Working Paper 13

Lifelong Learning in the Philippines

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October 2007

First published 2007

ILO Cataloguing in Publication Data

Macaranas, Federico M.

Lifelong learning in the Philippines / Federico M. Macaranas ; ILO Subregional Office for South-East Asia and the Pacific. - Manila: ILO, 2007
109 p.

ISBN: 9789221205234 ; 9789221205241 (pdf) ; 9789221205258 (CD-ROM)

ILO Subregional Office for South-East Asia and the Pacific

human resources development / vocational training / vocational education / continuing education / continuing vocational training / ILO Recommendation / application /
Philippines

06.02

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Printed in the Philippines

FOREWORD

The International Labour Organization (ILO) is pleased to publish the working paper of *Lifelong Learning in the Philippines* by Professor Macaranas. Federico M. Macaranas, a successful businessman and government official who has served with the Department of Foreign Affairs and Department of Economic Affairs, is foremost an academician. He was the Dean of the Centre for Development Management, currently heads, as its Executive Director, the AIM Policy Center, the Asian Institute of Management's think-tank, and is a pre-eminent authority in the Philippines on globalization, economics and leadership.

Lifelong Learning in the Philippines was prepared by Professor Macaranas to follow through on the initiative of the international community in adopting, through the ILO, a Human Resources Development Recommendation. This protocol, ILO Recommendation 195, calls on Member States to formulate, apply and review national human resources development, emphasizing education, training, and lifelong learning as integral for the economic and employment growth of nations. *Lifelong Learning* focuses on carrying out the recommendation in the Philippines.

Presentations at an ILO constituent (workers, employers and government) workshop exposed an absence of a clear understanding of life-long learning in the country. The author examines the expounded views and analyses reasons for this state. Professor Macaranas also discusses areas of concern that require attention for concretization of Recommendation 195 in the Philippine setting. These include need for appreciation of the requirement of a policy framework for lifelong learning, legal and institutional foundations, the role of stakeholders, and foremost, a mindset change for the recognition of different forms of learning. The requirement for action becomes stark in comparing participation rates of the population aged 15-64 in vocational education and training: 1.9% in the Philippines, compared to 33.4% in Singapore, 14.6% in Hong Kong, and 5.9% in Korea.

Professor Macaranas presents sound practices, citing activities that support lifelong learning in the country. Such actions contribute to a starting point

for decision makers as they examine policies to establish and sustain lifelong learning strategies. It is hoped that the working paper can be a means to advance public discussion on lifelong learning. The ILO is eager not only to share the findings put forward in this study but to kick off initiatives that reinforce lifelong learning.

I wish to extend warm appreciation to friends of the ILO and office colleagues, without whom this publication would not have been possible: the author, Professor Federico Macaranas of the AIM Policy Center, President Francis Estrada of AIM, Nieves Confessor, former Dean of the AIM, Alex Gorham of the ILO Turin Training Center, Carmela Torres and Trevor Riordan of the ILO EMP/SKILLS, and Junko Nakayama and L.K. Santos-Cacho of SRO Manila.

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OVERVIEW

Lifelong learning (LLL) is defined by the International Labor Organization (ILO) as "all learning activities undertaken throughout life for the development of competencies and qualifications"[1] where "competencies" cover the knowledge, skills and know-how applied and mastered in a specific context[2], and "qualifications" mean a formal expression of the vocational or professional abilities of a worker which is recognized at international/national or sectoral levels.[3] In 2005, ILO adopted a new instrument on human resources development with a strong focus on education, training, and LLL called Recommendation 195 as part of an integrated set of policies for economic and employment growth.

While LLL encompasses, according to the Organisation for Economic Co-operation and Development (OECD), "all learning occurring between cradle and grave, from early childhood to training of people beyond their retirement," this study hews in more closely to the labor concerns of ILO and the tripartite constituents and other stakeholders' concerns in its Recommendation 195, that delves on education, training and LLL, and its Decent Work Agenda, promoting opportunities for men and women to obtain productive work in conditions of freedom, equity, security and human dignity – to create not just any job but jobs of acceptable quality.[4]

This study starts with a section on the current policy framework for lifelong learning in the Philippines (LLLP): its Constitutional foundations, its weak recognition in the 2005-2010 Medium Term Philippine Development Plan (MTPDP), the poor budgetary provisions for LLL aspects of the plan, and the need for a national vision and comprehensive LLLP policy to meet the employability and decent job needs of individuals as well as the sustainability of economic and social development in the context of the globalizing knowledge- and skills-based society. Major ILO Recommendation 195 provisions are matched with the key areas of policy concerns based on the Constitutional provisions: quality education for all, integrated education and training system relevant to the needs of people and communities, financing aspects/ allocation of resources, and training and LLLP policies for domestic and global market opportunities.

The second section presents a framework for LLLP policy that integrates various views on the inputs, processes, outputs and outcomes threshed out in the National Tripartite Workshop organized and facilitated by the ILO Sub-regional Office in Manila. It is followed by an extensive discussion of the people, financial, facilities and knowledge resources needed for such a policy to be realized in plans and programs using the formal and alternative learning systems of the country. Good practices are presented throughout the discussions to demonstrate that some high performance work organizations and practices currently exist in the country – in agriculture, industry and service sectors – including sugar, semiconductor and electronics, pharmaceuticals, educational institutions, professional associations, and social partners for LLLP in civil society.

The final section argues for the setting up of the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP), in the face of the defunct Philippine Human Resources Development Center, which will deal with the multi-stakeholder concerns of an integrated LLL system through time. Priority reform areas for the plans and programs in the first three years for such a Council are summed up from the Regional Tripartite Workshop: the legal, policy and institutional foundations; resource mobilization; learning-to-learn skills; collaboration among various stakeholders; recognition of all forms of learning; design of guidance and counseling for LLL. A special focus on roles of employers and workers highlights the change management needed for effective LLLP delivery. Major LLLP concerns are finally reiterated: the low and declining productivity in the workplace as the main drag on the global competitiveness of the country and the need for employee training in an LLL context, special attention on small and medium enterprises which generate the most jobs in the economy, and the agricultural sector where poverty and other decent work agenda concerns are most pervasive.

1. REVIEW AND ANALYSIS OF THE CURRENT POLICY FRAMEWORK

1.1. Introduction

1.1.1. Constitutional Provisions

In the Philippines, the foundations for LLL policy are the requirements of the 1987 Constitution that the State shall:

- "Protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all," (Article XIV, Section 1)
- "Establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of people and society; …" (Article XIV, Section 2 [1])
- "Establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age;" (Article XIV, Section 2 [2])
- "Establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged;" (Article XIV, Section 2 [3])
- "Encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs;" (Article XIV, Section 2 [4])
- "Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills." (Article XIV, Section 2 [5])

Further, Article XII, Section 14 provides: "The sustained development of a reservoir of national talents consisting of Filipino scientists, entrepreneurs, professionals, managers, high-level technical manpower and skilled workers and craftsmen in all fields shall be promoted by the State. The State shall encourage appropriate technology and regulate the transfer for the national benefit. The practice of all professions in the Philippines shall be limited to Filipino citizens, save in cases prescribed by law."

The goal of giving priority to education, science and technology, arts and culture and sports is enshrined in Article II (Declaration of Principles and State Policies Principles), Section 17, to foster patriotism and nationalism, to accelerate social progress, and to promote total human liberation and development. This right to education, in fact quality education, was not embodied in the 1935 Constitution, while it was cited in the 1973 Constitution merely as a social service which the State is supposed to provide.[5] Such quality education at all levels – elementary, high school, collegiate, both public and private (Article II, Section 12) is addressed through the various government agencies entrusted with their administration, namely the Department of Education (DepEd),

Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA)[created by Republic Act or RA 7796].

1.1.2. Medium Term Philippine Development Plan (MTPDP) for 2005-2010

The 2005-2010 MTPDP recognizes LLL and discusses the knowledge economy where they fit most naturally in many places in the document. However, it does not have an integrating section on LLLP to combine the analysis on the chapters on education and labor, among others. Even within the education chapter, there are few explicit linkages among basic, higher and technical-vocational education sections (high school bridge program, bridging program to college, ladderized interface between TVET [technical/vocational education and training] and higher education). The basic tasks of creating 10 million jobs in the next six years and upgrading education are the Plan's first two concerns in the thematic areas that "beat the odds", a battlecry of the administration of President Gloria Macapagal-Arroyo, but they are not fully integrated into LLL concerns.

LLL is in fact not found in the chapter on labor in the Plan although it is mentioned in the second paragraph of the chapter on education.[6]

"In a world where knowledge has been a crucial element for nations to prosper and compete, primacy is placed on quality and accessible *lifelong learning*, from early childhood development to primary, secondary and tertiary learning."

12 goals, strategies and action plans for basic including early childhood education, 11 for tertiary education, and 5 for vocational-technical education are spelled out in Chapter 18 of the Plan; in the separate chapter on labor, separate goals, strategies and action plans are prepared for labor generation (e.g., recognition of flexible work arrangements), labor preservation (industrial peace), labor enhancement (increased competency, productivity, work values, work conditions, occupational safety and health, remuneration and welfare – most of which are LLL concerns), and labor facilitation (for both domestic and international opportunities). Nevertheless, there are no workplace learning programs integrated to overall LLLP concerns.[7]

The 2005-2010 MTPDP also notes the electronic linkages needed for effective LLLP in the future, clearly spelling out the major problems facing the country in this regard[8] -- many of these issues will be treated more deeply later in this study:

"In the case of the country's ICT (information and communications technology) manpower, the Information Technology and E-Commerce Council, the forerunner of the Commission on Information and Communications Technology (CICT), reported that as of 2003, the lack of well-trained and competent trainors/educators in ICT and ICT-related subjects has contributed to the declining quality of education in general and of the country's ICT and knowledge workers, in particular. The existence of a non-formal training sector operating without adequate regulations further exacerbated the situation, resulting in wide variances in the quality of ICT training in the country. Moreover, the

lack of accurate and comprehensive data on available ICT and ICT-enabled skills in the country has made ICT manpower planning and policy-making even more difficult."

Section 28 of the E-Commerce Act of 2000 (Republic Act or RA 8792) provides for an electronic online network called RPWEB in order to facilitate the open, speedy and efficient electronic online transmission, conveyance and use of electronic data messages among all government departments, agencies, bureaus, offices down to the division level and to regional and provincial offices. RPWEB is intended as an initial platform of the government information infrastructure (GII); the coverage is not universal, however, as not all government agencies have prepared their strategic plans for their information systems.[9]

The E-Commerce Act provides for the recognition and use of electronic commercial and non-commercial transactions and documents to facilitate domestic and international dealings, arrangements, agreements, contracts, exchanges and storage of information through the utilization of electronic, optical and similar medium, mode, instrumentality and technology and to promote the universal use of electronic transactions in government and the general public.

These electronic links are necessary but not sufficient for an LLLP to situate the country in the global division of labor[10], as economies are restructured by international and regional trading regimes, as economic growth transitions with political changes and technology-based developments, and as demography changes slowly in industrial versus poor countries.

1.1.3. Other Policy Framework Concerns

The Philippine Plan of Action for *Education for All (EFA)*, 1991 - 2000, was cited at the EFA World Conference in Jomtien for its visioned "new revolution" in education in terms of an LLL policy that under the 2005-2010 MTPDP, government will refrain from offering programs also being offered by the private sector in order to channel government resources to areas where efficiency and effectiveness are greater, to create a learning society where people continue to learn on their own, improving the quality of life, and contributing to national development. The EFA Plan was the government's commitment to provide all Filipinos with at least basic education by the year 2000.

However, this goal was not achieved. (The Jomtien Declaration called for a broadened vision of basic education, reaffirmed by the Dakar Framework of Action for EFA, in terms of delivery and content, that is open to all age groups and thus not simply limited to adult and continuing education.) Hence, the country recommitted to similar goals for the *Millennium Development Goals (MDGs)* on education.[11]

Relevant to the institutional structure needed to pursue LLLP is the bureaucratic capacity to respond to domestic and international challenges. For example, in response to the MDG commitments of the Philippines, the National Economic and Development Authority (NEDA) through collaborative efforts of the Multi-Sectoral Committee on

International Human Development Commitments (MC-IHDC) and the Social Development Committee, came up with the first Philippine Progress Report on MDGs, which defined where the country is situated relative to the MDGs and at the same time outlined the challenges to be overcome to attain the MDGs. For its part, the National Statistics Coordination Board (NSCB) provided the data needed to monitor the country's progress towards the attainment of the MDGs. (NSCB also compiled indicators and the corresponding data series for 1990-2002 which have been uploaded in its website: http://www.nscb.gov.ph/stats/mdg/.) The bureaucratic ability to respond to new challenges is relevant to the proposal for a Coordinating Council for Lifelong Learning in the Philippines (C2LLLP), a multi-stakeholder council on LLLP to be expounded later in this study.

Another LLLP framework concern is the national budget. The 1987 Constitution accords *education the highest budgetary priority* in the face of the sharp decline of its share in the national budget -- from the highest priority in the 1960s, it was decreased gradually in the 1970s and early 1980s (12% in 1985 from 25% in 1965-70).[12] The Asian Development Bank (ADB)-World Bank (WB) study of the Philippine education sector notes that the high share of salaries in the national budget (rising from 74% share in 1990 to 88% in 1999) has led to the deterioration of school buildings, severe shortages of textbooks, teaching materials and desks, and backlog of teacher training.

Some data on the 2004 budget for DepEd shed light on the allocation of financial resources within one agency responsible for a good number of programs in LLLP. Within the P109 billion total DepEd budget for 2004, distance learning is allotted 11.3% or P6.938 million of the total budget for elementary education, amounting to P61.3 million while 82.4% or P32.565 million is spent on policy formulation, program planning, and standard development for elementary education. In a country where many young people stop schooling at primary levels to work in farms and informal markets, distance learning is a powerful LLL tool especially thru radio and TV (Knowledge Channel is described later in this report), so that a reallocation away from the latter budget activities (policy formulation, program planning and standard development for elementary education) may be appropriate to increase funding for the former.

A similar reallocation seems called for also in secondary education with a total budget of only 0.081% or P88.668 million of the total DepEd budget (covering salaries and wages, maintenance and operating expenses, and capital outlays). Distance learning under secondary education has 6.77% or P6 million out of the total secondary budget. Policy formulation, program planning and standard development for secondary education including provision for Continuing Studies Through Television or CONSTEL get P43,012,000.00 or 0.03% of DepEd's 2004 total budget.

The same reallocation is even more imperative for non-formal education whose budget share is only 0.115% or P126 million out of the total DepEd budget. It is worthy to note that this budget is spent fully on policy formulation, program planning and standard development for non-formal education alone, leaving nothing for implementation of distance learning. Hence, distance learning budgets are a small percentage of the total at

all levels of education relative to the perceived needs implied by the Constitution and provided in the current MTPDP.

1.1.4. Towards a Comprehensive LLLP Policy

LLLP is synonymous to continuing education, adult education, extension work, company or workplace training in various Philippine settings, but there is no single national vision for LLLP in the face of a heterogeneous group, for example, the occupational structure as shown in Appendix B.

The employed persons by major industrial grouping also suggest a diverse workforce; year-on-year data changes for April 2004-05 show that the number of employed persons increased only in industry. Agriculture sector workforce decreased by 121 thousand or by 1.10 percent, continuing a secular downward trend. Surprisingly, the services sector, which has been increasing its share in the Gross Domestic Product (GDP), also decreased by 699 thousand or by 4.37 percent. Employment in the industry sector increased both in number and proportion to total employed persons registering 49.63 percent. The number of employed persons in this industry increased by 106,000 in the same period from 5,130 million a year earlier although their share to total employed persons decreased to 16.25 percent, from 16.27 percent. (See Appendix B, Table 2.)

The composition of deployed overseas workers is also diverse as shown in Appendix Table B3 – a brain drain phenomenon that is tied to many pull and push factors – indeed increasingly, it is the more highly-skilled workers and professionals that are driven to jobs abroad; over a third of new placements (75% are women) are in the professional and technical workers category by 2004 (85% women), with service workers comprising about half of the total. In fact, Alburo and Abella note that the educational attainment of OFWs is greater than the Philippine domestic workforce.[13]

A national tripartite workshop organized and facilitated by ILO on Lifelong Learning in the Philippines (LLLP) held on 15-16 December 2004 demonstrates the many disparate views on the subject (See Appendix A: National Tripartite Workshop Results) which are combined in one framework later in this study. The national workshops were in line with the ILO Regional Tripartite Meeting on LLL in the Asia-Pacific held in Bangkok on 8-10 December 2004; here, it was seen that the Philippine participation in vocational education and training is only 1.9% of the population aged 15-64, the lowest in the listing of countries that include Singapore (33.4%), Hong Kong (14.6%), Korea (5.9%).

The absence of a clear understanding of LLLP -- given that the Constitutional foundations have not been translated into the 2005-2010 MTPDP and the appropriate national budgetary support especially for education, training and LLL -- is the reason why there are no data consistently collected by both public agencies and private institutions such as professional associations for tracking human resource requirements, performance, etc. for LLLP at the national, sectoral, or industry-wide levels, except for Technical and Vocational Education and Training (TVET). This is also the reason why

there is no single institution or mechanism in place to coordinate policies and programmes on LLL.

For example, the Plan, p. 89, provides for the regular conduct of a survey of ICT skills in the country, but there is no substantial progress in this regard as of mid-2005; likewise, a private foundation project for a roster of high-level Filipino professionals and scientists overseas has not been completed after several years although an internet-based network of masters and doctoral degree holders in engineering and related sciences is actively maintained by the Brain Gain Network, an offshoot of the Science and Technology Advisory Councils (STACs) created in the late 1980s by the Department of Foreign Affairs (DFA) among overseas Filipino professionals. The importance of a database of highly skilled human resources of Philippine origin is vital in positioning the country in the international division of labor.[14]

Indeed, there is as yet no single law that spells out a comprehensive policy towards LLLP, given that the three main government agencies responsible for LLLP define various facets of a possible LLL policy framework only in terms of their separate programs, e.g., TESDA in terms of TVET, CHED in terms of Distance Education, and Expanded Tertiary Education Equivalency Accreditation (ETEEAP)-- an accreditation and educational equivalency scheme that recognizes the knowledge, skills, and prior learning obtained by individuals from non-formal and informal educational experiences,-- and DepEd's Bureau of Alternative Learning Systems (BALS) core programs.

In fact, the dysfunctional domestic labor market of the country (chronically high unemployment and low and declining productivity alongside the long-recognized highly skilled workforce) cannot be solved with the present mandates of CHED and TESDA (product development and enforcement of standards). Both lack the resources to fill the institutional gap to address market mismatches, e.g., through market research and social marketing – which the private sector and civil society may be able to provide.[15]

The value of a single law spelling out a comprehensive LLLP policy implementing the Constitutional provisions is its ability to help the country find its place in the global economy in the knowledge era -- given that its human resources have been consistently cited as its key strength in the community of nations, albeit good governance has increasingly replaced it as the non-outsource-able and key input for national growth and development.[16] Human resources are developed through a life-cycle that requires different interventions across time; the fulfillment of human needs and aspirations through various stages necessarily demands different approaches as well since the circumstances facing individuals vary by socio-cultural, economic and political conditions, among others. Thus, a consistent approach to LLL is required through time and space. Here is where a vision gains primordial importance.

The other major non- human resource inputs for value creation in goods and services, all outsource-able or importable, have been seriously impaired by the low and/or decreasing productivity of land/ raw materials, physical capital, knowledge and technology.[17]

Such comprehensive law may spell out the implementation of the ILO HRD Recommendation 195 and the cradle-to-grave public policies on LLLP, especially workplace and working life learning, e.g., responsibility of various stakeholders in education and training from curriculum development, financing, local and foreign market demand-supply matching of skills, decent work agenda addressing the gaps in employment, rights, social protection and social dialogue, to the protection of workers and entrepreneurs, linkages with regional and international groups, etc.

A comprehensive LLLP also addresses the positive influence of human capital on overall economic growth rates empirically supported in the economic literature.[18] As in the East Asian economic miracle, the more important variables explaining Philippine growth is not technical progress but rapid rates of accumulation of both physical and human capital. Technical progress can be fostered, however, through deliberate innovation where physical and human capital resources are allocated to R&D activity or through diffusion or spillovers of know-how from one firm or industry to another. For faster economic growth, human capital cannot thus be improved in isolation of investments in physical capital and technical innovation – aspects of a comprehensive LLLP policy. In other words, improved human capital tied to physical capital and technical innovation must be the policy approach for governments and enterprises in their workplaces. This can be a major consideration for the ILO in assisting countries like the Philippines. It is consistent with the 2005-2010 MTPDP provision for the development of an ICT human resource base.[19]

The empirical evidence on the sources of Philippine economic growth between 1960-96 show that the annual growth of output per worker in the country (1.0%) is largely due to physical capital (1.0%) since the contribution of education (0.4%) is effectively cancelled by the negative factor productivity growth (-0.4%). The output per worker data of the Philippines is the lowest in East Asia which averaged 4.1% (Note, for example, the figures for China, 5.0%; Indonesia, 3.5%; Malaysia, 3.9%; Singapore, 5.0%; and Thailand, 4.9%).[20] The data span more than a generation and thus imply a severe catch-up problem for the Philippines.[21]

LLL maybe able to upgrade the productive workforce of the country, as the theory suggests, if the training and education of entrepreneurs, workers, managers, supervisors, as well as officials and bureaucrats, etc. are integrated with physical capital and technical innovation, as noted above. Along this line, the Plan has some notion about the general features of LLLP: e-learning programs and technologies as alternatives to traditional training methods, wider access to Internet to enhance availability of knowledge, industry participation in on-the-job training (OJT), teacher training in ICT as learning tools, new training courses and certification programs in five priority areas for ICT services -- contact centers, animation and software development, medical transcription, business process outsourcing, engineering and design services.[22]

1.2. Major Policy Issues

On the constitutional provisions, the following thematic policy issues will be further raised in this study [as matched with the relevant ILO Recommendation 195 provisions], while more good practices relevant to LLLP pertinent to these policy issues will be incorporated in the discussions in the next section.

1. Right to quality education at all levels: ILO Recommendation 195, Section I-4a recognizes education and training as a right for all, especially ensuring access for all to LLL with the assistance of social partners. Section II-5e calls for the development of a national qualifications framework to facilitate LLL. Section II 6(1) enjoins members to establish, maintain, and improve a coordinated educational and training system within the concept of LLL. Section IX-18b seeks to establish databases and quantitative and qualitative indicators on national training systems.

2. Integrated education system relevant to needs of people, and alternative learning systems responsive to community needs: Section II-5a calls for members to define a national strategy for education and training, as well as establish a framework for training policies at national, regional, local, sectoral, and enterprise levels.

3. Financing issues/resource allocation: free public elementary and high school education: scholarships/other incentives to deserving students: Section I-4b provides for governments to invest in education and training at all levels for LLL to be realized. Section X-21g calls for increased financial assistance from abroad for developing countries, and for international financial institutions to place education, training and LLL at the center of development policies.

4. Training for domestic and global market opportunities: civics, vocational efficiency, other skills and the professions: Section I-3 provides for members to identify HRD, education, training policies which facilitate LLL for employability as part of range of policy measures designed to create decent jobs, as well as to achieve sustainable economic and social development.

Short of reviewing the entire educational system of the country which is among the most studied in the world,[23] the major policy issues that have to be addressed for a long-term comprehensive LLLP program (more of which will be explored in the last section of this report) are now highlighted with special focus on concerns that the ILO may be involved in.

(1) The *quality of education at all levels* (issue #1), a major determinant of workforce and entrepreneurial ability to produce economic and social goods and services, has been the major concern of education secretaries and other high officials – evidenced by very poor participation rates, cohort survival rates, mean percentage scores in national assessment

tests, performance in global standardized tests in math and science, absolute resources for education limited by slow economic growth,[24] and also very poor pupil-teacher ratios, perceptions on the educational system, university education, economic literacy, and education in finance meeting the needs of a competitive economy, and inadequate science teaching and low interest of youth in science and technology.[25]

This concern over quality education relates to the workplace. (See Appendix B Table 4 for the unemployed by highest grade completed.) Based on April 2005 data, a greater proportion of the 2.9 million unemployed persons have reached at most high school education (1.3 million or 43.8%). Another 461 thousand (15.8%) have reached only the elementary level. About 1.1 million (39.5%) unemployed persons have actually completed college education.

Former Education Secretary Bro. Andrew Gonzales debunks the myth that the Philippines is an over-schooled society since the statistics, when properly disaggregated, show that the college and university enrollment beyond the first two years are more modest than reported. He thus laments the "problem of quantity and mismatch between country needs and system outputs," and finds "the most serious deficit of all in our country attempting to become a newly industrializing country… is the insufficiency of higher-level scientists and technicians to do adaptive and innovative technology to fit our level of technological competence and capability" – quite consistent with the earlier observation here that human resource development must be tied to physical resources and technological innovation. One solution is the hiring of foreign scientists as practiced by Lapanday, Inc. in its agribusiness operations.[26]

The boxed story below shows how a company's (Lapanday's) human resource policy that allows for continuous training programs can successfully be integrated with science and technology for ensuring that the company's products are of world-class quality and that the employees are given maximum opportunity to realize their greatest potential as workers and as individuals and make them more responsible citizens of the community. The acquired expertise of the employees prepared them to adapt to globalization when the company opted to shift from agricultural to agro-industrial operations and also resulted in increased yields in their agribusiness production.

