



**DEPARTMENT OF THE  
INTERIOR AND LOCAL  
GOVERNMENT  
(DILG)**

# **STRENGTHENING PARTICIPATION OF STAKEHOLDERS IN LITERACY GOVERNANCE**

**2019 NATIONAL LITERACY CONFERENCE**

October 10, 2019

*Punta Villa Resort, Arevalo, Iloilo City*

**MATINO. MAHUSAY. MAAASAHAN.**

# Overview on Literacy

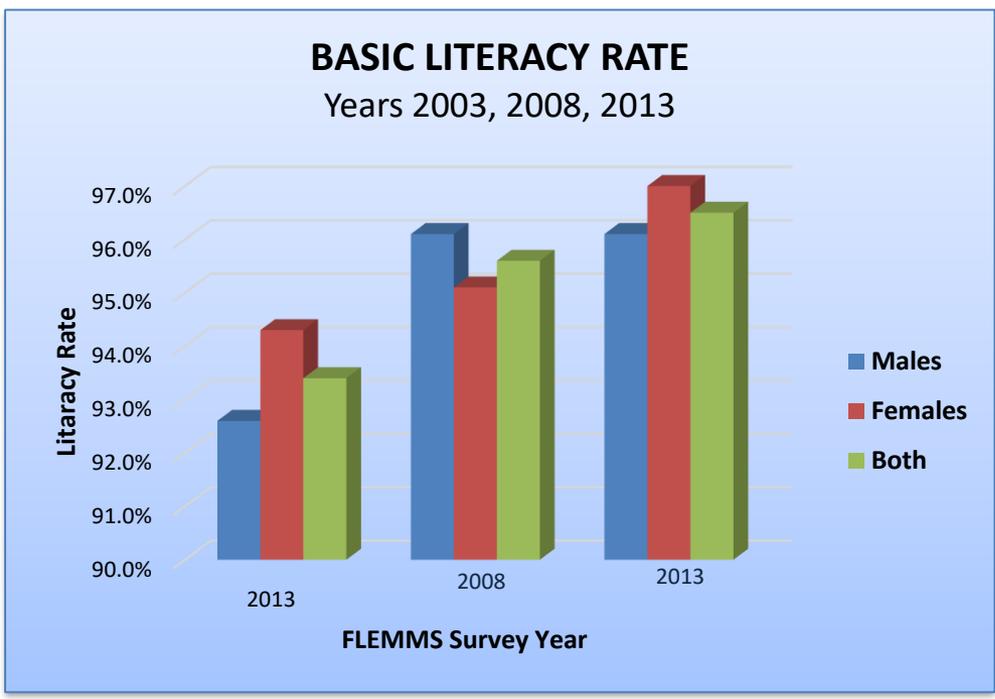
- Literacy is an important matter in a developing country
  - a key indicator of level of progress

*“It is through literacy that one is empowered to interact in his community and realizes his worth, what he can do and eventually make him do things that contribute in sustainable development of his society”* - former LCC Chair Dina Ocampo

- Thus, it has always been an advocacy for government to continuously **prioritize investing in education and literacy** as it raises **our hopes for the next generations who will lead the country.**
- Based on the Education for All Global Monitoring Report of UNESCO in 2006,
  - **basic literacy** - ability to to read, write and understand a simple message in any language or dialect
  - **functional literacy** - ability to to read, write and understand a simple message in any language or dialect with the further addition of numeracy skills

