Republic of the Philippines
Department of Education

Literacy Coordinating Council
and the
Philippine Normal University

TECHNICAL RESEARCH REPORT

A FOUNDATIONAL FRAMEWORK FOR EXEMPLARY COMMUNITY-BASED LITERACY PROGRAMS AND ENGAGEMENT: BASIS FOR POLICY DEVELOPMENT

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EXECUTIVE SUMMARY

In cognizance and response to the mandate of the Literacy Coordinating Council as a policy-making body of the Philippines with regard to literacy, the Philippine Normal University, as an active council member, spearheads this research project aimed to develop a framework or standards for exemplary community literacy programs. The proponent of this project seeks to have the standards or framework be institutionalized in every local government unit (LGU) of the country via relevant policy/ies which advance/s the standards or framework.

This research project yields an outcome that is expected to bring significant change to every local government unit of the country with regard to literacy; a framework to follow when establishing a community literacy program in the community.

The tangible outcome of this research, when advanced through policies that institute or recommend its use, is an assurance that literacy is championed in every part of the nation. In effect, when the nation's citizens become literate through the application of the framework in every LGU community literacy program, the nation is empowered and expected to advance.

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ABSTRACT

This grounded theory research sought to unpack the elements of exemplary community-based literacy programs of local government units or local communities in the Philippines. Data were gathered primarily through focus group discussions with program beneficiaries, community workers, and administrators in each of the nine local government units or local communities in the Philippines which are recognized to have an outstanding literacy program. Responses were subsequently analyzed and coded in three rounds which include open coding, axial coding, and selective coding. Consequently, there are 189 discrete ideas that emerged in the open coding of the communities' best literacy program practices and these were subsequently narrowed down to 23 named categories. Ultimately, 10 integrated categories emerged from the named categories. The themes that make up the framework for exemplary community-based literacy programs and engagement are hereby discussed.

INTRODUCTION

For several decades now, the Philippines, through its Literacy Coordinating Council (LCC), has been successful in recognizing literacy efforts of individuals, local government institutions, and non-government groups through a National Literacy Awards (NLA). This activity aims to contribute to the realization of the goal of universalizing literacy in the country by creating public awareness of and interest in the programs, projects, and activities addressing this concern; create interest and understanding of issues and concerns related to literacy among various sectors; sustain, expand, and institutionalize literacy efforts by motivating and recognizing individuals, institutions, and local government units through granting awards and appropriate recognition; encourage the development and replication of innovative, creative, and indigenous literacy programs; and bestow honor upon and give recognition to the outstanding individuals, government, and non-government organizations for their dedication, commitment and contribution to the universalization of literacy in their respective communities.

Since 1994, a number of individuals, local communities, and private groups have been recognized for their exemplary practices in championing literacy efforts. In point of fact, some of them have consistently sustained their programs up to the present times. It can be noted, however, that despite the large number of local government units (LGUs) which include municipalities and cities in the Philippines, only 38 out of 3102 LGUs submitted their entries in the most recently concluded search and awards for outstanding literacy programs. This only accounts for about 1.22 percent of the total number of potential participants across the country.

There are several probable reasons why the number of participants appear to be dismal. These reasons may include, but may not be limited to, the lack of awareness of what literacy is

and what community literacy aims to achieve; lack of resources to commence a community literacy program; lack of idea or capability how to plan, design and organize, implement, and evaluate such programs; and lack of networking and mobilization mechanisms for community engagement, among others.

It is imperative, therefore, to provide the communities with a clear framework, standards, guidelines, or agenda with regard to developing and implementing community literacy programs. This is not to suggest, of course, that the awards should be the ultimate reason for such framework, standards, guidelines, or agenda, but the universalization of literacy in every local community in the country. Moreover, even when this framework is institutionalized through public policy in a national scale, such framework should not limit the creative potential of the local communities to include necessary measures they perceive as unique due to their individual community contexts.

One way to elicit for the constructs that will constitute the framework for the development of exemplary community-based literacy programs is the analysis of the best practices of the communities which were recognized by the LCC. Hence, this sets the rationale for the present research.

