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Department of Education



Literacy Coordinating Council and the Philippine Normal University

TECHNICAL RESEARCH REPORT
**NATIONAL VALIDATION OF
THE FOUNDATIONAL
FRAMEWORK FOR EXEMPLARY
COMMUNITY-BASED LITERACY
PROGRAMS AND
ENGAGEMENT**

JUDY C. BAUTISTA, PH.D.

Project Director and Lead Researcher

MERRY RUTH M. GUTIERREZ, PH.D.

Project Co-Director and Researcher

LEONORA P. VARELA, PH.D.

Researcher

Philippine Normal University

BOYET L. BATANG, PH.D.

Researcher

Isabela State University

MA. AZELA L. TAMAYO, PH.D.

Researcher

**Manuel S. Enverga University
Foundation**





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Literacy Coordinating Council Secretariat

2nd Floor, Bonifacio Bldg., DepEd Complex, Meralco Avenue,
Pasig City, Philippines 1603

Telefax: 631-0579 / 631-0590 / 635-9996

lcc@deped.gov.ph

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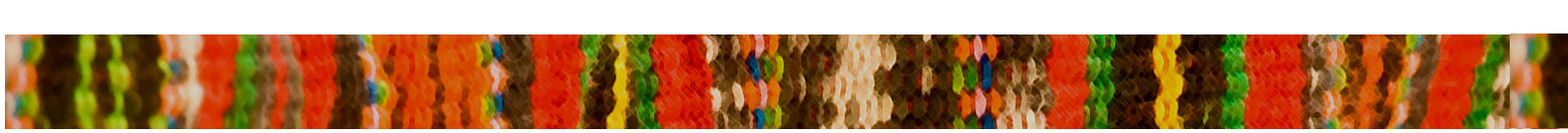


EXECUTIVE SUMMARY

The Literacy Coordinating Council, by virtue of Republic Act 10122, is mandated to formulate policies relevant to literacy development across the country. The Philippine Normal University, as an active Council Member and a research arm of the Council, administers this research aimed to: 1) validate the established Framework for Exemplary Community-based Literacy Programs and Engagement proposed in the study of Bautista, Gutierrez, Macahilig, Gatcho, and Dolba (2019) together with its Standards and Performance Indicators; and 2) validate the Monitoring and Evaluation (M&E) Tool which was derived from the validated Framework, Standards and Performance Indicators.

The research reported herein yields an affirmation that the Framework for Exemplary Community-Based Literacy Program and Engagement and the Monitoring and Evaluation Tool or Comprehensive Analytic Rubric are indeed valid and highly acceptable. These results are expected to bring significant change to every local government unit of the country with regard to literacy, especially with regard to establishing community literacy programs.

It should be noted, however, that the results should not hinder creative and lawful strategies (to improve the development of community literacy programs) from every concerned literacy advocate in both the public and private sectors. The results herein reported are minimum manifestations of exemplary community literacy programs and engagement. Furthermore, the results herein should not be treated as a prescriptive law but of a recommendatory input for policy formulation. Therefore, it should not be seen as a law in its current form.




The researchers recognize the authority of the Literacy Coordinating Council to decide on matters relevant to the establishment of the policy derived from the results of this study.



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ABSTRACT

This research sought to validate on a national scale the Foundational Framework for Exemplary Community-based Literacy Programs and Engagement (Bautista et al., 2019) which includes its corresponding standards and performance indicators. Data were collected through a combination of Likert-type and open-ended-type of survey questionnaire administered during the National Literacy Conference in 2019.

Subsequent to this, the responses were analyzed in order to establish the improved and validated version of the Framework. Furthermore, the study sought to develop and validate a measurement and evaluation (M&E) tool that reflects the validated framework. Data were collected through same combination of Likert-type and open-ended type of survey questionnaire and were mainly analyzed through Kendall Coefficient of Concordance (W). Data yielded considerable agreement between validators that the instrument proposed is indeed *highly acceptable* and may be adopted by literacy advocates especially local government units who want to establish community literacy programs in their own contexts.