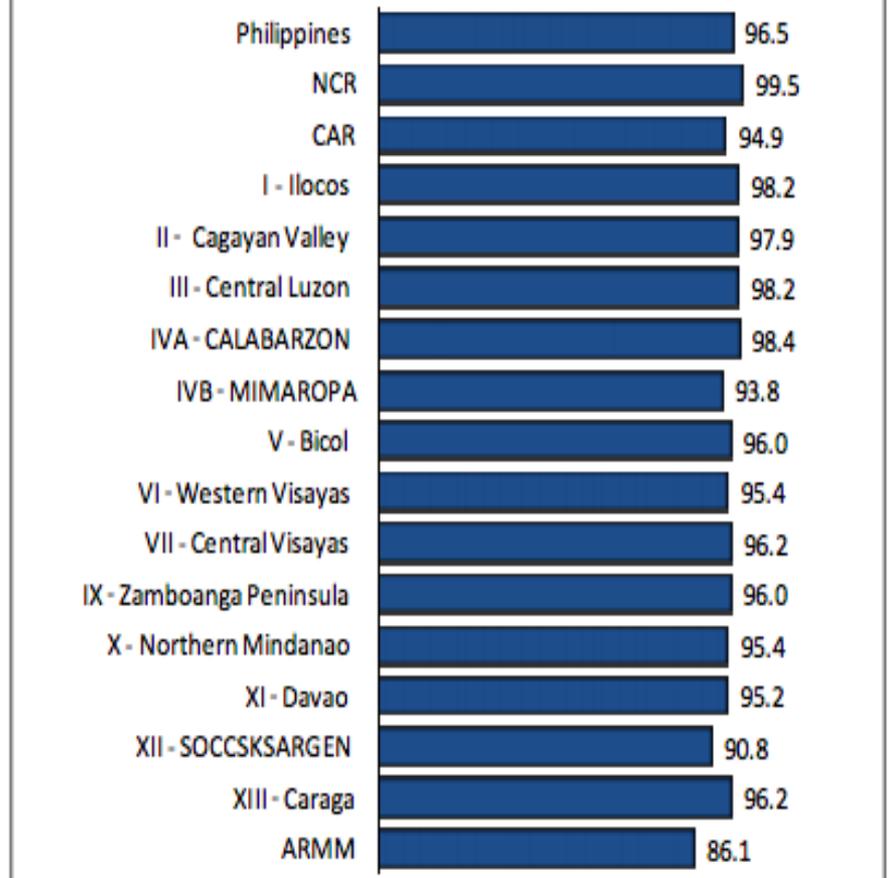
# Overview on Literacy

Almost all Filipinos 10 years old and over were basically literate.