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Box 1

Researchers and Workers Join Hands for World-Class Bananas

Lapanday Foods Corporation (LFC), a fully Filipino-owned subsidiary of Lapanday Holdings Corporation (LHC), is an integrated grower, packer, and exporter of premium-quality tropical fresh produce, particularly the Cavendish bananas, with strong presence in Asia-Pacific and the Middle East. LFC's strength lies in its people, its most important resource. At the helm of the organization is a management team composed of leaders and experts in their respective fields. Their vision and experience guide the rest of the team toward fulfilling – if not exceeding – business goals. It has intensified its focus on its core strength - globally competitive agribusiness - as manifested by its two "pillars," Del Monte Pacific Limited and LFC. Both fresh produce companies manage operations and facilities in Mindanao, have "seed-to-shelf" capabilities, deliver Philippine brand pineapple and bananas, other fruits, vegetables, and seafood to export markets, and continuously benchmark against global players. The two companies provide jobs to a combined force of about 14,000 full-time employees, 5,000 small farmers, and 20,000 people in service-related businesses.

LFC's world-class quality products are the outcome of extensive research and development efforts of highly qualified technical people who develop and employ the best methods to propagate healthy and high-yielding planting materials. LFC's belief that a company is only as strong as its people led them to invest in training programs and facilities to ensure the continuous development of its manpower. Through specific courses, employees are given the opportunity to maximize their potential and increase their levels of expertise, hence enhance their productivity and competencies. In this regard, company–sponsored training programs on entrepreneurial work and skills-building, for example, have been conducted to help employees adjust to corporate re-engineering brought about by globalization. As a result, Lapanday decided in mid-1996 to diversify its interests and streamline its business.

The company shifted its focus primarily from agricultural to a more expansive agro-industrial enterprise and decided to establish the Lapanday Skills Training Center (LSTC) to prepare its workforce, their dependents and community residents for adjustments to the demands of globalization and more intense competition. Through the training center, the trainees acquired new employable skills through courses such as basic computer operation and maintenance. Even programs to develop gender sensitivity were offered by the center so that both men and women understood the opportunities and threats facing them. These courses were organized and delivered to the workers with the supervision of the government's TESDA, which assures the quality of the training programs. Through this initiative, the LSTC believes that it is contributing to the development of a technically-skilled workforce that can keep pace with its more developed Asian neighbors and at the same time ensure a more adaptable manpower. The LSTC integrates the dualized training method to its information technology (IT) program, where the operations manager provides OJT that helps develop suitable skills. Such method could prove effective, according to LSTC Executive Director Laguesma, especially if there are strong partnership between IT schools and the industry, through relevant inputs to the curriculum and training programs.

Due to its well-trained workforce and well-designed farm facilities such as irrigation and drainage systems, aerial tractors, and cableway systems, Lapanday farms, under the Lapanday Agricultural Development Corporation (LADC), the flagship subsidiary of LFC, yield as much as 58 MT/ha compared to the national average of 49 MT/ha. Moreover, their workers are trained to follow growing practices that guarantee food safety and are environmentally responsible.

Hence Bro. Andrew Gonzales suggests "in-house and in-company training courses where students can be oriented further for the technology and skills needed in a specific company … (with) expenses for training used as a legitimate write-off in its income statement." He argues that this is practiced in Japan "where the higher education specialty is almost totally irrelevant for later work"[27]. Here is where ILO guidance on workplace learning policies is most needed for the country by implementing HRD Recommendation IV-9e/f (formal and informal workplace learning, and work experience, and expansion of workplace learning and training).

He also proposes leaving to the private schools the oversubscribed courses, with totally deregulated tuition fees, thus concentrating public resources on the natural sciences and mathematics vocational-technical education and technician education, and graduate education in all fields especially science, engineering, and computer science.

In 1998, then-CHED Commissioner Angel Alcala similarly notes that while the country is strong in education in the health sciences and management, it must not be left too far behind with math and basic sciences such as physics, given the below world average performance of the country in standardized math and science tests.[28]

(2) On issue #2, *the severe unemployment* condition in the country especially among the youth (largely inexperienced and unskilled) is partly explained also by the mismatch in education and local labor market demand, thus pushing many people to such outcomes as *overseas work, migration, entrepreneurship or retooling for new jobs*, as ten thousand medical doctors have done in the past few years by converting into nursing for foreign markets, according to the Professional Regulatory Commission (PRC). LLLP must address these various options to unemployment (as some government agencies already do) and must provide different programs to assist those in need, e.g., job counseling, placement here or abroad (the Philippine Overseas Employment Administration [POEA] is indeed the model for many countries but many observers note that its work must be contextualized in the larger picture of the failure to provide decent jobs domestically), entrepreneurship courses for those in micro, small and medium enterprises, etc.

More concretely, Barns and Silva suggest the private sector and civil society as the crucial players in "the institutionalization of a process or framework that will support a set of imperative interventions, linking all stakeholders across society, and making use of mass media": market monitoring and data gathering, market research and analysis, information dissemination, guidance and counseling, networking, social marketing and advocacy.[29] The ILO can cooperate with the private sector and civil society in these efforts to assure the desired outcomes of employability and sustainability of economic and social development.

(3) The *misallocation of national resources* in issue #3 is aptly explained by another education secretary, Edilberto de Jesus,[30] who asserts that the "offer of free secondary education has driven students to public schools, many of which deliver lower quality education at a higher cost than that available in private schools. And to purchase inferior

quality at a higher price, we have used resources that could have gone to keep more children in elementary schools."

De Jesus also questions the constraints placed on higher education institutions (e.g., grant of tenure to faculty who have taught for only six regular semesters, as per labor regulations, curriculum requirements placed by the PRC irrelevant to the practice of some professions, licensure exams where questions are not publicly released for vetting by practitioners, etc.), as well as the creation of more state universities at government expense when they spend 2.4 times more to keep each student compared to the private sector. (A recent phenomenon has been the establishment of universities funded by independently chartered cities.) These higher-than-private-school costs deflect national resources away from training those who drop out of secondary and tertiary schools. The ILO can further study how this misallocation of resources can be rectified and thus generate funds for LLL for school drop-outs.

(4) On issue #4, the main concern is *preparing the workforce for decent jobs both in the domestic and global markets*. Concerning the professions, the Philippine private sector market-based response to global demand, e.g., for computer and nursing education, creates some public policy dilemma. The number of schools in these areas approved by the government in the last two decades has increased dramatically, relative to other fields of study throughout the country, but there are limited programs for promoting quality education responsive to specific markets.

Indeed, there is no government policy for intergenerational replacement of the fast depleting pool of quality teachers in these fields, as global markets attract many of these knowledge workers faster than local schools and labor markets can produce those with longer experience. As less experienced teachers in IT and nursing shape the students attracted by foreign markets thru the years, the quality of these overseas workers deteriorate; hence the image of Filipinos relative to other nationals in the same fields may suffer in later periods, thus pulling down the attractiveness of recruitment from the Philippines.

Markets alone will not respond to intergenerational quality perceptions; hence the private sector must work with government in crafting policies for long-term sustainability of foreign markets for Filipino internationally shared human resources, a phrase that first appeared at the Asia-Pacific Economic Cooperation (APEC) meetings when the Philippines hosted a summit of economic leaders in Manila and Subic in 1996. Alternatively, overseas workers can retool themselves abroad albeit at higher costs to them and/or their employers.

Some local entrepreneurs have in fact launched ICT-based overseas training programs, e.g., College Assurance Plan (CAP), STI Colleges, and AMA, precisely to cater to these overseas workers. However, for basic education, the government has put up Filipino schools overseas, sometimes in partnership with the private sector.[31]

The general issue of *preparing the Filipino workforce for global competitiveness* has been deliberated in the context of the long-term decline of general Philippine competitiveness. In fact, to reverse this, two goals for the country's education sector by 2008 were identified at the National Development Summit in June 1997: to secure the Philippines' position as a knowledge center in Asia- Pacific and to place the country in the international academic landscape.[32]

Proposed strategies for reform include massive faculty upgrading in research and development; instruction and technology transfer; development and implementation of internationally-comparable curricula; computerization of tertiary level institutions and networking similar to those abroad; creation of an Information Technology Academy; a master plan for financing "must-do" reforms, including government financial assistance to private schools thru wider scholarship programs.

According to its Director General, TESDA's response to the challenge of enhancing the competitiveness of Filipino workers is through workplace requisites in communication, sciences and mathematics, following the APSDEP Regional Model of Competency Standards. (It is noted that the APSDEP Regional Model of Competency Standards has been deliberated and extensively discussed among the ASEAN governments and the APEC economies.) TESDA now has a Competency-Based Technical Vocational Education and Training (CBTVET) system where knowledge and skills acquisition is no longer based on a fixed period of study but on one's ability to learn a set of competencies, and where primary consideration is on actual demonstration of skills learned regardless of how or where these competencies were acquired. As a trainee-centered and individualized instruction and learning system, CBTVET's curriculum consists of learning outcomes and assessment criteria for particular tasks. 41 Centers of Technical Excellence serve as models in their respective Distinctive Areas of Competence for implementation through 2009.[33] (See Box 2 on TVET and Appendix Table B5 for the number of persons certified and assessed by TESDA and other TVET providers.) The story in Box 2 regarding TVET plans and reforms is a testimonial to the government's effort to genuinely integrate LLLP in government programs and strategies through the setting up of TESDA, directed at accommodating both formal and alternative learning systems to include technical and vocational education. With TESDA's creation, the responsibility for vocational-technical education has been more focused which is a direct response to the people's and the community's training and education requirements.

Appendix Table B5 shows that among the major industry groups, the maritime has the highest number of persons certified by TESDA and other providers, registering about 90.7 percent of the total in the industry as of 2003. The number of OPAS or overseas performing artists is the second highest, recording about 60.2 percent. Around 59 percent were certified in the health sector while 47 percent and 42.5 percent were in the tourism and agri-fisheries industries, respectively. It is worthy to note that only a small percentage (19 percent) were certified in the ICT sector; a study by Royce Escolar, "Philippine Science and Technology: Environmental Scanning of Domestic and Global Issues, AIM Policy Center, 2003, shows that the lack of IT professional certification compromises the industry in global competitiveness, e.g., Microsoft has certified only

1,588 professionals in the Philippines versus 5,942 Singaporeans, 4,532 Malaysians, 1,711 Thais, and 1,697 Indonesians.

The ILO can engage in many research activities on this fourth issue, alone or in partnership with other migration-related institutions on those topics centered around the brain drain issues -- from compensation for training costs incurred by the Philippines as sending country, to Tobin-type exit taxes for professionals, to short-term return visits or permanent returns, to local labor market shortages due to cyclical migration policies attracting certain skills in developed countries, and in assistance in certification and assessment activities of key industries. It may also consider supporting the creation of an Overseas Filipino Reintegration Center independent of government, and proposed by a private/ civil society group.[34]

Box 2
TVET Plans and Reforms

Genuine integration for LLLP must accommodate both formal and alternative learning systems that respond to the needs of all peoples and communities. The separation of the responsibilities for vocational-technical education from tertiary education concerns, with the creation of TESDA, is a significant step in the fulfillment of these provisions of relevance to needs of people and responsiveness to community needs.

The core thrusts of TESDA are found in the National Technical Education and Skills Development Plan (NTESDP) which has for its vision " the development of world-class, technically skilled and educated workers with positive work values, acting as the vital force in building a prosperous Philippines where citizens enjoy a life of greater economic security, social well-being and personal dignity."

The three-pronged track of NTESDP is in global competitiveness (skills for export-oriented industries), rural development (technology-based agriculture and fisheries), and social integration (para-professionals, other social development workers, intangible social and personal skills).

The TVET capacity of the country rests in technical vocational institutes and centers (1,383 private, accounting for 80% of total enrolment, 723 public) catering to the needs of elementary school graduates not pursuing further education (2.8 million), school leavers from secondary and tertiary education (over 2.0 million), displaced workers and 10.8 million indigenous peoples.

The TESDA Occupational Qualification and Certification System (TOQCS) revolves around recognition of prior learning (RPL) whether acquired in a learning institution or enterprise-based work experience, modularized competency-based learning (for occupational skill standards), and accumulation of certificate of competencies towards a license/certificate. The Dual Training System (DTS) converts apprenticeship programs in select industries into the DTS modality where learning takes place alternatively in the school/ training center and the firm.

6 out of 10 graduates of TESDA training centers and private Technical and Vocational Institutes (TVIs) obtained employment a year after graduation, a 2002 tracer study found out. The absorption rate into gainful work of graduates not employed before enrollment into TVET courses is 45%. 83% of employed graduates of TESDA administered schools found their acquired skills useful in their jobs, vs. 80% for private TVIs and 77% for those receiving scholarships from the Private Education Student Financial Assistance Program (PESFA). 54% of employed graduates earn P5,000 or more, with majority of these graduates (42%) working as technicians, clerks, computer operators and secretaries at P5,000- P9,999 bracket and the rest earning 5 digits among professionals, overseas workers, managers and proprietors.

2. PROPOSED OVERALL FRAMEWORK AND GOOD PRACTICES

2.1. Introduction

The framework presented in this section allows the integration of various issues and concerns on LLL raised in many workshops and papers for a clear understanding of where we are and where we want to go in LLLP.

The key resources for any LLLP program are people, finance, facilities, and the program content or knowledge that lead to what ILO Recommendation 195, Section 3 cites as the desired results, viz., employability for individuals in decent jobs, sustainability of economic development in a globalizing economy and knowledge- and skills-based society, etc. How to produce such key resources is the main concern of the overall framework for LLLP and the associated plan of action. These key resources may be produced in either formal or informal manner.

Table 1 shows the Contents-Process-Outcome (CPO) framework from the National Tripartite Workshop. This present framework answers the who, what, why, how, where, and when aspects of only the *supply* side of LLL. The *demand* side must also be included; hence, under people resources, the target client students or learners are incorporated into the discussion.

Table 1: Overall Framework for Life-Long Learning

Key Resources / ***LLL method***	**PEOPLE**	**FACILITIES**	**FINANCE**	**CONTENT**
Formal	Input	Input	Input	Input
	Process	Process	Process	Process
	Output	Output	Output	Output
	Outcome	Outcome	Outcome	Outcome
Alternative Learning (non-formal, informal, indigenous, community, self-study, etc)	Input	Input	Input	Input
	Process	Process	Process	Process
	Output	Output	Output	Output
	Outcome	Outcome	Outcome	Outcome

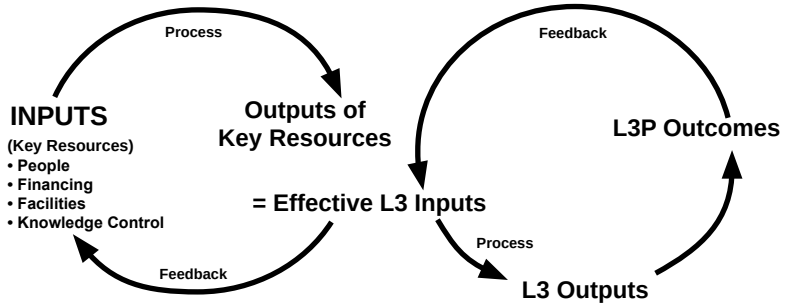
Within each column of the matrix, the question raised is what LLL issues must be addressed to achieve the goals or desired outcomes (broadly defined to increase the well-being of all the stakeholders as raised in policy issue # 2 above on a relevant education system based on the needs of people and community).

The issues differ across the four columns, given that there are two learning systems and four key resources. Within each learning system (two systems per column), the general

question is: what must be done by different stakeholders to produce (policy issue #4) or raise the quality and effectiveness of the key resources for LLLP *within the ILO Recommendation 195 report?*

Hence all the four resources must also be viewed as outputs of certain inputs and processes that convert them into effective LLL inputs. The LLLP outcomes (policy issue #2) from these outputs (policy issue #1) of more effective resources for LLL (policy issue #3) must thus be the integrating factors across the four key resources in the Philippine setting. A systems feedback from the LLLP outcomes means that the LLL inputs have to be adjusted, given changing conditions of employability of individuals and sustainability of economic and social development. (See Figure I.)

Fig. 1 Overall Framework for Integrating Lifelong Learning Issues



The various sections of ILO Recommendation 195 can also be conceptualized in an Input-Process-Output-Outcome framework (See Table I). Working backwards, the desired LLLP *outcomes* are employability/decent work for individuals resulting from *outputs* like education and pre-employment training (Section III), competencies (Section IV), training for decent work and social inclusion (Section V), and skills recognition and certification (Section VI). These outputs are further the result of *processes*, i.e., developing and implementing education and training policies (Section II) which come from *inputs* such as training providers (Section VII), support services for career guidance and training (Section VIII), research in human resource development, education, training and lifelong learning (Section IX), and international and technical cooperation (Section X). Table 2 clarifies the sequential flow and logic of all the parts of ILO Recommendation 195.

Table 2: ILO Recommendation 195

	INPUT	PROCESS	OUTPUT	OUTCOMES
ILO Recommendation 195	Chapter VII -- Training Providers, Chapter VIII-- Career Guidance and Counseling, Chapter IX-- Research in HRD, Education, Training and LLL, Chapter X -- International and Technical Cooperation	Chapter II -- Development and Implementation of Education and Training Policies	Chapter III-- Education and Pre-employment Training, Chapter IV -- Development of Competencies, Chapter V -- Training for Decent Work and Social Inclusion, Chapter VI -- Framework for Recognition and Certification of Skills	Sec. I-3: Objectives of LLL: employability and decent jobs plus sustainable social and economic development in the context of globalizing knowledge- and skills-based society

The educational and training *outcomes* must be clearly linked to other sectors such as work, agriculture, health, etc., and hence policy makers must view LLL as investments needed for national development rather than pure social welfare benefits.[35]

The framework is consistent with the Hyderabad Statement on Adult and Lifelong Learning, a statement of participants from 18 Asian countries that met on 8-10 April 2002 in Hyderabad, India[36] which includes learning at all levels aimed to achieve *goals* of equity, equality, human dignity and gender justice (outcomes); a multi-sectoral *policy framework* with extensive consultation, information sharing, dialogue and participation (process); basic, childhood and adult education as *priority policy issues* in line with the United Nations Literacy Decade 2003-2012 (process and outputs); call for adequate *support structures* (such as technology-based community learning centers, collaboration among various local stakeholders and international development partners – which are inputs) and *institutional capacity building* in creating networks and participatory, decentralized and locally-adopted arrangements (inputs and process).

The framework also helps clarify what ILO Sub-regional Director Werner Blenk cites in his welcome speech at the National Tripartite Workshop as the LLL issues: access (input), investment by private enterprise (process), increase in labor market participation (output), equity, personal and social development (outcome).

2.2. Framework Details

2.2.1. Formal System – People Resources

- **Issues:**

LLLP requires people who will deliver the outcomes of productive and decent employment for individuals as well as sustainable economic and social development. These people resources (see the *outcomes* portion of Table 3) include more efficient policy makers cognizant of long-term welfare of constituents; government workers equipped to promote and deliver LLL programs and projects for them to be more productive, earn more, and lead more enriched lives; civil servants and officials in local government units (LGUs) receptive to and supportive of LLL for the improved delivery of local services that promote the overall welfare of constituents; employers who are motivated to put into practice LLL processes to be more competitive and enhance overall performance of firms producing goods and services; faculty in academic institutions sensitive to LLL resulting in greater professional satisfaction, prestige and fulfillment; more efficient school administrators attuned to LLL for improved responsiveness to changing political, economic and social environments; and students encouraged to be further educated and trained in alternative modes and systems for them to be more flexible in meeting life's challenges.

How these people resources are produced is what the matrix in Table 2 shows. For example, LLL-sensitive employers must have market trends intelligence reports as *inputs* and must also be supported by an enabling environment of LLL, which includes employees and students with appropriate LLL attitudes, and government policies that support the knowledge economy and skills-based society. (This fits the argument of Trevor Riordan in his National Tripartite Workshop presentation, " International and Regional Perspectives on Lifelong Learning," that human resources (HR) training should form an integrated part of a package of comprehensive economic, labor market and social policies that promote employment growth). Such market trends and enabling environment are then *processed* through corporate/financial planning, and capacity/ capability building, and the desired *outputs* being market-driven budgets and HRD programs and projects that finally create the LLL-sensitive employers.

Thus, in general, for the cell on people resources in formal systems, the appropriate questions center on what people inputs are needed to produce the output of employable skills or entrepreneurial skills which in turn raise the incomes/wealth/other economic indicators for increasing the well-being of workers/entrepreneurs (outcomes).

Such people resources may further be divided into policy-makers at both national and local governments (what LLL skills they must have to plan for successful LLLP), policy implementors (good governance skills, understanding of global trends), school administrators (responsiveness to changing demand for employable or entrepreneurial skills, including intelligence quotient [IQ] and emotional quotient [EQ] variables),

trainees (attitudes, capabilities they must have to pursue LLL), employers (skills in market environment scanning, leadership and management abilities to raise productivity and become more competitive, socially responsible, etc.), and the very students who are the target clientele in the end.

A number of results from the National Tripartite Workshop are related to these. The main benefits of LLL reported by TESDA, CHED and DepEd BALS are the *outputs and outcomes of LLL* while the Table 2 entries identify the people resources needed to generate such outputs and outcomes. For example, TESDA's RPL as the National Qualification Framework (NQF) will require a change in the attitudes of policy makers, national and local bureaucrats and officials, school administrators and faculty, as well as the target students who must all be made receptive to changing their own learning paradigms. Hence for TESDA to succeed in its own RPL, the human resource support must be present in a closed loop system which is what Chart 1 is all about, i.e., prior learning of workers must be appreciated by others in society to effectively implement the National Qualifications System (NQS). Such LLL-receptive players are inputs to the process of producing the ultimate beneficiaries whose prior learning is being vetted.

CHED's ETEEAP must be seen in the same light. Given the very low number of graduates and enrollment so far under this program relative to the total in higher education, both sides of the market must be evaluated: Is the concept of equivalency and accreditation well appreciated by those who may benefit from the scheme (*demand* side), and is the people support from various sectors responsible for *supplying* the scheme present? Since the system of educational validation will reduce private demand for school-based education, does such competition work against the growth of this LLL modality?

This latter point has been raised by a number of people interviewed for this study, including a former Labor Secretary and a CHED Commissioner, who both opined that LLLP is a concept that has yet to be fully appreciated by both the general public and people in the human resource agencies of the government. Indeed, the latter notes how she argued against more open university programs when they compete for the very same limited number of adult learners who are the target clients of the burgeoning number of higher educational institutes of increasingly low quality.[37]

DepEd BALS programs face the same issues of people on both sides of the market: literacy programs may be offered to hard to reach, far flung and economically disadvantaged areas, but are target clients ready to buy them? It is quite interesting to note that the Tripartite Workshop identified the main constraints as financial, technical, legislative support, fragmentation of efforts, and lack of continuity in learning environments—which are all related to the motivation of the various players in the final analysis, with the first three as supply side factors and the last two as demand side elements of the market for literacy programs.

Hence, change management for all stakeholders becomes the key LLLP issue, the underlying theme for the major policy recommendation at the end of this report.