This study seeks to analyze the lived experiences and practices of Philippine communities cited for exemplary community literacy programs and develop a grounded theory on such programs. The output of which becomes the basis for the development of framework or standards for building exemplary community-based literacy programs.

Specifically, this research sought to attain the following objectives:

1. Analyze the strengths of the exemplary community literacy programs awarded by the Literacy Coordinating Council (LCC);

2. Identify the elements that the informants claimed to be effective in their communities; and

3. Develop a framework for exemplary community-based literacy programs and engagement.

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METHODOLOGY

Research Design

In order to attain the objectives of the study, the researchers used the grounded theory as a qualitative research design. In this study, the researchers attempted to establish a framework by undergoing multiple stages of data-collection, analyzing the data to establish patterns, and continuously refining them to establish interrelationship of categories of information (Strauss and Corbin, 1990 cited in Creswell, 1994 and Merriam, 2002).

Figure 1 *Research Framework*

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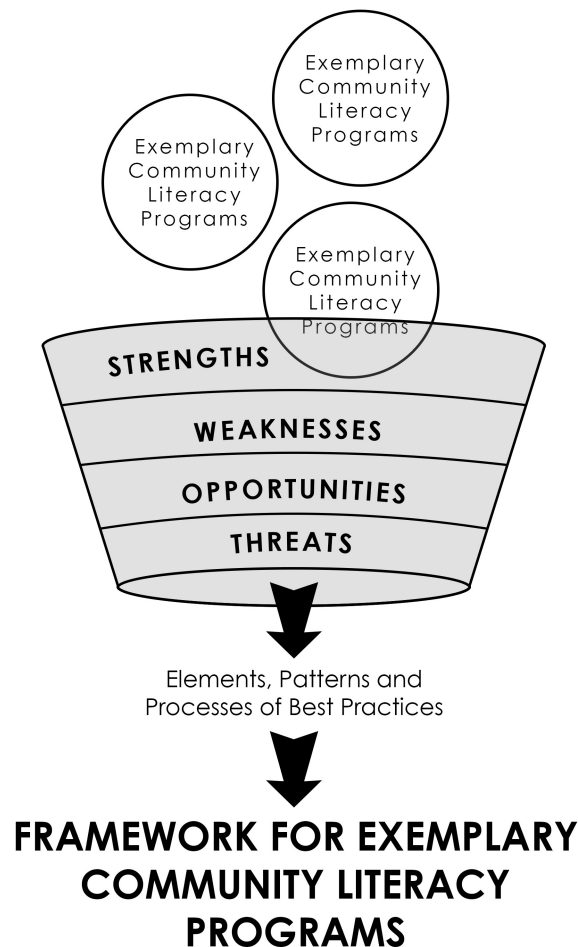
Participants of the study

The participants of the study comprise the sectors of the program beneficiaries, the community workers, and the local government unit administrators of the municipalities or cities which were recognized and awarded by the Philippines' Literacy Coordinating Council for having possessed and sustained exemplary community literacy programs. It is important to note, however, that one of the cluster of informants in the study does not involve a local government unit but a private company whose advocacy is to uplift literate lives of indigenous and marginalized people in the southern region of the Philippines. Nevertheless, they satisfy the requirements of having administrators, community workers, and beneficiaries for their community literacy program.

Ultimately, the participants of the study include the sectors mentioned earlier who reside in the following localities: 1) Butuan, Agusan Del Sur; 2) Cuyo, Palawan; 3) Plaridel, Bulacan; 4) Tubungan, Ilo-ilo; 5) Agoo, La Union; 6) Antipolo City, Rizal; 7) Balanga, Bataan; 8) Davao City; and 9) Tagum City.

Subsequent to the identification of the municipalities or the cities, the researchers asked the municipality administrators to nominate ten (10) administrators, ten (10) community workers, and ten (10) beneficiaries to serve as informants in the focus group discussions. Nevertheless, the number of participants did not go as originally planned. The table below, however, summarizes the actual number of informants per sector in each identified locality.