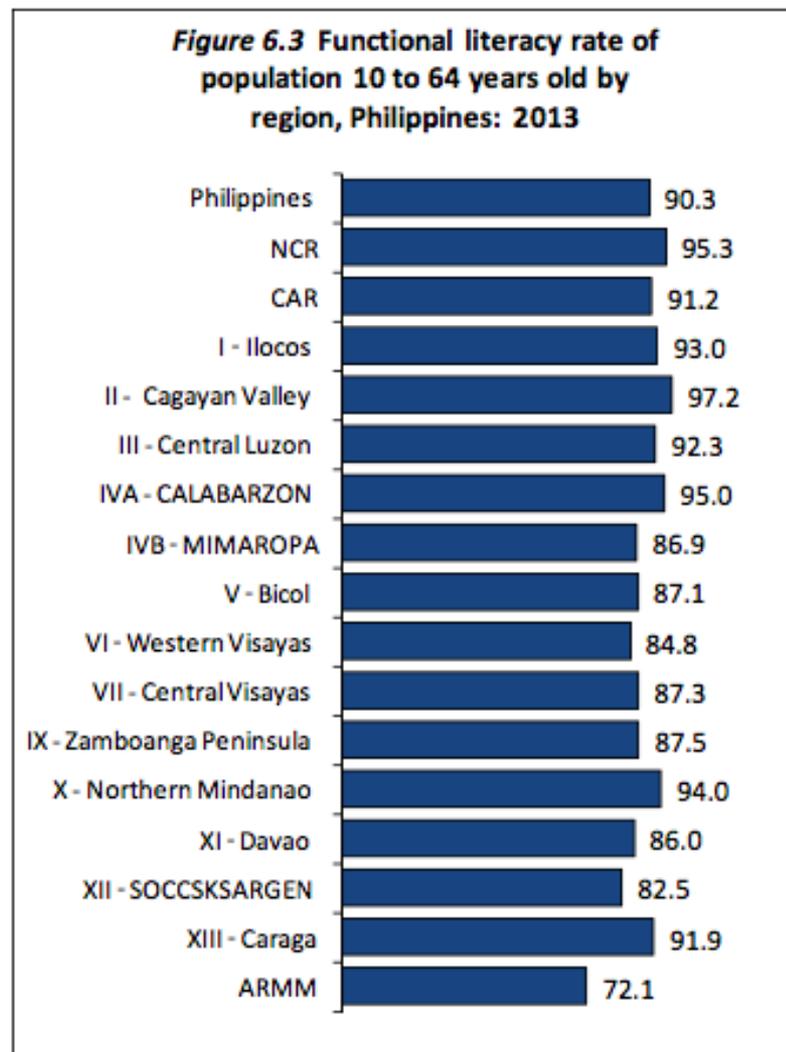
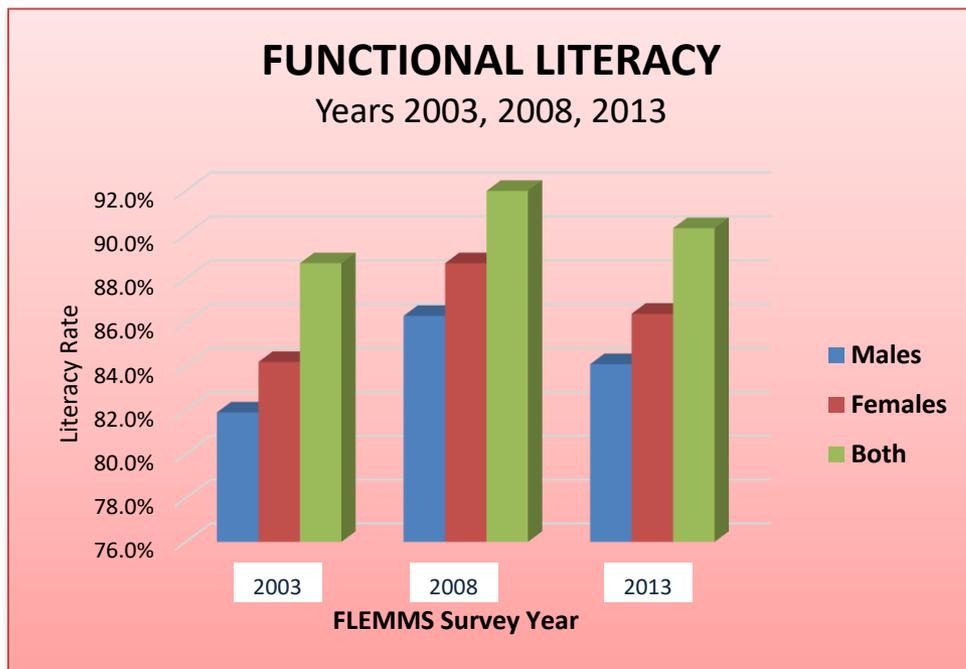
Source: FLEMMS 2003, 2008, 2013

Figure 6.1 Basic literacy rate of population 10 years old and over by region, Philippines: 2013



# Overview on Literacy

Nine out of every ten Filipinos 10 to 64 years of age were functionally literate.