Table 3: Formal System: People Resources

	ISSUES	
Policy Makers	I	• Legislators knowledgeable about LLL • Support for legislators promoting LLL
	P	• Legislative process • Budgetary process • Consultation with stakeholders
	O	• Policy makers supportive of bills promoting LLL and addressing weaknesses of basic education (including budget and resources for LLL)
	OC	• More efficient policy makers cognizant of longer-term welfare of constituents (cradle to grave)
Government:		
Civil servants and other officials in National Agencies	I	• Budget/resources • Common understanding and appreciation of LLL as a model for grassroots development • Coherence in the implementation of LLL and reforms to improve basic education and literacy • Knowledge of market trends
	P	• Budgetary process • Consultative process • Advocacy to increase budget and resources • Paradigm shift (from formal to ALS) • Capacity/capability building to facilitate delivery of learning opportunities and matching of courses with industry needs • Tapping of existing structures and systems for LLL including provision of incentives to employers
	O	• Resources for LLL programs and projects including setting up an incentive mechanism for employers
	OC	• Government workers equipped to promote and deliver LLL programs and projects for them to be more productive, earn more, lead more enriched lives
Civil servants and officials in LGUs	I	• Common understanding and appreciation of LLL as a model for grassroots development and coherence in the implementation of LLL • Knowledge of market trends

	P	• LGU (council) and budgetary process • Capacity/capability building including delivery of learning opportunities and ICT-based learning methods which are tailored-fit to learners • Monitoring and Evaluation of LLL programs and projects
	O	• Council resolutions on LLL • Budgetary allocation for LLL programs and projects
	OC	• LGUs receptive to and supportive of LLL for the improved delivery of local services that improve overall welfare of constituents
Employers	I	• Knowledge of market trends • Enabling environment for LLL • Motivation for LLL including appropriating resources for LLL
	P	• Corporate Planning and Financial planning • Capacity/capability building for employers in providing learning opportunities for LLL including having quicker response in revising and implementing learning strategies • Incentive for employers in providing HRD opportunities
	O	• Market-driven budget • Market-driven HRD programs and projects
	OC	• Employers motivated to put in practice LLL processes to be more competitive and improve overall performance of firms producing goods and service
Faculty and other academics	I	• Knowledge of market trends • Innovative approaches to technology-enhanced learning opportunities that fit their own situations • Teachers' access to learning opportunities
	P	• Training of teachers on LLL including ICT-based learning methods that are tailored-fit • Peer consultation
	O	• Improved teaching skills and methods • Greater access to resources (information, knowledge, teaching/presentation materials, etc.)
	OC	• Faculty sensitive to LLL resulting in greater professional satisfaction, prestige, fulfillment
(School) Administration	I	• Knowledge of market trends • Resources for LLL • Relevant training programs for LLL

	P	• Strategic planning and budget planning • Consultative process with stakeholders • School/University Budget process • Capacity/capability building to facilitate delivery of learning opportunities, matching courses/graduates with industry needs, and adoption of flexible policies e.g., student entry, etc.
	O	• Budget allocation for LLL • Widening of the concept of learning in terms of time, space and form
	OC	• More efficient administrators who are attuned to LLL for improved responsiveness to changing political, economic and social environments
Students	I	• Greater access to learning opportunities • Knowledge of market/industry trends
	P	• Advocacy for lowering cost of education • Participation in custom-fit and market-driven ICT-based training programs • Capacity to choose what course to take based on informed decision
	O	• Employable skills and relevant know-how of new graduates
	OC	• Students encouraged to be further educated and trained in alternative modes and systems (LLL) for them to be more flexible in meeting life challenges

- **Good Practices:**

The boxed story below (on how the Knowledge Channel concept of preparing quality people resources for LLLP extends from teachers to continuing education for parents as well) shows one of the best practices on LLL-related activities in the Philippines. Integrating the mandatory viewing of the Knowledge Channel programs for elementary and secondary students in the public school system under a 10-year MOA with the privately-owned Knowledge Channel Foundation, Inc., the Department of Education has effectively addressed the continuing recruitment of public school teachers, particularly those in math and science subjects for more lucrative jobs abroad.

Box 3

Knowledge Channel Battles Scarce Quality Teachers

Managing quality teacher scarcity is a major issue in LLLP. One private sector response to this scarcity of teachers (one handles 60-70 students per classroom) and books (shared among 6-8 students) is the *Knowledge Channel*, founded in 1999 to improve the quality of education through creative audiovisual production. It is the first and only all-educational TV channel on cable in the country, providing 18 hours of daily programming matched to the curriculum requirements of elementary and secondary public schools (20 minute modules from 6am – 8pm complementing all required basic education subjects in the classroom, repeated 5-8 times per week), as well as nightly features programs for the *continuing education of adults and parents*, and weekend teen programs on arts and crafts and life skill programs for adults.

Offered free to 41,450 public schools through cable or wireless technology (although in place only for 1,200 so far in 29 provinces nationwide, reaching 2.3 million students out of 17 target beneficiaries), the mix of local and foreign educational programs are enriched with reference materials and training workshop-seminars organized for public school administrators and teachers. To ensure maximum usage by students and assure effectiveness of the intervention, monitoring and evaluation mechanisms have been put in place.

The Department of Education has declared Knowledge Channel as mandatory viewing for elementary and secondary students in the public school system under a ten-year memorandum of agreement with the Knowledge Channel Foundation, Inc. Corporate donors include Citibank NA, Caltex Philippines Inc., Proctor and Gamble Philippines, Wyeth Philippines, Coca Cola Export Corporation, Nestlé Philippines, Jollibee Foods Corporation, and RFM Foods Corporation.

Beyond basic education, there are many ways by which LLLP beneficiaries take advantage of existing programs as well. *Civil servants* can upgrade their skills through short courses at the Development Academy of the Philippines, Foreign Service Institute (FSI), National Defense College of the Philippines (NDCP), and many other training institutions in addition to degree programs available from colleges and universities. The Civil Service Commission (CSC) has recognized the elementary and secondary level certificates issued under the non-formal accreditation and equivalency system for permanent appointment to government positions requiring completion of elementary or high school education. The full integration of Muslim rebels into the Philippine military under the Peace Agreement with the Moro National Liberation Front has also been made possible by the accreditation and equivalency program which trained military officers as instructional managers to make it possible for former rebels to upgrade their educational qualifications through equivalency accreditation.

On a monthly basis, the CSC issues an announcement addressed to the heads of all government entities, including State universities and colleges (SUCs), on "Training and Development Programs" offered by various sponsors during the month with vital information regarding the course description, inclusive dates, venue and fees, if any. In addition, there are CSC-sponsored courses.[38]

Private sector employees can avail of education plans from their firms for graduate programs or short courses likewise. There are some corporate universities dedicated exclusively to the training of individual company's workers and managers; training centers have been set up for such purpose, for example, by The Lopez Group of Companies, San Miguel Corporation, Phinma (which has started investing in provincial schools in Nueva Ecija and Cagayan de Oro, which properly managed will turn out more employable graduates), etc. See Box 4: a story of Unilab's computer-based training program for its employees called Ulearn, which earned for the company two prestigious awards, in recognition of the positive effects of its training program on employee proficiency and service excellence. Ulearn was an offshoot of the Bayanihan concept of "tulungan" which means looking out for one another and helping each other in times of need. The training program was later developed further into a Learning Exchange Portal where participants are given the chance to interact with the experts on their fields of interest and to learn from their experiences as well as the company's various initiatives.

Box 4
UNILAB: Ulearn with Bayanihan, Gotong Royong, Samankee

United Laboratories or UNILAB is a recipient of the American Society for Training and Development (ASTD) Excellence in Practice Award in 2004 and a 2004 Philippine Quality Award in recognition of the results achieved through learning and performance practices and interventions, and for proficiency in quality management, respectively. It is a 100% Filipino-owned private organization that develops, manufactures and markets a wide range of quality pharmaceutical products in Asia with a leading presence particularly in Indonesia, Thailand, Malaysia, Singapore, Hong Kong and Vietnam.

UNILAB has a global network of strategic alliances delivering a steady stream of innovative products and technology and adheres to a corporate culture of continuing improvement and service excellence where systems and processes create competitive advantages. UNILAB was built on the concept of "Bayanihan", or working together for the common good. "Bayanihan" in Unilab means looking after the welfare of those in need, enthusiasm and excellence at work and sharing the fruits of a common effort. In times of challenges, it also serves as the anchor that guides the company's action.

In a highly competitive environment dominated by multi-national corporations (MNCs), UNILAB develops its workforce based on its core competencies creating a competitive difference while delivering superior business results. With about 2,700 employees, half of whom are geographically dispersed, UNILAB has adopted an over-all strategy that ensures a highly trained workforce. Its key feature is Ulearn, a computer-based training program started in 2001 which was later developed into a Learning Exchange Portal featuring "Ask the Expert", "Best Practices", and "Play and Learn", "Books 24/7" and a learning discussion room. Ulearn acts as a springboard for knowledge management and an effective and efficient mechanism for communicating with its workforce about the organization's initiatives.

According to ASTD website, with Ulearn, UNILAB employees have access to knowledge and skills they need to enhance their competencies and competitiveness, hence, they continue to dominate the market. With Ulearn, employee's computer literacy rate increased by 40% in 2004 and their participation in e-learning programs by 76%. According to reports, UNILAB training investment savings using the e-learning programs was 74%. UNILAB has also entered into partnerships with other training institutions like Technology Development Center that provides diverse, accessible, lifelong learning opportunities.

UNILAB has also collaborated with the UP Open University (UPOU) for its Mobile Technology Program, a unique and first-ever project to be undertaken in the country. The Mobile Technology Program aims to promote the development of science and technology in the country by stimulating the interest of bright high school students, bringing the concept of biotechnology and disseminating accurate information to raise the public's awareness on this field. To date, the program has visited 88 high schools all over Metro Manila.

UNILAB continues to be recognized by various respected groups of professionals, which cite the company for its commitment and dedication to continuously raise the standards in the pharmaceutical industry such as: 2003 Global Filipino Company Award from the Philippine Chamber of Commerce and Industry (PCCI), Country Winner, Philippines Best Employer in Asia in 2003, "Marketing Company of the Year Agora Award" in 2001, given by the Philippine Marketing Association (PMA), Paragon of Corporate Behavior, the only pharmaceutical company among the 23 corporations included in the book published by the Financial Executives of the Philippines, International Asia Award given by the Editorial Office of Madrid in 1982 as a general acclaim for the company's prestige in the fields of industry, commerce and/or services.

Guided by the spirit of bayanihan or gotong royong or samakee, Unilab's recruitment emphasizes proficiency in basic skills, the ability to excel in specific roles, and leadership skills. Unilab also looks for flexibility, adaptability and fit to the culture, as well as commitment to learning. Each new recruit is not only briefed about the company's business and history, but also about what is expected of him as an employee. Rookies and veterans alike at the Pasig-based pharmaceutical company are evaluated on their performance every six months using a competency-based Performance Management System. The competency profile for each position or role determines an individual's development plan. An employee who exhibits great potential is given his own Career Development path. Periodic evaluation, transparency and willingness to listen to employees keep the Bayanihan spirit alive and well.

The above discussion on people resources suggests that the change management agenda for LLLP is a task that must be addressed in the context of the new economic and social environments facing the country. That data are not properly collected suggests that the issue of the need for understanding LLLP is a primary task of both public and private sectors, employers and employees alike. There are more good practices which indicate that change is not impossible given the right people input mix. See boxed story (Box 5) on six Filipino firms that have become globally competitive due to the proper attitudes of management and workers, and the support of government and civil society. While it was admittedly difficult for the Philippines to immediately embark on LLL activities to enhance its global competitiveness, six Filipino-owned firms, namely Asian Transmission Corp. which caters to Mitsubishi carmakers in the Philippines, Mabuhay Vinyl Corporation (MVC), a Mindanao-based chemical company, Nestle Philippines, IBM Philippines, Philacor, a highly unionized Paranaque-based firm and Jollibee, have opted to go against the grain and to prove that something can be done to cope with globalization. These firms shared their best practices in order that other companies may follow suit and benefit from their experiences. All affirm the advantage of undertaking regular training and seminars as well as technical education and specialized training programs for advancement.

Box 5
Six Globally Competitive Filipino Firms

With only 155 per 1 million R&D scientists and engineers in the country, [less than half of the UN target of 380 for less developed countries, among the lowest in the Association of South East Asian Nations (ASEAN)], it is quite difficult for the Philippines to engage in LLL activities for global competition. However, a few show how their management has moved them forward in the rough and tumble world of competition. The Employers Confederation of the Philippines (ECOP), Ayala Foundation and ILO recently released best practices of local companies in coping with globalization. In all cases, technology plays an important tool, e.g. for communications especially on company-specific information, training, benefits administration, and others.

1. Asian Transmission Corp. (ATC), a manufacturer of transmission, engine and axle assemblies for Mitsubishi carmakers in the Philippines, Japan, Taiwan, Thailand, Malaysia and Indonesia, employs regular and offshore training programs. Its management believes that "quality products are produced only by quality people". Hence, all ATC workers from managers to rank and file undergo regular training and seminars. Advance technical skills training programs in Japan and Singapore are made available to its deserving employees. In addition, supplementary training programs such as Japanese language classes, livelihood and government-approved in-plant technical education programs are offered.

2. Mabuhay Vinyl Corporation (MVC) is a chemical company based in Mindanao, recruits employees from the best universities e.g., Mindanao State University and Xavier University in Mindanao, conducts appraisal tests for promotion and relocation and offers master's programs to its managers and supervisors. The company pays the professional fees, transportation expenses, and facilities for the professors. Classes are held after office hours at MVC's training room. Its young employees are given specialized training programs, both locally and abroad, especially its chemists.

3. Nestle Philippines offers various seminars that meet a range of personal and functional development objectives aimed at enhancing the competitiveness of the organization, covering topics such as management and leadership, work values, lifestyle planning and skills development. Its HR intranet engendered a cultural change within the organization by providing the employees easy access to information about the firm such as salary determination, job specifications, company benefits, career opportunities, among others. It also offers a scholarship program for the academically outstanding children of employees.

4. IBM Philippines meets its demand for its workforce with business orientation and strong IT skills by partnering with private or state institutions such as the Asia Pacific College. The government encourages this practice in exchange for tax deduction privileges.

5. Philacor, a highly unionized firm based in Sucat, Paranaque, has adopted a participative management approach through labor-management consultation in administering some of the best wages and benefits in the manufacturing sector in the country e.g., educational loan.

6. Jollibee's success is anchored on its basic strategy to establish and maintain its dominant leadership in the quick food service industry through development and maintenance of teams of capable and well-trained knowledge workers embracing a family-oriented culture of integrity and humility and continuously installing state-of-the-art commissary and store facilities and equipment for more production and delivery of goods and services, among others. Jollibee's leadership style is empowerment and participative. management at all levels is given leeway in operating the business. Its workers are trained to develop their capabilities in performing different types of work especially in the use of modern technologies. To beef up their workforce competencies e.g., finance, entrepreneurship, marketing techniques, R&D, among others, Jollibee uses training laboratories and training stores in conducting on-the-job operations based training programs for prospective and probationary employees. It also ties up with universities and TESDA in the internship of senior HRM students and employees of franchise operators and incorporates a strong value formation module in its training programs.

2.2.2. Formal System – Financial Resources

- **Issues:**

For LLLP, the pertinent questions in this part of the matrix relate to the sources and uses of funds: If financial resources for LLLP are outputs of certain processes, what inputs are needed to generate these? Given the funds generated, how (thru market forces or political budgetary processes) are they to be allocated for different LLLP programs and projects that meet desired outcomes? (See Table 4 for the issues.)

The political economy of the budget process helps explain why despite the Constitutional mandate for education to receive priority allocation, LLLP programs appear anemically financed on the supply side precisely because there are no organized efforts to champion this concern for moving the country into the knowledge age. For example, in the 2004 budget of the national government, of the P109 billion DepEd share, there are zero funds for distance learning personnel services to support operations of either public elementary or secondary schools although some P3.5 million is budgeted for distance learning for public elementary schools (and none for secondary schools). Non formal education receives zero funds for distance learning operations but policy formulation gets P14 million for personnel services, and another P7.6 million under the Maintenance and other Operating Expenses (MOOE).

The very low priority for LLLP projects at a time of fiscal crisis calls for creative solutions; a few legislators have at some point mentioned earmarking certain taxes for education, e.g., tax on short message service (SMS) or text messages, but the public's misunderstanding of the initial burden versus the final incidence has conspired against its healthy discussion.[39]

The market process on the demand side of LLLP programs (pay-as-you-go, voucher system, pre-need education plans, etc.) eventually forces any analyst to ask if investments by individuals or communities get high economic and social returns. With limited monitoring and evaluation studies of LLL in general, it is hard to craft policies to assist marginalized groups where returns on investment may be very high. This can be a task for the Coordinating Council on Lifelong Learning in the Philippines (C2LLLP) that is broached in the last section of this report.

At the National Tripartite Workshop, employers raised the issue of the *unclear return on investment (ROI) on training* in view of the increasing cost of learning programs, the need to compensate learners for lost time, and the risk of losing trained employees to competitors, (issues raised in the ILO Bangkok 2004 meeting) as well as the passivity and indifference of learners due sometimes to job descriptions that limit their learning opportunities. On the latter, academics noted that the Filipino learners' motivation is "too external" (unrelated to jobs) and that the gap between home and school, home and workplace appears too wide. In addition, contractualization (or contractual employment) has been thought of as contributing to the poor demand for LLLP.

Table 4: Formal System: Financial Resources

		ISSUES
Uses	I	• Funding for newer and more creative subjects and programs • Funds for development of curricula, learning materials and other source wares • Funds for technology requirements and facilities
	P	• Setting up of facilities • Purchase of hardware • Consultancy services
	O	• Training programs and technical assistance to promote LLL and support its implementation • More programs and platforms
	OC	• Well monitored and evaluated uses of funds for LLL
Sources	I	• Government/Legislative support
	P	• Creative and multiple sourcing • Partnership with relevant organizations (local, NGOs, private sector, bilateral, multilateral, etc.)
	O	• Increased sources of funds for LLL programs and projects
	OC	• Appropriate sources of financing for LLL responsive to various needs in formal education

- **Good Practices:**

In the face of the P18 billion per year needed by the Philippines in additional resources for basic education through 2015 (United Nations Development Programme [UNDP] study by Dr. Rosario Manasan cited in E-Net website), the Civil Society Network for Education Reform (otherwise known as the Education Network or E-Net, see boxed story) currently trains local civic organizations to engage in *budget-watch and ODA-watch* at the national level for 4 pilot areas (Camarines Sur, Leyte, Iligan, and Cebu). It is running a series of fora on governance and financing of early childhood care and development (ECCD), a workshop on curriculum standards, and mapping of organizations with ECCD programs, among others.

Box 6
How an EFA Social Investor was Born

The Civil Society Network for Education Reform, popularly known as Education Network or E-Net, was organized in April 2001 as a response to the perceived minimal participation of the sector in the first EFA Decade, 1991 -2000.

In pursuit of its EFA commitments, the Philippines launched the Open High School System (OHSS) initially in 17 public secondary schools to improve the literacy level of socially depressed and economically depressed areas in the country, with *rural out of school youth as beneficiaries,* Prior to its formal launching, DepEd conducted a five-day national orientation and training on the proper implementation of OHSS in the pilot secondary schools to ensure its successful implementation. Principals, guidance counselors, and teachers of pilot schools, selected provincial and city schools from division superintendents and chiefs of regional secondary schools attended the orientation/ training. Civil society was conspicuously missing.

E-Net is working with the Bureau of Non Formal Education (BNFE), the National Council on Indigenous People (NCIP), and the National Commission on Culture and the Arts (NCCA) to put together a core Indigenous People curriculum. It is engaged in teacher training on gender education, child labor, etc., advocacy on teacher representation in Public Sector Management Councils, and pilot testing of curriculum design modules. It prepares for World Teachers' Day and Teachers' Summit with the DepEd.

With a total membership of around 130 networks and organizations based in the country, E-Net envisions a Philippine society where quality education is a basic human right, and everyone has *access to multi-cultural, gender-fair, liberating, life-long education.* It commits to expand and strengthen civil society participation in reforming the Philippine education system and in developing *alternative learning systems* with special concern for marginalized, excluded and vulnerable sectors.

E-Net areas of concerns cover *education financing* (update of studies and popularization of issues in key reforms in education financing), *early childhood care and development* (ECCD advocacies and coordinated activities, and actual engagements with government in implementing key legislations), *non-formal education /alternative learning systems* (creation of standards to be at par with formal counterparts, popularization of LLL), and *formal education* (quality and equity issues).

From the end-user point of view, the costs of LLLP remain a major issue. In line with the World Values Survey, the Social Weather Station (SWS) conducted a study in 1998 on the "Most Important Activities Concerning Education and Training". The study reveals that out of the 1,200 respondents all over the Philippines, fifty six percent (56%) believe that "making higher education (college) more affordable" is the most important factor while thirty two percent (32%) consider as more important making Philippine education system relevant to the needs of the 21st century. Indeed, the content aspect of LLLP does not seem as important to the respondents: only fifteen percent (15%) and fourteen percent (14%) think that vocational training and giving more emphasis on math and science are important, respectively.

Likewise, a top cabinet official for education laments the fact that "free" education does not take into account other *costs of schooling which are borne by parents* (books, computers, daily meal allowances, transportation, uniforms, etc.) "I believe it was a strategic mistake for the government to have committed to providing free education. "Free" must be placed in quotes. Parents already have to bear about a third of the costs of education in both elementary and secondary public schools."[40]

The 2005-2010 MTPDP provides for many financial schemes to assist students and learners in basic, higher and technical-vocational education.[41] However, the *private sector* has responded with *educational plans* which have most recently been in the news due to problems of liquidity and solvency to meet long-term commitments. The pre-need company CAP faced a massive funding infusion problem on its 25th year in 2005 as a result of the continued rising losses brought about by rising tuition fees it had to pay out when its own portfolio was projected to earn only 10-14% and it could not raise its premiums. The Securities and Exchange Commission (SEC) started to regulate the pre-need industry in 2000 when the Revised Securities Code was enacted, defining the product no longer as an insurance with an indefinite maturity date but as a security that provides a date when plan owners can claim their benefits. Lax regulations (actuarial reserve liabilities not reflected in the financial statement but buried in footnotes, investment of the trust fund in projects of affiliate companies) did not help strengthen the industry though.[42] Pacific Plans met the same fate as CAP a few months later.

Another *private sector* response to the financial problems facing many poor but deserving students is the creation of *scholarship funds*. Metrobank Foundation's Assistance for Completion of College Education for Superior Students (ACCESS) has given grants to more than 500 university students to finish their studies. Synergeia Foundation helps build coalitions for education reform not only by helping improve education financing but also by upgrading reading and mathematics competencies of elementary students, working with LGUs to reinvent local school boards, supporting early education for children from indigenous communities, developing *alternative school systems for out-of-school youth*, peer accreditation for public high schools, and providing pathways to college for disadvantaged students.

For investment in human capital, there are various *financial schemes or cost sharing mechanisms practiced in other countries* that can prove useful in the Philippine setting other than traditional student loans at concessional terms.[43]

- There are *contingent loans* (practiced in Australia, Ghana, Hungary, Namibia, New Zealand and the UK) where a certain percentage of income is collected until the loan value or maximum repayment period has been reached; while it eliminates default risk, and provides an incentive to study with decreased risk to borrowers, this scheme requires a good collection agency or tax system and may not reflect the value of the education.

- There are *training levies* financed by a payroll tax on employers (Brazil, France, Hungary, Malaysia, Nigeria, UK), which are affordable and sustainable but require a bureaucracy to implement it, and may displace training that would have taken place anyway.

- There are *human capital contracts* where the learner commits part of future earnings for a fixed period in exchange for financing education (US); this creates a market for those investing in skills, decreases default risk, offers some measure of expected value of education, and is equitable because payments can be adjusted to the earning capacity of the contractor. However, information on the individual maybe difficult to obtain and may run the risk of adverse selection; the scheme also creates disincentive to work, and requires a collection agency as well.

To recoup investment in its workers/scholars, the Philippine government and corporations require in-house service after completing a degree or non-degree program domestically or abroad, supported by official or company funds directly or thru continued salaries and other benefits. This has been applied to scholars funded by bilateral donors; however, where host countries find it expedient to recruit high-level talents, such scholars have been enticed to accept green cards and immigration papers without necessarily following bilaterally agreed rules.[44]

From the foregoing, it is evident that financing issues on both the sources and uses side are major issues in LLLP. With the massive funds needed by the country to achieve MDG goals in education, clear public-private partnerships are required for LLLP. Hence, the mindsets of players in the governmental or corporate budgetary processes must be shaped towards long-term goals of employability in the decent work framework for individuals and sustainability of economic and social development for the country.

2.2.3. Formal System – Physical Infrastructure Resources

- **Issues:**

LLLP-ready or LLLP-friendly facilities are not random results of unprogrammed processes with no planned inputs. Such physical infrastructure may have to be budgeted for, by forward looking leaders/managers of various institutions, be they private or public, corporate or non-corporate, etc. For various stages of LLL and for different peoples (especially students with different abilities), different infrastructure facilities are needed. They have to be properly identified by LLL administrators who have entire life cycles to be concerned with, rather than simply *parts* of the education/learning spectrum, a reason why a coordinating council maybe useful. (See Table 5 for the issues.)

Such infrastructure start from early childhood facilities to basic education schools equipped with libraries, desks and bathrooms (a concern of many private donors for the public schools they are building in many barrios around the archipelago), after-school study rooms, to college-level laboratories, case rooms, audio-visual facilities, to well-equipped corporate universities and barangay/community learning /training centers, adult education centers, Sunday schools, etc.

Many public policy issues on infrastructure center on governance, especially transparency in procurement. Private sector investment in LLLP infrastructure is limited to the formal schooling system supplemented by ICT and mass media facilities (radio, TV, videoconferencing facilities). Except for budgetary concerns, nothing much was said on these issues at the National Tripartite Workshop due perhaps to the fact that these are generally intermingled with other non-LLL issues confronting the nation. Major issues however are raised here with respect to adult and continuing education, e.g., through Open Universities (OUs), requiring heavy investment in ICT infrastructure which may help move their programmes forward.

The first concerns the limited reach of these LLLP programs despite the fact that current infrastructure maybe sufficient for course offerings in the formal system. Throughout the Philippines, according to the 2005-2010 MTPDP data, the program for accreditation of prior learning by ETEEAP graduated only 193 learners in 2003 compared to 160 in 2000, and enrolled 270 students in 2003 compared to 35 in 2000. A similar situation holds for OUs. On its tenth year in 2005, UPOU graduated only more than a thousand across the country although they reportedly occupy responsible positions in education, government, and private sectors.[45] Indeed, the *impact of open universities in the country appears very limited* in the face of the very few institutions providing programs thus far, although it may be reasonable to expect growth in enrollment numbers as the modality becomes more widely-known and accepted.

