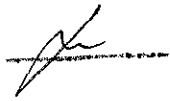


FOURTEENTH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
Second Regular Session)

9 APR 28 P1:08

S E N A T E

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P. S. Res. No. 1028

INTRODUCED BY SENATOR VILLAR

RESOLUTION

DIRECTING THE SENATE COMMITTEE ON EDUCATION, ARTS AND CULTURE AND OTHER APPROPRIATE STATE AGENCIES TO STRENGTHEN THE LITERACY MAPPING PROJECT ESPECIALLY IN THE 5TH AND 6TH CLASS MUNICIPALITIES IN THE COUNTRY TO INCREASE THE LITERACY RATE OF THE COUNTRY

Whereas, 5.2 million Filipinos are illiterate, lacking the ability to read or write with understanding of a simple message or dialect;

Whereas, the Department of Education (DepEd) claims that the dropout rates in elementary and high school remains high such that in School Year 2006-2007, 7.33 percent dropped out from elementary and 12.51 percent were recorded high school dropouts,

Whereas, in the following school year, the figures are still perceived to be high despite the fact that it ranked lower than the previous year, wherein dropout rates in elementary is at 6 percent, while 7.5 percent of high school students dropped out of school;

Whereas, in February 2009, the United Nations Educational, Scientific and Cultural Organization (UNESCO) published a report warning the governments of countries including the Philippines of their failure in addressing the existing inequalities in education, resulting to the deprivation of children of the basic literacy and numeracy skills;

Whereas, the UNESCO report also highlighted the inequality of education in the Philippines, stating that the poorest Filipino children in the lowest 20 percent bracket receive five years less education than children from wealthier brackets;

Whereas, disparity between the years of education obtained by the poorest 20 percent compared to the wealthiest 20 percent was notably wide, that the average was 6.3 years compared to 11 years, respectively;

Whereas, it is unfortunate that the most economically backward areas pertaining to the "bottom 30 barangays" have yet the highest number of illiterates, since according to the Department of Interior and Local Government (DILG) assistant division chief Virginia Ferrer, literacy programs ranked least in the priorities of local government units (LGUs);

Whereas, the study relayed that LGUs fail to deliver literacy projects to its constituents because of reasons including the belief that literacy development is rather the responsibility of DepEd, the lack of funds for improvement programs, perceived apathy of officials and citizens of the municipality, and the exclusion of literacy improvement programs to the priority list of LGUs, among others;

Whereas, according to UNESCO, 21 countries including the Philippines have “high enrollment, low survival,” attributing to students who enter school but fail to complete it;

Whereas, the “Literacy Information in the Philippines” study by Dr. Norma L. Salcedo supports UNESCO’s claim with the data pertaining that of those who entered elementary school, comprised generally of children 6 years and older, only 1 in every ten graduates and completes the elementary level;

Whereas, furthermore, not all of those who graduated elementary will enroll in high school, yet still, only 16 % of those who entered will be able to graduate;

Whereas, several projects were launched by the government to assist in the improvement of literacy level in the country;

Whereas, one initiative is “Project Reach,” spearheaded by the DepEd in collaboration with officials from schools, the community and the private sector to enable out-of-school children and youths to go back to school;

Whereas, a literacy mapping project conducted among the fifth- and sixth-class towns of the country, through the initiative of the DILG and the local government, revealed that literacy programs by the government are not felt by the citizens especially in these economically- backward municipalities;

Whereas, it is thereby significant that LGUs will participate in prioritizing education and devising effective literacy programs especially among the 5th and 6th class municipalities, where education shall be strengthened to foster further development and equip Filipinos with the tools essential in attaining a competitive economy; NOW THEREFORE BE IT

RESOLVED, as it is hereby resolved, to direct the Senate Committee on Education, Arts and Culture and other appropriate State Agencies to strengthen the literacy mapping project especially in the 5th and 6th class municipalities in the country to increase the literacy rate of the country.

Adopted,



MANNY VILLAR
Senator