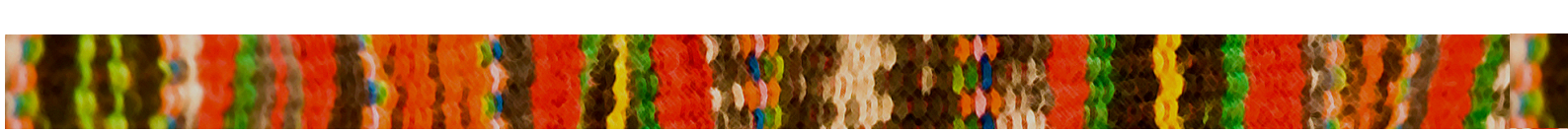
Collectively, results reveal that both the: 1) Framework, Standards, and Indicators; and 2) monitoring and evaluation (M&E) tool or the Comprehensive Analytic Rubric are valid and highly acceptable



INTRODUCTION

Literacy development, in its broadest sense, is undeniably challenging for many nations especially for developing countries like the Philippines. This challenge is even more heightened by the disruptions brought about by the Covid-19 situation. Never before have so many adults been out of their jobs and children been out of their schools. This complicates the situation for many people especially the poor, the marginalized, and the vulnerable. It is for this reason that many advocates for literacy development are motivated to stand stronger against the far-reaching consequences of the global health crisis. Apparently, literacy advocates believe that education and literacy development should be strengthened even further in order to not lose the hard-won gains that every nation has achieved in terms of improving global education and literacy.

As for the Philippines, efforts to improve literacy development among Filipinos have been evident. In point of fact, the Literacy Coordinating Council has strengthened projects to support community-based literacy programs developed and implemented in local government units and it has also recognized efforts of public and private entities with regard to their creation and implementation of community literacy programs. Nevertheless, despite the efforts to strengthen the development of local community literacy programs, only less than two percent of local government units are reported to have been championing systematic programs intended to develop literacy among their local communities (Bautista, Gutierrez, Macahilig, Gatcho, and Dolba, 2019). This is not to say that local government units are not trying to develop and implement community literacy programs. It only forwards that

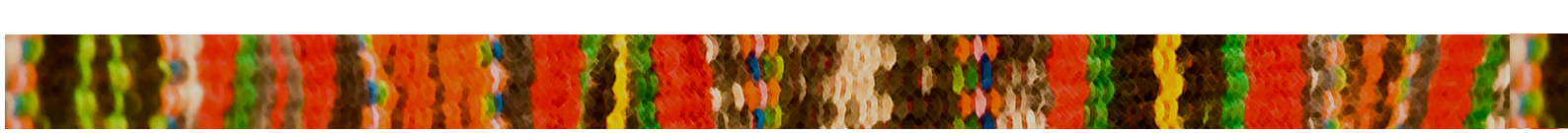


there is lack of evidence to show that community literacy programs are reported, monitored, and evaluated for their impact to the communities.

Consequently, the study of Bautista, et al. (2019) offers a promising springboard for local government units to initiate and build programs to contribute to literacy development and nation building in the Philippines. In their study, they have noted that the probable reasons for the dismal number of reported and recognized community literacy programs “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.” (p.5).

With the intention to build a framework that would encourage local government units to develop and implement community-based literacy programs and engagement, Bautista, et al. (2019) set forth to gather the best practices of nine meritorious community literacy programs from: 1) Agoo, La Union; 2) Plaridel, Bulacan; 3) Tubungan, Ilo-Ilo; 4) Cuyo, Palawan; 5) Antipolo City; 6) Balanga, Bataan; 7) Tagum City; 8) Davao City; and 9) Butuan, Agusan Del Sur based on the records of the Literacy Coordinating Council. Data were collectively gathered from local government unit administrators, community workers, and program beneficiaries from said localities. Subsequent to the gathering of data and analyses that they made using the procedure of grounded theory, they have generated and proposed a foundational framework for exemplary community-based literacy programs and engagement.

The themes or elements of the generated framework include: 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 and Inter-

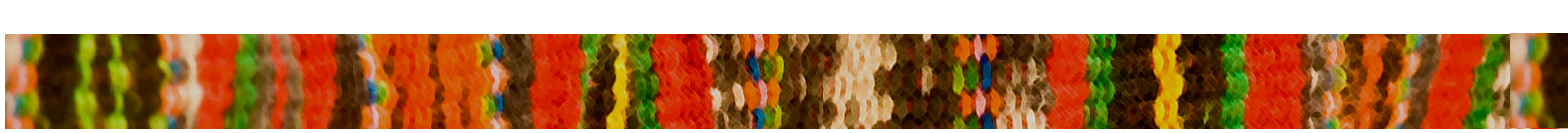


stakeholder Partnership and Collaboration; 6) Resource Management; 7) Efficient and Regular Monitoring and Evaluation System; 8) Needs-Analysis and Data-Driven Program Design; 9) Information Dissemination Strategies; and 10) Efficient Documentation Processes. Subsequently, based on these themes or elements, they have established the framework's Standards and Performance Indicators which are consequently validated in this current study.