There are only 17 other institutions in 8 regions other than the UPOU that provide higher education through distance education. It appears that further investment in ICT would

benefit many OUs in terms of both academic delivery and public service outreach for greater LLLP impact on individual employability and general economic development.

For example, more computer-linked coursework will improve the LLL environment of the local target population of adult learners; although there are requirements of face-to-face meetings on top of self-paced home study of degree programs, access of learning materials through computers can greatly improve the quality of program content.

Table 5: Formal System: Physical Infrastructure

		ISSUES
Physical Infrastructure	I	• Budget allocation • School buildings, audio-visual rooms and training venues
	P	• Budgetary process • Acquisition and/or setting up of physical facilities
	O	• Courses and training programs for LLL
	OC	• Infrastructure for LLL conducive to target clients
Media (TV, radio, CD-ROM)	I	• Budget allocation • Technology requirements and trends in market • Modes of delivery to ensure continuing education to greater number of people • Data, IEC materials and supplies • Manpower
	P	• Planning and Budgetary process • IEC development, production and distribution e.g., media designs, formats and approaches
	O	• Open and flexible learning materials and technologies • IEC materials for LLL courses and training programs
	OC	• Media for LLL appropriate to the learning needs of target clients
Distance learning	I	• Budget allocation • Learning Resource Centers • Instructional design • Manpower and access to DL
	P	• Budget process • Sound management and administration of DL • Peer review
	O	• Open and flexible learning method and Cost-effective alternative to institution-based programs • Increased acceptance and recognition as alternative learning pathway • New target groups
	OC	• Distance learning as an accepted medium of learning opportunity providing greater access to global on-line market for various target clients esp. in higher education

- **Good Practices:**

Most of the courses in the OU focus on resources unique to the region [ruminants, agricultural crops, orchards, water resources in Central Luzon State University (CLSU) – which is known throughout Southeast Asia for its breakthrough researches in these areas; although it is now a comprehensive university, aquaculture in the Pangasinan State University (PSU), upland semi-tropical vegetables in Benguet State University (BSU), and non-degree training programs in administration and management although many offer broad education in the arts and sciences, business and the professions]. Internet access to best practices from elsewhere around the world will vastly improve the learning environment of adults enrolled in the courses.

Indeed, efforts to stress the *quality dimension* of alternative instructional delivery systems (from inputs, processes to outputs and outcomes) are evident in the assessment of the UPOU[46] and in other OU websites --quality being the single issue most often raised by stakeholders-- e.g., PSU which has adopted a Quality Assurance Systems Management Team to guarantee internal standards and external customer satisfaction, Saint Paul University (Tuguegarao) which has a WB-assisted Learning Resource Center and the first WB Knowledge Development Center in Northern Luzon, and an ISO 9001 Certification, the first Catholic university in Asia and the first private university in the Philippines to receive such recognition. The boxed story below (Box 6) reveals that distance education is not new to the Philippines. In fact, it has been practiced since the 1940s, first via correspondence and later through broadcast. At present, the Open University of the University of the Philippines (UPOU), recognized as the national center of excellence in open learning and distance education in the country, as well as the e-Learning Competency Center of the Philippines, serves as an effective venue for distance learning through quality modules and learning materials and online accessing and tutorials.

Investment in ICT will also positively impact on the *public service aspect of LLL***,** for example, in Don Mariano Marcos Memorial School-Open University System's extension project "Professor in Every Barangay" which requires each campus/unit of the University to adopt a barangay which shall be the beneficiary of extension services/activities in the form of technical assistance and training, e.g., on ube, banana culture and production of novelty items from cocoons. A good practice is found in the Internet Nodal Station for Region II at St. Paul University, one of the schools selected by the CHED under the ETEEAP. (In its first year in 2001-02, five graduated under the ETEEAP.)

Box 7

Distance Education -- A Long Way to Go

Lagrada (2004) notes that since the 1940s, distance education had been promoted in the Philippines-- first with the International Correspondence School, later with the educational radio broadcasts for farmers in Iloilo, swine raising lessons from a Manila radio, and the "school on the air" broadcasts from the UP College of Agriculture in 1967. This was followed by the testing and implementation of a project *Science Teaching Using Distance Instruction (STUDI)* in 1984, which eventually led to a formal degree program Diploma in Science Teaching in 1988. Only by 1991 did the UP Board of Regents approve UPOU as the fifth autonomous university of the UP System.[1]

The Open University of the University of the Philippines (UPOU), recognized by CHED as the *national center of excellence in open learning and distance education,* and by the Information Technology and e-Commerce Council of the Philippines as the e-Learning Competency Center of the Philippines, offers degree and non-degree programs with the motto "Lifelong learning for every Filipino, Lifelong learning for all."

Modules and instructional materials are prepared by quality circle teams consisting of the module writer, module reader or critique, instructional designer, media specialist, and language editor; they are pre-tested and further improved before being mass produced for distance learners. Support systems include online tutorials and online access to the UPOU Library.
, not only is data difficult to track down on the success of other Open Universities; even their websites contain only offerings and plans, not actual enrollment data or other such performance indicators. A former CHED Commissioner is clear on the reason for the limited success of OUs: the culture for accepting such modality is not present among the potential beneficiaries, and the competition with existing programs make them not cost-effective despite the seemingly less budget-intensive requirement for infrastructure support.

1Felix Librero, "Digital Learning Environment in the Philippines: Perspective from the UP Open University," and "Distance Education in the UP: Options and Directions," 13 October 2004.
With over 200 academic staff from the UP System, and 400 part-time study tutors who are also faculty members from UP and partner state colleges and universities, it offers :

- an undergraduate degree in Associate in Arts,
- several post baccalaureate diplomas (science teaching, mathematics teaching, research and development management, computer science, agriculture, social studies education, women and development, social work, environment and natural resources management, masteral degree programs (in the latter two and in education – language studies, education-- social studies, information system, hospital administration, public health, nursing, public management, development communication), and a
- PhD in Education (offered in cooperation with De La Salle and Ateneo de Manila Universities).

It also offers six non-formal programs two of which are fully on-line (fundamentals of e-commerce, information technology in health research).

A second concern is in the supporting environment for infrastructure investments needed for more effective delivery. An LLLP-type project of the Department of Science and Technology (DOST) [Advance Science and Technology Institute] and the Telecommunications Office of the Department of Transportation and Communication (DOTC) is the Philippine Research Education and Government Information Network (PREGINET), a *nationwide broadband network infrastructure* connecting academic institutions, government offices and Philippine R&D centers with other research and education networks worldwide through the Asia Pacific Advanced Network. UP Open University classes are being extended to Region VIII via videoconferencing through the PREGINET facility until UP Tacloban College is connected to the network. PREGINET also connects the DOST regional office as well as the Philippine Science High School (PSHS) in Palo, Leyte State University (formerly VISCA) in Baybay, and the Eastern Visayas Information Sharing Network which will engage the major state universities in the region on e-learning programs. However, this infrastructure seems very limited in its impact to date; it took a WB conference in Davao City of a network of University Presidents in 2005 for many potential users to find out about its existence.

The private sector is equally keen on its role in supporting the environment for LLLP through infrastructure investment. Philippine corporations are funding the *computerization of public schools* in a program launched at the Second International Networking Conference of Global Filipinos held in Cebu early in 2005. *Internet access* to rural areas is being promoted by savvy entrepreneurs like Joel Fagsao whose school XiJEN Institute of Technology in Bontoc has proven that "even native mountaineers like him can take advantage of the benefits that the Internet provides".[47] He has also made it possible for his provincemates living abroad to link to their home province through Mountain Province Online (www.mountainonline.cjb.net), a web site he designed.

These infrastructure issues are secondary to the more general concern of a national mindset that is prepared for the knowledge age where skills-based competencies are sharply different from those of the present-day. Again, education, training and LLL programs cannot be divorced from capital investments noted in the first section of this study.

2.2.4. Formal System – Knowledge Content Resources

- **Issues:**

Knowledge creation, acquisition, transfer and utilization comprise the knowledge management system. LLL knowledge has to be developed for meeting the unique needs of the specific political, economic and social sectors of the country. Through the maturation process of individuals and firms, these specific knowledge content requirements must be developed using both market tests and the public budgetary process. For example, tacit knowledge known to indigenous peoples, e.g., traditional medicine, integrated pest management systems, cultural practices for social cohesion, etc. have to be codified for transmission to the next generation of learners in formal systems if the country is to gain economically and socially from hitherto localized practices.

From the National Tripartite Workshop, it is clear that the transfer and utilization of knowledge is most often the concern of the various stakeholders, the last two aspects of knowledge management, although there are legitimate issues of knowledge creation and acquisition as well. On the first day of the workshop, the extent of LLLP practice ventilated issues on some of these aspects of knowledge management. (For details of the inputs-process-outputs-outcomes on intellectual quotient and emotional quotient knowledge content, see Table 6.)

These issues are best contextualized in the five learning strands (communication skills, problem solving and critical thinking, sustainable use of resources/productivity, development of self and a sense of community, expanding one's world vision) formulated by a Literacy Coordinating Council in 1998. The first two strands are integrated across modules covering the functional content areas of the other strands.

The major indicators under each learning strand include the following:

Communication skills
*listening in the first and acquired language
*speaking in at least two languages
*reading written and multimedia materials
*writing to express one's ideas and feelings clearly

Problem solving and critical thinking
*numeracy/ mathematical skills
*scientific thinking skills in daily life situations

Sustainable uses of resources/productivity
*ability to earn a living as a self-employed person or through employment
*entrepreneurship
*sustainable use of resources and appropriate technology
*productivity

Development of self and a sense of community
*self development
*interpersonal relationships
*personal and national identity
*recognition and practice of civil and political rights and responsibilities

Expanding one's world vision
*knowledge, acceptance, appreciation of and respect for diversity
*peace and nonviolent resolution of conflicts
*global awareness, interdependence and solidarity

152 basic level learning modules focused on the five learning strands have been developed by the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO-INNOTECH), along with

teachers' and learners' guides and 14 audio taped lessons for primary and secondary levels. Service providers are encouraged to use other materials such as reference materials (dictionaries in English and Filipino, atlases, encyclopedias, thesaurus); booklets, photonovelas, comics; posters, leaflets, flyers, wall newspapers, periodicals and journals, flipcharts, cards; films and movies, slides and tapes; radio and TV programs, puppet shows, shadow plays, drama, picture story telling, songs, games, card games, jigsaw puzzles, and simulation games.

This listing emphasizes that the content of LLLP must respond to market demand for goods and services as well as global citizenship requirements (respect for international public goods, preservation of human values enshrined in universal declarations of rights, etc.)

Other major issues here are the relevance of Philippine education, training and LLL curriculum for changing global and local markets – including the codification of competencies for different tertiary programs, RPL processes of testing and certification, rationalization of contents, guidelines, and processes at various learning levels, and more recently the issue of adoption of 10- vs. 12-years pre-college requirement prevailing in most neighboring countries —and industry-specific skills upgrading concerns, e.g., for export competitiveness as in the ICT sector (see boxed story on the electronics and ICT sector where academic-industry linkages are in the early stages, and another boxed story on Texas Instrument's high performance workplace programs, especially its Total Productive Maintenance methodology). Additional knowledge content issues will be discussed later in this study on such topics as women concerns, domestic decent job generation for small and medium enterprises (SMEs), and the quality of workplace learning through agricultural extension services.

Another major issue here is shown in Appendix C. Table 1 (Continuing Professional Education). The low number of trainees relative to the total membership base of associations, in the face of the removal of the continuing professional education (CPE) credits in 2000 as a requirement of the PRC in renewing professional licenses will work against LLLP.[48]

PRC regulates 43 professions from accountancy to veterinary medicine. Given the very low passing percentages of PRC examinees, with 2- to 11-year averages ending 2002 for 15 professions under 40% and only six above 60% (see Table 5-A: Average Passing Rates in Regulated Professions 1992- 2002) , the removal of CPE credits may be considered a step backwards in the competitiveness of the Philippines in the service sectors where its comparative advantage lies.

Table 5A: Passing Averages of Examinees in Regulated Professions

PRC FACTS & FIGURES

AVERAGE PASSING PERCENTAGES

CY 1992-2002

	Average	Year
Above 80%		
Marine Desk Officer (Practical)	80.83%	2001-2002
Between 60% - 79%		
Marine Engineer Officer (Practical)	76.94%	2001-2002
Medicine	71.58%	1992-2002
Environmental Planner	68.91%	1996-2002
Pharmacy	65.26%	1992-2002
Landscape Architecture	64.08%	1992-2002
Geology	62.75%	1992-2002
Between 40%-59%		
Metallurgical Engineering	58.12%	1992-2002
Nursing	54.68%	1992-2002
Mining Engineering	54.34%	1992-2002
Social Workers	51.77%	1992-2002
Librarians	51.39%	1994-2002
Sanitary Engineering	51.09%	1992-2002
Midwifery	50.59%	1992-2002
Medical Technology	47.28%	1992-2002
Agricultural Engineering	47.07%	1992-2002
Nutrition and Dietetics	76.99%	1992-2002
Veterinary Medicine	46.14%	1992-2002
Electronics and Communications Engineering	45.54%	1992-2002
Criminology	45.15%	1992-2002
Naval Architecture and Marine Engineering	44.74%	1992-2002
Geodetic Engineering	43.58%	1992-2002
Interior Design	43.39%	1992-2002
Marine Engineer Officer (Theoretical)	41.26%	1992-2002
Optometry and Ocular Pharmacology	40.42%	1992-2002
Chemistry	40.04%	1992-2002
Between 20%-39%		
Chemical Engineering	39.55%	1992-2002
Electrical Engineering	38.89%	1992-2002
Radiologic and X-Ray Technology	38.66%	1994-2002
Foresters	37.92%	1992-2002
Mechanical Engineering	36.49%	1992-2002
Marine Desk Officer (Theoretical)	34.44%	1992-2002
Architecture	32.95%	1992-2002
Professional Teachers	32.58%	1992-2002
Physical and Occupational Therapy	32.54%	1992-2002
Civil Engineering	30.94%	1992-2002
Dentistry	29.75%	1992-2002

Two major studies funded by the WB and Asia-Europe Meeting (ASEM) in 2005, dealing respectively with the service sectors, focus on productivity in the electronics and IT-enabled services sector, among others, and the liberalization of some sectors for global competitiveness (accountancy, engineering, education, franchising, medical services, ship management). The issue of contractualization of labor as a hindrance to LLLP has been raised in these forthcoming studies, together with incentive schemes and mechanisms to encourage firm-based training. There are concerns too that the country's competitive edge in human capital (average years of schooling of around 8 years is two more years than the average for China, Indonesia, Malaysia and Thailand, although short of the 10-11 years for Korea; more tertiary education enrollment than predicted by the level of per capita income; among the largest exporters of skilled migrant workers in global labor markets) is fast eroding as neighboring countries have invested more in higher education and more skilled workforce. Proposed solutions include raising technical skills by improving the quality of secondary schools, shifting the focus of tertiary education to enhancing skills in science and technology, keeping science and technology talent and skills at home, and improving TVET.[49]

From the above discussion, it is clear that the transfer and utilization of knowledge (by skilled workers, including professionals as well) identified in the National Tripartite Workshop on LLLP will require the creation of the contents (more science and technology-based, more CPE) that will make workers more efficient and productive.

Table 6: Formal System: Knowledge Content

	ISSUES	
IQ	I	• Tacit and codified knowledge
	P	• Codification of competencies for different tertiary programs • Acquisition of literacy, numeracy and technology skills needed for full participation in the knowledge economy and society • Recognition of prior learning including testing and certification • Rationalization of content, guidelines and processes
	O	• Increase career/enterprise development opportunities • New learning outcomes, delivery and recognition • Increase global competitiveness
	OC	• New set of learning/employable/entrepreneurial skills, learning to learn, analytical and group skills through LLL
EQ	I	• Attitude of policy makers, NGAs, students, faculty, administrators, employers, workers and community learners
	P	• Self-rating • Peer rating • Behavioral change • Personnel development • Change management
	O	• Better managerial and inter-personal skills
	OC	• Better perception, usage, understanding, and management of emotions

- **Good Practices:**

Box 8 below tells us about an electronics industry organization – the Semiconductor and Electronics Industry in the Philippines, Inc. (SEIPI) which readily accepted the challenge of adapting to global changes by upgrading the levels of competency of workers in the electronics industry. While this sector accounts for around 69 percent of the total Philippine exports, its competitive edge could not last long with the threat coming from our neighboring countries. Thus the challenge of honing and focusing on improving the levels of competencies on four areas -- basic working knowledge, independent work, ability to teach and solve problems, and ability to change and improve what is known. SEIPI has offered to undertake a P1.2 billion education program, one fourth to be shouldered by government, that is aimed at increasing the number of engineering graduates from 40,000 to 200,000 by 2010; MS degree holders from 80 in 2002 to 600 in 2008, and PhDs from 20 to 200 over the same period and including a high-tech capacity building program.

Box 8
Strengthening Electronics and ICT Sectors as Major Export Winners

One million jobs are targeted by the highly technical and labor-intensive electronics industry of the Philippines by the year 2010 with exports of $50 billion, from the 2004 base of 376,000 workers and $26.6 billion exports (69% share of total Philippine exports). The competitiveness of this sector is indicated by its 10% share of the world supply of semiconductor manufacturing services, 50% of the world production of 2.4" high density disks (HDDs) and 10% of 3.5" HDDs (Hitachi Ltd., Fujitsu Computer, Toshiba Philippines), and the presence of major producers like Intel which has its largest microprocessor and flash test factory in the Philippines, and Texas Instruments which produces 100% of digital signal processors (DSPs) for Nokia cellular phones and 80% for Siemens and Ericsson in the country. Every month as of June 2005, the Philippines produces 200,000 laptops, 6 million magnetic heads, 3 million DSPs, 2.5 million HDDs, 900,000 Liquid Crystal Displays (LCDs), and 700,000 ODDs.[1]

However, the industry needs value chain expansion for both multinationals and domestic firms with four levels of competence to keep its competitive edge vis a vis China, Taiwan, Malaysia, Thailand and Vietnam: basic working knowledge, independent work, ability to teach and solve problems, and ability to change and improve what is known. Noting that one of the areas for improvement in the country's image is education (infrastructure, security, peace and order, corruption and promotion being the others), The Semiconductor and Electronics Industry in the Philippines, Inc. (SEIPI) is embarking on a P1.2 billion education program, to which the government has committed a fourth from the national budget. The challenge now is to have the industry raise the remaining funding requirement and have a body implement scholarship schemes that will make it sustain its competitiveness.

The SEIPI education program consists of increasing the number of engineering graduates from 40,000 to 200,000 by 2010: track I for the regular BS, track 2 for electives, track 3 for BS Engineering, major in semiconductor and electronic technology and circuit design as certified by SEIPI, and track 4 for remedial courses (statistics as applied in processes, kinematics as applied in mechatronics, material behavior as applied in optimization, etc.) The program also targets an increase in the number of MS degree holders from 80 in 2002 to 600 in 2008, and PhDs from 20 to 200 over the same period. A capacity building program has been started by SEIPI with a convergence center that handles training programs in value-adding courses in assembly/ manufacturing and houses a laboratory with equipment, books, compact discs, etc.

Independently, the University of the Philippines Technology Management Center, in cooperation with the DOST In-Country Technology Foresight Project, is currently strengthening human resource capabilities in electronics R&D, developing industry-required skills, and strengthening linkages with local and multinational electronics firms in the Philippines. The Philippine Economic Zone Authority (PEZA) has also opened an Advanced Research and Competency Development Institute to train technopreneurs, investors, business people, engineers, scientists and technologists.

For the burgeoning IT enabled services, IT business development programs are incorporated into the identified IT hubs of the country, including job caravans, E-services for business process outsourcing (BPO) and contact center industry, and the reinforcement of competency skill standards, e.g., five universities in Cebu are engaged in a communication skills program to service the region which accounts for 7% of companies in the electronics industry. (42% are in Metro Manila, another 48% in Calabarzon, and 3% in Northern Luzon in 2004).

BPO/IT firms have conducted on-site pre-assessment and employment tests (written and oral) in selected provinces to assess the quality and quantity of human resource talent to support the set-up of IT operations/facilities. Skills standards for contact centers and medical transcription firms have also been developed after a series of consultations with the private sector. [2]

As echoed at the National Tripartite Workshop, stronger academe-industry linkages are also suggested by many respondents to the 2004 Philippine ICT Workforce Survey,[3] given that there is a consensus on the lack of soft and business skills such as planning and coordination, interpersonal skills and communication, critical and creative thinking. 78% of the respondents believe that there has been a significant decline in English proficiency, which is needed by the contact center industry (where only three out of 100 applicants make it to a job offer). Majority believe that despite the high ICT skills in the country, education programs are only partly aligned with the current demand in the global ICT services market; this could explain why 64% believe there is an oversupply of graduates and ICT training programs, and an overwhelming preference for college and university graduates over vocational-technical workers.

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[1]Ernesto Santiago, "About the Philippine Electronics Industry," Paper presented at the World Bank Conference on Productivity…)
[2]Virgilio Fulgencio, "DTI Initiatives for the Electronics and IT_Enabled Services Sector," paper presented at the World Bank Conference on Productivity
[3]Dittas Formoso, " Philippine ICT Work Force Survey 2004, paper presented at the World Bank Productivity Conference

Box 9

TI (Philippines), Inc.
"Passion for Excellence"

Business is fast approaching a global economy and a world class competitive state where organizations will have to achieve high performance in order to survive. Without a management commitment to continually improve productivity, quality, market responsiveness and profitability, organizations will lose their ability to compete. Companies that want to thrive and survive need to adopt a high performance culture as the norm of their organization.

Texas Instruments Philippines, Inc. (TIPI) has adopted the Total Productive Maintenance (TPM) methodology to achieve excellence in their operations. TIPI created a highly-productive self-managed and empowered work teams called Small Group Activity Teams to dramatically improve productivity and enhance their competitiveness. TPM promoted total participation, innovation, creation and making a difference attitude. The TPM methodology was institutionalized in the company's structure to help manage an operating system and culture where everyone is empowered to participate in a shared vision and innovative leadership, dynamic change, sharing of information, systems understanding, self-managed teams, multi-skilled workers, customer focus and on the continuous introduction of new technology.

Over the years, TIPI's excellence in quality management, human resources development, community relations and environmental and customer-oriented programs has been recognized by many national and international entities. Its critical success factors include productivity, cost reduction, product and program innovation. TIPI has developed "best practice tools" that facilitated their journey to excellence. TIPI's basic strategy, which started in 1988, highlighted zero waste, customer focus and continuous training and exploration of best practices. Fe de Luna, TPM Quality Assurance Manager, attributed TIPI's success to TPM methodologies. She explained that TPM in brief meant "skilled people, golden machines and robust process". The following years saw the introduction of TIPI's policy deployment scheme which became the "blueprint" of the organization's key strategies including key result areas and performance indicators, adoption of the seven (7) quality control (QC) tools and QC Circles or effectiveness teams, customer #1 approach and management by fact and the establishment of partnerships with universities like the University of Baguio, St. Louis University, and the University of the Philippines in creating relevant curriculum for the needs of the industry in general and TIPI in particular.

TPM methodologies which adopted benchmarking and best practices approach to attain their vision of becoming the best manufacturing company in the world also involve work cell management concept, teaming and empowerment methodology and coaching and facilitating skills. TPM also focuses on the skill level improvement of its people, introduction of the golden machines, business process improvement and zero loss approach. TIPI also set up its own TIPI University, establishing its training cycle and tailored-fit programs for its workers.

2.2.5. Alternative Learning Systems (ALS) – People Resources

- **Issues:**

ALS people resources differ from formal learning systems only insofar as delivery at the grassroots level require different teacher/facilitators or instructional managers. There will still be a need for coordinators and administrators who have the characteristics of formal education system equivalents, but they must also be more flexible as learner-centered training requires individually- paced movement from sessions using learning modules at lower levels to self-instructional phases where instructional managers help them become more responsible for their own learning. Producing these human resources will require new programs that provide training of trainors.

District coordinators who are non-formal education grassroots level staff from DepEd must also be trained to be able to identify clients and needs, become advocates and social mobilizers, manage local programs through monitoring and evaluation, and recruit instructional managers, para-professionals and professionals to serve as resource persons for more complex technical topics and problem content areas (municipal officials, retired teachers, extension workers, community development workers).

