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REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City, Philippines

Tanggapan ng Pangalawang Kalihim
Office of the Undersecretary

Telefax: 631-84-92
Direct Line: 633-72-03
Trunk Line: 632-13-61 locals 2006 / 2105
E-Mail Address: usecpcb@I-next.net

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DepEd ORDER
No. **47**, s. 2002

**NONFORMAL EDUCATION ACCREDITATION AND EQUIVALENCY
(NFE A&E) SYSTEM IMPLEMENTATION**

To: Regional Directors
Bureau Director
Schools Division/City Superintendents
Heads of Private School

1. The Nonformal Education Accreditation and Equivalency (NFE A&E) developed by the Bureau of Nonformal Education (BNFE) under the ADB-assisted Philippines Nonformal Education Project (PNFEP) provides an alternative means of certification of learning to Filipinos and foreigners aged 15 years and above, who are **basically literate**, who are unable to avail of the formal school system, or who have dropped out of formal elementary or secondary school.

It aims to:

- a. provide a system for assessing levels of literacy and nonformal learning achievement based on a National NFE A&E Curriculum covering basic and functional education skills and competencies comparable to the formal school system;
- b. offer an alternative pathway by which out-of-school youth and adults earn an educational qualification comparable to the formal elementary and secondary school system; and
- c. enable out-of-school youth and adults to gain reading, writing and numeracy skills, to meet their learning goals as they define them, and to gain the skills they need to improve their economic status and function more effectively in society.

2. The NFE A&E System is a pioneering effort to offer a uniquely nonformal alternative learning system to formal schooling. It is built around a truly nonformal education curriculum and utilizes a range of innovative nonformal learning strategies designed to break down traditional learning barriers of time, accessibility and resource. It allows flexible entry and exit points and aims to maximize learners' control of the learning process.

3. The target learners of the NFE A&E System are Out-of-School Youth (OSY) and Adult Filipinos and foreigners who are 15 years and above who are basically literate. However, out-of-school children who are 6-14 years old and above may avail of the NFE A&E System components **except** for the NFE A&E tests.

4. The NFE A&E System will now be implemented in the sixteen (16) regions. All DepEd field officials should support this innovative and laudable nonformal education initiative which blazes a trail towards a flexible, responsive alternative learning system which has earned for the BNFE, DepEd, the UNESCO International NOMA Award in 2000 from UNESCO, Paris.

5. Special Provision No.11, Republic Act No. 9162 entitled General Appropriations Act (GAA) states that "the amount allocated for Field Operations of nonformal education shall be used for functional education and literacy accreditation and equivalency learning support delivery system to Non-Government Organizations (NGOs) such as foundations, religious/academic supported welfare agencies, People's Organizations, State Universities and Colleges with literacy extension programs, and other government agencies active in literacy promotion, or any other alternative delivery system." The aforementioned organizations and agencies including DepEd field offices shall implement the NFE A&E System.

6. Enclosed are the guidelines of the Nonformal Education Accreditation and Equivalency System.

7. Strict adherence to the guidelines and immediate and wide dissemination of this Order is enjoined.

R. C. Bacani
RAMON C. BACANI
Undersecretary

Encl: As stated

Reference: DECS Memorandum No. 204, s. 1998
DECS Memorandum No. 22, s. 1999
DECS Memorandum No. 28, s. 1999

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

To be indicated in the Perpetual Index

Under the following subjects:

ACCREDITATION
ALTERNATIVE LEARNING SYSTEM
NONFORMAL EDUCATION
POLICY
PROGRAMS/PROJECTS

GUIDELINES FOR NONFORMAL EDUCATION ACCREDITATION AND EQUIVALENCY (NFE A&E) LEARNING SUPPORT DELIVERY SYSTEM (LSDS)

1. The NFE A&E Learning Support Delivery System (LSDS) shall be the contracting scheme for providing learning support services by which a learning fund is conveyed to qualified service providers and DepEd Offices to organize learning groups and conduct learning sessions to identified learners in designated sites.

2. The amount allocated for Field Operations of nonformal education shall be used for functional education and literacy accreditation and equivalency learning support delivery system to Non- Government Organizations (NGOs) such as foundations religious/and church based academic supported welfare agencies, People's Organizations, State Universities and Colleges with literacy extension programs, and other government agencies active in literacy promotion, or any other alternative delivery system. (Reference : Special Provision No. 11, RA 9162, General Appropriations Act).