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Table 1

Actual Informants of the Present Study

Locality	Number of LGU Administrators	Number of Community Workers	Number of Local Beneficiaries	Total Respondents
Municipality Category				
Agoo, La Union	6	11	5	22
Plaridel, Bulacan	11	10	6	27
Tubungan, Ilo-ilo	13	8	8	29
Cuyo, Palawan	11	9	7	27
Total Number of Respondents	**41**	**38**	**26**	**105**
City Category				
Antipolo City	12	5	10	27
Balanga City	8	6	10	24
Tagum City	9	6	17	32
Davao City	5	11	6	22
Total Number of Respondents	**34**	**28**	**43**	**105**
Private Organization				
Butuan / Agusan Del Sur	0	1	4	5
Total Number of Respondents	**0**	**1**	**4**	**5**
Total Respondents	**75**	**67**	**73**	**215**

Data-collection Instruments

Focus group discussions (FGDs) served as the main data-collection technique in the study. Nevertheless, ocular site inspection and randomized house to house visits for informal interviews served as validation techniques to ensure that the responses from the FGDs are existent and to ensure that the community actually recognizes the existence of the programs.

With regard to the interview protocols, the researchers developed questions utilizing SWOT analysis in order to gather the necessary data which are to be subsequently analyzed for coding. Inter-researcher validation was conducted among the research team to ensure that the questions capture the needed responses for subsequent analysis. Two external observers from the Literacy Coordinating Council secretariat were present to ensure that the validation process

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that the research team made is free of biases and other potential threats with regard to the internal and external validity of the interview protocol or schedule.

Subsequent to the validation of the interview protocol, correspondence to the identified communities were done through the LCC secretariat in order to schedule the FGDs in every community. The research team identified who within and among their group will subsequently go to the actual field research in the communities identified.

During the FGDs, the informants were given color coded meta-cards (empty cue cards) where they wrote their responses according to SWOT analysis components. Consequently, the responses under the "Strengths" component of the SWOT analysis were gathered to institute the codes for the subsequent framework to be developed.

Subsequent to the field work and FGDs, the responses under the "Strengths" component were digitally encoded and eventually printed for manual content analysis in order to unpack patterns or themes of the communities' best practices or processes in managing exemplary community programs.

Data-Analysis

In order to set the communities that were to be analyzed in the three sectional rounds required of a grounded theory design, the researchers used the fishbowl technique. Results of this technique manifested that, firstly, responses from Antipolo, Balanga, and Davao (Cluster 1) were to constitute the data for open coding. Secondly, responses from Agoo, Tubungan, and Tagum (Cluster 2) were to be the bases for axial coding. This axial coding was a comparison of open codes or discrete ideas from the first and second clusters of communities drawn from the fishbowl technique. Lastly, responses from Plaridel, Cuyo, and Butuan (Cluster 3) were to establish the selective codes which were based on the comparison of the axial codes from Clusters 1 and 2 and the open codes or discrete ideas in the third cluster. Subsequent to the manual analysis of all the data, the researchers were able

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to unpack the themes that constitute the elements of an exemplary community-based literacy

program and engagement.

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RESULTS AND DISCUSSION

Open Coding

Based on the responses of the informants as reflected in their meta-cards which were subsequently content analyzed, the researchers were able to unpack several features of the community literacy programs. *Table 2* shows the open codes or the discrete ideas with regard to the strengths of the community literacy programs existing in Antipolo, Balanga, and Davao.

Table 2
Open Codes for the Discrete Ideas on the Features of the Community Literacy Programs in Antipolo, Balanga, and Davao

PARTICIPANTS (Round 1)	OPEN CODES (Discrete Ideas in Round 1)	
Locale 1: Antipolo **Locale 2:** Balanga **Locale 3:** Davao	• Active Literacy Coordinating Council • The program is embedded in the Office Performance and Commitment Review under the item – Advocacy Campaign • Active Participation of different agencies / stakeholders • Quality management systems • Efficient monitoring and evaluation system • Conduct of community analysis • Literacy mapping • Devoted mobile workers • Proper alignment of Vision, Mission, Goals, and Objectives of the city, DEPEd's Policy, and community needs • Collaboration, outsourcing, and engagement of target partners • Seminars and workshops • Participation, engagement, and commitment of all stakeholders and several agencies • Data-driven program design • Top-down cascading of vision • Leaders' political will • Budget or funding priority • Provision of resolutions • Strong inter-agency collaboration • Sustained barangay week program • Cost-effective planning	• Budget allocation • Supportive officials • Follow-up on beneficiaries • Linkages and partnership • Applicability of the training given • Regular monitoring / meetings / consultations • Strong leadership / political will • New updates / trainings attended • Public-private partnerships / networking • Institutionalized structures of sectorial groups and other mandated structures • Legal bases • Mandated creation and organization of literacy programs per barangay • Partnership with stakeholders • Formulation and implementation of ordinances • Provision of resources / budget / logistic support • Regular campaign to beneficiaries • Mandated responsibility of the concerned agency • Orientation and capacity building • Investment of human capital (like training of personnel)