Table 7: Alternative Learning Systems: People Resources

(School) Administration	I	• Motivation and opportunities for further learning • Structure inherent among unions to be harnessed for LLL • Access to learning opportunities
	P	• Strategic planning and budgeting • Monitoring and evaluation of LLL programs and projects • Capacity/capability building to create an effective and efficient delivery mechanism to encourage and legitimize involvement of all possible stakeholders in the education of OSY and adults • Partnership with NGOs, NGAs, business sector
	O	• Open and flexible learning system with increased programs variety, multiple entry points
	OC	• More efficient and professionally satisfied administrators who are LLL-sensitive and –ready
Students/Learners: **Workers**	I	• Motivation and opportunities to further their skills and acquire know-how • Access to learning opportunities

	P	• Capacity/capability building to facilitate delivery of and participate in LLL programs and projects including technological and vocational skills training and custom-made ICT-based learning methods • Partnerships between government and unions in addressing workers' education needs have not been maximized
	O	• Mechanism in Trade Unions to conduct programs on LLL • Flexible system allowing individuals to choose to continually develop themselves • Productive employees • Greater job security • Higher earnings
	OC	• Workers enabled to cope with the constant flow of information and knowledge to make them relevant and useful in the world of work through LLL
Unemployed adults	I	• Motivation and opportunities to further their skills and acquire know-how • Access to learning opportunities
	P	• Participation in custom-made ICT-based learning methods • Recognition of prior learning • Acquisition by adults of literacy, numeracy and technology skills needed for full participation in the knowledge economy and society
	O	• Flexible system allowing individuals to choose to continually develop themselves • Increase in employment /entrepreneurship opportunities
	OC	• Unemployed adults empowered to start small businesses through LLL
Community (indigenous) learners	I	• Motivation and opportunities to further their skills and acquire know-how • Access to learning opportunities
	P	• Consultative process • Participation in custom-made ICT-based learning methods and training on "leaderpreneurship " • Promotion of best practices or success stories • Recognition of prior learning • Acquisition of literacy, numeracy and technology skills needed for full participation in the knowledge economy and society

	O	• Flexible system allowing individuals to choose to continually develop themselves • Increase in employment /entrepreneurship opportunities
	OC	• Community and indigenous people empowered to respond to their conditions, needs and aspirations through LLL

- **Good Practices:**

Civil society has prepared many partners for ALS. The Foundation for Continuing Education (FORCE), an umbrella network of government agencies and non-government groups involved in *non-formal education* organized in 1989 to institutionalize the work of the Interagency Technical Group created by the BNFE of the DepEd, focuses on the needs of *marginalized sectors such as adult neo-literates, out-of-school youth, and other disadvantaged groups.* FORCE has led to the development of the Non-formal Education Agenda (NFE), a dialogue between legislators and educators on pending NFE bills, and a consultative meeting on communication technology for education. It drafted an omnibus bill for the creation of the National Council on Non-formal Education, later amended to become the Philippine Center for NFE. It has prepared a Resource Guide and Directory on Non-formal Education. Its 2nd National Conference held in July 2004 focused on creativity in various aspects of NFE to solve such problems as food security, managing the scarce and fast deteriorating resources of the country, and our ability to compete in the global market.[50]

The good practices in this area deal with the processes and the people who develop literacy, numeracy, and technology skills (as TESDA provides), e.g., for the adult unemployed clientele as shown in Table 7. Adult book readership as part of LLLP is a key subject in this regard. See boxed story on Filipino non-school books reading habits.

Box 10

What Adults Read Out of School

A National Book Development Board (NBDB)-commissioned survey shows that three fourths of Filipinos who read non-school books do not borrow from libraries; P200 is the maximum amount spent by 58% buying non-school books for personal reading, of whom only 30% prefer English, 57% prefer Tagalog and 13% Cebuano. The Bible (38%) and romance/love stories (26%) are the most popular non-school books read, a clue for the social marketing of LLLP.[1] The absence of technical materials that the public can access to at their levels of competence is a concern in LLL.

The adult readership profile based on the 2003 SWS survey also reveals that only 14% of Filipino adults are true book lovers, i.e. read at least 10 non-school books per year. The younger age bracket, 18-24 years old, read more non-school books than the older ones. 22% of Filipino adults read a non-school book at least weekly and some daily, compared with 48% reading newspapers, 20% magazines, 7% comics on the same basis.

Data on Philippines rates of literacy, functional literacy, and adult literacy suggest they are "comparatively high by world standards",[51] given the Second Functional Literacy Education and Mass Media Survey of 1995 basic literacy rate of 95.8% and functional literacy of 83.9%. There are several programs of government to further enhance literacy by encouraging out-of-school youth and school drop-outs to enroll in non-formal education. Some local government units also successfully implemented a "Balik-Eskwela" (Back-to-School) Program, especially for adult literacy.

Even civil society has actively engaged itself in literacy programs. Magbassa Kita Foundation won two United Nations Educational, Scientific Cultural Organization (UNESCO) awards for its proponent, Senator Santanina Rasul, the 1990 International Literacy Prize Jury Award for her pioneering work in the field of literacy for girls and women in the South and the 1985 Nesim Habif Award for Primers written to promote literacy in the Philippines.

2.2.6. Alternative Learning Systems – Financial Resources

- **Issues:**

The desired outcomes here are appropriate funding *sources* and well-monitored and evaluated funding *uses* for various LLLP programs. Many such issues were raised at the National Tripartite Workshop for LLLP.

ALS managers must be trained to find support from national and local policymakers, and mobilize resources as well from community meetings for/with parents, church organizations, village officials, League of Municipalities chapters, etc.; business sector for promotional activities; non-governmental organizations (NGOs) for support activities like provision of ID photographs, transport to testing centers, etc. It is quite important too that there be linkages and partnerships with groups that can produce jobs and incomes after learners have qualified. (See Table 8 for the issues.)

Table 8: Alternative Learning Systems: Financial Resources

	ISSUES	
Uses	I	• Investments in HRDs and training programs • Funding for the development and deployment of a Philippines National Qualifications System • Funding for newer and more creative subjects and programs • Funding for the development of curricula, IEC materials and other source wares • Funding for technology requirements and facilities
	P	• Government/Legislative support • Partnership with relevant organizations (local, NGOs, private sector, bilateral, multilateral, etc.) • Expansion of geographic coverage, including SMEs
	O	• Variety in sources of funding
	OC	• Well monitored and evaluated funding uses for various LLL programs
Sources	I	• Financial resources e.g., TESDA Development Fund
	P	• Government/Legislative support • Granting of Tax credit for companies that increase their investments in training
	O	• Comprehensive and budget for feasible programs • Increased investments through alternative funding mechanisms
	OC	• Appropriate funding sources for LLL programs and projects in informal education

LLLP must use both market and public budgetary systems to address various needs of different stakeholders. Market tests – on who supplies what kind of LLLP subject content, in which facilities, and funded by whom – will work well for those in the working-age population. There may have to be public budgetary system interventions to supply public goods such as gender-sensitive or rural-sector targeted education and training programs due to market response lags in correcting historic inequalities that may bring about destabilizing social conditions.

Donor assistance through grants and soft loans seem more readily available for ALS programs and the results can be quite rewarding. For example, the UNESCO has cited the ADB-funded Philippine Non-formal Education Project as a pioneering effort to address poverty by empowering the poor and illiterate. The Project benefited 600,000 poor, mainly rural people from 24 provinces, including over 300,000 functionally illiterate adults.

- **Good Practices:**

The Philippines won the UNESCO 2000 Noma Literacy Prize for the project where NGOs and community groups were contracted by the Philippine government to conduct

the *training of illiterates*. The government detached itself from the business of program delivery by *not* engaging its over 2,000 part-time non-formal education coordinators, and instead strengthened its capacity to provide technical support for literacy with a $25.2 million ADB loan which the NGOs and community groups accessed to conduct local projects.[52]

The Project's executing agency, the BNFE of the Philippines' DepEd received the 2000 UNESCO Prize. The Project showed that basic education can be made available to the poor through innovative delivery systems. The award recognized the Accreditation and Equivalency (A&E) System, an important component of the Project that enables adults and out-of-school youths to obtain certificates for elementary and secondary education outside the formal school system..

A significant feature of the Non-formal Education Project is the extensive involvement of NGOs and voluntary associations to deliver the components. "Some of the facilitators use motorcycles, while others walk about 10 kilometers to reach their remote learning sites. What inspires these facilitators is the eagerness of the poor to acquire basic education, even if it means bringing babies to the session," a reviewer of the program says. "During the Project's peak, we had a thousand people—the poor, school dropouts, and scavengers—attending sessions at a learning site at Aroma, which was formerly the infamous Smoky Mountain dump site."

The Project, which should have been completed in July 1999, was extended for another 18 months to reach more people in remote areas—an indication of its importance to the Philippines and ADB.

2.2.7. Alternative Learning Systems – Physical Infrastructure

- **Issues:**

The main desired *outcomes* here are infrastructure like multiple-use school buildings and facilities for various LLL ALS programs, various media outputs that are suitable for different groups targeted by ALS, and global on-line ICT linkages to satisfy clients who are tuned in to distance learning. Budgets, technology, existing facilities of learning resource centers, etc. must be transformed into LLL- related *outputs* such as new courses and training programs, open and flexible learning materials and methods delivered in/ through these new infrastructure. Contracting schemes make possible the use of designated learning sites for extending the reach of service delivery. Service providers may be church-based groups, umbrella organizations, private and state colleges and universities, etc.

For example, the delivery infrastructure for accreditation and equivalency scheme may use non-formal learning centers in barangays and municipalities equipped with traditional and electronic libraries. The quality of these facilities (sophistication, size and availability of learning equipment and technology) depends not only on the economic capabilities of these local government units but on a host of social conditions as well.[53]

Table 9: Alternative Learning Systems: Physical Infrastructure

	ISSUES	
Physical Infrastructure	I	• Budget allocation • Schools, audio-visual rooms and training venues
	P	• Budgetary process • Acquisition and/or setting up of physical facilities
	O	• Courses and training programs for LLL • New target groups
	OC	• Multiple usage of school buildings and facilities by different learning groups for LLL enabling greater efficiencies
Media (TV, radio, CD-ROM, audio-video cassette tapes, etc.)	I	• Budget allocation • Technology requirements and trends in market
	P	• Budget planning • Media to be used by various content points developed by the subject matter specialist group • Development of media designs, formats and approaches • IEC development, production and distribution e.g., media designs, formats and approaches
	O	• Open and flexible learning materials and technologies • Comprehensive IEC materials • Detailed, relevant, and replicable delivery mechanism
	OC	• Media for LLL suitable for various target groups seeking welfare enhancements
Distance Learning (e-learning, and other platforms)	I	• Budget allocation • Learning Resource Centers • Instructional design • Manpower and access
	P	• Delivery mode • Sound management of DL • Provision of adequate support services and trained staff to sustain the introduction of new learning technologies
	O	• Comprehensive training programs • Open and flexible learning method and Cost-effective alternative to institution-based programs • Increased acceptance and recognition as alternative learning pathway • New target groups
	OC	• Distance learning as an accepted medium of learning opportunity providing greater access to global on-line market for continuing education – for more satisfied target clients

- **Good Practices:**

Among the good practices in this area involve private-public partnerships, which can still go a long way in LLLP. For example, the *lack of libraries* in many municipal areas was creatively solved by a *Booklatan sa Bayan* project of the NBDB in Tapaz, Capiz, which started in September 2002.[54] Prior to the project, only five towns in the 16 municipalities of Capiz had a public library and only two commercial bookstores selling mostly school supplies. NDBD solicited donations from local publishers nationwide -- 3,000 books became available to Tapaz, Capiz within a month of the drive – including new and slightly used textbooks, dictionaries, self-help and how-to books, literary anthologies, and even Manila Critics Circle and *Gintong Aklat* award-winning books -- gave bookshelves, tables and chairs, and got the support of the recipient local government to sustain the effort.

A survey of Tapaz, Capiz participants found the project to be relevant to them and has stimulated an increase in time devoted to reading, and led them to become more critical in the choice or quality of what they read. Some two thirds have reportedly become interested in book publishing either as an author or publisher! The most tangible effect however of *Booklatan* is the establishment of a *Libro* franchise bookstore in nearby Roxas City with consignment of books from Metro Manila.

Libro, a *franchise scheme* developed by the Nationwide Book Network, an NBDB stakeholder and incorporated separately, provides an operating system for a 15-square meter store equipped with an internet-ready computer and a telefax. Start-up cash of P250,000 and the franchise fee of P75,000 gets an investor the technical support from authorities and experts in Philippine publishing and distribution industry – including assessment of market feasibility, training, standard design, layout and planning, launching and opening support, ongoing research and development, regular visits, marketing program, advertising support, accounting and bookkeeping assistance, etc.

The Tapaz, Capiz effort has been copied not only by other municipalities in the province; upon request of local leaders, the *Booklatan* project has been replicated in Legazpi City, Dumaguete City, and Davao Oriental. A long way to go, given the fact that there are only 511 municipal libraries out of 1,496 municipalities in 80 provinces based on records of the National Library[55] and, that Filipino *adult readership of non-school books* tends to be higher among those who live nearer book stores and public libraries, among others, based on an SWS survey in 2003.

Book donations from overseas, which have won awards for organizations assisting the Philippines, e.g., the US-based Book for the Barrios and The Asia Foundation (whose Book for Asia program has been donating to Philippine municipal libraries and public schools for half a century, helping develop the hard-to-reach reading public across the archipelago. Longer-impacting programs on *fostering the love for reading, a soft infrastructure requirement for LLLP,* are carried out by civil society with varying impact, e.g., the Philippine Board of Books for the Young and Sa Aklat Sisikat Foundation. The former is unable to scale up its very worthwhile activities in view of limited funding

while the latter is successful in reaching out to more clients given the corporate support it was receiving, e.g. Citigroup (New York) funded an innovative reading program competition to foster the sense of nation building among the youth in late 2004. Both groups aim at basic reading skills necessary for enhanced LLL, which is direly needed to alleviate the deteriorating primary school system and the general environment for education (limited national and family budgets for education, and thus, underfunded textbook programs).

Another good practice related to infrastructure is the setting up of the Multipurpose Community Telecenters (MCT). In Barangays Taguitic and Malingao, Lanao del Norte, an MCT has integrated the services of a public calling center, Internet café, computer processing center, library and reading center, and training resource center. Set up by the Department of Science and Technology's Philippine Council for Health Research and Development in 1999 to contribute to people empowerment and rural community development, the MCT provides community-based information and communication resources, and services. Each MCT is equipped with computers, printers, scanners, reading and learning materials (books, magazines, pamphlets, VHS tapes, and CD-ROMs).

MCT operation policies are formulated by a board of trustees composed of sectoral representatives from the various sectors, i.e. health, rural enterprise development, education, fisherfolks, farmers, labor, women, senior citizens, youth and the barangay council. The MCT is operated by eDevelopment Initiatives for Civil Society Organizations (eDI), an ICT NGO involved in development projects. eDI has conducted computer literacy training for the communities as a response to barangay requests, and organizational and participatory research appraisal training for each sector. Carefully screened volunteers are also trained, as the MCT workload increases.

The WB office in Manila inaugurated a library for the blind within its premises in November 2004, in response to the needs of Persons with Disabilities (PWDs). According to the WB-Philippines Country Director, Joachim von Amsberg, the new equipment and facilities at the WB Knowledge for Development Center (KDC) will enable people with disabilities to freely access information and address their need for knowledge. Amsberg hoped that the KDC can become "a social hub where PWDs can come for participatory dialogue, network with other sectors, and build partnerships."

Private sector participation in international ICT linkages may hasten the updating of knowledge in a country more distant from the world economy because of its past import substitution- rather than export-orientation, and where overseas communities' contributions to the country are not institutionally tapped. This is demonstrated in the World Bank-Asian Institute of Management (AIM) Global Distance Learning Center (GDLC) in the boxed story below.

Box 11
Videoconferencing with the World on Development Concerns

International linkages for continuing education**,** features rarely exploited by the many Open Universities in the country so far, are best demonstrated by the AIM-WB GDLC, a state of the art, satellite-based videoconferencing facility that enables World Bank Institute (WBI) short courses (micro credit training of trainors, water resources management, government procurement, transparency and governance, etc.) to be accessed by those in the Philippines, and the companion AIM-WB KDC), a depository library providing public access to development-related publications of the WB and other organizations. Computers connect the AIM Library to the World Bank databases otherwise not publicly available, thus enabling the students to retrieve latest research findings for their own coursework. While the WB KDCs have been set up in around a dozen other universities all over the country, the AIM-WB GDLC is the only one of its kind in the Philippines.

The GDLC and KDC together comprise the AIM-WB Development Resource Center, the first partnership of its kind in the world between the Bank and a privately-owned academic institution; the effort is paying off handsomely as within its first year, it was able to generate profits from its operations, the only one in the entire WB network around the world consisting of over 70 similar facilities, proving that private enterprise can respond to market demand for global quality continuing education especially at middle and upper management levels.

The AIM-WB GDLC also prides itself in being the model for the regional if not the global network of GDLCs, in terms of host-originated videoconferencing symposia/conferences on timely issues best mediated by modern telecommunications (economic, social and political consequences of SARS, war in Iraq, terrorism, natural disasters, regional integration in Asia, etc.). Through this medium, outside experts discuss issues with local counterparts and interested parties around the world through similar centers linked by the WB.

In fact, the long-term goal is for AIM to be a content provider (develop programs and courses in business, development, entrepreneurship and executive education) rather than be a mere facility for disseminating knowledge created by others. The procurement course of the World Bank has already been converted into distance learning mode in the year 2004, the first in a series destined for global markets.

Regular WBI distance learning courses combine two-way multimedia videoconferencing sessions, complemented with print packages, CD-ROMs, interactive web communications, or face-to-face tutorials. WBI also offers web-based programs using synchronous or asynchronous learning activities using the Internet for delivery, very much the same approach used by the College Assurance Plan, a private enterprise, in its CAP College on the Web, which claims in its website to be the pioneers in distance learning in the Philippines (opened in June 1988).

The AIM-WB videoconferencing facility is hooked up with over 70 global sites and thus makes possible real-time interaction with experts on whatever topic is selected for development dialogues which are short videoconferences, symposia, roundtables, consultations, etc. (children's use of ICT, Asian economic miracle, corruption and governance, Australian-Philippine relations, problems of international statistics, etc.) While this may be cost-effective, the facility may not be as efficient in certain situations requiring face-to-face interaction and for large-scale training where target students are spread geographically and where internet-based instruction may be more expensive.

2.2.8. Alternative Learning Systems – Knowledge Content

- **Issues:**

The desired knowledge content *outcomes* in Alternative Learning Systems (ALS) are new sets of competencies and skills including employable, entrepreneurial, managerial, and people-to-people skills that include better self awareness-self management issues that were thoroughly explored at the National Tripartite Workshop. While indigenous know-how and practices comprise the traditional intelligence *inputs*, attitudinal variables of policymakers, employers, administrators, etc. towards LLL are incorporated in the emotional intelligence *inputs*. (See Table 10 for more issues.)

Table 10: Alternative Learning Systems: Knowledge Content

	ISSUES	
IQ	I	• Tacit knowledge (indigenous knowledge and practices)
	P	• Acquisition of literacy, numeracy and technology skills needed for full participation in the knowledge economy and society • Recognition of prior learning (non-formal, informal and indigenous, etc.) • Testing and certification • Delivery of literacy programs through various modes • Livelihood skills development in coordination with relevant agencies e.g., TESDA • Development of learning packages for different interest groups
	O	• Increase career/enterprise development opportunities
	OC	• New set of learning, employable, entrepreneurial, managerial and people-to-people skills, learning to learn, analytical and group skills (useful knowledge)
EQ	I	• Attitude of policy makers, NGAs, employers, administrators, faculty, employers, workers and community learners towards LLL
	P	• Self-rating • Peer rating • Behavioral change (passivity and indifference) • Personnel development • Change management
	O	• Enhanced skills, abilities and competencies
	OC	• Better self awareness, self-management and self-direction

- **Good Practices: ALS – Knowledge Content**

These are demonstrated by three good practices – a program in Mindanao, one in Smokey Mountain, and another for PWDs. A UNESCO designed project *GenPeace* implemented a functional literacy and continuing education program through radio for community mobilization and collaborative action.[56] The "school on the air" was set up by inter-cultural and inter-sectoral representatives for public service and as a religious forum as well to jumpstart peace and sustainable development in conflict-affected areas. Community of learners identify what kind of classes to be organized; LGUs provide monetary support for radio transmitters while the project assists with other radio equipment and capacity-building training workshops. The radio station issues regular reports for education, literacy and training especially on peace promotion and confidence building. "Owning peace" becomes the key issue as various stakeholders are engaged in education and training that serve multiple purposes -- from personal development and literacy for citizenship to social, cultural and economic objectives.

The knowledge content of this program can be linked to ILO's Mindanao-based Training for Rural Economic Empowerment (TREE) project (see boxed story) which assists poor and disadvantaged sectors in expanding economic opportunities and income security through workforce training and employment creation. Through this $1.5 billion US-funded initiative, target communities especially vulnerable groups such as youth, women, indigenous peoples, and peoples with disabilities are given immediately usable and relevant kills, entrepreneurial capacity and access to credit.[57]

A second good practice relates to the experience of *Sandiwaan Center for Learning* in the heart of Smokey Mountain (where scavengers used to live among trash heaps), which merited attention in other countries. (SEAMEO INNOTECH, the UNESCO Regional Centre for Educational Innovation and Technology).[58]

Based on past experiences of the Parish of the Risen Christ in Smokey Mountain with vocational technical training courses offered by the Polytechnic University of the Philippines (PUP) Open University Program in the late 1980s, and adult literacy program with the University of the Philippines (Diliman) in the early 1990s, the DECS-BNFE program was launched with four strategies: structured classes (especially for elementary level), individual tutorials (at home or in the learning center), peer learning group sessions (e.g., for those studying the same modules, or in science experiments), and demonstration sessions (problem solving and critical thinking).

The Sandiwaan learners prepared their own learning plans; module pretests and posttests, and formative tests based on a random selection of items from these, were administered. They were encouraged to collect materials as evidence of their own learning and progress, prepare journals, write exercises and letters, take quizzes and assess their own test results. The most frequently used modules by *out of school youth* were in numeracy skills, while *adult learners* opted more for lessons on how to manage small businesses. They cite the gain of recognition, continuing education in the formal system, entering the world of work, and establishing business, among their reasons for attendance. The reasons given by learners for dropping out from the formal school system are poverty, family problems, lack of flexibility in the structured system, and too many assignments.

Among the lessons learned at Sandiwaan was the need for supplementary materials – instructional managers and facilitators had to buy books, newspapers, magazines, maps and even videotapes since BNFE provided only one set of the A&E modules. Impractical exercises such as going to offices to get certain information requested in the modules were criticized, given that the learners had not yet mastered communication skills. Many lessons were not thoroughly discussed in depth. The validity of the pre and post tests were questioned based on the type and length of the tests.

A third good practice on LLLP is on programs *dealing with persons with disability*. Now on its 12th year of implementing the Magna Carta for Disabled Persons (RA# 7277), the National Council for the Welfare of Disabled Persons (NCWDP), the country's central policymaking and coordinating body on all disability-related issues, takes pride in having gained some headway in providing capability-building programs for PWDs, their families and communities. Based on the Magna Carta, which provides for the rehabilitation, self-development and self-reliance of PWDs for their eventual integration into the mainstream of Philippine society, several government agencies came up with appropriate programs to help accelerate their mainstreaming in society.

Among these programs related to LLLP are: making educational institutions in the country accessible to PWDs, advocacy campaigns for employing PWDs and job fairs, computer-assisted testing for visually impaired people where one can take the Career Service Professional or sub-professional examinations via a voice synthesizer and a screen access program that converts machine readable text to audible speech, textbook production in Braille, scholarships funds from CHED and TESDA, etc.[59]

As of 2000, the NCWDP was able to provide suitable employment to more than 30 percent of the 942,098 (NSO 2000 Census of Population and Housing) PWDs, also referred to as differently-abled persons in the Philippines, through specific viability trainings such as the "Livelihood and Cooperative Development" in San Mateo, Isabela and in Nueva Vizcaya for 50 PWDs.

TESDA, for its part, has extensive LLL programs: skills training, entrepreneurship appreciation courses, apprenticeship programs, competency exams, trainors' training, technical and financial assistance for PWDs.[60]

Meanwhile, the Department of Trade and Industry (DTI) under its Assistance Package for Disabled Persons, trained over 5,000 PWDs in 2 venues most of whom received funds to undertake self-help projects (e.g. production of a song album, setting up of multi-purpose and lending cooperatives, putting up of home service massage clinics, dressed chicken dealership, rice retailing and grocery business, bakery and even crutches-making) and successfully carried out product development seminars in Caloocan, QC, Cainta, Lucena City and Batangas City.

Despite these accomplishments, during the national conference to culminate the Asian and Pacific Decade of Disabled Persons, NCWDP presented the following issues

affecting PWDs in the Philippines – misunderstanding as regards decentralization of the basic education law; non-support by the Local School Boards of Special Education (SPED)/learning centers; lack of SPED teachers, facilities and programs in the provinces; resistance of public school teachers to undergo the SPED training; very limited access to SPED by PWDs (only 2% have access to SPED due to lack of a support system); inappropriate courses for PWD scholarship; lack of system to market PWD products; lack of comprehensive training programs and employment opportunities for PWDs; increasing number of unemployed/underpaid PWDs; deferred development of work-related skills until the disabled child graduates from school; lack of capital to fund centers; government trainings are not well-planned; lack of support system for self-help organizations.

These examples demonstrate that there is no scarcity of good practices that can be shared across many other communities to scale up LLLP.

