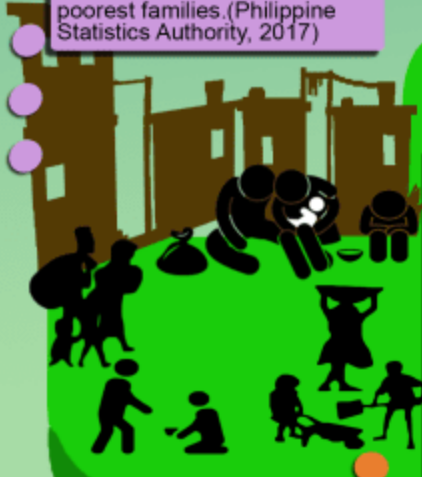


EDUCATION IS A HUMAN RIGHT

BUT barriers prevent children and youth from fully realizing their right to education. It is necessary to find out who these children are and why they are not attending school.

3.6M

OUT-OF-SCHOOL CHILDREN & YOUTH. POVERTY is the overriding reason. 66% of OSCY are from the poorest families. (Philippine Statistics Authority, 2017)



5M

SCHOOL-AGED INDIGENOUS CHILDREN
Only 2.4M were enrolled in Kindergarten to Grade 11 in 2016. (DepEd)



3.3M

CHILDREN WITH DISABILITIES. Only 304,000 were enrolled in only 676 SPED centers and schools with SPED program in 2017. (Department of Education)



3.2M

CHILDREN ENGAGED IN CHILD LABOR
CHILD LABOR persists side by side with chronic poverty. (PSA estimates)



14.4%

Muslim Mindanao has the highest prevalence of OSCY in the country. (Functional Literacy, Education and Mass Media Survey, 2013)



10.8M

STUDENTS IMPACTED BY DISASTERS
2007-2011 (Philippine Education for All Report, 2015)
Philippines is one of the most disaster-prone countries in the world.

NO ONE SHOULD BE LEFT BEHIND IN

EDUCATION



IMPROVE instruments for data gathering, research and analysis on multiple barriers for not attending school so they can be effectively targeted with interventions.



CONTINUE to expand public provision of education and allocate resources in areas where there are higher rates in school exclusion and drop-outs.

Within the framework of education for all and lifelong learning, the development of a relevant, culture-sensitive, diverse and community-based alternative learning systems in the country can reach out to more children and youth excluded from education.



DEVELOP curriculum and modules appropriate for particular contexts of learners – taking into account their specific needs and particular circumstance.



INCREASE opportunities for alternative pathways to education that is appropriate to age levels and respond to the different contexts of the learners.



It contributes to the creation of policies, standards, curricula and teaching practices that will enable the evolution of alternative learning systems that are at par with its formal counterpart.



STRENGTHEN sector/agency coordination for improved cross-sectoral planning and approach in addressing multiple and overlapping barriers to schooling simultaneously.



RECRUIT and deploy teachers favoring rural and urban poor areas where there are large numbers of OSCY to address disparities in access and availability of education. Upgrade teachers' conditions.



**Alternative Learning System (ALS)
for the Marginalized, Excluded and Vulnerable Sectors (MEVS).
ALS for Lifelong Learning.**



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Envisioning a Philippine society
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everyone has access to a
multi-cultural, gender-fair
and liberating life-long education.