Review of Related Literature

Some evidences from literature apparently support the themes and elements that were generated in the study of Bautista, et al. (2019). Denbel (2013), for example, implies that sustainable implementation and management of programs despite transition of leadership is a manifestation of quality management and leadership. Koirala (2008) also implies that program beneficiaries should have “physical representation...in discussion and dialogue about problems” (p.18). When different sectors of people are represented, it reflects that the community is serious in designing programs that are based on the needs of the people in that community. These claims only forward that somehow, there is consistency with the elements that have emerged from the study of Bautista, et al. (2019) with some relative studies present in other countries.

Another equally important element or theme in the study of Bautista, et al. (2019) is the presence of efficient and regular monitoring and evaluation system. According to Harty and Morley (2008), “a major focus today in literacy, as well as most other service areas, has been on accountability for results” (p. 55) and the improvement of services so that outcomes may be achieved for the citizens whom the community programs are made for. Furthermore, they forward that:



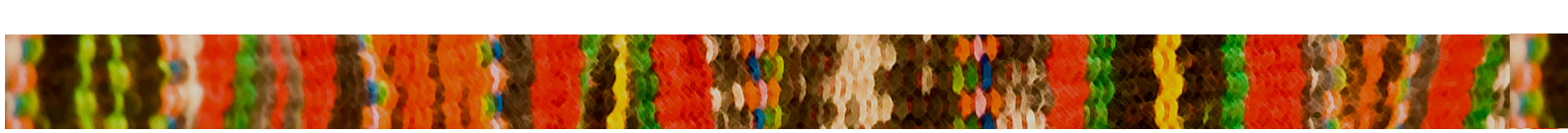
“Overall, the role for literacy coalitions in performance management is to encourage and help partners and other literacy programs to track literacy outcomes and then use that information to improve their services so they become more effective in improving literacy” (p.56).

These statements made by Harty and Morley (2008) imply several ideas and these are:

1) the presence of partnerships or coalitions; 2) the presence of performance management which implies efficient and regular monitoring measures; and 3) the presence of reporting of program results so that community literacy programs and services are eventually improved. It can be observed that these ideas are relevant to several elements or themes that have emerged in the study of Bautista, et al. (2019) namely: 1) Inter-agency and Inter-stakeholder Partnership and Collaboration; 2) Efficient and Regular Monitoring and Evaluation System; and 3) Information Dissemination Strategies.

Greenberg (2008), citing Weibel (2007), forwards that the whole community should be engaged in “helping literacy programs address the low literacy skills of their participants” (p.40). Furthermore, she argues that there is a critical importance of diversity in partnerships for literacy programs because “all segments of a community can put literacy on the government and business agenda better than any one program director acting alone” (Weibel, 2007, p.253 as cited in Greenberg, 2008, p. 41).

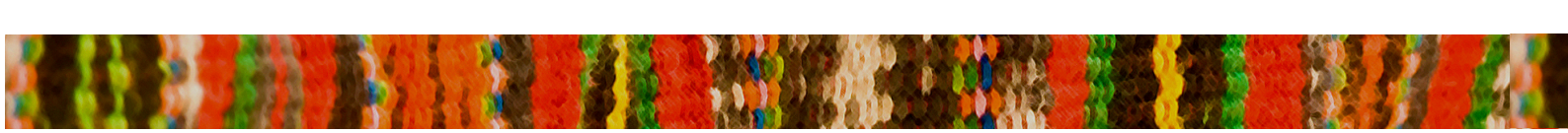
Greenberg (2008) appears to support the ideas mentioned earlier such as partnerships and collaboration, and assessment of skill and goal attainment. Additionally, she suggests that professional development among program workers, like literacy teachers, is essential and that the retention of these literacy workers is of critical importance. It can be noted in the study of Bautista, et al. (2019) that resources, whether material or human capital, appear to be strong components of an exemplary community-based literacy program and engagement.



Another interesting idea forwarded by Greenberg (2008) is the presence of literacy research and development center. Although she specifically described that the center is ‘national’, the argument she forwarded appears to pertain to the provision of opportunities where professional wisdom can be integrated to empirical wisdom so that instructional decisions made are aligned and rationalized. The integration mentioned can be achieved when there is a provision of structures where experts are allowed to converge with people and their behavior in the community. Therefore, whether national or local, the presence of legal and essential organizational and sectoral structures and facilities in literacy programs will allow integration of wisdom from experts with the empirical wisdom culled from the data provided by respondents in the locality. This idea only goes to reflect the verifiability of the framework of Bautista, et al. (2019) with regard to legal bases, alignment of programs’ goals and objectives, partnerships, and needs-based and data-driven program designs.