Box 12

Planting ILO's TREE in Mindanao

The US$1.5 million US-funded project TREE (Training for Rural Economic Empowerment) builds on previous ILO technical cooperation developments in Mindanao and enhances capacities of national and local institutions in planning, designing and implementing community-based training and support programs.

ILO in partnership with government agencies and local organizations has worked in Mindanao in providing community-based skills development and enterprise development projects and programs. This present project contributes to lasting peace and development in Mindanao by providing assistance to poor and disadvantaged sectors in expanding their economic opportunities and income security through workforce training and employment creation.

Through this initiative, target communities especially vulnerable groups such as youth, women, indigenous peoples, and peoples with disabilities are given immediately usable and relevant skills, entrepreneurial capacity and access to credit.

The project components are:

- Developing institutional and staff capability of partner agencies and organizations including target groups in the communities.
- Provision of skill and entrepreneurship training to target groups and other beneficiaries.
- Organizing Corporate Community Groups (CCG) and installing Community Enterprise System (CES) and Community Fund (Co-Fund)
- Development and enhancement of the methodology and related strategies

3. TOWARDS A LONG-TERM INTEGRATED PLAN OF ACTION

The changing demographic profile of the country through the next decades requires the production of a perspective plan, with broad strokes for an LLLP action plan, e.g., on population and migration. Cradle to grave LLLP has a time dimension as well as a period-specific requirement. Hence the changing age and sex composition of the population through time demands clear understanding of the LLL skills needed to meet individual, firm or industry-specific, and national goals (increased overall welfare of citizens as measured for example by Human Development Index-type indicators, or increased productivity and competitiveness for goods and services providers to broaden and deepen their market reach, improved international standing of the country as it shares its human resources globally, etc.)

Therefore, LLLP must address not only socio-economic considerations but political matters as well since the environment in which welfare enhancements occur are defined, for example, by changing international standards of governance. *An integrated action plan must therefore* be *multi-sectoral, multi-period, and go beyond the boundaries of the nation*.

Indeed the stakeholders for LLLP include Filipinos who eventually live and work/do business overseas either as immigrants or under temporary contractual arrangements. The declining competitiveness of professionals in certain markets through time as noted earlier (e.g., nursing, IT) are brought about by underinvestment not only in modern facilities but in training programs for teachers who are increasingly lured by foreign job offers and hence leave a gaping experience deficit for effective sharing of knowledge in local LLL programs. With less qualified professionals working overseas, not only are foreign exchange remittances prejudiced but the national image also suffers -- and with it global market perception of qualifications of Philippine human resources that translate to their long-term acceptability in particular markets.

From the points raised in the earlier sections here, it is clear that the long-term training needs of the country are quite pronounced, given the quality of schooling, the high unemployment rate in the face of the skilled human resources that can be made competitive with accompanying investment in science and technology, the mismatch in schooling-employment, general resource misallocation partly due to financial disincentives to parents, school owners and employers, and the many good practices in LLLP that can be scaled up across firms, communities and disadvantaged sectors, not only for domestic but for global markets as well. A more technical analysis of the problem can be finally presented in view of the general decline of the country's overall competitiveness based on the perception of global investors surveyed for nearly a decade by the IMD in Switzerland in cooperation with the AIM Policy Center.

Based on the survey data for 2005 across 60 countries, the perceived need for training seems strongly correlated with GDP growth, and survey questions on flexibility (adaptability of people in the economy is high when faced with new challenges),

educational system (meeting the needs of a competitive economy), and knowledge transfer (highly developed between companies and universities).

The regression of employee training on 11 variables using cross-section data has a high explanatory fit but only these four variables turned out to be statistically significant. (See Table 11 below.) The relatively low GDP growth of the country in comparison with its neighbors for the past decades suggest a positive perceived impact of employee training on national product and income. Flexibility and knowledge transfer survey results are positively higher for the country than education, in comparison with China, India, Indonesia, Korea, and Thailand; only Taiwan is ahead of the Philippines among the Asian surveyed countries in these two survey variables. These factors of GDP growth, people adaptability in the face of new challenges, and industry-academe linkages are the long-term basis for LLLP in the life of every stakeholder in the country. Education too has to be reformed to be more consonant with the needs of a competitive economy – and this is where the country seems most urgently in need of prioritization.[61]

Table 11: Regression Results for Employee Training

Employee Training	Coefficient	t stat	P-value
GDP growth	-0.1162	-1.772	0.086**
Brain Drain	-0.0804	-0.742	0.463
Competent Senior Manager	0.4358	1.565	0.127
International Experience	0.0637	0.362	0.720
Skilled Labor	-0.1603	-1.113	0.274
Attitude toward globalization	0.3702	2.396	0.23
Flexibility	-0.3839	-2.054	0.048*
Higher Education	0.0000	0.009	0.993
Educational System	0.2942	1.746	0.09**
Knowledge Transfer	0.4206	1.751	0.09**
University Education	-0.1723	-0.861	0.396

* = significant at 5% ** = significant at 10% R-squared = 0.7685

Where "Employee Training" is the survey question on "Employee training is a high priority in companies, " 10 as the highest, 0 the lowest, the other questions are --

- Brain Drain does not hinder competitiveness in your economy if 10; otherwise if 1.
- Competent senior managers are readily available if 10; otherwise if 1.
- International experience of senior managers is generally significant if 10; otherwise if 1.
- Skilled Labor is readily available if 10; otherwise if 1.
- Attitudes toward globalization are generally positive in your economy if 10; otherwise if 1.
- Flexibility and adaptability of people in your economy are high when faced with new challenges if 10; otherwise if 1.
- Higher education achievement is the percentage of people that have attained at least tertiary education for persons 25-34 years old.

- Educational system meets the needs of a competitive economy if 10, otherwise if 0.
- Knowledge transfer is highly developed between companies and universities if 10, otherwise if 0.
- University education meets the needs of a competitive economy if 10, otherwise if 0.

Interestingly, in other regression models limited to countries with per capita income of $10,000 and above, and another regression for those with less than 20 million population, the ready availability of competent senior managers turns out to be a significant explanation for the view that employee training is a high priority in companies in the country. (See Tables 12 and 13 below.) While the Philippines does not fall in any of these categories, the variable "available competent senior managers" is where the country has consistently earned high marks across many surveys through the years – indicating that the managerial skills of Filipinos can be honed for activities with high GDP growth payoff, given the proper LLLP orientation.

Table 12: Regression Results for Employee Training with GDP per capita greater than $10,000

Employee Training	Coefficient	t stat	P-value
GDP growth	-0.0817	-0.816	0.425
Brain Drain	-0.1906	-1.009	0.326
Competent Senior Manager	0.9749	2.197	0.041*
International Experience	-0.2534	-1.049	0.307
Skilled Labor	0.3696	1.043	0.310
Attitude toward globalization	0.5281	2.258	0.036*
Flexibility	-0.7519	2.537	0.020*
Higher Education	-0.0092	0.657	0.519
Educational System	0.3439	1.684	0.109
Knowledge Transfer	0.6723	1.780	0.091**
University Education	-0.3001	-1.029	0.316

* = significant at 5% ** = significant at 10% R-squared = 0.7648

Table 13: Regression Results for Employee Training with population less than 20 million

Employee Training	Coefficient	t stat	P-value
GDP growth	-0.0506	-0.378	0.711
Brain Drain	-0.2758	-1.245	0.235
Competent Senior Manager	1.0611	2.021	0.064**
International Experience	-0.2630	-0.863	0.404
Skilled Labor	0.4090	-1.584	0.137
Attitude toward globalization	0.4627	1.494	0.159
Flexibility	0.8351	-2.280	0.040
Higher Education	-0.0090	-0.454	0.658
Educational System	0.3846	1.729	0.107
Knowledge Transfer	0.5395	1.269	0.227
University Education	0.1520	-0.456	0.656

* = significant at 5% ** = significant at 10% R-squared = 0.7783

4. OUTLINE OF A MEDIUM-TERM INTEGRATED ACTION PLAN FOR LLLP

In line with the policy reforms to promote LLL in Asia-Pacific cited in the paper for the Bangkok LLL Regional Tripartite Meeting, the following outline of a medium-term integrated action plan for LLLP is presented here.

1. Building the legal, policy, and institutional framework for LLL as basis for ensuring equity in access, particularly of disadvantaged groups, to LLL opportunities

2. Building the foundations for LLL by emphasizing learning-to-learn skills

3. Developing policies and institutions for the recognition of all forms of learning, even informal learning.

4. Mobilizing the necessary resources for LLL opportunities to be more widely available

5. Ensuring collaboration among a wide range of partners and stakeholders

6. Designing guidance and counseling for LLL.

In order to facilitate the implementation of the above medium term action plan for LLLP, the following Table 14 showing the sequence of implementation and the OPR for each action plan, is deemed useful:

Table 14:Schedule for Action Plans

ACTION PLAN	TIMEFRAME	INVOLVED SECTORS	OFFICE OF PRIME RESPONSIBILITY
Building legal, policy & institutional LLL framework	Upon creation of the Coordinating Council on LLLP (C2LLLP) to be tasked with plans, policies & programs formulation & the drafting of a comprehensive law on ILO Recommendation 195	Government agencies to include NEDA, Dept of Education, CHED, TESDA, DOST, Civil Service Commission, DFA, DOLE, DBM & DTI; private sector to include representatives from the academe, civil society and business communities	NEDA
Building LLL foundation thru learning to learn skills	This should be a continuing activity to be undertaken by the C2LLLP in collaboration with the education sector	All institutions for learning of both the public (DepEd, CHED, TESDA) and private sectors (umbrella organizations such as COCOPEA, CEAP	DepED/CHED, TESDA in their respective levels of learning
Developing policies and institutions for all forms of learning	2-3 years depending on plans & programs to be developed by the C2LLLP	C2LLLP in coordination with DepEd, CHED and TESDA as well as those in the private sector, to include the agricultural, SME, women, children and youth groups	C2LLLP
Mobilizing resources for wider access to LLL opportunities	Three years in line with recommendations of the National Tripartite Workshop	All government and non-government entities based on comprehensive law on LLLP which should provide for wider coverage of LLL implementation	C2LLLP
Ensuring collaboration among LLL partners & stakeholders	This should likewise be a continuing activity to be undertaken by the C2LLLP in collaboration with all sectors concerned with LLL	All government agencies and NGOs concerned with LLL, to include private foundations, umbrella associations as well as regional and international partners in LLL; international financial institutions, bilateral agencies	C2LLLP
Designing guidance and counseling for LLL	Within one year, depending on plans & programs to be developed by the C2LLLP	C2LLLP in collaboration with various professional associations and civil organizations in guidance and counseling	C2LLLP
Integration of the 2005-2010 MTPDP chapters on education and labor	Immediate, even while C2LLLP is being established	NEDA, in coordination with DOLE and the 3 main government agencies responsible for education and training (DepEd, CHED and TESDA)	NEDA
Private sector participation in crafting policies re foreign market sustainability for Filipino internationally shared human resources	Immediate, even while C2LLLP is being established	All private entities concerned with LLLP, initiative to be spearheaded by government agencies to include DOLE, DTI & DFA	DOLE, DTI, and DFA in the absence of a C2LLLP

5. POLICY RECOMMENDATIONS

5.1. Building an LLL Framework

An inter-agency coordinating council, which can be called the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP), must be created under the leadership of the planning office NEDA and be made responsible for the formulation of plans, policies and programs for an integrated LLLP. Other than DepEd, CHED and TESDA, there must be representation from the Department of Labor and Employment (DOLE), DOST, Department of Budget and Management (DBM), Department of Foreign Affairs (DFA), Department of Trade and Industry (DTI) and the Civil Service Commission (CSC). Private sector representation may also come from umbrella organizations of the academic, business, and civil society communities, such as PASUC, the Management Association of the Philippines (MAP), Personnel Management Association of the Philippines (PMAP), Employers Confederation of the Philippines (ECOP), E-Net, FORCE, etc. Sectoral representation maybe effected through umbrella organizations as well, but in smaller committees that can move more quickly in response to changes in specific industries around the world, e.g., Bankers Association of the Philippines (BAP), Financial Executives Institute of the Philippines (FINEX), Philippines Computer Society (PCS), Philippine Institute of Certified Public Accountants (PICPA), Philippine Society for Training and Development (PSTD), SEIPI, etc.

At the heart of the terms of reference of such a coordinating council for LLLP must be:

* the systems approach where the resources for LLL under the formal and alternative learning systems are made attractive to individuals in learning communities,
* such that paradigm shifts and the management of change are effectively facilitated to increase the welfare of Filipinos wherever they may be.

Such coordinating council may at the same time be made responsible for drafting a comprehensive law that spells out the cradle-to-grave public policies that impact on both the supply and demand sides of LLL programs, in particular, to respond to ILO Recommendation 195 for workplace and working life learning.

This law must spell out a comprehensive policy towards LLLP, given that the three main government agencies responsible for LLLP define various facets of a possible LLL policy framework only in terms of their separate programs. The value of a single law spelling out a comprehensive LLLP policy implementing the Constitutional provisions, as noted earlier, is its ability to help the country find its place in the global economy in the knowledge era; it can spell out the public policies on LLLP especially workplace and working life training, e.g., responsibility of various stakeholders in education and training from curriculum development, financing, local and foreign market demand-supply matching of skills, decent work agenda addressing the gaps in employment, rights, social protection and social dialogue, to the protection of workers and entrepreneurs, linkages with regional and international groups, etc.

The major policy recommendation for a coordinating council on LLLP follows the model of the Science and Technology Coordinating Council under Presidents Corazon C. Aquino and Fidel V. Ramos, albeit modified to have representation beyond the government, academe, and industry, with the addition of employers and workers, and civil society. A similar Rice and Corn Productivity Coordinating Council was successfully managed by then Executive Secretary Rafael M. Salas during the first term of President Ferdinand E. Marcos which made it possible for the Philippines to have some exportable grain surplus. In fact, a Human Resource Development Center was set up during the term of President Marcos but it expired when the funding by the Japanese government ended. (See boxed story on the Philippine Human Resource Development Center, clearly one of the success stories concerning the practical application of a comprehensive Human Resource Development program. The PHRDC's experience could serve as a model for the development of human resources by directing assistance towards skills enhancement and the commercialization of technologies particular to such programs as support activities, seafarming, non-traditional crops, cottage and light industries and shelter and construction manpower. Its best practices could help in mapping out a plan for a similar prioritization based on the new global environment.) Hopefully, the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP) will be as successful though not through the brawn/ brain drain but through better economic growth reflected in meeting MDG goals and beyond.

Box 13

The Philippine Human Resource Development Center (PHRDC)

The Philippine Government, in response to the Japanese Government's offer of financial and technical assistance to the ASEAN, for the establishment of human resources development centers and programs, created the Philippine Human Resource Development Center (PHRDC) under EO 785 in March 1982.

The PHRDC's main function was to ensure that human resources development efforts were productively applied to new and existing enterprises; to strengthen established infrastructure for training related to human resources development and effect the networking of such existing training facilities; encourage training curricula and programs responsive to the industry's demands; source and negotiate for training opportunities with Japan and with other ASEAN countries as a means of enhancing technical cooperation and technology transfer; and provide and facilitate information flow not only among local training agencies but also with Japan and other ASEAN countries.

The technical assistance for the development of human resources was directed towards the development of skills and the commercialization of technologies particular to the following priority programs: support activities, seafarming, non-traditional crops, cottage and light industries and shelter and construction manpower. The proposed C2LLLP in this study will have to plan for a similar prioritization based on the new environment of world trade (bilateral free trade areas, multilateral trade framework, regional economic cooperation schemes).

The PHRDC had the Governing Council that served as its policy-making body. It was composed of the following: Chairmen: Minister of Human Settlements, Vice-Chair: Minister of Foreign Affairs, Members: Minister of Budget, Minister of Finance, Minister of Agriculture, Minister of Natural Resources, Minister of Trade and Industry, Director-General of the National Economic and Development Authority, President of the University of Life. It had a Joint Steering Committee composed of the Secretary-General, representatives of the lead agencies involved in the programs, NEDA, as well as Japanese experts involved in the projects, officials from the Japanese Embassy and/or Japan International Cooperation Agency (JICA).

In the meantime, the presentations made at the National Tripartite Workshop can be clustered in the agenda of the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP) in the manner following the input – process – output - outcome framework presented earlier.

Inputs: LLLP why? Definition of LLL, provision of resources for LLLP
Process: LLLP how and when? Extent of practice, activities for each
Output: LLLP for what? Priority issues and main benefits of LLL for each sector
Outcomes: LLLP for whom and where? Employers, Workers, Government

As in all systems, feedback loops from outcomes back to inputs (a result of monitoring and evaluation) will improve the environment in which LLL is practiced as a way of life. Indeed, the National Tripartite Workshop identified LLL not only as a process or strategy, an approach or a logical response, a program and a policy framework, but also as a culture and way of life.

A major concern with the effectiveness of LLLP institutions emanates from the low number of graduates from open universities and those seeking life experience accreditation, TVET programs, number of professionals trained by corporations or umbrella professional associations, and other non formal delivery systems. Better and more statistics have to be compiled for alternative learning systems, among others, a task which the coordinating council can discharge through the interlinkages among its membership.

5.2. Building LLL Foundations

Learning-to-learn skills cut across sectors and age groups. In both formal and alternative learning systems, the basic literacy foundations are the necessary but not sufficient drivers for the five other learning strands identified by the Literacy Coordinating Council in 1998 cited earlier: communication skills, problem solving and critical thinking, sustainable use of resources/ productivity, development of self and a sense of community, and expanding one's world vision. Inevitably, these include both IQ and EQ elements. These concerns should be part of the agenda of the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP).

5.3. Developing Policies/Institutions for Recognition of All Forms of Formal/Informal Learning

In a developing country context, the predominance of the agricultural sector, SMEs, women, children and youth in the workforce naturally lead to the acceptance of informal learning as a legitimate form of LLL. Indeed, the underground or informal economy (estimated at 40% of the total GDP for the 1980-90 decade, cited in Federico M. Macaranas and Shiela Camingue, The Philipine Informal Economy and the Emergence of New Informal Markets, AIM Case Study, 2003) is alive with communities that thrive on informal learning brought about by rich social and relationship capital.

However, tacit knowledge must be codified if personal and community know-how, know-what, know-who, know-why, know-when, and know-where are to be mobilized for the greater good. For example, indigenous knowledge on alternative health practices and non-traditional agriculture, forestry, fishing, etc. must be scaled up especially since these are often more environmentally sound and socially acceptable among ethnic or tribal communities. Many extension services in agriculture (See Appendix B Table 6) are actually excellent avenues for sharing back such codified knowledge to rural communities.

Once again, the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP) will have to coordinate the views of the three main government bodies responsible for education and training (DepEd, CHED and TESDA) with those of the agricultural, SME, women, children and youth sectors. The stakeholders in these sectors have unique needs, as shown in the two boxed stories on decent work in Philippine agriculture, and the SME plan for the country. Specifically, Boxed Story #14 tells of the distinct needs of the agricultural sector for LLLP as shown in a study conducted by Rainier Almazan on decent work in Philippine agriculture. The focus on agriculture is based on the fact that two thirds of Filipinos rely on agriculture for livelihood; yet half of the country's population who live in rural areas are still considered poor. According to Almazan, the landless farm workers and small farmers are the most severely affected by poverty problems due to the slow growth/poor productivity of agriculture and high unemployment. More importantly, he noted that agriculture work hours are lower in terms of income compared to industry and services because of underemployment as well as due to the seasonality and contractual nature of work in the sector; hence wage employment and returns from agricultural production do not produce "decent" incomes.

Box 14

Decent Work in Philippine Agriculture

The needs of the agricultural sector for LLLP are quite different from the other sectors because of a number of factors. A study by Rainier Almazan on decent work in Philippine agriculture illustrates these.

About half of the Philippine population lives in rural areas, and half of them are considered poor with a disproportionate number in Bicol (Region 5), Central Mindanao (Region 12), and the Autonomous Region of Muslim Mindanao (ARMM); rural workers consisting of landless farm workers and small farmers have the most severe poverty problems – which has not decreased relative to the urban poor as a result of slower growth/poor productivity of agriculture and high unemployment.

Two thirds of Filipinos depend on agriculture for livelihood; however, the share in GDP of the sector is around 20% based on constant 1985 prices. Agriculture work hours are lower than industry and services because of underemployment as well as due to the seasonality and contractual nature of work in the sector; hence wage employment and returns from agricultural production do not produce "decent" incomes.

One in every two children aged 5-17 works in the farm, six out of ten are exposed to physical hazards, seven out of ten suffer from work-related injuries and illnesses, four out of ten work at night.

The gender gap is narrowing unevenly across agriculture, with the wage gap widening in rice, corn and sugarcane. Women share in wage employment is rising as this grows the fastest among the forms of employment; however, they work for lesser hours in agriculture than men because they work longer hours in unpaid work at home. Four out of ten landless households are headed by women.

Agriculture "family togetherness" is weakening due to paid work but the balanced work-family life arrangement is more prevalent in rural than urban areas and industrial work; however, children are leaving communities and the country to supplement family income.

The country imports its food like rice, corn, beef, poultry, fruits, and fishery products. Competition from cheaper agricultural products has driven small farmers and farm workers out of business and employment. Indeed the challenge is how to make smallholder agriculture more entrepreneurial and competitive with Asian neighbors at the same time that it is fighting poverty.

Source: Rainier V. Almazan, Decent Work in Agriculture in the Philippines.

On the other hand, Box 15 shows how small and medium enterprises can help push economic growth. According to the DTI, Philippine SMEs generate a big chunk of all employment, with their contribution to total GDP constituting 32%. The Arroyo Administration has made the National SME Agenda a priority program, using a comprehensive and integrated approach, and with training (through PTTC) as a major component.

Box 15

Small is Sometimes Beautiful

Philippine SMEs generate 70% of all employment and constitute 99.6% of all companies; with their contribution to total GDP reaching 32%. The National SME Agenda, a priority program of the current administration, has a comprehensive and integrated approach; with training (through PTTC) as a major component in addition to product development/technology (PDDCP-DOST), finance (SB Corp) marketing (BDT), and advocacy (BSMED).

Among the major accomplishments in 2003 are the completion of a training compendium, an SME database, a directory of common service facilities, the BMBE Law (RA 9178). The enterprise-level strategies consist of support to managerial and technological capability and the diversification of the industrial structure. The sector-level strategies focus on promoting sustained operations and services for local SME linkages with leading industries; the broad-based level strategies include implementation of policies and regulations that include training.

The SME Development Plan, 2004-2010 of the DTI SMED Council, distinguishes micro-enterprises from small ones and medium-sized firms. All SMEs do not have more than P100 million in assets or less than 200 employees. 91.7% of establishments are micro – mainly in commerce and manufacturing. 7.6% are in small – mainly in the same sectors plus private services. The medium-sized enterprises are in all these three sectors plus government services. Except for utilities, construction and mining, micro enterprises represent two thirds or more in all the major industrial classification.

In terms of employment, micro enterprises account for 38%, small 24%, medium 7.1% and large, 30.9%, as of 2001. While micro firms employ the most, growth is fastest in the small enterprise category in terms of "employment per establishment" and "average cost per job", indicating their ability to counter the jobless growth phenomenon. SMEs contribute over 30% of sales and value added but are concentrated in a few areas like the national capital region.

The priority industries identified are food processing, organic and natural products, marine products, wearables (costume jewelry, fine jewelry, footwear), leather goods, home furnishings, construction materials, micro-electronics, IT services, and motor vehicle parts and components.

Source: DTI, Current Situation of SMEs and the SME Development Plan, 24 May 2004

5.4. Mobilizing Necessary Resources for LLL

The priority activities for the next three years can be clustered around the suggestions made at the National Tripartite Workshop and relating them to ILO Recommendation 195 (recall Table I-A, an input-output framework for this instrument):

1. Inputs: addressing the lack of understanding and paradigm shift, weakness of basic education, increasing training cost, industry trends, capability building – assessors training and accreditation (government); basic education not responsive to challenges of globalization – tripartite consultation, legislative advocacy on tripartite representation in CHED and DepEd (workers); and orientation of employers – attitudes and motivation for LLL, training of HRD (employers); as these can be related to ILO Recommendation 195, Chapters VII, VIII, IX and X

2. Processes: addressing the lack of coherence in programs and policies, NQF, accelerating programs for RPL, equivalency and CBET, overlapping programs of TESDA, CHED and DOLE (government); need to accelerate programs on equivalency, competency-based training, certification and RPL (workers); IEC, design of incentive system , monitoring and evaluation (employers); as related to ILO Recommendation 195, Chapter II

3. Outputs: addressing mismatch of graduates and industry needs (government), as related to ILO Recommendation 195 Section III, Chapters III, IV, V, and VI

4. Outcomes: addressing results of LLLP programs (employability and decent jobs for individuals plus social and economic development in the context of globalizing knowledge- and skills-based society – ILO Recommendation 195 Sec. 1-3), and looping back to inputs for improvements.