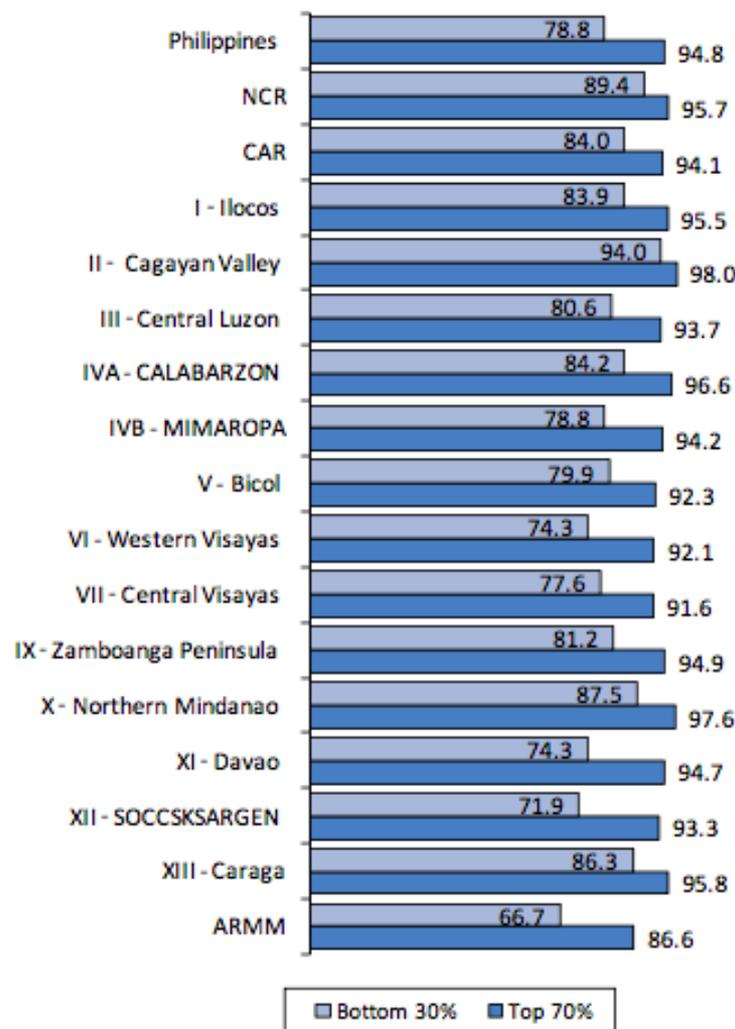


# Overview on Literacy

**Socio-economic status has impact on literacy. Functional literacy rate is lower in the bottom 30% compared to the top 70% stratum.**

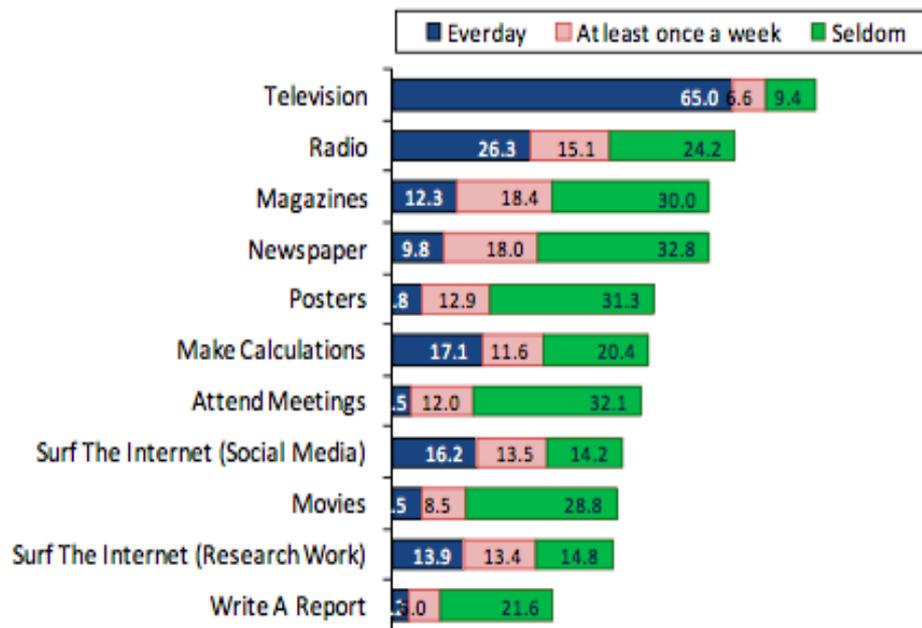
- 4 of 5 persons were at the bottom 30% stratum were functionally literate
- 9 of 10 among the top 70% stratum were functionally literate.
- Cagayan Valley posted the highest functional literacy rate among regions in both top 70% and bottom 30%
- While ARMM posted lowest functional literacy in both top 70% and bottom 30% of socio-economic status