	• Sustainability, scalability, and impact-based • Conduct of friendly competition among barangays with regard to Barangay Literacy Coordinating Council programs • Vision-oriented program • Target-setting and planning	• Literacy program is included in a 10-pt agenda • Funding support • Needs-based program (beneficiaries) • Orientation and seminars • Provision of facilities

The table manifests that in order for community literacy programs to be considered as effective and exemplary, cities must possess: 1) an efficient monitoring and evaluation system; 2) a literacy mapping or community analysis activity; 3) target setting; 4) provision of budget and facilities; 5) orientation and capability building measures; 6) strong inter-agency collaboration; cost-effective planning; 7) data-driven program design; 8) legal bases; 9) supportive officials; and 10) institutionalized structures of sectorial groups, among so many others.

It can be observed in the responses of the informants that they see community analysis, literacy mapping, and collaborative participation as strengths of their community literacy programs. This confirms what has been said in the earlier sections of this article that when sectorial groups are involved in the development and implementation of community literacy programs, the programs thrive and become effective (McMillon, 2016; Licona and Gonzales, 2013; and Licona and Russell, 2013).

Axial Coding

The following table shows the open codes or discrete ideas in the second cluster which were eventually compared with the open codes in the first cluster so as to establish the named categories or axial codes.

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TABLE 3

Axial Codes for the Discrete Ideas on the Features of the Community Literacy Programs in Agoo, Tubungan, and Tagum

