilot project, presentation portfolios assessed as being in assessment category 4 or assessment category 3 meet the criteria for assessment. Presentation portfolios in assessment categories 2, 1 and 0 do not meet the criteria for assessment.

In order to qualify for an Elementary or Secondary Level Certificate currently, NFE A&E examinees must meet the minimum requirements for both the multiple-choice test and the writing assessment to be eligible to receive an NFE A&E Certificate.

The status of the presentation portfolio will be reviewed after the results of the current trial have been analyzed.

Quality assurance principles for the assessment of presentation portfolios

1. The assessment of presentation portfolios is anchored on Recognition of Prior Learning (RPL) principles through which life experiences, work experience, education and training are given credit or recognition. Hence, a wide range of evidence is sought for assessment purposes, including formal records of past and present learning and samples of learners' application of their learning in functional settings.
2. Learners, not Instructional Managers, select for submission those samples of completed work that best exhibit their knowledge and skills.
3. Submission of presentation portfolios is restricted only to those learners demonstrating appropriate knowledge and skills.
4. Copies of all documents submitted for assessment are certified by the Instructional Manager and verified by the District Supervisor or NFE District Coordinator, and are accompanied by a signed declaration by learners that these documents are their own work.
5. The assessment of presentation portfolios is undertaken by a panel of trained assessors representing key stakeholders in the NFE A&E Assessment and Certification process. At the pilot stage, the panel of assessors is drawn from DECS, CEM, TESDA, CHED, SEAMEO-INNOTECH, and MFI.
6. Presentation portfolios are assessed using predetermined assessment criteria on a five-assessment category scale. Assessment is through a variety of benchmarked qualitative measures used to determine the level of learners' knowledge and skills across all five learning strands in the NFE A&E curriculum framework.
7. To ensure reliability, a panel of three assessors assesses each presentation portfolio. An arbiter monitors inter-rater reliability.
8. The learner, in the submission of portfolios, shall make no payment.

ROLES AND RESPONSIBILITIES

(For 1 July 2001 NFE A&E Tests only)

Duties and Responsibilities of the Bureau of Nonformal Education

Policy Formulation and Standard Setting

- Formulates policies, guidelines and sets standards relative to the implementation of the NFE A&E Assessment and Certification System

Research development

- Undertakes researches as inputs to policy formulation
- Develops NFE A&E Assessment and Certification Process instruments, tools, guidelines and operational procedures including portfolio assessment and Recognition of Prior Learning (RPL)

Curriculum development

- Develops and provides NFE A&E Curriculum, NFE A&E Learning modules and other NFE A&E Learning materials used by learners to prepare for the NFE A&E Assessment and Certification Process

Training Development

- Plans, organizes and conducts trainings, workshops, conferences and other related activities to build capability of DECS officials, Service Providers, Assessors and other stakeholders involved in the NFE A&E Authentic Assessment and Certification System

Management System Development

- Designs and maintains all NFE A&E MIS and M&E systems that will provide timely information, feedback and reporting on the quantitative and qualitative aspects of the NFE A&E Assessment and Certification System
- Monitors and evaluates the different phases, activities under the NFE A&E Assessment and Certification System

Social Mobilization and Advocacy

- Undertakes development of materials for Advocacy and Social Mobilization (ASM) and support ASM activities to recruit learners and Service Providers to participate in the NFE A&E Assessment and Certification System

Project Proposal Development

- Gives technical assistance to field officials for project proposal development
- Review and evaluate all NFE A&E LSDS Project Proposals submitted by Service Providers for approval

Project Implementation

- Manages and supervises the overall implementation of the NFE A&E Assessment and Certification System
- Plans and provides technical assistance for all Project activities related to the implementation of the NFE A&E Assessment and Certification Process

Certification Process

- Oversees the administration of the NFE A&E test in coordination with the Center for Educational Measurement (CEM)
- Participates in the Assessors Conference organized by CEM for evaluation of the Writing Composition/Essay
- Collects/receives the presentation portfolios of the learners
- Identifies assessors who will evaluate the presentation portfolios of the learners
- Organizes and manages Assessors Conference for the evaluation of presentation portfolios
- Coordinates the release of results to examinees
- Issues certificates to those examinees who met the criteria of the Expanded NFE A&E Assessment and Certification Process