3. The selection of the potential NFE A&E Service Providers for the NFE Accreditation and Equivalency Learning Support Delivery System (NFE A&E LSDS) will be based on the following qualifying standards/criteria.

3.1 The Service Provider must be a legal entity. Except for Local Government Units and Government Organizations, it must be registered with the Securities and Exchange Commission (SEC) or if it is a cooperative, with the Cooperative Development Authority (CDA) and accredited by at least one government agency such as the Provincial, City or Municipal and Development Office in the area.

3.2 **Track Record and Capability**

The Service Providers must have track record and experience in literacy education and community development/organizing, networking and coordinating with government and non-government organizations for at least three (3) years.

- **Managerial Capability**

- must have demonstrated management competence in the successful execution of community-based projects in terms of program planning, budgeting, program management and financial management.
- must have demonstrated abilities in organizational networking to access resources such as use of learning centers to facilitate project implementation and have developed systematic approaches to management of project activities and operations.

- **Technical Capability**

- must have demonstrated technical competence in the following project components namely, social mobilization, community organizing, project proposal development, project monitoring and evaluation, facilitating adult learning process.
- must have access to a pool of experts and resource persons who can be drawn to provide technical assistance to Instructional Managers on difficult/complex module content areas in different NFE-related fields and suitably qualified or trained Instructional Managers (4-year degree holders preferably with education units and with experience in nonformal education or community organizing.

- must provide evidence of access to a suitably equipped NFE Learning Center for use during proposed learning group sessions, e.g., designated NFE Center, Barangay multi-purpose hall, classroom, chapel, etc. Evidence of access must be provided in writing from the owner of the Learning Center-e.g., DepEd, LGU, Church ,etc.

- Financial Capability

- must have established acceptable accounting system to ensure accountability of project financial operations and must have maintained a separate bank account and financial records for the project that are easily verifiable
- must have appropriate internal financial control measures and agree to an external audit without prior notice to be conducted by the government
- must present a copy of a bank passbook and latest bank certificate and audited financial statements for at least three (3) years by at least one government agency or a Certified Public Accountant that: it has stable financial condition so that GAA/ GOP fund assistance shall not be its sole source of funds, and it has proven experience in fund management so that the contracted funds shall be managed efficiently and economically.

3.3 Coordination with the DepEd and LGUs

The Service Provider should be willing to coordinate with DepEd field offices and Local Government Units (LGUs) to ensure effective planning, implementation, monitoring and evaluation of the project.

3.4 Ethical Commitment

The Service Provider must maintain a code or standard of conduct that shall govern the performance of its officers and employees in the execution of project activities, based on the following: Spirit of honesty, openness and integrity, accountability with entrusted public funds, greater social concern and desire to help NFE A&E learners and satisfactory record of organizational integrity and sound business ethics.

3.5 Equity Contribution

The Service Provider should be able to contribute its own resources counterpart equivalent to 20% of the total project cost in terms of staff time, equipment, furniture and other costs not included in the administrative cost. Documentation of actual equity contribution provided to the project will be submitted as part of the financial status report in the mid-term and final Project Reports.

4. The DepEd NFE Supervisor will prepare a shortlist of potential Service Providers using the Request for Proposal form (RFP) to be signed by the Schools Division Superintendent to be sent to prospective qualified Service Providers. Service Providers shall prepare a project proposal for submission to the Schools Division Superintendent through the District Supervisor/ NFE District Coordinator.

The project proposals received by the Schools Division Superintendent shall be evaluated by the Division Project Committee chaired by the Assistant Schools Division Superintendent In-Charge of NFE and the NFE Education Supervisor, the District Supervisors and/or NFE District Coordinator as members.

In the case of DepEd employed NFE implementors, agreements shall be between the Schools Division Superintendent and the NFE District Supervisor/Coordinator/Instructional Managers.

- The DepEd field offices may employ teachers and staff and other qualified individuals such as employees of other government and private offices, unemployed four-year degree graduates as Instructional Managers. However, the teachers may either serve as Instructional Managers/Facilitators over and above their normal work load after regular office hours (evenings or weekends) and shall receive honorarium or extra duty allowance on a monthly basis for a period of at least ten months or their service may be considered as part of the 40-hour week service which would not entitle them to honorarium or extra duty allowance.
- The Schools Division Superintendent/Principal shall authorize them to serve as Instructional Managers in which case, they need to sign a service contract which outlines their duties and responsibilities including the number of hours of LSDS service to be rendered and to amount they are to receive. They shall report to the DepEd Office which serves as the Service Provider.