PARTICIPANTS (Round 2)	OPEN CODES (Discrete Ideas in Round 2)				AXIAL CODES (Categorized Ideas in Round 1 and 2)
Locale 4: Agoo **Locale 5:** Tubungan **Locale 6:** Tagum	• Meetings or general assembly / dialogue • Memorandum for meeting • Understanding the situation • Budget allotment / financial resources • Competent, dedicated teachers, implementors, leaders, barangay leaders • Close supervision and monitoring of the program • Stakeholders support and participation / collaboration between stakeholders and implementors • Program evaluation sheets were issued to all clients served • Feedback mechanisms from collaborating agencies were solicited to gauge the effectiveness of the program • Full use of available human and material resources • Local government unit (LGU) and university partnerships through Memorandum of Agreement • Literacy coordinator to oversee / recruit trainees for skills and manpower development • Advertisements (tarpaulins, posters, announcements) • Solicitation for financial help • Assemblies, public hearings • Meetings and trainings • Information education campaign • Provision of special education teachers, rooms, literacy materials and other things needed • DEPEd order / memorandum • Cooperation of the parents, barangay officials • Political will • Presence of technical expertise provided by university / other partners • Pool of experts in the different specializations • Comprehensive planning • Well-coordinated implementation schedule • Feedback mechanisms to modify plans, if necessary • Monitoring to sustain the program • Strategies of implementing the programs content • Give the right knowledge, assure competent skills, and impose positive values	• House to house visit of community workers • Search for potential beneficiaries of the program • Good intentions of the program • Additional knowledge from the program • Looks for what area of literacy needs improvement • Information dissemination • Participation of all officials and other agencies • Word of mouth, "*pulong-pulong sa barangay*" • Heads of agencies are required with literacy proposals • Orientation of the program • Participation in planning • Participation in trainings • House to house orientation (especially in far-flung areas) • Creation / organization of Municipal Literacy Coordinating Council • Constant communication with beneficiaries and other stakeholders • Financial support from Local Government Unit (LGU), barangay, and Non-Government Organizations (NGOs) • Political will • Organization of Barangay Literacy Coordinating Council • Budget allocation • Willingness of beneficiaries • Many Out-of-school Youths were employed abroad and locally • Creation of municipal ordinance • Inter-agency collaboration and networking • Active and functional Municipal Literacy Coordinating Council and Barangay Literacy Coordinating Council • Cooperation of private sectors • Presence of local law for the sustainability of the program • Strong priority of the program • Partnership of DEPEd and LGU • Adult-find or child-find • Availability of various resources	• Monitoring and evaluation to further enhance the implementation of the program • Continuity of program despite change in leadership • Release of ordinance to strengthen the program • Grassroots participation • Literacy as priority focus of programs • Making the program open to all • Merging of resources of agencies involved • Word of mouth strategies to do child-find • Beneficiaries are reached-out and not the beneficiaries are the ones to reach out • Mobile teachers and instructors • Free trainings • Beneficiaries are supported and traced until employment • Sustainability if the program with its intended beneficiaries to ensure 100% cooperation • Contextualized programs • Expert resource persons • Monitoring and evaluation of the program implementation • inclusions of beneficiaries in recognition and commencement exercises of regular learners • partnership of agencies and stakeholders • functional CLCC and BLCC • integration of literacy programs in every department in the city government • Annual budget allocation • Institutionalization of literacy programs thru city ordinance. • co-ownership of the literacy program • Word of mouth from teachers to disseminate info about the program • Use of Facebook page • Meetings and conferences • Free studies	• Bottom-up program management • bringing the program closer to target beneficiaries • establishment of monitoring and evaluation team • Legal bases for sustainability • Orientation • needs assessment of the community • MOA & MOUs • Mentoring exhorting of community workers • resourceful focal person • supportive supervisor/partners • Goal-oriented programs. • budget and time allocation • meeting with stakeholders, text messages • regular monitoring • release of circulars • Announcement thru TARPS, REKORIDA, SOCIAL MEDIA AND LEG WORK • Daily inspection • Needs-based program • Inclusion of the literacy programs to the calendar of events • Training of human capital • Capability enhancement • Constant conversation and updating with the beneficiaries, constant follow-up • Knowledgeable speakers and well-experienced trainers • Continuity of program • Budget allocation • Localization of the program • Creation of a Philippine Talent Map • Helps beneficiaries from start to end • Cooperation of the community tribal leader • LGU mandate	1. Presence of Inter-agency Collaboration and Partnerships* 2. Provision of Resources, Facilities, Budget and Logistic Support* 3. Presence of Community Needs-Analysis or Data-driven Program Design* 4. Presence of Regular and Efficient Monitoring and Evaluation System* 5. Presence of Applicable Capacity / Capability Building Programs for Community Workers and Beneficiaries* 6. Presence of Strong Leadership and Political Will* 7. Presence of Aligned Inter-agency Vision, Mission, Goals, and Objectives (VMGO) with Community Needs* 8. Formulation and Implementation of Resolutions and Ordinances* 9. Presence of a Vision-oriented Agenda, Target-setting, and cost-effective planning* 10. Presence of Active Institutionalized and Mandated Structures of Sectorial Groups* 11. Presence of Legal Bases of the Program* 12. Sustainable Implementation and Management of the Program* 13. Regular Follow-through of Program Beneficiaries* 14. Presence of Friendly Inter-barangay Literacy Program Competition* 15. Presence of Quality Management System* 16. Recruitment of Devoted Community Workers* 17. Presence of Information Dissemination Strategies** 18. Presence of Human Capital** 19. Presence of Well-coordinated Implementation Schedule** 20. Presence of Program Implementation Strategies** 21. Presence of Beneficiary-search Mechanism** 22. Presence of Inclusive Recognition Mechanism** LEGEND: *Codes present in Rounds 1 and 2 **Codes that newly emerged in Round 2

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Table 3 clearly shows a large number of discrete ideas reflecting the strengths of the community literacy programs of Agoo, Tubungan, and Tagum. Initially, tentative codes have been identified in mind during the first round of coding. The researchers were able to locate 16 categories. However, after the comparison of discrete ideas in the first and second clusters, the researchers were able to establish 22 named categories.

