



Participation and Learning Outcomes: Identifying  
Population Groups which tend to fall behind EFA Target:  
Case of SDG 4.6

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## Outline

- A. Overview and Context**
  - + SDG 4 and Framework for Action
- B. Target 4.6 - Measuring literacy**
  - + Measuring Basic literacy & Functional literacy
- C. Target 4.7 – ESD and Global Citizenship**
- D. Issues and Challenges**
- E. Ways Forward**

## A. Overview and context

### + Overarching goal:

*"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."*

## A. SDG Goal Framework for Action

- + **Ensure access and completion of quality education** for all children
- + **Address all forms of inclusion and marginalization**, disparity and vulnerability and inequality of access, participation, retention and completion in learning outcomes
- + **Ensure education is of sufficient quality** to lead relevant, equitable and effective learning outcomes at all levels and in all settings. Quality of education should ensure that learners develop functional literacy skills
- + **Provide broad and functional lifelong learning opportunities** should be provided through non-formal pathways with adequate resources and mechanisms

## B. Target 4.1: Equitable and quality basic education (Elementary and Secondary)

How has the country measured Target 4.1

- + Net Enrolment Rate
- + Participation rate
- + Cohort Survival rate
- + Drop-out rate
- + National assessment system to assess learning outcomes such as National Assessment Test, TIMMS and PISA

+ Factors and variables used

- + Age
- + gender/sex
- + Socio-economic status/income status
- + Geographical location
- + Ethnicity
- + Language/dialects

## B. SDG 4.6 Measuring Literacy

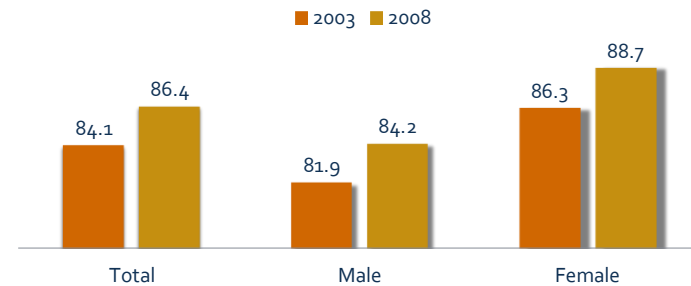
- + Goal: "By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy."

## B. Functional Literacy by Sex

| Functional literacy levels                        | Both sexes | Male   | Female |
|---|------------|--------|--------|
| Phils (in '000)                                   | 67,089     | 33,837 | 33,251 |
| Level 0 (cannot read and write)                   | 6.9        | 8.4    | 5.5    |
| Level 1 (can read and write)                      | 90.9       | 89.1   | 92.8   |
| Level 2 (can read, write and compute)             | 86.4       | 84.2   | 88.7   |
| Level 3 (can read, write, compute and comprehend) | 69.9       | 86.3   | 73.6   |
| Level 4 (high school graduate and higher)         | 44.0       | 40.8   | 47.2   |
| undetermined                                      | 2.1        | 2.5    | 1.8    |

## B. Functional literacy (2003 & 2008)

Functional Literacy Rate of population 10 to 64 years old by Sex and Year (Phils, 2008)



## B. Population groups who fall behind in literacy

- + **Geographic location:** generally those residing in rural ARMM
  - areas with peace issues and conflict; areas hit by natural disasters
- + **Age group** – 60-64 (from literates to illiterates)
- + **Socio economic status (SES):** poor population generally have more illiterates
- + **Disability** - No survey to capture the access of people with disabilities under FLEMMS

## B. Government Identified target and marginalized groups (DepED ppts)

- Children in conflict with the Law
- Children in Areas of Conflict/Disaster
- Children with Disabilities
- Street Children, Out-of-School Children & Youth
- Children & Youth in IP Communities

## B. Literacy and Exposure to mass media

- + The vast majority of Filipinos are exposed to television (94.4%); radio (90.2%); magazine (83.0%); and newspaper (78.7%)
- + Seven in ten Filipinos 10 to 64 years old watch television everyday
- + Four in ten listen to radio
- + Two out of ten read newspaper
- + Forty-four percent of Filipinos have some exposure to internet
- + One in ten surf internet everyday

Functional literacy rate is higher for those who are exposed to mass media; it ranges from 93.9% for those who watched TV to 96.3% for those who surf the internet.

## B. Functional literacy by age and education

- + **Age**
  - + the persons in group 20-24 have the highest functional literacy (92.8%) followed by those in the age groups of 25-29 (91.2%), 15 to 19 (90.3).
  - + The age group of 60-64 have the lowest literacy (74.0%)
- + **Education**
  - + 8 out of 10 elementary graduates are functionally literate while 7 out of 10 with elementary education are functionally literate
  - + Only 5% of those with no formal education are functionally literate

## B. Functional literacy by location and SES

- + Location
  - + National capital region ranks first in functional literacy (94.0 %)
  - + Calabarzon (Southern Luzon) is second with 93.5%
  - + Central Luzon (92.1%)
  - + Autonomous Region in Muslim Mindanao has the lowest functional literacy (71.6%)
- + Socio Economic Status
  - + Seven out of 10 persons aged 10-64 who are poor are functionally literate
  - + 9 out of 10 non-poor are functionally literate

## B. Gender Disparity Issues

- + Sex
  - + **Females performed better than males in the National Achievement Test (NAT).**
  - + Females got a mean percentage score (MPS) of 70.6 for elementary and 53.5 for secondary while MPS of males was 67.1 for elementary and 49.0 for secondary in SY 2012-2013.
  - + On the other hand, **more males were availing themselves of and completing the ALS** programs of DepEd. In 2013, there were 51.7 percent male enrollees compared to 48.3 percent female enrollees in ALS.
  - + Among the completers, 55.0 percent were males while only 45.0 percent were females.