Ultimately, Greenberg (2008), citing Chisman and Spangenberg (2006), enumerates what are needed in literacy programs. She argues that literacy programs need strong advocacy where needs of all concerned are heard, respected and acknowledged and that strategic action steps are made where ‘involvement’ means the active engagement and partnerships of individuals and sectoral groups from public policy makers down to actual program beneficiaries regardless of race, color, gender, and sexual orientations (D’Amico; 2004). Furthermore, she emphasized that awareness campaigns should also be in place and that funding, as what she cites from Tait (2006), should be critical in order to ensure success of literacy programs.

All of these claims apparently reflect the themes and elements present in the Framework proposed by Bautista, et al. (2019). Furthermore, it can be noted that the proposed Framework was culled from the grassroots level. Therefore, it reflects that it is not



a direct prescription of a baseless framework but a grounded and contextualized framework based on lived experiences of people from local communities cited as exemplary with regard to community literacy implementation.

Statement of the Purpose

Subsequent to the generation of the framework, it is vital that the whole nation sees it as valid and acceptable to a larger context or larger number of localities so as to increase the potential use of the framework on a national scale. Therefore, this study seeks to validate the framework that have emerged from the research on “A Foundational Framework for Exemplary Community-Based Literacy Programs and Engagement: Basis for Policy Development” by Bautista, et al. (2019). Furthermore, it seeks to develop and validate a monitoring and evaluation tool based on the validated framework.

Specifically, this research seeks to attain the following objectives:

1. Nationally validate the Framework for Exemplary Community-Based Literacy Programs and Engagement through its Standards and Performance Indicators; and
2. Construct and validate a comprehensive analytic rubric as tool to monitor and evaluate community literacy programs based on the framework / standards and performance indicators developed.



METHODOLOGY

Research Design

To attain the objectives of the study, the researchers used mixed methodology or the multimethod approach to research. This tradition of inquiry combines both the qualitative and quantitative data collection and analysis of variables or concepts in the same study. Relevant to the current study, the researchers utilized, on one hand, the *survey research* which functioned as the primary design that dealt with quantitative responses and, on the other hand, the *content analysis* which functioned as the secondary design that dealt with qualitative responses.

Participants of the Study

There are two sets of participants in the study. The first set of participants is relevant to the data intended to answer the first objective of the current research while the second set of respondents is relevant to the data intended to answer the second objective.

The first set of participants is composed of 338 individuals who participated in the National Literacy Conference sponsored by the Literacy Coordinating Council in October 2019. Participants in the said conference comprised sectors of administrators in local government units (LGUs), community workers, program beneficiaries, literacy experts, and other professionals who are concerned with literacy development in the Philippines. These participants essentially represented all the regions of the country.

Table 1 summarizes the participants of the study relevant to the first objective which is to validate the standards and performance indicators of the framework proposed by Bautista, et al. (2019).

Table 1
Participants in the Validation of the Standards and Performance Indicators of the Framework for Exemplary Community-Based Literacy Program and Engagement

SECTORS	NUMBER OF RESPONDENTS
Local Government Unit (LGU) Administration	42
Community Workers	134
Program Beneficiaries / Local Residents / Others	162
TOTAL	338

The second set of participants is composed of LGU administrators, community workers, and local residents that represent six regions of the country namely: a) National Capital Region; b) CALABARZON or Region IV-A; c) Region 7; d) Region 8; e) Region 11; and f) Region 12. These participants were made to validate the monitoring and evaluation rubric which is based on the validated framework as stated in the first objective of the current research. Initially, the researchers intended to include all the 17 regions of the country. Nevertheless, constraints with regard to budget availability and allocation were evident and these only allowed participants from six regions as maximum. Nomination of regional participants were consequently made by the Literacy Coordinating Council Secretariat (LCCS) being the researchers' partner in terms of operational support. To ensure that the nomination of regions is free of skewed selection, the LCCS decided to purposively choose two regions from all the three island groups of the Philippines namely: a) Luzon; b) Visayas; and c) Mindanao. As for Luzon, the two islands that were selected were the National Capital Region and Region IV-A / CALABARZON. For Visayas, they were Regions 7 and 8. Ultimately, for Mindanao, they were Regions 11 and 12. These selection measures imply that even

though the selected regions were only six, all the three large island groups of the Philippines were still represented. Hence, the selection of the participants is relatively national in scope. It is worthy to note, however, that the generalizability of results is expected to be stronger had all the regions been included in the pool of respondents.

Table 2 summarizes the respondents from the six regions identified as the official respondents of the study relative to the validation of the monitoring and evaluation rubric which is based on the validated framework.