NOTE: To avoid conflict of interest, NFE Division Supervisors and NFE District Coordinators responsible for the monitoring the implementation of the NFE A&E System shall not serve as Instructional Managers.

5. The BNFE will release field operations funds to the Regional Offices which shall facilitate the release of funds to the Service Providers with the approved project proposals through the Schools Division Superintendent.

6. The Instructional Managers (IMs) shall render 800 hours of learning support services for a period of ten (10) months to twenty (20) to twenty five (25) learners per learning group as described in the approved NFE A&E LSDS project proposal. The 800 hours shall be the basis for the payment of the IM's but is not a requirement for attendance of the learners.

7. The regional trainers composed of the NFE staff from the region / division and district officials who were trained by BNFE shall take charge of orienting Service Providers and training of Instructional Managers.

8. The Regional Director, Schools Division Superintendent and their assistants, the NFE staff from the regional and division offices shall support, supervise and monitor the progress of the implementation and manage the financial aspect of the Program.

9. The NFE A&E Learning Materials consist of 535 learning modules, 47 audio tapes and 3 video tapes which shall be reproduced for the learners' use based on their individual learning agreements. The allotment in the amount of Ten Thousand (P10,000.00) per learning group or module reproduction will be released to the Service Provider. If available GAA resources are inadequate to sustain the present policy, an alternative is to use a modified-library system for learners' access to modules. Under this approach, the learners borrow modules from their Instructional Manager and answers the modules on separate sheets of paper and return the modules to the Instructional Manager for the use of other learners.

Another alternative is for the DepEd field officials and other Service Providers to seek support from the local Government Units, Local School Boards, socio-civic organizations, foundations and other possible funding sources for the reproduction of NFE A&E learning modules. Self-financed organizations willing to implement the program may also be tapped.

10. The Service Providers including the DepEd shall submit periodic project accomplishment reports, (Initial, Mid-Term and Final) to the Division Office copy furnished the concerned offices (BNFE, Region) which will be used as a basis for subsequent fund releases.

The required reports are the following:

- **Initial Report** to be submitted within 25 days of start of the learning session. Brief description of objectives of the project, learners and IM's profile highlights of the NFE A&E LSDS preliminary / initial activities (including photographs problems/ issues/ concerns and recommendations)
- **Mid-Term Report** (first half of implementation) will include a description of the status of project implementation vis-à-vis project activities, Summary of Quantitative Accomplishment against Committed Target Projects, Project Management Structure (describe the organizational structure which was established to manage the project) Summary of Profile of Learners and Instructional Managers. Highlights of Project Implementation; social mobilization activities, learning group activities, learning center facilities, use of learning materials, use of individual learning plan and learners' portfolio, use of resource persons, organized learner social activities, monitoring and evaluation activities, including photographic documentation Problems/issues/concerns recommendation, Financial Report (including a financial statement of expenses incurred detailing the utilization of the funds relative to the approved budget).
- **Final Report** (within 15 days after completion of Project). Summary of Quantitative Accomplishments of Committed Targets, Summary Profile of Learners and Instructional Managers, Highlights of Project Implementation (social mobilization activities, learning group activities, learning center facilities, use of learning materials, learning evaluation, use of individual learning agreement and learner's portfolio, use of resource persons, organized learner social activities, NFE A&E Test activities, enhancement training conducted completion/graduation ceremonies, monitoring and evaluation activities)–including photographic documentation, Impact of the Project, Post Program Activities, Problems/issues/ concerns, recommendations Financial Report (including a duly audited financial statement of expenses incurred detailing utilization of the funds relative to the approved budget).

11. The funds released to the field for the implementation of the A&E System are managed in accordance with the provisions of COA Circular 94-013 December 1995 which provides the rules and regulations in the grant, utilization and liquidation of funds transferred to implementing agencies.

For Non-Government Organizations (NGOs) the learning funds transferred to the service provider shall be managed in accordance with the provisions of COA Circular. 96-003 dated 27 February 1996 which mandates the accounting and auditing guidelines on the release of funds assistance to non- government Organizations/ Peoples Organizations. As mandated under said Circular, the proponents shall:

1. issue the corresponding Official Receipts(ORs) or acknowledgement receipts;
2. open and maintain COMBO/ Saving bank accounts where the funds received shall be deposited
3. keep and maintain financial and accounting records in accordance with generally accepted accounting principles; and
4. submit reports and documents that the program requires.