## B. Lessons learned from Gender parity Index for Literacy Survey

- + Functional literacy among females in the same period is also higher at 88.7% as against 84.2% among males.
- + In the 2003 FLEMMS, the results show that 8 out of 100 (more than 2 million) Filipino women and 11 out of 100 (around 3 million) Filipino men cannot read and write.
- + There were an estimated 5 million illiterates of the 58 million Filipinos 10 to 64 years old during that period.
- + Women who are considered basically literate (those who can only read and write) were estimated at 26 million (90 for every 100 women), higher than men at an estimated 25 million (87 in every 100 men). This is evident in the elementary and high school completion rates where females were consistently higher than males.

## B. Lessons learned from Gender parity Index

- + **Gaps in data availability for target groups such as**
  - + Undocumented children (nomads, IPs)
  - + Children with disabilities
  - + Children in ethnic/minority cluster
- + **What could be done to address the barriers**
  - + Policy advocacy
  - + Funding and resources for national survey to track the last mile and unreached learners
  - + Technical expertise on data disaggregation and analysis
  - + Capacity building for Educational Assessment Bureaus
  - + Knowledge management and knowledge sharing



## B. Lessons learned from gender parity index (GPI from Phil FLEMMS data)

- + Aside from acquiring basic literacy, women with numerical skills (functional literacy) were estimated at 25 million (86 for every 100 women), also higher than men with numerical skill estimated at 24 million (82 for every 100 men).
- + Another requisite of functional literacy aside from the basic reading, writing and numerical skill is the ability to communicate and comprehend. In that period, there were an estimated 20 million (69 in every 100) women in this level of functional literacy while men in this level were estimated at 18 million only (63 in every 100).
- + Girls have fared better in terms of enrolment indicators in elementary and secondary education. At public elementary level during the school year 2010-2011, female Net Enrollment Ratio (NER) was computed at 91.07 percent while male NER was lower at 88.78 percent. This means that there were around 9 in every 100 girls and 11 in every 100 boys aged 6 to 11 who did not go to school during that period.
- + The Gender Parity Index (GPI) which is used to assess differences between girls and boys enrollment is computed at 1.03 (103 girls in every 100 boys) which means that more girls had enrolled in elementary education than boys during that period.

## B. Issues about data on participation and learning outcomes

- + **Gaps in data availability for target groups such as**
  - + Undocumented children (nomads, IPs)
  - + Children with disabilities
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**Target 4.7**  
SEA PLM

## C. Measuring learning outcomes on 4.7 : Way forward

- + **Target 4.7** “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”

SEAMEO with UNICEF and MOEs are implementing SEA PLM, a regional assessment on reading, writing, numeracy and global citizenship for grade 5.

## C. Target 4.7 SEA PLM

- + The SEA-PLM framework and items have been developed analyzing countries' curricula from the entire Southeast Asian region.
- + SEA-PLM is the only multi-country assessment of Global Citizenship in the context of Southeast Asia.
- + It is the first assessment in the world to assess writing across languages and scripts.
- + The development of the SEA-PLM is the result of a close collaborative work with the SEAMEO Member Countries.
- + It is entirely embedded into national systems and structures building capacity with government Ministry representatives.
- + Rausch and SOLO Taxonomy are applied to develop and gauge the item response.
- + A main component of SEA-PLM includes in-country capacity-building for the participating countries and aims at strengthening regional technical collaboration on learning assessment and standards across education systems.

## D. Synthesis (4.6)

- ◆ Literacy (Target 4.6) Population target - population group that provide desirable level of disaggregation?
    - + Early childhood (0-8)
    - + Formal and non-formal education learners (K to 12 learners)
    - + Literacy data from 10-64 (Youth to adult)
  - + Parallel Disaggregation
    - + Age
    - + Sex
    - + Regional location
    - + Income/SES
    - + Ethnicity
- Excluded:**
- ✓ Nomads,
  - ✓ undocumented children. Senior citizens

## D.Synthesis (4.7)

- + SEA PLM is in its early stage
- + Global citizenship testing has not given results as to key indicators
- + A work in progress

## D. Trigger questions for discussions

- + Literacy has moderate achievement over the last decade
  - + what are the characteristics of unreached and illiterate population?
  - + Are there data to identify them and how do we identify the sub-groups of those population
  - + How will the data be presented for global literacy strategy?