Table 2
Participants in the Validation of the Monitoring and Evaluation Rubric

GROUP OF ISLANDS	REGIONS	NUMBER OF PARTICIPANTS		
		<i>LGU Administrators</i>	<i>Community Workers</i>	<i>Program Beneficiaries / Local Residents / Others</i>
Luzon	National Capital Region	11	20	7
	Region IV-A	18	25	2
Visayas	Region 7	9	14	6
	Region 8	2	18	17
Mindanao	Region 11	8	21	12
	Region 12	1	12	32
TOTAL PER SECTOR		49	110	76
TOTAL N OF RESPONDENTS		235		

Data Collection Instruments and Procedures

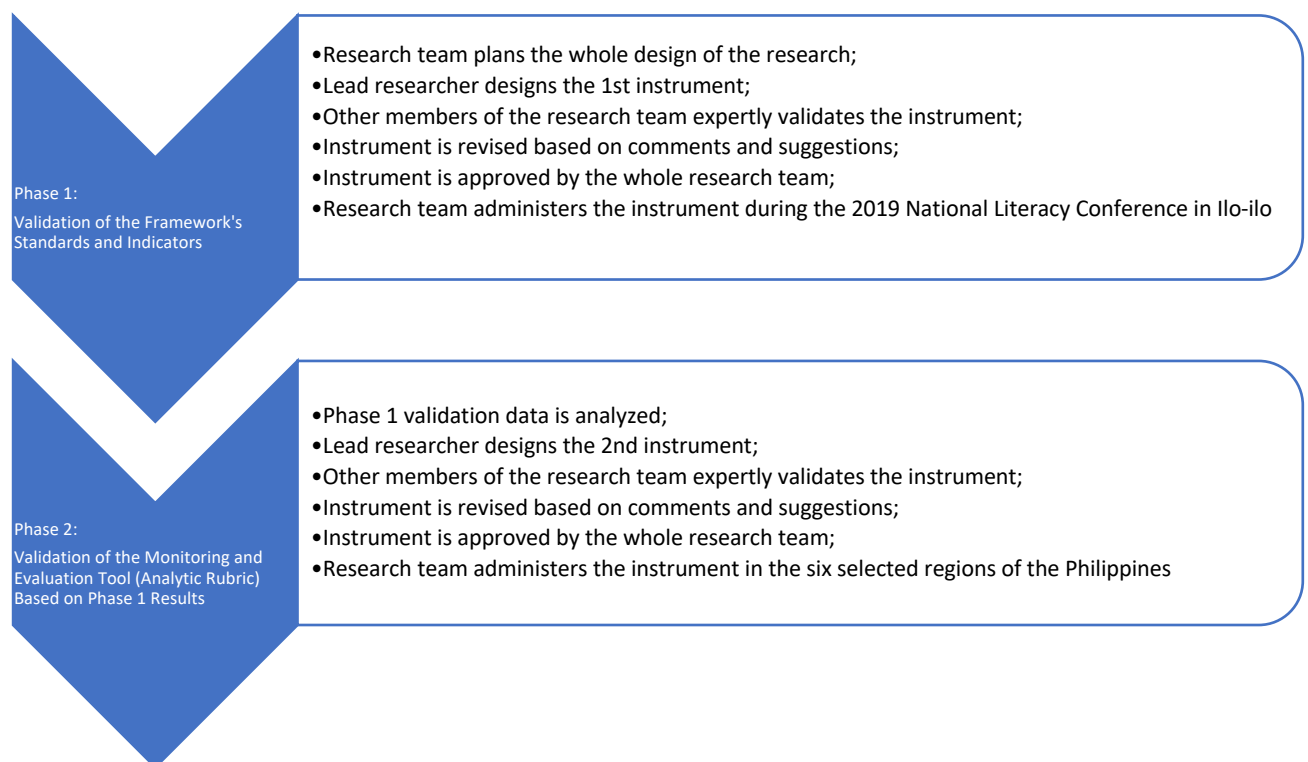
Researcher-made survey questionnaires served as the main data-collection tools used in the study. These survey questionnaires can be characterized by a combination of quantitative and qualitative features. The quantitative aspect of the instruments were designed using a 4-scale Likert-type questionnaire while the qualitative aspect was designed for open response where the respondents were allowed to input their comments and

suggestions with regard to the: 1) performance indicators of the standards in the proposed framework; and 2) the analytic rubric that reflects the validated standards, performance indicators and the proposed achievement progressions.

For each phase, the lead researcher prepared the instrument for data-gathering and was later subjected to expert evaluation prior to its use. This is done through the scrutiny of the other researchers in the team. This measure is to ascertain that the instrument is free of content and technical errors.

Figure 1 demonstrates the procedures for the planning, instrumentation and the data-gathering administered in the research.