Consistent with the responses of the informants in the first cluster, the responses of the informants in the second cluster generally manifest the same essential strengths but with few additions. The researchers found during this coding stage that exemplary community-based literacy programs and engagement essentially have 22 characteristics. In this stage, such community literacy programs should possess: 1) presence of inter-agency collaboration and partnerships; 2) provision of resources, facilities, budget, and logistic support; 3) presence of community needs-analysis or data-driven program design; 4) presence of regular and efficient monitoring and evaluation system; 5) presence of applicable capacity / capability building programs for community workers and beneficiaries; 6) presence of strong leadership and political will; 7) presence of aligned inter-agency vision, mission, goals, and objectives with the community needs; 8) formulation and implementation of resolutions and ordinances; 9) presence of a vision-oriented agenda, target setting, and cost-effective planning; 10) presence of active institutionalized and mandated structures of sectorial groups; 11) presence of legal bases of the program; 12) sustainable implementation and management of the program; 13) regular follow-through of program beneficiaries; 14) presence of friendly inter-barangay literacy program competition; 15) presence of quality management system; 16) recruitment of devoted community workers; 17) presence of information dissemination strategies; 18) presence of

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human capital; 19) presence of well-coordinated implementation schedule; 20) presence of program implementation strategies; 21) presence of beneficiary-search mechanism; and 22) presence of inclusive recognition mechanism. It can be observed here that beyond community needs-analysis and inter-agency collaboration and partnerships, there are several other manifestations of exemplary community literacy programs and engagement.

Table 4 presents the selective codes or the integrated categories derived from the axial codes (in Round 2) plus the discrete ideas or open codes in the third cluster which include the responses of informants from Plaridel, Cuyo, and Butuan.

It can be seen in the table that only a single named category is added after analyzing the discrete ideas or open codes in the third cluster. Majority of the responses of the informants in the third cluster reflect the same essential characteristics that are captured in the axial codes established earlier except for the "presence of documentation processes". Consequently, there appears to be 23 named categories or axial codes in the third round.

Subsequent to this, the researchers reanalyzed the 23 axial codes and they were able to recategorize them into 10 integrated categories namely: 1) quality management and leadership; 2) legal bases; 3) program implementation strategies; 4) aligned and articulated vision, mission, goals, objectives, and agenda; 5) inter-agency partnership and collaboration; 6) resource management; 7) efficient and regular monitoring and evaluation system; 8) needs-analysis and data-driven program design; 9) information dissemination strategies; and 10) efficient documentation processes.

Table 4

Selective Codes for the Discrete Ideas on the Features of the Community Literacy Programs in Plaridel, Cuyo, and Butuan