In addition to the reports the service providers classified as government organizations shall submit to the Division Offices the following for payment being liquidated in accordance with the terms of the contract: Report of checks issued, and the Report of disbursements duly certified by the COA agency auditor. Copies of these reports shall likewise be submitted by the Division Offices to the Region and shall be attached to the billing of the service providers for progress payment of their services in accordance with the terms of their contracts.

12. The Cost per learning group of 20 to 25 learners is as follows

P 44,000.00	-	Honorarium of Instructional Manager/Facilitator for 800 hours (P55.00/hr)
3,000.00	-	Development Cost (orientation, workshops, social mobilization, learning needs assessment)
3,000.00	-	Learner's Materials (plastic envelopes, pencils, ballpens, paper, etc.)
10,000.00	-	Administrative sot-Utilities (electricity, water) of Learning centers, office supplies, NFE A&E forms, monitoring
10,000.00	-	Reproduction of Modules for learners
<u><u>P 70,000.00</u></u>	-	Total amount to be released for each learning group of 25 learners

1. Social Mobilization and Advocacy
2. Establishment of NFE A&E Learning Groups (recruitment of facilitators, enrolment of learners, photocopying/distribution of learning materials)
3. Learner Orientation, Placement and Counseling Sessions
4. Conduct of Learning Activities
5. Monitoring and Evaluation
6. Post-Program Activities

V. Instructional Management

Describe how learning sessions will be conducted for the Facilitator-aided level (Lower Elementary) and Self-learning level for (Advanced Elementary and Secondary). Include frequency of learning group sessions, learning strategies and strategies for Monitoring Learner's Progress.

Learning Levels/ Frequency of learning group sessions	Learning strategies	Strategies for monitoring learner's progress
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VI. Learning Materials:

The service provider will be given one set of 535 Learning Modules which covers the competencies in five strands detailed in the NFE A&E Curriculum Framework. These learning materials will be reproduced by the service providers and copies distributed to individual learners based on their specified learning needs. Aside from these, please identify and provide details of any additional learning materials to be used to supplement the prescribed NFE A&E learning modules, which will be at the Service Provider's cost.

Title	Format	Language	Level	No. of Copies
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VII. Physical Facilities (NFE Learning Center) Note: This should be encoded in landscape orientation to have more space for data column

Briefly describe the proposed venue as the NFE Learning Center for the conduct of NFE A&E LSDS learning group sessions, e.g., school, barangay hall, church, others. (Please use extra sheets if necessary)

Name & Address of Learning Center	Type				Indicate Access Hours for NFE A&E Learning Sessions	No. of Equipment/Facilities								Mode of Trans- portation e.g., bus, jeep, tricycle etc.	No. of minutes/ hours from Poblacion
	School	Barangay Hall	Church	Others		chairs	tables	chalkboard	Radio cassette	Filing cabinet	Bookshelves	Computers	Others		

Note: This is just a sample format. The Service Provider will provide/use as many lines/spaces as necessary to explain the data required. 10

Indicate any anticipated problems and needs and the solutions related to physical facilities such as storage of learning materials.

Anticipated Problems	Needs	Recommendations/Proposed Solutions
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VIII. Staff Involved in the Project:

1. List the personnel who are directly engaged in running the project. Describe their duties and responsibilities regarding management, and the day-to day operation of the project. Indicate which project personnel are permanent members of the agency. Include description of who is responsible and accountable for the safety and security of the learning center/s to be used as a venue for learning group sessions. (Use an extra sheet if necessary).

Project Management Staff

Project Staff (Position), e.g.,	No.	Duties and Responsibilities
1. Project Manager		
2. Project Technical Staff		
3. Administrative Staff		
4. Others		

Instructional Managers

Name	Educational Qualification*	Number of Years of NFE Experience
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* NOTE: Attach a certified true copy of the Transcript of Record, or Special Order, of each Instructional Manager as evidence of their educational qualifications.

2. Attach a copy of an organizational chart showing the reporting relationships between and among staff members.

IX. Training

The training programs, orientations and workshops for key NFE A&E implementors and other stakeholders, e.g., Instructional Managers, Service Providers, and DepEd key officials and NFE implementors are to be provided by the Department of Education, utilizing the NFE A&E Regional Trainers as resource persons/facilitators. However, in cases where Service Providers see the need to enhance further the professional competencies of the Instructional Managers and other project staff, they may do so, provided they will use their own resources (budget, manpower, facilities) in the conduct of the training program. Describe any additional enhancement trainings the Service Provider will conduct at their own expense.