Figure 1
Flowchart of the Research Processes and Procedures



Data Analysis

The quantitative data collected were subjected to some statistical analyses mainly through frequency count, frequency percentage, and measures of central tendency, specifically the mean of grouped data. The computation for the mean is done using the following formula:

$$\bar{x} = \frac{\sum fx}{n}$$

where: \bar{x} = mean

f = frequency of each class

x = mid-interval value of each class

n = total frequency

$\sum fx$ = sum of the product of
mid – interval values and
their corresponding frequency

Upon recommendation of a professional statistician, the researchers used the following table of mid-interval values and their corresponding descriptions.

Table 3
Table of Mid-Interval Values and their Descriptions

MID-INTERVAL VALUES	DESCRIPTION
3.51 – 4.00	Highly acceptable
2.51 – 3.50	Acceptable
1.51 – 2.50	Less acceptable
1.00 – 1.50	Not acceptable

Subsequent to getting the means for every standard per sectoral group (LGU administrators, community workers, local residents or beneficiaries), data were computed for inter-rater reliability using Kendall Coefficient of Concordance or Kendall W using the following formula:

$$W = \frac{12 \sum D^2}{m^2 (N)(N^2 - 1)}$$

Where:

W = The coefficient of Concordance

D = The difference between the individual sum of ranks of the raters or judges and the average of the sum of ranks of the object or individuals.

$\sum D^2$ = The sum of squares of the difference

m = Judges or raters

N = Objects or individuals being rated or ranked

As for the qualitative responses, the researchers used content analysis by identifying central statements that were relevant to the: 1) indicators being validated as stated in the first objective of the current study; and 2) the achievement progressions of the standards reflected in the proposed monitoring and evaluation tool or the analytic rubric developed from the validated framework.



RESULTS AND DISCUSSION

This section presents the data gathered from the survey questionnaires and the analyses made based on the written qualitative responses collected from the research participants. The first set of data is relevant to the validation of the standards and performance indicators of the Framework (Bautista, et al., 2019) while the second data pertain to the validation of the monitoring and evaluation tool developed based on the validated Framework.

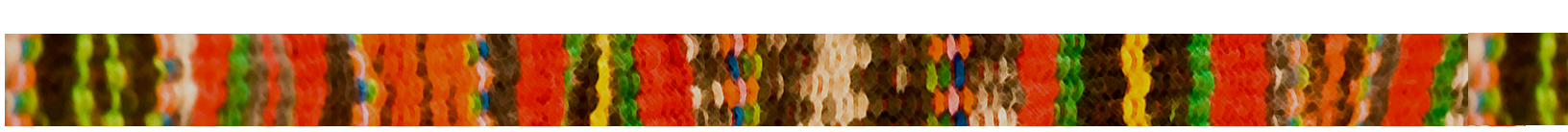
Objective 1: Nationally validate the Framework for Exemplary Community-Based Literacy Programs and Engagement through its Standards and Performance Indicators

Table 4 shows the collective responses of $n = 338$ participants who validated the performance indicators of the standards of the proposed Framework for Exemplary Community-Based Literacy Programs and Engagement. It can be inferred that majority of the respondents rated all the performance indicators to be **“highly acceptable”** with an overall mean of 3.74. When the percentage of **“highly acceptable”** responses are computed for their average, they make up 75.9% of the responses. Additionally, when the percentage of **“acceptable”** responses are also computed for their average, they make up roughly 22.47% of the responses. Collectively, the ratings of the respondents, who reflect that the performance indicators are within the range of **“acceptable”** to **“highly acceptable”**, manifests roughly 98.37% in favor to accepting the framework. Furthermore, the table indicates that even when the indicators are analyzed individually, they still yield **“highly acceptable”** ratings.

Table 4

Validation Data of the Performance Indicators of the Standards in the Framework for Exemplary Community-based Literacy Programs and Engagement