AXIAL CODES		PARTICIPANTS (Round 3)	OPEN CODES (Discrete Ideas in Round 3)	LAST EMERGING CATEGORY	SELECTIVE CODES
Code 1: Presence of Inter-agency Collaboration and Partnerships* **Code 2:** Provision of Resources, Facilities, Budget and Logistic Support* **Code 3:** Presence of Community Needs-Analysis or Data-driven Program Design* **Code 4:** Presence of Regular and Efficient Monitoring and Evaluation System* **Code5:** Presence of Applicable Capacity / Capability Building Programs for Community Workers and Beneficiaries* **Code 6:** Presence of Strong Leadership and Political Will* **Code 7:** Presence of Aligned Inter-agency Vision, Mission, Goals, and Objectives (VMGO) with Community Needs* **Code 8:** Formulation and Implementation of Resolutions and Ordinances* **Code 9:** Presence of a Vision-oriented Agenda, Target-setting, and cost-effective planning* **Code 10:** Presence of Active Institutionalized and Mandated Structures of Sectorial Groups* **Code 11:** Presence of Legal Bases of the Program*	**Code 12:** Sustainable Implementation and Management of the Program* **Code 13:** Regular Follow-through of Program Beneficiaries* **Code 14:** Presence of Friendly Inter-barangay Literacy Program Competition* **Code 15:** Presence of Quality Management System* **Code 16:** Recruitment of Devoted Community Workers* **Code 17:** Presence of Information Dissemination Strategies** **Code 18:** Presence of Human Capital** **Code 19:** Presence of Well-coordinated Implementation Schedule** **Code 20:** Presence of Program Implementation Strategies** **Code 21:** Presence of Beneficiary-search Mechanism** **Code 22:** Presence of Inclusive Recognition Mechanism**	**Locale 7:** Plaridel **Locale 8:** Cuyo **Locale 9:** Butuan	• Program evaluation • Orientation about the program and assembly • Budget allocation • Continuity of the program / sustainability • Enhancing of DepEd memos and municipal ordinances • Active participation of stakeholders • Linkages to different establishments • Collaboration of DepEd personnel, LGUs, and private organization • Commitment of the leaders and members (implementors) • Assessment before, during, and after the program • Commitment of the people involved (cooperation) • Collaboration with DepEd & other concerned agencies (LGU) • Linkages to different establishments (partnership) • Meeting for the program • Designed program to the needs of the community • Implementation of the program • Continuity of the program • Proper dissemination of the program • Determination of the smallest unit of the government (barangay) to disseminate the program • Coordination of different agencies (DepEd, LGU, etc.; Private or Public) • Philippine Information Agency's involvement for information dissemination • Documentation of activities • Participation and support of tribal leaders • Reaching out Indigenous Peoples in rural areas despite the distance	**Code 23:** Presence of Documentation Processes***	**Quality Management and Leadership** (Codes 6, 8, 12, and 15) **Legal Bases** (Codes 10 and 11) **Program Implementation Strategies** (Codes 14, 19, 20, and 22) **Aligned and Articulated Vision, Mission, Goals, Objectives, and Agenda** (Codes 7 and 9) **Inter-agency Partnership and Collaboration** (Code 1) **Resource Management** (Codes 5, 2, 18, and 16) **Efficient and Regular Monitoring and Evaluation System** (Codes 4 and 13) **Needs-Analysis and Data-driven Program Design** (Codes 3 and 21) **Information Dissemination Strategies** (Code 17) **Efficient Documentation Processes** (Code 23)

LEGEND:

*Codes present in Rounds 1 and 2
**Codes that newly emerged in Round 2
***Codes that emerged in Round 3

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Based on the consolidated data from Rounds 1 through 3, there are 189 discrete ideas (open codes) that reflect the processes or features of the exemplary community-based literacy programs analyzed in the study. These discrete ideas eventually established 23 named categories or patterns (axial codes) and these categories were recategorized to make up the 10 integrated categories or selective codes, which eventually became the basis for the establishment of the complete themes or elements that distinguish an exemplary community-based literacy program and engagement. *Table 5* summarizes the three sectional rounds of analysis and coding done by the researchers.

Table 5

Summary of the Open Coding, Axial Coding, and Selective Coding

Summary	Discrete Ideas	Named Categories (Integrated Ideas)		Integrated Categories (Themes / Elements)
Round 1	48	22		10 Themes / Elements
Round 2	117		1	
Round 3	24			

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CONCLUSION

Based on the analyses and coding measures presented in the preceding section, community-based literacy programs must, therefore, possess the following elements in order to be engaging and exemplary.

Theme 1. **Quality Management and Leadership**.

This theme / element can be seen through the presence of strong leadership and political will; the formulation and implementation of resolutions and ordinances; sustainable implementation and management of program despite transition of leadership (Denbel, 2013); and presence of quality management systems.

Figure 2

The Foundational Framework of Exemplary Community-based Literacy Programs and Engagement