In fact, the major collaboration arrangement can be considered within all of the four items above: first, collaboration for the input providers as above, with additional representation from other stakeholders such as the academe and civil society; second, collaboration for those engaged in processes of LLLP; and finally, given the major national issue of mismatch, major Cabinet-level collaboration which will probe deep into the entire national development plan in the global age, and perhaps suggest new ways of conducting market research and social marketing for labor markets to provide decent jobs domestically and if need be outside the country.

The fourth matter to be coordinated across networks, outcomes, is for the entire government and society to debate and argue about, as the changing global environment forces the country to reposition itself the way others have done in the past decades, e.g., Singapore with its Intelligent Island approach as a services and logistics hub, Korea with its science and technology-based focus for industrial growth, China with its focus on agriculture, industry, defense and science and technology, and Malaysia and Thailand as bases for MNCs in skills-based, value-adding industries.

5.5. Ensuring Collaboration among Partners/Stakeholders

Many existing collaboration must be continued, e.g., DepEd and TESDA have agreed to allow NFE A&E Secondary Level Certificate holders to pursue further vocational training opportunities at TESDA-administered post-secondary schools and TESDA Regional and Provincial Training Centers. Additional post-basic education and training needs are also articulated by ALS officials through agreements with agencies and organizations such as Meralco Foundation, Philippine Association of State Universities and Colleges, (PASUC), CHED, Coordinating Council for Private Educational Associations (COCOPEA), and the Catholic Educational Association (CEAP). Foreign linkages must be strengthened through UNESCO and regional cooperation fora such as those in APEC and ASEAN. The Hyberdabad Statement of 2002 notes civil society and NGOs as critical partners in the development process,; and calls UNESCO, international financial institutions, bilateral agencies and NGOs to reassess and redirect their cooperation in creating learning societies.

The constrained ability of government under the administration of successive national leaders to promote the goal of quality education for all has been belatedly recognized by Philippine civil society. Several networks have been created to support the theme of quality education for all. The engagement of civil society in what is basically a State obligation to protect and promote quality education for all underscores the massiveness of the problem in a poor developing economy where solutions to deep problems cannot be solved by government alone. At the heart of the integrated LLLP program therefore must be every stakeholder's participation in the solutions to the hydra-headed problems of education and training.

5.6. Designing Guidance and Counseling for LLL

Choosing among alternatives in the embarrassingly vast array of learning and training opportunities to enhance careers in a global context is work that the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP) can do for individuals by dividing responsibilities among various professional associations and civil organizations. Guidance from such groups as the Philippine Society for Training and Development for workplace learning, for example, may have to be made more industry-specific. Professional associations in guidance and counseling must also strive hard to suit their advice to students from different socio-economic backgrounds and family/home conditions.

What are the roles of employers and workers in the above six integrated policy reform areas? Seen from the overall LLLP picture, they must agree to a common vision that continuous learning for skills and competencies is for their own good, as well as for other stakeholders in society, and thus they must change their attitudes not only towards work-specific learning but towards reform in other areas of the economy, society and polity, ultimately entangled in their industry or sector, not the least for the decent work agenda of ILO. LLLP is a win-win situation for all and not a zero-sum game broached by a particular segment for their own selfish benefits.

From their narrow sectoral concerns and interests, employers/entrepreneurs can enhance LLL for their management, employees at all levels, suppliers/vendors, and even consumers, civil society and government regulators – starting with their own provision of goods and services. The public competence in appreciating the production of goods and services with modern technology and across borders can be greatly assisted with programs that businesses can develop, singly or in groups (especially for SMEs).

Employees, on the other hand, can begin to understand that LLL as passports for continued productivity enhancements help in the fulfillment of their individual job aspirations in the larger picture of work-life balance. Limited to workplace concerns, LLL is at least economically beneficial or cost-effective for those who are able to situate their industries or firms in the competitive arena of global markets, the efficiency/inefficiency of real-world governments and corporate structures, and the social forces that shape present-day human existence.

6. SUMMARY OF OTHER POLICY RECOMMENDATIONS ON LLLP

Summarizing the other recommendations from the preceding discussions above, even in the absence of the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP):

1. The 2005-2010 MTPDP chapters on education and labor must be integrated; even within the education chapter, there are few explicit linkages among basic, higher and technical-vocational education sections (high school bridge program, bridging program to college, ladderized interface between TVET and higher education). For faster economic growth, human capital cannot be improved in isolation of investments in physical capital and technical innovation – aspects of a comprehensive LLLP policy. However, there must be some focus, i.e., it may be too ambitious to secure the Philippines' position as a knowledge center in Asia- Pacific but not too difficult to place the country in the international academic landscape in the health professions and management areas.

2. The present mandates of CHED and TESDA (product development and enforcement of standards) and their lack of resources to fill the institutional gap to address market mismatches through market research and social marketing must force the private sector and civil society to help look for solutions. The private sector must work with government in crafting policies for long-term sustainability of foreign markets for Filipino internationally shared human resources, a task that can be assigned to a committee in the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP) proposed above, or to DOLE, DTI, and DFA in its absence.

3. There are many contentious issues which the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP) can ventilate, e.g., providing more company incentives for employee training and R&D, deregulation of tuition fees, moratorium on setting up new SUCs and universities of independently chartered cities, new taxes for education such as on prepaid cellular phone cards, merger of agencies responsible for similar LLLP programs, regulation of educational plan providers, re-institution of CPE credits for license renewal of professionals, etc.

However difficult these issues are, the Coordinating Council for Lifelong Learning in the Philippines (C2LLLP) should be bold enough to stimulate the very learning that communities in the new millennium must be empowered to assume for their own objectives – truly lifelong learning for all. The world is changing, and change indeed is one permanent thing we cannot ineluctably escape from.

7. POLICY RECOMMENDATIONS FOR ILO ACTION

Lifelong Learning in the Philippines has, indeed, a long way to go. However, the route towards successfully putting the structures and the various systems in place could be shortened and the evolution facilitated under ILO auspices. This study indicates that there is an assortment of LLLP areas where the ILO could come in to provide guidance and undertake specific actions. These areas include the following -- workplace learning policies for the country by implementing HRD Recommendation IV-9e/f (formal and informal workplace learning, and work experience, and expansion of workplace learning and training); private sector-civil society collaboration in institutionalizing a process or framework for LLLP that would link all stakeholders across society, and make use of all needed interventions to assure the desired outcomes of employability and sustainability of economic and social development; initiating further study on how to rectify misallocation of resources to ensure that such funds can be directed towards the implementation of LLLP; and engaging in other related research activities on the issue of preparing the workforce for decent jobs both in the domestic and global markets. These research projects may be undertaken by the ILO alone or in partnership with other migration-related institutions on topics centered around the brain drain issues -- from compensation for training costs incurred by the Philippines as sending country, to Tobin-type exit taxes for professionals, to short-term return visits or permanent returns, to local labor market shortages due to cyclical migration policies attracting certain skills in developed countries, and in assistance in certification and assessment activities of key industries. Lastly, in the absence of a Philippine government policy for intergenerational replacement of the fast depleting pool of quality teachers in certain fields, the ILO may also consider supporting the creation of an Overseas Filipino Reintegration Center independent of government and proposed by a private/civil society group.

NOTES:

[1] ILO HRD Recommendation No. 195, Sec. I-2a, p.4
[2] ibid, Sec. I-2b
[3] ibid., Sec. I-2c
[4] Nieves R. Confesor, "Lifelong Learning in Asia Pacific: the Road Ahead," AIM Journal for Business and Development, Vol. I, No.2: July-December 2003.
[5] Hector S. de Leon, Textbook on the Philippine Constitution, Manila: Rex Bookstore, 1997,p. 407
[6] ibid., p. 195
[7] ILO Recommendation 95, Sec. IV-9e and 9-f
[8] ibid, p. 86
[9] As of May 2003, only 208 out of 379 national government agencies (NGAs), government owned and controlled corporations (GOCCs), government financial institutions (GFIs), SUCs submitted their respective 5-year Information Systems Strategic Plan (ISSP), as required by the National Computer Center (NCC) in line with the Government Information Systems Plan (GISP). The ISSP is designed "to serve as the blueprint for harnessing information technology in the development of mission-critical applications and in the pursuit of the agency's strategic directions." However, only 88 agencies are actively implementing said plans, in effect defeating the objective of the GISP which is to eventually link all agencies together, especially those that deliver critical public services, e.g. SSS, GSIS and BIR.
[10] ILO Recommendation 95, Sec. I-3b
[11] For the period 1990 to 2015, 8 goals and 18 targets have been identified and established for the MDGs. In the case of the Philippines, it was determined that 29 out of the 48 indicators could be obtained from various government surveys and administrative records while eleven (11) indicators are not applicable to Philippine conditions. MDG #2 on achieving universal primary education considers such factors as the net enrolment ratio in primary education; proportion of pupils starting Grade 1 who reach Grade 5 and the literacy rate of 15-24 year olds. The goal is to send all children to primary school, with the girls having the same educational opportunities as the boys.
[12] Herrin, op. cit., p. 70
[13] Florian A. Alburo and Danilo L. Abella, Skilled Labor Migration from Developing Countries: Study on the Philippines, Geneva: International Migration Programme, International Labour Office. International Migration Papers # 51
[14] Federico Macaranas and Ellen Esguerra, Panorama: ICT and Human Resources Intermediation, March 2001
[15] Jeremy R. Morales Barns and Joseph A. Silva, "The Philippines' Dysfunctional Labor Market: Indicators, Implications and Imperatives, AIM Policy Center: November 2002
[16] Fidel V. Ramos, Ramos Peace and Development Foundation Annual Lecture, 2005
[17] These are due to the limits to the exploitation of the fast dwindling natural resource base (aquatic and terrestrial especially given the recently liberalized mining sector), the very poor physical capital stock reflected in the age of plant and machinery of many industries especially those not destined for export markets, the relatively slow foreign direct investments inflow that brings fresh technology which is most welcome in view of the sad state of expenditures on research and development, the unsystematic exploitation of knowledge in view of the a poor understanding of this rather new factor in national development. The poor performance of students especially in international math and science tests (well below global averages) has been traced the total environment in which education exists: poverty conditions in the homes of students, poor teacher training, lack of curricular responsiveness to student needs, severe budget constraints, etc.
[18] Debraj Ray, Development Economics, Princeton University Press: 1998, p.124
[19] MTPDP, p. 88
[20] Bosworth, B. and S. Collins, "From Boom to Crisis and Back Again: What Have We Learned?" ADB Institute Working Paper, No. 7, ADB Institute, Tokyo, 2000

[21] An update on the total factor productivity of the country for the years 1994-1998 by Virola, et.al. shows its continuous decline, explained by the authors as a period when the country had just recovered from a series of coups against the Aquino government, the onset of El Nino and the Asian financial crisis of 1997. However, from 1999 onwards, productivity recovered (through 2002). (Virola, Romulo A., Estrella V. Domingo, Raymundo J. talento, and Ava Gail D. Cas, "Institutionalizing Producitivty Measures in the Philippine Statistical System," Paper presented at the 9th National Convention on Statistics, 4-5 October 2004, Mandaluyong City

[22] MTPDP, pp. 88-89

[23] Br. Andrew Gonzales, FSC, "Filipino Higher Education: Some Unorthodox Solutions to Some Perennial Problems," in Isagani R. Cruz, ed., The J. William Fulbright Memorial Lectures, 1992-1996, Makati: Philippine Fulbright Scholars Association, 1996, pp. 39-50)

[24] Alejandro N. Herrin, "Population and Basic Education," Chapter 4 in Luningning Achacoso-Sevilla, ed., The Ties that Bind: Population and Development in the Philippines, Second Edition, AIM Policy Center, 2004)

[25] Morales and Silva, op.cit., p. 26

[26] The Lapanday experience is reported in Macaranas and Esguerra, Servant Leadership of Cito Towards Servant Leadership: A Profile of Luis "Cito" Lorenzo, Aim Case Study, 2003.

[27] ibid., p.49

[28] Tinna B. Mauricio, "Ready for Global Competition," The Fookien Times 1998 Philippine Yearbook, p. 124-8

[29] op,cit., pp.19-20

[30] "Liberal Education and Democracy," in Isagani R. Cruz, ed., The J. William Fulbright Memorial Lectures, 1997-1998, Makati: Philippine Fulbright Scholars Association, 1998, pp.1-20)

[31] The Commission on Filipinos Overseas (CFO) serves as Secretariat to the Inter-Agency Committee on Philippine Schools Overseas which coordinates inter-agency policy and program initiatives to assist in the establishment and standardization of Philippine schools overseas. The Inter-Agency Committee ensures that these Philippine schools in other countries can provide expatriate Filipino children and the youth with affordable quality education in the elementary and secondary levels so that they can be readily integrated into the Philippine educational system and labor markets upon their return to the country, as well as contribute to shaping their Filipino identity and character. As of 2000, there were 29 schools established in Bahrain, China, Greece, the Kingdom of Saudi Arabia, Kuwait, Libya, Oman, Qatar and the UAE, offering elementary and high school, using DepEd-prescribed curriculum.

[32] Mauricio, ibid., p.128

[33] Dr. Alcestis M. Guiang, TESDA Director General, "Academic Challenges and Curriculum Approaches for Developing Creativity for the Future Workforce," Paper presented at the 2nd National Conference of FORCE, 22-23 July 2004).

[34] A proposal for a private sector-operated Overseas Filipino Reintegration Center calls for the provision of to give the overseas Filipinos a viable reintegration option that would further increase and enhance their contribution to the Philippine society. Specifically, it aims to:

1. Provide a clear direction for the overseas Filipinos' reintegration, even prior to getting employment abroad;
2. Make them aware of the benefits, as well as the consequences, of working abroad;
3. Improve their planning skills vis-à-vis short- and long-term goals, objectives and strategies for themselves and their families;
4. Strengthen the importance of involving their families in all decisions that would affect the whole family and not only the overseas Filipinos themselves;
5. Emphasize the necessity of saving for the future;
6. Provide livelihood training/seminars that would make them productive when they finally decide to reintegrate;
7. Provide the venue for all the family members of the overseas Filipinos to network with other overseas Filipinos and organizations, whether private or public, and to utilize such networks positively; and

8. Pave the way for other important opportunities in the areas of financing, entrepreneurship and training, The Overseas Filipinos Worldnet (Ofwnet) Foundation's Reintegration Master Plan

[35] Adama Ouane, "Adult Learning: Emerging Issues and Lessons to be Learned," in Madhu Singh, ed., Institutionalizing Lifelong Learning: Creating Conducive Environments for Adult Learning in an Asian Context," Hamburg: UNESCO Institute for Education, 2002, p.22

[36] Singh, ed., op.cit., pp. 337-8

[37] Interviews with Prof. Nieves Confesor, interview, 7 July 2005, Asian Institute of Management; Prof. Ester Garcia, 8 July 2005, CHED, OPPRI

[38] The CSC courses are as follows:

- Supervisory Development Course, undertaken in partnership with the UNDP, for first line managers in the Philippine civil service, aimed at enhancing the capabilities of government middle level managers, ensure sustainability of efforts directed at increasing employee productivity, improve the quality of work and deliver superior clientele service;
- Breakthrough 21, for HRM officers of government instrumentalities to prepare them for a more development-oriented role;
- Service Delivery Excellence Program, through the Philippines-Australia Governance Facility, basically a program of reforms that has as its core, the creation of a customer service ethos throughout the bureaucracy;
- Executive Training Program for members of the Constitutional Fiscal Autonomy Group, to upgrade the participants' competencies in implementing service improvement programs;
- Public Service Excellence Program which is aimed at improving service and customer responsiveness within the organization;
- Public Service Ethics and Accountability, developed with the UNDP, covering theoretical and conceptual issues on governance, particularly in ethics and accountability;
- Direct training activities conducted at the regional CSC offices (237,962 government workers trained);
- ALAB training program and LGEF (Local Government Executive Fora) designed to update local government executives on the latest civil service rules and pertinent local government code;
- Local Scholarship Program (LSP), e.g. the LSP-Masteral Degree Course (LSP-MDC), a one-year study grant for employees who wish to pursue their masteral studies on official time; the LSP-Bachelor's Degree Completion (LSP-BDC) component; LSP-Skilled Workers in Government (LSP-SWG) wherein skilled workers are afforded the opportunity to enhance their skills and competencies. In 2001, a total of 483 grantees have availed of LSP-MDC, bringing to 3,816 government scholars who have benefited from this program; 377 state employees were able to enhance their skills through the LSP-SWG for a total of 6,079 skilled scholars who were conferred certificates for successfully completing technical and vocational courses in different institutions.

[39] In fact, neither the poor cell phone owners who buy discounted cell phone cards, nor the telecommunications firms providing the service will bear most of the final burden or incidence – it is the very competitive retail sellers of cell phone cards who will shave off their own income from P300 cards they sell at P280 or less.

[40] de Jesus, op.cit., p.11

[41] These include, under basic education, the following – a) GASTPE Program (Government Assistance to Students and Teachers in Private Education), wherein some 277,000 high school students were able to enroll under the Education Service Contracting Scheme (ESC) in 2002 (ESC subsidy of P2,500 per student was increased to P4,000 for SY 2003, with the number of beneficiaries increasing to 330,000 grantees in SY 2004-2005); b) Tuition Fee Supplement (TFS) which benefited 166,000 students in 2002 (TFS was phased out in SY 2003-2004 due to budgetary constraints; thus, only the remaining 2nd to 4th year students will benefit as grantees for SY 2003 to 2005); c) additional coverage of 50,000 grantees under the ESC scheme for SY2005 until 2010; d) DepEd to work with LGUs and Congress to continue providing scholarships and educational assistance to high school students from their localities; and, e) tapping of the private

sector, NGOs, and individuals to grant scholarships to children, especially qualified gifted and differently-abled elementary, high school students in special education schools, madaris, and indigenous peoples (IP) learning centers.

TESDA has its own scholarship schemes and other student financial assistance programs, to wit: a) PESFA (which has provided scholarship assistance to 13,800 grantees yearly and targeting a total of 34,500 beneficiaries for the period 2006 to 2010); b) ADB-TESDP with 4,048 slots in 2002-2003 and 5,109 slots for 2003-2004, 10, 218 grants for SY2005-2006 and still targeting a total of 20,000 beneficiaries for the entire project duration; c) tendering scheme in jobs-directed scholarships in occupational areas with high market demand (under the 2004-2010 MTPDP, government will refrain from offering programs also being offered by the private sector in order to channel government resources to areas where efficiency and effectiveness is greater); d) Iskolar ng Mahirap na Pamilya (which has 1,975 certificates of educational assistance to be utilized for SY2005; e) Educational Loan assistance to TVET students under the TESDA Student Loan Fund with 1,7123 slots for SY2005-2006.

On the other hand, CHED's various student scholarships and financial assistance programs have resulted in a substantial rise in the number of beneficiaries for both public and private HEIs (from 44,868 in 2000 to 52,510 in 2003). Its Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP), another pro-poor program which provides accreditation and equivalency of learning and competencies acquired outside formal educational systems, was able to graduate 270 beneficiaries in 2003. CHED continues to attract students to undertake its priority courses through direct student assistance and scholarships. Under the MTPDP, CHED will broaden access to higher education especially among the disadvantaged sectors through vouchers, expanded scholarship schemes and other forms of student assistance; ensure equal opportunities for both men and women and rural and urban beneficiaries; encourage LGUs to pursue existing scholarships and educational assistance projects, especially for disadvantaged and differently-abled constituents; ensure wide dissemination of procedures and eligibility requirements for scholarships and financial assistance programs of CHED (the national government has committed to provide CHED with 42,600 scholarships in priority courses per year. At the same time, CHED offers the following assistance: a) Iskolar ng Mahirap na Pamilya wherein an indigent family is given the opportunity to send one member to pursue a degree course with the grantee receiving P10,000.00 for basic tuition, transportation and food allowance for one semester; b) Student Financial Assistance Program for financially hard-up 3rd, 4th year and graduating students enrolled in CHED's priority courses who will be given an interest-free student loan for all educational expenses, payable two years after graduation.

[42] Lala Rimando, "No Silver Lining," Newsbreak, 14 March 2005, pp.14-17

[43] Confesor, op.cit., p.60

[44] At an AIM-International Organization for Migration conference on creative solutions to the brain drain, former Health Secretary Jaime Galvez Tan lamented this fact with respect to Filipino doctors enjoying residency under exchange visas in US hospitals as of early 2005; in the 1990s many skills-short industrial countries had special programs to attract professionals in the ICT sector.

[45] Librero, op.cit.

[46] Librero, op.cit.

[47] Melissa P. Vergara, "Mt. Province folk now benefiting from Internet," *Computerworld*, 10 January 2004, Vol 14, No.23, p.1

[48] Zenon Arthur Siloran Udani, "Continuing Professional Education: Training and Developing Filipino Professionals Amidst Globalization," in Tereso S. Tullao, Jr., ed., Education and Globalization, Makati: Philippine APEC Study Centers Network and Philippines Institute for Development Studies, 2003, pp.163-212

[49] Milan Brahmbhatt and Manjula Luthria, Concept Note for Philippines: Closing the Productivity Gap, World Bank, East Asia Poverty Reduction and Economic Management Unit: August 2003

[50] Florangel Rosario Braid, Force @ 15, Continuing Education: Embracing a Culture of Creativity, Manila Hotel, 22-23 July 2004

[51] Philippine Health Care Factbook, Vol. I, p.278

[52] Asian Development Bank, Education: Our Framework- Policies and Strategies, August 2002, p.33-34

[53] "From a historical point of view, the development of a library is a phenomenon that can only be understood in its social context. Libraries, like mirrors, reflect the influence of the intellectual ideas of an epoch, the social maturity of nations, the concerns of their citizens, the support of their institutions, the status of society, and the freedom and development of man." (Vicente S. Hernandez, History of Books and Libraries in the Philippines 1521-1900, Manila: National Commission for the Culture and the Arts)

[54] "The Capiz Experience," *Book Watch*, December 2003, pp 16-18

[55] Public Library? What Public Library? *Book Watch*, December 2003, p. 3

[56] Myrna B. Lim, "Intercultural Peace Education: Partnerships Among Stakeholders in Mindanao, Philippines," in Singh, ed., op.cit., pp. 211-218.

[57] http://www.ilo.org/public/english/region/asro/manila/philippines/mnltc.htm

[58] "Use and Effectiveness of NFE Accreditation and Equivalency Learning Materials," pp 61-73 in Innovations in Non-Formal Education: A Review of Selected Initiatives in the Asia-Pacific Region, Bangkok:UNESCO, 2002

[59] The various programs for PWDs are as follows:

- Tulay-Tulong, Alalay sa Taong may Kapansanan – a special program for PWDs providing employability enhancement and employment assistance, being undertaken by the Bureau of Local Employment of DOLE
- CSC's Computer-assisted testing for Visually Impaired People (CAT-VIP)—a form of adaptive technology that allows a visually impaired person to take the Career Service Professional or sub-professional examinations via the CAT scheme, using a voice synthesizer and a screen access program that converts machine readable text to audible speech.
- CHED Scholarship/Study Grant for PWDs-PESFA, undertaken by the Office of Student Services, CHED through CHED regional offices for deserving and qualified PWDs who get financial benefits (tuition fees, stipend and book allowance at P7,250.00 per semester), under the Private Education Student Financial Assistance (PESFA) program.
- Institutionalization of SPED Programs in all Schools
- Textbook Production in Braille, an ongoing activity being done by the Philippine Printing House for the Blind, to produce textbooks in Braille and in large print for distribution to schools with classes for visually impaired students
- Teacher Training Program in special education, conducted in SUCs like PNU, UP, Eulogio Rodriguez Institute of Science and Technology and Cebu Normal University, among others.
- DSWD social and vocational rehabilitation programs for PWDs and community-based programs, like TAWAG (Tuloy Aral Walang Sagabal Project) which includes the provision of assistive devices to improve the physical functioning of children and out-of-school youth with disabilities, their self and social enhancement, and their educational and vocational skills training involving referral for Philippine Education Placement tests, school placement and vocational skills training.
- DTI's Assistance Package for PWDs, to improve the marketability of PWD projects and services by equipping them with the know-how on modern techniques, developing their entrepreneurial capability; assisting them in upgrading their products and services through product development; and assisting them in identifying new products that are in demand in the market, to include market matching and trade fair participation.
- Employment Compensation Commission's Comprehensive Rehabilitation Program to help injured or disabled employees attain restoration of physical capacity through vocational training, placement assistance and self-employment assistance.
- TESDA Scholarship for Technical Vocational Education and Training, providing financial assistance to PWDs, amounting to P7,250.00 per semester, in order to pursue post secondary on degree technical vocational courses, under the PESFA program.

Advocacy campaigns and relevant programs were undertaken to send the message to prospective employers that, given the chance, PWDs can prove their worth as able partners in nation-building. Likewise, DOLE conducted job fairs for PWDs in 8 regions during which a total of 730 vacancies were solicited from 78 organizations including some LGUs. There were 1,509 PWD applicants for the jobs, 504 were interviewed and 123 hired on the spot.

[60] TESDA trained 410 PWDs on various industrial and livelihood skills training courses, 45 PWDs participated in an Entrepreneurship Appreciation Course; 112 hired as apprentice in 4 companies through TESDA's intervention, 21 PWDs passed the competency exams and were certified as skilled workers while 12 PWDs took the Trainors Training on Teaching Methodology.