PHASE 1 VALIDATION DATA	4		3		2		1		TOTAL	WEIGHTED MEAN	DESCRIPTION
	(Highly Acceptable)		(Acceptable)		(Less Acceptable)		(Not Acceptable at All)				
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
Standard 1											
Indicator 1	256	75.74%	76	22.49%	6	1.78%	0	0.00%	1264	3.74	HIGHLY ACCEPTABLE
Indicator 2	260	76.92%	70	20.71%	8	2.37%	0	0.00%	1266	3.75	HIGHLY ACCEPTABLE
Standard 2											
Indicator 1	249	73.67%	84	24.85%	5	1.48%	0	0.00%	1258	3.72	HIGHLY ACCEPTABLE
Indicator 2	261	77.22%	73	21.60%	4	1.18%	0	0.00%	1271	3.76	HIGHLY ACCEPTABLE
Standard 3											
Indicator 1	263	77.81%	70	20.71%	5	1.48%	0	0.00%	1272	3.76	HIGHLY ACCEPTABLE
Indicator 2	248	73.37%	86	25.44%	4	1.18%	0	0.00%	1258	3.72	HIGHLY ACCEPTABLE
Indicator 3	256	75.74%	77	22.78%	5	1.48%	0	0.00%	1265	3.74	HIGHLY ACCEPTABLE
Standard 4											
Indicator 1	271	80.18%	64	18.93%	3	0.89%	0	0.00%	1282	3.79	HIGHLY ACCEPTABLE
Indicator 2	255	75.44%	78	23.08%	5	1.48%	0	0.00%	1264	3.74	HIGHLY ACCEPTABLE
Standard 5											
Indicator 1	264	78.11%	70	20.71%	4	1.18%	0	0.00%	1274	3.77	HIGHLY ACCEPTABLE
Indicator 2	243	71.89%	89	26.33%	6	1.78%	0	0.00%	1251	3.70	HIGHLY ACCEPTABLE
Indicator 3	261	77.22%	73	21.60%	4	1.18%	0	0.00%	1271	3.76	HIGHLY ACCEPTABLE
Standard 6											
Indicator 1	247	73.08%	87	25.74%	4	1.18%	0	0.00%	1257	3.72	HIGHLY ACCEPTABLE
Indicator 2	241	71.30%	88	26.04%	9	2.66%	0	0.00%	1246	3.69	HIGHLY ACCEPTABLE
Indicator 3	247	73.08%	85	25.15%	6	1.78%	0	0.00%	1255	3.71	HIGHLY ACCEPTABLE
Indicator 4	251	74.26%	80	23.67%	7	2.07%	0	0.00%	1258	3.72	HIGHLY ACCEPTABLE
Standard 7											
Indicator 1	251	74.26%	82	24.26%	5	1.48%	0	0.00%	1260	3.73	HIGHLY ACCEPTABLE
Indicator 2	243	71.89%	85	25.15%	10	2.96%	0	0.00%	1247	3.69	HIGHLY ACCEPTABLE
Indicator 3	259	76.63%	70	20.71%	9	2.66%	0	0.00%	1264	3.74	HIGHLY ACCEPTABLE
Standard 8											
Indicator 1	252	74.56%	82	24.26%	4	1.18%	0	0.00%	1262	3.73	HIGHLY ACCEPTABLE
Indicator 2	252	74.56%	78	23.08%	8	2.37%	0	0.00%	1258	3.72	HIGHLY ACCEPTABLE
Standard 9											
Indicator 1	276	81.66%	60	17.75%	2	0.59%	0	0.00%	1288	3.81	HIGHLY ACCEPTABLE
Indicator 2	263	77.81%	71	21.01%	4	1.18%	0	0.00%	1273	3.77	HIGHLY ACCEPTABLE
Standard 10											
Indicator 1	265	78.40%	70	20.71%	3	0.89%	0	0.00%	1276	3.78	HIGHLY ACCEPTABLE
Indicator 2	266	78.70%	66	19.53%	6	1.78%	0	0.00%	1274	3.77	HIGHLY ACCEPTABLE
Indicator 3	270	79.88%	61	18.05%	7	2.07%	0	0.00%	1277	3.78	HIGHLY ACCEPTABLE
OVERALL MEAN:										3.74	HIGHLY ACCEPTABLE



This implies that *all* the standards and performance indicators are “**highly acceptable**” and therefore recommended for use across the country. This affirms the contentions of Denbel (2013), Koirala (2008), Harty and Morley (2008), Greenberg (2008), Weibel (2007), Chisman and Spangenberg (2006), D’Amico (2004), and Tait (2006) stating that literacy coalitions, funding, professional development of literacy workers, establishment of centers of research and development, among others, are essential inclusions for literacy programs to work.

With regard to the qualitative data that the respondents provided through their written comments and suggestions, the researchers weeded out comments and suggestions that reflected redundancies of indicators within a standard or redundancies of indicators that are already captured in a different standard. Aside from redundancies, the bases for eliminating some qualitative responses were: 1) immeasurability of suggested indicator; 2) ambiguities or abstracted ideas like “maka-Diyos”, “makatao”, and “makabayan”, among others; and 3) presence of bias in the suggested indicators such as [reception of] “two-time seal of good local government award”. This is considered to be biased because it leads to exclusion of other localities who may want to be exemplary but lack the said award. See endnotes for information about the full list of qualitative responses that may not be explicitly reported in this report due to length and massiveness of information.

Consequently, the researchers proceeded with the development of the monitoring and evaluation tool encapsulating the different comments and suggestions that were considered measurable, concrete, and unbiased. These comments and suggestions contributed to the development of the achievement progressions in the analytic rubric or the monitoring and evaluation tool namely: *Exemplary, Accomplished, Emerging, and Beginning*.