**Figure 6.4 Functional literacy rate of population 10 to 64 years old by socio-economic status, by region, Philippines: 2013**



# Exposure to Mass Media

**Figure 7.1 Percentage of population 10 to 64 years old who were exposed to specific forms of mass media by frequency of exposure, Philippines: 2013**



Access to information is essential in increasing people’s knowledge and awareness of what is taking place around them that may eventually affect their perceptions and behavior.

***Mass media -tools to disseminate information, provides entertainment, and a tool that allows global interaction.***

Based on 2013 FLEMMS, Majority of Filipinos (10 to 64 years old) exposed to mass media:

- television (81.0%)
- radio (65.6%)
- newspaper (60.7%)
- magazine (60.6%)
- Below 50% - attend meetings, surf internet for research, etc.

# LITERACY GOVERNANCE

- literacy governance is having to **take greater care (or caution?) in the information/knowledge being taught to learners** in formal and informal setups of education
  - “teach *or* learn what, how, why, and when”
- **participatory in nature**, requires the effort of **everyone** (everyone is responsible)
- **encourages self-reliance** and requires **critical thinking in distinguishing what is true/factual** from the deceitful/malicious



# Stakeholders in Literacy Governance



# Laws and Policies providing for Stakeholders Participation in Literacy Governance

- **1987 Constitution** requires *Congress to provide the highest allocation of the annual national budget to education*, stating matter-of-factly that education takes the highest priority in state policy.
- **Republic Act No. 10122**, which amends RA 7165 creates the Literacy Coordinating Council (LCC) which declares as the policy of the State the total eradication of illiteracy, prescribes the *inclusion in the LCC of a representative from a network of nongovernment organizations (NGOs)* involved in the propagation of literacy.
- **Local Government Code (LGC), Sec 98-101** prescribes the *creation of Local School Boards (LSBs)* which requires that representatives from parent-teacher associations (PTAs) should form part of LSBs.

# Laws and Policies providing for Stakeholders Participation in Literacy Governance

- **Executive Order No. 9**, issued December 01, 2016, created the Office of Participatory Governance (OPG) that is mandated to promote active citizenship, inclusiveness, transparency, and accountability in governance by ***engaging different stakeholders to participate in governance and nation-building efforts***
- **RA 9155**, the law that turned DECS into DepEd and serves as the legal basis for the ***decentralization of basic education management and governance to the level closest to learners***, encourages local initiatives for the improvement of basic education, the establishment of alternative learning schemes/systems, and the active participation of parent-teacher-community associations (PTCAs)
- **DepEd Order No. 54 s. 2009** provides for the revised guidelines governing PTAs at the school level. Said order recognizes, other than the ***PTA, local government units and civic organizations as stakeholders***.

# Role of LGUs

- Despite devolution of many basic services to LGUs, ***basic education is still largely the responsibility of central government*** delivered through the Department of Education (DepEd).
- ***LGUs share in the responsibility of enhancing quality education by improving their collections to fund local education expenditures*** through Special Education Fund (SEF).
  - SEF come from an additional 1% tax on real property that LGUs are mandated to impose and collect per Local Government Code (RA 7160 of 1991)
- While SEF spending does not seem large when compared to either total general government education spending on basic education (7.4%) or total DepEd spending (8.1%), it is substantial when reckoned relative to ***DepEd spending on non-personal services (69%) or DepEd maintenance and operating expense or MOOE (110%)***.