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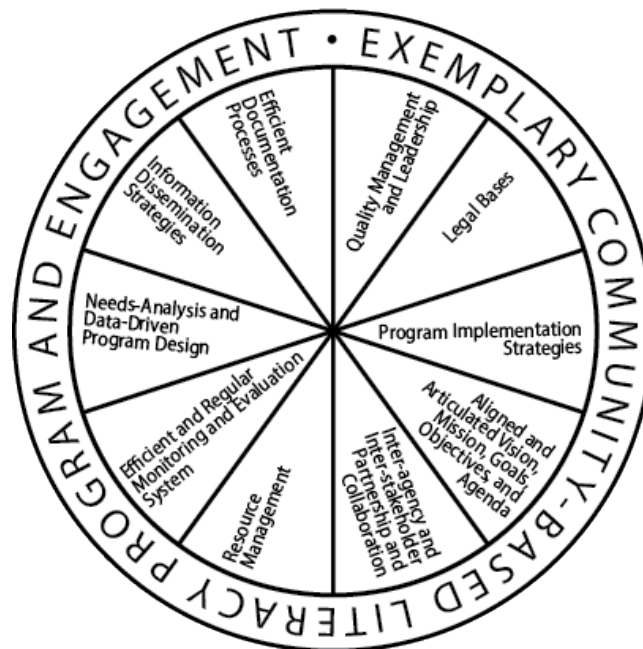
Theme 2. Legal Bases

This theme / element can be manifested through the presence of institutionalized and mandated structures of sectorial groups, and the presence of legal foundations.

Theme 3. Program Implementation Strategies

This theme / element can be distinguished through presence of friendly inter-barangay literacy program competition; presence of a well-coordinated implementation schedule; and presence of inclusive recognition mechanism, among other creative implementation strategies.

Theme 4. Aligned and Articulated Vision, Mission, Goals, Objectives, and Agenda

This theme / element refers to the presence of aligned inter-agency vision, mission, goals, and objectives with the community needs; and the presence of a vision-oriented agenda, target setting, and cost-effective planning.

Theme 5. Inter-agency and Inter-stakeholder Partnership and Collaboration

This theme / element alludes to the presence of strong commitment to partnership agreements between different stakeholders like government institutions, educational providers, academia, private organizations, local community members, workers, and other interested and concerned sectors of the society.

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Theme 6. Resource Management

This theme/element refers to the presence of applicable capacity / capability building programs for community workers and beneficiaries; provision of resources, facilities, budget, and logistic support; presence of human capital; and recruitment of devoted community workers. This means that all possible material and human resources are made available in the program.

Theme 7. Efficient and Regular Monitoring and Evaluation System

This theme / element points to the regular follow-through of program beneficiaries and community workers, as well. This means that programs do not end only with workers providing instructional input to beneficiaries. Programs must be periodically monitored so that necessary measures may be provided when workers and beneficiaries need help or assistance.

Theme 8. Needs-analysis and Data-Driven Program Design

Consistent with the ideas of collaborative and interactional partnership, exemplary community literacy programs are guided by grass-roots data with regard to what is really needed by the community. This means that programs should not be designed to become intrusive against the realities and contexts of the local community inhabitants. Programs must ensure that local citizens have a sense of ownership to the program through their "*physical representation…in discussion and dialogue about their problems*" (Koirala, 2008 p.18).

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Theme 9. Information Dissemination Strategies

This theme / element refers to the presence of different forms or modes of promoting to the public the community literacy programs. This may include, but not limited to, house to house information campaigns, village meetings, posters, social media platforms, circulars, among others.

Theme 10. Efficient Documentation Processes

This theme / element alludes to the complete documentation of activities from the planning and conception stage down to the implementation and impact assessment of the whole program. In this element, evidences are kept intact and that participant narratives are recorded for future reference and assessment.

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APPENDIX

Sample FGD Sessions, Informal Interviews and Site Visits

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ABOVE: Dr. Judy C. Bautista and Dr. Merry Ruth M. Gutierrez facilitated the SWOT analysis of the community literacy experiences of different groups ranging from local government unit administrators to community workers, and to local citizens.

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BELOW: Two community workers shared their experiences with regard to local efforts to alleviate the conditions of the less literate residents of their community.

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BELOW: Dr. Merry Ruth Gutierrez enjoyed chatting with local farmers, fisherfolks, and tricycle drivers. They joyfully allowed us to join their afternoon "siesta" and conversations. Her smile was due to a local produce she enjoyably bargained from the locals.

BELOW: House to house visits and informal interviews were done to validate claims from the focus group discussions.

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BELOW: Researchers and the LCC Secretariat conducted site visits and informal interviews among the locals. They even enjoyed having a taste of the local delicacies like the "Piaya". Further at the bottom shows the business established by one beneficiary of their community literacy program.

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BELOW: The interactive and productive focus group discussions

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