Moreover, TESDA provided technical and financial assistance to two (2) organizations of PWDs under its Community-based Training and Enterprise Development Project while CHED through its PESFA program awarded 40 PWDs scholarship slots for schoolyear 2000-2001.

Significantly, the Tulay Self-Employment Assistance Program carried out trainings and provided funds (amounting to Php25.9 million) to 9,118 beneficiaries for self-employment projects nationwide for the period 1994-2002. A total of 5,205 PWDs were trained while 5,187 received funds to undertake self-help projects,

However, in 2002, with 737 job vacancies from 31 companies which joined the NDPR week celebration, only 116 PWDs were placed, 102 on the spot and the remaining 14 PWDs required to submit additional documents. Only 439 PWDs registered for the jobs fair (473 were referred with a few applying for more than one vacancy). This number of registered PWDs was lower by 19.4% compared to 545 PWDs in 2001 and by more than 200% from the 1,509 registered PWDs in 2000.

Based on NCWPD records, as of May 2002, a total of 19,545 PWDs are gainfully employed under DOLE's Tulay 2000 Program (4,350 placed in wage employment and 11,591 placed in self-employment); jobs fair have been conducted in Regions 2, 4, 6, 7, 9, 10, 11 and NCR during NDPR Week celebrations in 2000 and 2001 (146 PWDs hired on the spot, majority of whom were either orthopedically handicapped or with hearing impairment); in line with the 5% employment in government under the Magna Carta, 780 PWDs are employed in different government agencies, corporations, hospitals, state universities and colleges. These are Don Mariano Marcos Memorial State University, Pangasinan State University, Mariano Marcos State University, Tarlac State University, PMMA-Zambales, Polytechnic State College of Antique, Cebu State College of Science and Technology, Leyte Normal University, Eastern Samar State College, Tomas Oppus Normal College, Western Mindanao State University, Central Mindanao State University, the largest with 21 PWDs employed, Southern Philippine Agri-business and Marine and Aquatic School of Technology, TUP, Amang Rodriguez Institute of Science and Technology and PNU-Manila),

The same program has also employed 1,816 soldiers with disabilities and DND civilian employees; 798 PWDs in local government units and 64 PWDs in private corporations (PAL catering services, Drugmakers Laboratories Foundation, Inc., Nova Management Technology, Suyen (Bench) Corp, Cardnet, Avon Cosmetics, Philippine Asia Group of Companies, Metro Gaisano of Cebu, Highway Commercial, Bethany Hospital, St. Paul's Hospital, Clothing Innovation & Design)

[61] Federico M. Macaranas, "Pushing for a Competitive Services Sector," Conference on the 2005 State of Philippine Competitiveness, Asian Institute of Management Policy Center, 19 July 2005.

APPENDIX A: NATIONAL LIFELONG LEARNING WORKSHOP RESULTS

Sector	Issues	Objectives	Strategies	Activities
Employers	• Attitude towards LLL: Psyche of :just enough" for survival limits the motivation for further learning • Motivation for LLL: limited enabling environment, unclear ROIs for employers, lack of opportunities for some employees	• To stimulate behavioral change • To enhance the capacity of employers in providing learning opportunities for employees • To contribute to the creation of an enabling environ-ment for LLL	• HRD to come up with programs on valuing learning among employees • Network with partners (TESDA, DOLE, Trade Unions) • Provide employee with incentives (model employee, awards for innovative ideas)	• Orientation for employers • Training of HRD for LLL • IEC at enterprise level • Design of incentive system • Monitoring and Evaluation
Workers	• Basic educational system is not responsive to challenges of globalization in terms of preparing students • Need to accelerate programs on equivalency, competency-based training, certification and RPL	• To be competitive workers • To become entre-preneurs • To be econo-mically productive	• Institute reforms in the Basic Education system geared towards LLL	• Conduct a tripartite consultation on Basic Education reforms • Legislative advocacy on tripartite representation in CHED and DepEd • Promotion/Orientation among TUs on LLL • Institutionalization of programs (organizational follow-up per month) • MOA with TESDA/CHED to build capacity of TUs • Capacity building through training, deputization & certification • Testing /certification • Evaluation (monitoring every six months)

Government	• Lack of common understanding and coherence • Paradigm shift • Weak NQF • Weakness of basic education • Accelerate programs for RPL, Equivalency & CBET • Capability building • Increasing training cost	• To develop, produce, promote and distribute IEC materials • To advocate the increase of budget and resources • To tap existing structures and systems i.e., NCCE	• Allocation of budget, manpower and other resources • Documentation and promotion of success stories, sharing of data and distribution of materials	• Information dissemination • IEC development and production • Consultative sessions/meetings with stakeholders • Identify LLL volunteers/advocates from influence groups • Documentation of Best practices • Social dialogues for DepEd, TESDA, CHED and other stakeholders • Policy and program review • NCCE regular meeting • NCCE regular meeting • NCCE to approve "traditional" QF • Develop QF for life • Improve recruitment • Improve teacher education program • Promote best practices • Competency standards for teachers – TQF • Pursue action plan for EO 358 • Expand ETEEAP • Involve industry representatives in ETEEAP evaluation • Commence CB assessment system • Accelerate codification of competencies for different tertiary programs • Expand coverage of competency standards & certification • Advocate RPL • Assessors training & accreditation • Implement tax rebates as provided by law • Awards/recognition • Accreditation of companies • Strengthen industry-TI linkage • Keep track of industry trends • Create a mechanism for industry to disseminate industry trend information • Rationalization of OJT/IPT • Standardization of content, guidelines & processes of OJT/IPT

Appendix B : Table 1

Employed Persons by Major Occupation Group

January 2004 - January 2005

(in thousands)

Major Occupation Group	Apr 2005 /p	Jan 2005 p/	Oct 2004	Jul 2004	Apr 2004	Jan 2004
Total	32,217	31,634	31,741	31,632	31,533	31,547
Officials of Government and Special Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors	3,943	3,675	3,551	3,776	3,910	3,862
Professionals	1,385	1,383	1,378	1,367	1,327	1,339
Technicians and Associate Professionals	892	843	874	899	877	882
Clerks	1,461	1,407	1,360	1,378	1,327	1,343
Service Workers and Shop and Market Sales Workers	3,116	2,900	2,847	2,840	2,928	2,935
Farmers, Forestry Workers and Fishermen	5,923	6,174	6,140	5,917	5,720	5,905
Trades and Related Workers	3,060	2,886	2,836	2,828	2,902	2,899
Plant and Machine Operators and Assemblers	2,378	2,423	2,492	2,403	2,409	2,411
Laborers and Unskilled Workers	9,905	9,785	10,128	10,096	9,963	9,831
Special Occupations	153	157	135	127	169	140

Notes:

1. Data were taken from the results of the quarterly rounds of the Labor Force Survey (LFS) using past week as reference period.
2. Details may not add up to totals due to rounding.
3. Data are as of 15 March 2005.

p/ - preliminary

Source: National Statistics Office (NSO) website: www.nscb.gov.ph

Appendix B: Table 2

Skills Category of Deployed OFW by Sex, 2004

Skill Category	2004			Percentage change from 2003		
	Female	Male	Total	Female	Male	Total
Professional and Technical Workers	79,862	13,144	93,006	18.57	13.12	17.80
Administrative and Managerial Workers	151	339	490	46.60	19.37	26.60
Clerical Workers	3,054	2,167	5,221	38.57	23.06	31.70
Sales Workers	2,741	1,162	3,903	96.41	6.02	56.60
Service Workers	101,595	11,261	112,856	33.10	45.77	34.30
Agricultural Workers	20	645	665	-31.03	-67.97	61.00
Production Workers	20,713	41,978	62,691	10.38	-1.43	2.20
For reclassification	258	1,368	1,626	-97.13	43.70	-83.60
TOTAL	208,136	72,064	280,200	14	27	18

Source: *POEA Annual Report 2004*

Appendix B: Table 3

Employed Persons by Major Industry Group

January 2004 - April 2005

(in thousands)

Industry Group	Apr 2005 /p	Jan 2005 p/	Oct 2004	Jul 2004	Apr 2004	Jan 2004
Total	**32,217**	**31,634**	**31,741**	**31,632**	**31,533**	**31,547**
Agriculture	10,992	11,359	11,785	11,450	11,113	11,174
Agriculture, Hunting and Forestry	9,629	9,949	10,420	10,082	9,775	9,775
Fishing	1,363	1,410	1,365	1,368	1,338	1,399
Industry	5,236	4,977	4,879	4,933	5,130	5,050
Mining and Quarrying	135	129	96	114	138	123
Manufacturing	3,201	2,995	3,020	3,056	3,063	3,104
Electricity, Gas and Water	119	128	121	110	137	110
Construction	1,781	1,725	1,643	1,653	1,792	1,713
Services	15,989	15,298	15,076	15,250	15,290	15,322
Wholesale & Retail Trade, Repair of Motor Vehicles, Motorcycles & Personal & Household Goods	6,398	5,910	5,788	5,901	5,974	5,823
Hotels and Restaurants	877	836	798	805	791	830
Transport, Storage and Communication	2,387	2,526	2,446	2,465	2,359	2,436
Financial Intermediation	364	304	298	348	339	327
Real Estate, Renting and Business Activities	776	711	702	691	669	697
Public Administration & Defense, Compulsory Social Security	1,497	1,436	1,450	1,414	1,623	1,478
Education	958	959	958	976	882	937
Health and Social Work	377	382	361	375	341	365
Other Community, Social & Personal Service Activities	843	763	809	782	868	879
Private Households with Employed Persons	1,511	1,469	1,465	1,491	1,443	1,548
Extra-Territorial Organizations & Bodies			1	2	1	2

Notes: 1. Data were taken from the results of the quarterly rounds of the Labor Force Survey (LFS) using past week as reference period.2. Details may not add up to totals due to rounding. 3. Data are as of 15 March 2005. p/ - preliminary

Appendix B : Table 4

Unemployed Persons by Highest Grade Completed: April 2005
(Details may not add up to totals due to rounding.)

Highest Grade Completed	Number	Percent
Philippines	**2,909**	**100.0**
No Grade Completed	**27**	**0.9**
Elementary	**461**	**15.8**
Undergraduate	202	7.0
Graduate	258	8.9
High School	**1,273**	**43.8**
Undergraduate	418	14.4
Graduate	855	29.4
College	**1,148**	**39.5**
Undergraduate	610	21.0
Graduate	538	18.5

Note: **Estimates are preliminary results and subject to change.**

Source: **Income and Employment Statistics Division,**
Household Statistics Department
National Statistics Office
Republic of the Philippines
http://www.census.gov.ph/data/pressrelease/2005/lf0502tx.html

Appendix B: Table 5

NUMBER OF PERSONS ASSESSED AND CERTIFIED BY MAJOR PROVIDER AND BY MAJOR PRIORITY INDUSTRY: CY 2003

Major Industry	TESDA		Other Providers		Total	
	Assessed	Certified	Assessed	Certified	Assessed	Certified
Agri-Fishery	1,566	396	827	620	2,393	1,016
Health	4,024	2,017	4,035	2,169	12,401	7,323
ICT	16,651	4,479	26,105	4,319	45,963	9,075
Maritime	20,972	19,259	3,131	2,430	25,865	23,451
Tourism	3,399	1,574	7,799	4,433	13,008	6,118
Overseas Performing Artists	38,901	23,402			38,901	23,402
Others	42,277	18,459	42,939	17,853	93,531	39,083
Total	**127,790**	**69,586**	**84,836**	**31,824**	**232,062**	**109,468**

Source: TESDA website: http://www.tesda.gov.ph/quickstat/default.asp

Appendix B Table 6

Extension Services in Agriculture

Extension Service	Objective
Agroforestry Information Network	This network will be computer-based data bank that will serve as repository of knowledge/information about the commodity. This will serve as an important development tool in enhancing the dissemination of available information/technologies generated from various R&D activities. It will also support, interconnect and share information and information facilities among sectors with common interests. Its main objectives are: • to serve as a focal point to various information on Philippine agroforestry systems • to facilitate the sourcing, building-up, delivery and exchange of information on agroforestry to support the sustainable development of natural resources, and • to promote the versatility of the local system to interested local and foreign people with access to the Internet.

Farmers' Information and Technology Services or Techno Pinoy	FITS or Techno Pinoy aims to contribute to the empowerment of the lowland and upland farmers, processors, entrepreneurs and traders through the efficient and effective provision of information and technology services to facilitate the clients' decision-making towards improved production, processing, trading and marketing. It is: • A delivery system established nearest the majority of the lowland and upland farmers, processors, traders and entrepreneurs in a given area that enables fast access to information and technology services through the information highways. • A center that facilitates provision of information and technology services in agriculture, forestry and natural resources in forms appropriate to clients. • A mechanism that enables dynamic feedback to match the needs of the clients and the services provided.
Poultry Information Network	The PIN is a one-stop-shop of information about the poultry commodity, which is catered to clients of the Livestock Research Division. It also provides other stakeholders access to updated data and information relevant to the poultry industry.
Swine Information Network	SwIN is an information communication tool aimed at disseminating relevant information to various stakeholders including commercial farm owners, farm managers, veterinary drug companies, feed millers and suppliers and other industry practitioners through internet.

Agricultural Training Institute	ATI coordinates diversified agricultural extension delivery systems for the local government sector and other stakeholders to facilitate the flow of information on technology and other services such as fund management, network establishment and systems for standardization and certification of extension providers that can empower the farmers and fisher folk to become more globally competitive. It caters to various clientele including Extension workers and service providers, Farmers, fishers and entrepreneurs, Rural women and youth, Cooperative members and officers, Rebel returnees, soldiers, policemen, among others who want to engage in livelihood activities.

Appendix C Table 1: Continuing Professional Education: Training and Developing Filipino Professionals Amidst Globalization

ASSOCIATION	TARGET	KEY Lifelong learning PROGRAMS	Estimated trained? member base?	Academic tie-ups	Other tie ups	Other or present initiatives	PRC Member
Institute for Corporate Directors (ICD)	Corporate Directors, Executives and High level Professionals	Educational programs for Corporate Directors and CEOs, Advocacy Programs				Empowerment Programs in Line Agencies,	
Management Association of the Philippines (MAP)	Corporate Executives, Managers and Educators	Program-specific activities on management education, managerial skills and practitioner-based courses	765 individual members (as of 2005) No student members since their target market includes only CEOs, managers, and the like	PUP and DLSU Graduate School of Business	Star Alliance, BAP, ECOP, FINEX, Makati Business Club, PCCI	Management Educators' Workshops, Management Development Fora, Corporate Governance Workshops, MAP Scholarship Program	NO
Personnel Management Association of the Philippines (PMAP)	Personnel Managers, Business & HR professionals	HRM Development Center, curricular programs	1245 Corporate Members Max. 15 member students per university/college: 1. UST 2. UM 3. JRU 4. Miriam College	CHED Ateneo CORD (Research)	Asia-Pacific Federation of HRM, DOLE, Asia-Pacific Federation of Personnel Management, World Federation of Personnel Management	The HR Agenda for Nation Building: A Call for United Action	Not yet but they already had tie-ups with PRC before for their events. As of now they're still working on the membership
Bankers Association of the Philippines (BAP)	Banking Professionals	Ateneo-BAP technical and training programs	40 corporate members no. of students vary accdg. to class enrolled	Ateneo Graduate School of Business		Cash Management Center; Fixed Income Exchange	NO
Semi Conductor and Electronics Industry in the Philippines (SEIPI)	Semi Conductors and Electronics companies	Technical Training and Education courses, Collaborative Research, Development and Engineering (RD&E) activities relevant to member companies	204 firms (from website) = 78 Filipino-owned; 126 foreign No. of enrolled students under ARCDI: 246 (2005) *For the total no. of trained members, ARCDI hasn't rolled up yet their certification on competency programs. They will be starting it by last quarter of the year. As of now, what they issue are certificates of attendance for	UP-NEC, MAPUA, ASTI-DOST	Advanced Research Competency Development Institute (for training), PEZA and DOST	Philippine Semiconductor and Electronics Convention and Exhibition, Automated Export Documentation System	NO

			their short programs which vary from 1 to 4 days duration.				
Financial Executives of the Philippines (FINEX)	Finance Executives, Business Professionals	Continuing Professional Education	755 Members	TO FOLLOW	International Association of Financial Executives, Foundation for Filipino Entrepreneurship	DBA Fellowship	NO
Philippine Institute of Certified Public Accountants (PICPA)	Accounting Professionals	Professional development programs and course c/o the CPAAI	Individual members of good standing: (As of Dec 2004): 16,318 Trained members (form Jan. to June 30, 2005): 1,500 participants	NONE	CPA Associates International (CPAII), Junior CPA	Accounting and Auditing Workshops/Seminars; but more on the Auditing Seminars	YES
Philippine Society for Training & Development (PSTD)	HR and Organization Development Professionals	Conventions fora and training workshops for member-participants, Junior Philippine society for Training & Development	172 Corporate Members, 84 Individuals, 27 Lifetime members No. of trained members TO FOLLOW (Thursday)	De La Salle-CSB Post-Baccalaureate Program in Training Development and Management	American Society for Training and Development, Asian Regional Training and Development Organization, Trainers in Tourism and Allied Institutions (ATTAIN)	Experiential Learning Workshop (Structured Learning Exercises [SLEs]), DLSU-CSB Certificate Course/s	NO
Philippine Computer Society (PCS)	IT Professionals, Technical Experts and Information Managers	Professional Development Program (PDP) & PSC Certification Program	Over 700 corporate members nationwide Trained members: NA as of now since they just started offering certificate programs last year. Instead what they're giving is the International Computer Driver License Exam	Asian Institute of Management	South East Asia Regional Computer Confederation (SEARCC); Information Technology Foundation of the Philippines (ITFP TESDA, IT-education partnership with various training institutes	Junior Philippine Computer Society	NO
STI Colleges (Systems Technology Institute)	IT and Communication students, entry level IT workers	STI Distance Learning Centers, Integrated and Global Standard curricula	For 2004, 45,000 enrollees into college across over 40 establishments	UP Institute of Science and Mathematics Education Development	Oracle Development Corporation, Electronic Data Systems, STI Circle	Guaranteed Hire Program, Cambridge-STI Certificates, European	NO

					of Friends	Computer Driving License 98 campuses nationwide and 4 international learning centers	
AMA Education Systems (Amable M. Aguiluz)	Business Administration, Accountancy, Marketing, Liberal Arts, Nursing, Maritime, Medicine, IT and Communication students, Telecom and Electronics students	World-class computer education, top of the line curricular programs, AMA Research Center	Annual student population of 150,000 nationwide	National University of Singapore, University of California-Berkeley and Hiroshima National College of Maritime Technology	Cisco Systems, Microsoft, National Computing Center of the United Kingdom, AVAYA, MYOB Groups, Alpha Innovations, Fluke networks, FESTO and French Embassy	Double Diploma Program, NCC-UK International Diploma in Computing, International Certification Curriculum, Global online university, BS Mechatronics, Guaranteed Hire Program 2oo campuses and learning centers worldwide. To date, there are: 42 AMA Computer College campuses, 1 of which is in Bahrain 98 ACLC learning centers, 1 of which is in Hongkong 25 ABE International College of Business & Accountancy campuses 4 Basic Education campuses 1 AMA International Institute of Technology campus 4 Norwegian Maritime Academy campuses 20 St. Augustine School of Nursing campuses 3 AMA School of Medicine campuses	NO
Philippine Medical	Physicians, Medical	Post-graduate courses offered	Total no. of members: 53,000	NONE	Professional Regulation	NA as of now	YES

Association (PMA)	practitioners and professionals, specialty groups	locally and abroad; equipment for training & development of specialty orgs.	(corporate and individuals)		Commission (PRC), numerous component, specialty & affiliate societies		
Philippine Nursing Association (PNA)	Nurses	Department of Nursing Research, Dept of Professional Advancement	TO FOLLOW	TO FOLLOW	PRC, International Council of Nurses (ICN)	Post-graduate study programs with Institute of Nursing at UA&P	YES
Institute of Integrated Electrical Engineers (IIEE)	Electrical Engineers	Professional Education, On-the-Job Training, in-house training programs	5,000 member students as of 2004 (3rd and 4th yr students only), 18000 members from 70+ affiliated institutions	IIEE-CSC (Council of Student Chapters) – 123 chapters out of 9 regions	PRC, CSE, MERALCO, TRANSCO	IIEE's 30th Annual National Convention and 3EXPO 2005: specialized Electrical, Electronics and Energy Exposition, Technical trainings	YES

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LIST OF ACRONYMS

ACCESS	Assistance for Completion of College Education for Superior Students
ADB	Asian Development Bank
AIM	Asian Institute of Management
ALS	Alternative Learning Systems
APEC	Asia-Pacific Economic Cooperation
APSDEP	Asia Pacific Skills Development Programme
ASEAN	Association of Southeast Asian Nations
ASEM	Asia-Europe Meeting
ASTD	American Society for Training and Development
BALS	Bureau of Alternative Learning Systems
BAP	Bankers Association of the Philippines
BNFE	Bureau of Non Formal Education
BPO	Business Process Outsourcing
BSU	Benguet State University
C2LLLP	Coordinating Council for Lifelong Learning in the Philippines
CAP	College Assurance Plan
CBTVET	Community Based Technical Vocational Education and Training
CCG	Corporate Community Group
CEAP	Catholic Educational Association
CES	Community Enterprise System
CHED	Commission on Higher Education
CLSU	Central Luzon State University
COCOPEA	Coordinating Council for Private Educational Associations
CONSTEL	Continuing Studies Through Television
CPO	Contents-Process-Outcome
CSC	Civil Service Commission
DBM	Department of Budget and Management
DepEd	Department of Education
DFA	Department of Foreign Affairs
DOLE	Department of Labor and Employment
DOST	Department of Science and Technology
DOTC	Department of Transportation and Communication
DSP	Digital Signal Processor
DTI	Department of Trade and Industry
DTS	Dual Training System
ECCD	Early Childhood Care and Development
EFA	Education for All
ETEEAP	Expanded Tertiary Education Equivalency Accreditation
FINEX	Financial Executives Institute of the Philippines
FORCE	Foundation for Continuing Education
GDP	Gross Domestic Product
HRD	Human Resource Development

ICT	Information and Communication Technology
ILO	International Labour Organization
IT	Information Technology
JICA	Japan International Cooperation Agency
KDC	Knowledge for Development Center
LADC	Lapanday Agricultural Development Corporation
LCD	Liquid Crystal Display
LFC	Lapanday Foods Corporation
LLL	Lifelong Learning
LLLP	Lifelong Learning in the Philippines
LSTC	Lapanday Skills Training Center
MAP	Management Association of the Philippines
MC-IHDC	Multi-Sectoral Committee on International Human Development Commitments
MDG	Millennium Development Goal
MNC	Multi-national Corporation
MOOE	Maintenance and other Operating Expenses
MTPDP	Medium Term Philippine Development Plan
MVC	Mabuhay Vinyl Corporation
NBDB	National Book Development Board
NCCA	National Commission on Culture and the Arts
NCIP	National Commission on Indigenous Peoples
NDCP	National Defense College of the Philippines
NEDA	National Economic Development Authority
NFE	Non-Formal Education Agenda
NGA	Non-Government Agency
NGO	Non-Government Organization
NQS	National Qualification System
NSCB	National Statistics Coordination Board
NTESDP	National Technical Education and Skills Development Plan
OECD	Organization for Economic Cooperation and Development
OFW	Overseas Filipino Worker
OHSS	Open High School System
OJT	On-the-Job-Training
OSY	Out-of-School-Youth
PASUC	Philippine Association of State Universities and Colleges
PCCI	Philippine Chamber of Commerce and Industry
PCS	Philippines Computer Society
PEZA	Philippine Economic Zone Authority
PHRDC	Philippine Human Resource Development Center
PICPA	Philippine Institute of Certified Public Accountants
PMA	Philippine Marketing Association
PMAP	Personnel Management Association of the Philippines
POEA	Philippine Overseas Employment Administration
PRC	Professional Regulatory Commission

PREGINET	Philippine Research Education and Government Information Network
PSHS	Philippine Science High School
PSTD	Philippine Society for Training and Development
PSU	Pangasinan State University
PUP	Polytechnic University of the Philippines
PWDs	Persons with Disabilities
ROI	Return On Investment
RPL	Recognition of Prior Learning
SEC	Securities and Exchange Commission
SEIPI	Semiconductor and Electronics Industry in the Philippines, Inc.
SME	Small and Medium Enterprise
SMED	Small and Medium Enterprise Development
SPED	Special Education
STAC	Science and Technology Advisory Council
STUDI	Science Teaching Using Distance Instruction
SUCs	State Universities and Colleges
TESDA	Technical Education and Skills Development Authority
TIPI	Texas Instruments Philippines, Inc.
TOQCS	TESDA Occupational Qualification and Certification System
TPM	Total Productive Maintenance
TREE	Training for Rural Economic Empowerment
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, Cultural Organization
UNILAB	United Laboratories
UPOU	University of the Philippines Open University
WB	World Bank