Financial Management and Administration

- Manages funds for NFE A&E LSDS implementation in support of the NFE A&E Assessment and Certification System
- Supervises the financial management operations of the NFE A&E Assessment and Certification Process to ensure effective program implementation

Coordination and Linkages

- Coordinates and links with GOs, NGOs and SUCs regarding the NFE A&E Authentic Assessment and Certification System
- Coordinates and provides data on NFE A&E Assessment and Certification System to national agencies like NEDA and DBM

Duties and Responsibilities of the Regional Offices

Policy Formulation

- Provide technical inputs to the NFE A&E Assessment and Certification Process

Management System Development

- Ensure the timely and accurate data collection related to the NFE A&E Assessment and Certification Process for monitoring and evaluation and Management Information System purposes
- Monitor and evaluate the implementation of the NFE A&E LSDS Contracting Scheme as a support to the NFE A&E Assessment and Certification System

Project Implementation

- Plan, organize, manage and supervise regional activities in relation to the NFE A&E Assessment and Certification System
- Monitor and evaluate the Project
- Provide technical assistance and administrative support to the DECS NFE field officials

NFE A&E Test Administration

- Organize and chair the Regional Test Management Committee (RTMC)
- Supervise the conduct of the NFE A&E Tests in the region
- Ensure the smooth operation and effective administration of the NFE A&E Tests in the region
- Oversee the general conduct of NFE A&E Tests in the region

Certification Process

- Collect the presentation portfolios of the target learners in their respective region (Region VII and Region XII).
- Submit the presentation portfolios to the BNFE (Regions VII and XII only)
- Participate as assessors in the evaluation of the presentation portfolios
- Monitor and give technical assistance to the NFE A&E Assessment and Certification System

Coordination and Linkage

- Coordinate the implementation of the NFE A&E Assessment and Certification System in the region
- Coordinate and link with the GOs, NGOs, SUCs regarding the implementation of the NFE A&E Assessment and Certification System at the regional level

Financial Management and Administration

- Manage the Books of Accounts for Project operations in their respective region
- Facilitate the transfer and release of funds to Division Offices in support of NFE A&E System Authentic Assessment and Certification System

Duties and Responsibilities of the Division Offices

Policy Implementation

- Provide technical inputs to the NFE A&E Assessment and Certification System

Management System Development

- Ensure the timely and accurate collection of data to the NFE A&E Assessment and Certification System
- Monitor and evaluate the NFE A&E LSDS in the division and district levels
- Prepare and submit reports on the status of the implementation of the NFE A&E Assessment and Certification Process

Project Implementation

- Plan, organize, manage and supervise activities in relation to the NFE A&E Authentic Assessment and Certification System in the division and district levels
- Monitor and evaluate the NFE A&E Assessment and Certification System (e.g., work folder and presentation portfolio, etc.)

NFE A&E Test Administration

- Organize and chair the Division Test Management Committee (DTMC) to oversee the smooth and efficient administration of the NFE A&E Tests in the division
- Designate registration centers which will serve as Testing Centers based on the criteria set
- Sign the NFE A&E Test Form 1 (final lists of registrants) as to the authenticity and finality of the lists of registrants
- Attends the orientation briefing to be conducted by BNFE and CEM
- Appoint the NFE Supervisors (or any Supervisor in the absence of the NFE Supervisor) as the Division Testing Coordinators and the School Head of the Testing Centers as the Testing Center Administrator
- Recommend Division and District Supervisors, School Heads, Master Teachers, District NFE Coordinator and Teachers who are not NFE A&E Instructional Managers to serve as Examiners and Proctors in accordance with criteria for selection
- Appoint examiners and roving proctors jointly selected by the BNFE and CEM during the orientation
- Facilitate the administration of the NFE A&E Test
- Monitor the administration of the NFE A&E Test

Certification Process

- Participate as assessors in the evaluation of the presentation portfolios of the learners
- Manage the collection of presentation portfolios of the learners through the IMs (Regions VII and XII only for submission to the Regional Office
- Release the NFE A&E Test Results and Certificates to successful learners/examiners