# LGUs resources for Education and Literacy

LGU spending the basic education sector from SEF are quite significant at 4% of total general government spending on basic education.

<b>SPECIAL EDUCATION FUND EXPENDITURES</b>		
<b>FISCAL YEAR 2018</b>		
Particulars	SEF 2018	DepEd Budget 2018
Education, Culture & Sports/Manpower Development		
General Administration	11,825,085,706	
Elementary School	3,599,697,685	
Secondary School	1,416,233,758	
University/College Education School	212,979,605	
Vocational/Technical School	341,679	
Adult Education	386,740,445	
Education Subsidiary Services	1,390,820,880	
Manpower Development Management Tool	58,893,477	
Maintenance Of Sports Center, Athletic Fields, Playground	136,535,849	
Loan Amortization-Domestic(Debt Service-Principal)	361,074,170	
Interest Payment-Domestic(Debt Service-Interest)	54,663,426	
Others	422,329,890	
<b>TOTAL</b>	<b>19,865,396,570</b>	<b>553,300,000,000</b>

Thus, the LGUs are considered major partners of the national government in the delivery of basic education services. In this light, DILG advocates for proper management of Special Education Fund (SEF) in terms of collection, allocation and utilization in order to maximize LGUs' support for the Education for All (EFA) initiative and to promote a more equitable allocation of resources for basic education.

# Role of the Community

- Community as a whole is the ***biggest stakeholder in education system and literacy*** ;
  - local schools educate future ***employees, business owners and community leaders***
  - a solid education program builds a stronger community by preparing students to be successful community members
- Since ***everyone in a community is a stakeholder*** in the local education system, every stakeholder plays a different, significant role in supporting the education system
- For example, a stakeholder's ***input and relationship with other stakeholders are important*** in the planning, implementation and evaluation of, say, health promotion and education programs in schools. Their personal perceptions and understanding can help motivate children in the school environment.

# Role of Parents

- Parent can ***support and influence the adoption and implementation of a solid school curriculum***
- Parents can ***help monitor and evaluate the implementation of the curriculum*** by keeping abreast with the performance of their children, particularly by monitoring their homework activities
- Parents can help teachers by ***monitoring the behavior and social development of their children at home***, especially for children with special education needs

# Influence of Media

- ✓ media are omnipresent
- ✓ increasing number of people spend a great deal of time in various media
- ✓ Philippines have been once called the social media capital of the world

Mass media had brought varying impact to our literacy.