X. Monitoring

Describe the monitoring strategies to be used to track the progress of project implementation. Indicate who will monitor, the frequency of monitoring and the instruments to be used.

Position of Staff to Undertake Monitoring	Component of the NFE A&E System to be monitored (e.g., utilization of curriculum framework, learning materials, learning group activities, learner progress, Instructional Managers, learning centers)	Frequency of monitoring	Instruments to be used
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XI. Evaluation

Describe the procedures for periodically evaluating the performance of learners, project staff and of the major components of the project. Indicate how this evaluation will be used to improve service delivery.

Note: This is just a sample format. The Service Provider will provide/use as many lines/spaces as necessary to explain the data required. 11

- i) *Evaluation of Learners*
- ii) *Evaluation of Instructional Managers*
- iii) *Evaluation of Modules and Supplementary Learning Materials Used*
- iv) *Evaluation of Project Administrative Support Systems (MIS, record system, clerical support, etc.)*
- v) *Evaluation of effectiveness of Community participation/support (including Local Government Unit support)*
- vi) *Evaluation of other major project components (e.g., social mobilization activities)*

XII. Sustainability

a. Sustainability of Learner's Gains

Describe plans to sustain the learner's educational gains made during the project in terms of mechanisms for networking, linkages with other agencies conducting education/training-related programs which may be accessed by project completers.

b. Sustainability of the Project

Describe the opportunities that exist in the community(ties) for sustaining the project learning activities beyond the period funded by the NFE A&E LSDS Contracting Scheme.

XIII. Project Cost Requirement A

The Project Proposal should state the total amount requested for funding and include a breakdown and costing for each budget item in accordance with the approved allocation for each project component. A budget narrative, including justification for items that are not self-evident is required.

Service Providers should also specify the budget item that will be supported by the counterpart equivalent to a minimum of twenty percent (20%) of the total amount requested. The calculation of this 20% counterpart may include estimated costs/values of light, water, services gasoline, furniture, rental of venue/office space, cost of reproduction of supplementary learning materials, graduation ceremony expenses and other inputs.

XIV. Appendices

For All Project Proposals

Each project proposal must include evidence of access to a suitably equipped NFE Learning Center/s for use during proposed learning group sessions, e.g., dedicated NFE Center, Barangay multipurpose hall, elementary school classroom, chapel, etc. Evidence of access must be provided in writing from the owner of the Learning Center (e.g., DepEd, LGU, Church) and specify the hours and time period access has been granted.

Project proposals must also include a certified true copy of the Transcript of Record, or Special Order, of each Instructional Manager as evidence of their educational qualifications.

Each proposal must be accompanied by the following documents:

1. A profile of the Service Provider's organization, describing the nature of the organization and its past and current work. Annual reports and any other documentation that would serve as evidence of the organization's capability to undertake the project should also be submitted.
2. A certified photocopy of the Certificate of Registration with the Securities and Exchange Commission, the Cooperative Development Authority, or other registering agency. Certified copies of articles of incorporation, constitutions, by-laws, and any other proof that the organization is a legal entity should also be submitted.

3. Financial statements for the past three years of operation, audited by an independent Certified Public Accountant. These must include:
 - a) A statement of financial position – balance sheet;
 - b) A statement of operations – income statement;
 - c) A statement of sources and use of funds; and
 - d) Certificate that (1) financial statements have been fully audited in accordance with generally accepted auditing standards, and (2) that the organization keeps its books in accordance with generally accepted accounting principles.

Non-governmental or people's organizations that have been in operation for less than three years must provide proof that they have previously implemented similar projects. A certificate issued by a Local Government Unit attesting to the credibility and capability of the organization and its staff should be submitted.

4. Photocopies of the organization's bankbook, or bank certification as to the organization's bank balance.
5. A certified true copy of the organization's original income tax exemption certificate from the Bureau of Internal Revenue.

NOTE: Follow-on proposals from existing Service Providers who have previously implemented the NFE A&E LSIDS are not required to include copies of documents identified in Items. 1, 3 or 5.

6. Service Providers should submit documentation or certification that coordination with DepEd and Local Government Officials has taken place as part of the preparation of the project proposal.