Social Mobilization and Advocacy

- Assist in the conduct of trainings, orientations, workshops or any social mobilization activities related to the NFE A&E Assessment and Certification System at the division and district levels

Coordination and Linkages

- Coordinate and link with the GOs, NGOs, SUCs regarding the implementation of the NFE A&E Assessment and Certification System in the division and district levels

Duties and Responsibilities of the District Level

District Supervisors

Certification Process

- Provide technical assistance to the Service Providers, Instructional Managers and Learners involved in piloting the NFE A&E Assessment & Certification Process. This includes supporting the use of Learning Projects Portfolio Assessment, Individual Learning Agreements and orientation of learners.
- Certify the authenticity of the photocopied documents included in a learners presentation portfolio

NFE A&E Test Administration

- Assist in the administration of NFE A&E Tests in their respective districts

NFE District Coordinator

Policy Implementation

- Monitor the implementation of the NFE A&E Assessment and Certification System at the district level

Management System Development

- Conduct Monitoring and Evaluation activities of the NFE A&E Assessment and Certification System
- Prepare reports on the status of the implementation of the program
- Endorse selected documents related to NFE A&E Assessment and Certification System

Certification Process

- Provide technical assistance to the Service Providers, Instructional Managers and Learners involved in piloting the NFE A&E Assessment & Certification Process. This includes supporting the use of Learning Projects, Portfolio Assessment, Individual Learning Agreements and orientation of learners.
- Certify the authenticity of the photocopied documents included in a learners presentation portfolio

NFE A&E Test Registration and Administration

- Assist in the registration and administration of NFE A&E Tests in their respective districts

Social Mobilization and Advocacy

- Give technical assistance during the trainings, orientation, workshops or any social mobilization and advocacy activities related to the NFE A&E Assessment and Certification System

Duties and Responsibilities of the Services Providers

Portfolio Development

- Monitor the implementation of the portfolio
- Identify possible technical assistance that could be provided towards strengthening the IMs capacity to implement the portfolio
- Facilitate access to resource persons needed by the learner in their project
- Provide feedback to stakeholders on portfolio implementation

Project Implementation

- Provide technical assistance to Instructional Managers throughout the implementation of NFE A&E Assessment and Certification System
- Conduct regular monitoring of all activities related to the NFE A&E Assessment and Certification System

- Ensure access to NFE learning centers for the implementation of NFE A&E LSDS
- Coordinate the distribution of necessary supplies and materials of the NFE A&E Assessment & Certification Process to learners
- Identify the IMs who will pilot implement the NFE A&E Assessment and Certification System

Management System Development

- Prepare reports on the status of the implementation of the program

NFE A&E Test Administration

- Advise the IMs to encourage their learners to register and take the NFE A&E Tests at the nearest Test Registration Center
- Assist the learners to satisfy necessary requirements for registration in the NFE A&E Tests

Duties and Responsibilities of the Instructional Managers

Portfolio Assessment:

- Acknowledge and document learners learning experiences, skills and knowledge obtained from past experiences of formal schooling during the screening and placement test.
- Assist learners in the preparation of an Individual Learning Agreement and in the selection of learning modules to meet their individual learning needs.
- Facilitate the conduct of the NFE Placement instruments (ABL and FLT)
- Encourage learners self-assessment
- Determine appropriate other learning support strategies together with the learners.
- Conduct periodic counseling meetings with learners to review the accomplishments in their portfolio and compare them with the learning goals, objective and time frame set out in the Individual Learning Agreement
- Assist the learners in updating the learner's assessment and learning progress form
- Assist the learners in preparation of the projects
- Provide technical assistance to learners using the modules
- Conduct learning support interventions such as tutorials, home visits, organizing resource persons
- Support use of learning project through the provision of the technical assistance to learning groups and individual learners and the development of new project ideas
- Provide learners work folders as a formative assessment instrument
- Give regular written feedback to learners
- Assist learners in the preparation of a presentation portfolio
- Assist learners develop writing skills in preparation for the essay/writing composition test
- Monitor and evaluate learning progress