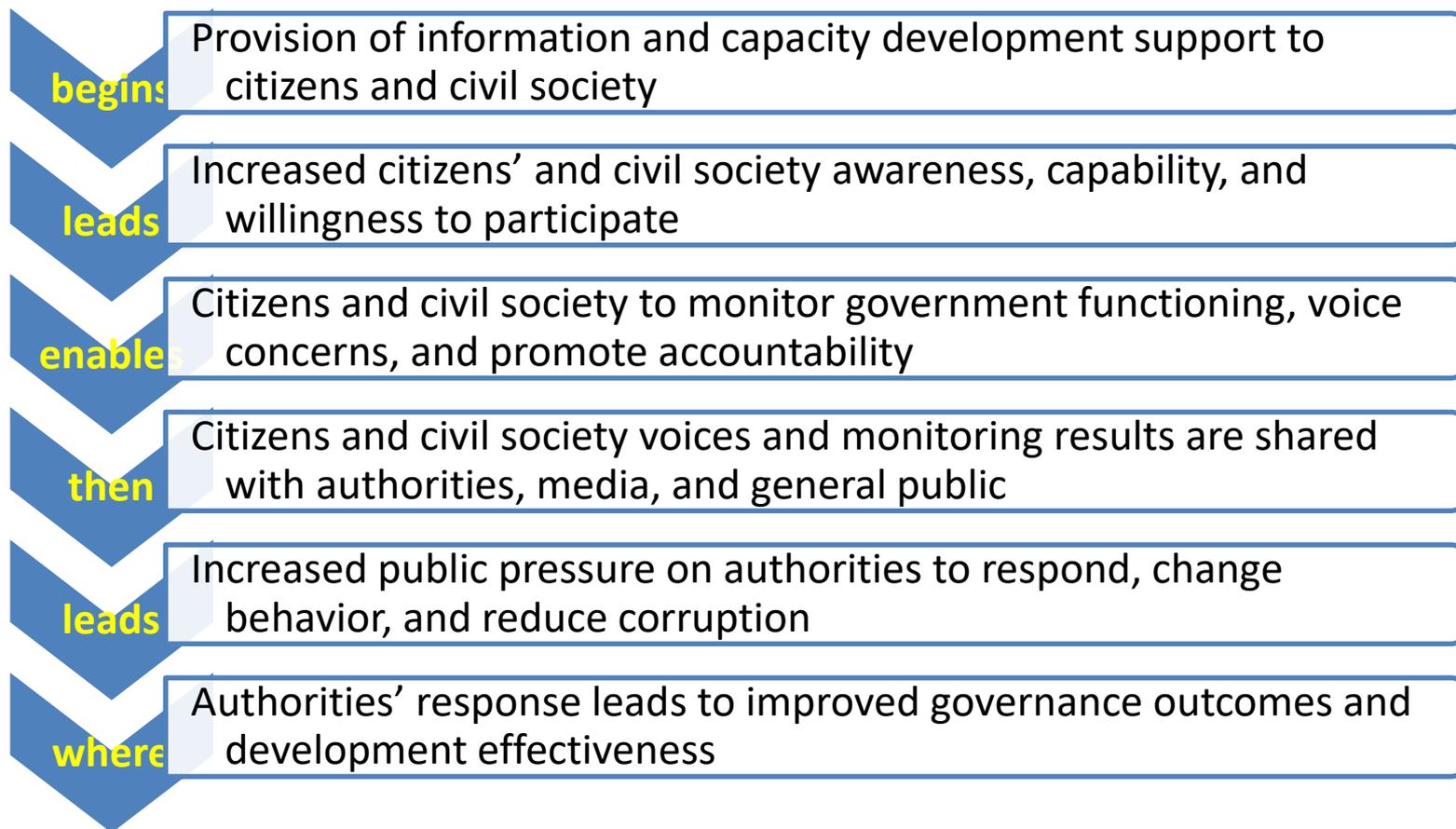
More knowledge is being generated at a faster pace



Faster spread of false information or what is now termed 'fake news'.

- **have yet to optimize use of media in promoting Literacy**
- exert efforts in bridging this gap by calling out to educators in promoting Media Literacy and Media Education by ***community participation and working alongside Media***

# Stakeholders Participation/Citizen engagement promotes good governance



# Impact to literacy and educational outcomes

- Stakeholders participation has contributed to significant improvements in student achievements and educational outcomes - Gamage, 2006
  - School Based Management can ***promote improvements in student learning by building relationships between schools and diverse community entities.***
  - ***Building partnerships that link school, family, and community is intimately connected to student achievements*** because linking schools and community resources leads to providing services and support that address various needs of the students.

# Conclusion

- Our laws and policies recognised government, **national or local level, civil society organizations, community and even the parents themselves as stakeholders in literacy governance.** Teaching and learning can not be left to our education system alone. In true *bayanihan* fashion, it will take the **active participation of all concerned.**
- The **state of literacy depends on the current media accessible to learners.** Technological advancements has affected, even dictated, the level of availability and access to information/knowledge.
- Given that knowledge and information is more readily available due technologies, **stakeholders, in effect, have heavier responsibilities in ensuring the right kind of education for learners.** This means that even if our learners are exposed to all kinds of information, be they truthful or false, all **stakeholders have the responsibility to help our learners to develop the necessary literacy skills such as critical thinking** in order for them to discern for themselves what is honestly and genuinely true.

# THANK YOU !