Objective 2: Construct and validate a comprehensive analytic rubric as tool to monitor and evaluate community literacy programs based on the framework / standards and performance indicators developed.

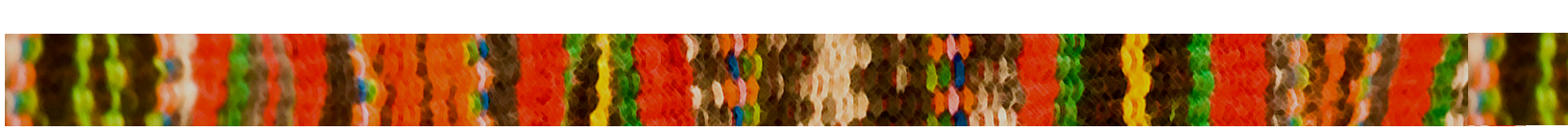
Table 5 presents the validation data with regard to the monitoring and evaluation tool or the comprehensive analytic rubric reflecting the achievement progressions of the standards and indicators of the Framework for Exemplary Community-based Literacy Programs and Engagement. A total of 235 respondents composed of representatives from the three sectoral groups (i.e. LGU administrators = 49; Community workers = 110; and 76 = Program Beneficiaries/Local Residents/Others) within the six selected regions provided the data for analysis. Based on the table, among the LGU administrators or private administrators and among the community workers, the monitoring and evaluation tool or the comprehensive analytic rubric developed and proposed are “**highly acceptable**” with a mean of 3.59 and 3.55 respectively. Meanwhile, among the program beneficiaries / local residents / others, the monitoring and evaluation tool or the comprehensive analytic rubric developed and proposed are “**acceptable**” with a mean of 3.42. Collectively, with a mean of 3.52, the data manifests **high acceptability** for the monitoring and evaluation tool or analytic rubric.

In order to find out if there is agreement or inter-rater reliability between and among the sectoral groups, the computation of the means per standard for each sectoral group was subsequently administered. The Kendall coefficient of concordance or *W* was administered and

Table 5

Validation Data of the Monitoring and Evaluation Tool or Analytic Rubric Reflecting the Achievement Progressions of the Standards and Indicators

Sectoral Groups	Number of Respondents	Standards and Indicators' Achievement Progressions	4 (Highly Acceptable)		3 (Acceptable)		2 (Less Acceptable)		1 (Not Acceptable at All)		Total	Weighted Mean	Description
			Frequency	%	Frequency	%	Frequency	%	Frequency	%			
LSU Administrators or Private Administrators	49	Manifests Quality Management and Leadership (Beginning to Exemplary)	32	65.31%	14	28.57%	2	4.08%	1	2.04%	175	3.57	HIGHLY ACCEPTABLE
		Has Legal Bases (Beginning to Exemplary)	32	65.31%	10	20.41%	4	8.16%	3	6.12%	169	3.45	ACCEPTABLE
		Utilizes Strategic Implementation (Beginning to Exemplary)	36	73.47%	9	18.37%	3	6.12%	1	2.04%	178	3.63	HIGHLY ACCEPTABLE
		Articulates an Aligned VMGOA (Beginning to Exemplary)	42	85.71%	4	8.16%	2	4.08%	1	2.04%	185	3.78	HIGHLY ACCEPTABLE
		Forges Inter-Agency and Inter-stakeholder Partnership and Collaboration (Beginner to Exemplary)	39	79.59%	6	12.24%	3	6.12%	1	2.04%	181	3.69	HIGHLY ACCEPTABLE
		Possesses Effective and Efficient Resource Management (Beginning to Exemplary)	32	65.31%	10	20.41%	5	10.20%	2	4.08%	170	3.47	ACCEPTABLE
		Administers Efficient and Regular Monitoring and Evaluation System (Beginning to Exemplary)	32	65.31%	13	26.53%	2	4.08%	2	4.08%	173	3.53	HIGHLY ACCEPTABLE
		Is Data-driven and Is Designed based on Needs-Analysis (Beginning to Exemplary)	28	57.14%	17	34.69%	3	6.12%	1	2.04%	170	3.47	ACCEPTABLE
		Uses Information Dissemination Strategies (Beginning to Exemplary)	38	77.55%	6	12.24%	3	6.12%	2	4.08%	178	3.63	HIGHLY ACCEPTABLE
		Manifests Complete Documentation of Activities (Beginning to Exemplary)	37	75.51%	8	16.33%	3	6.12%	1	2.04%	179	3.65	HIGHLY ACCEPTABLE
MEAN PER SECTORAL GROUP:											3.59	HIGHLY ACCEPTABLE	
Community Workers / Implementors	110	Manifests Quality Management and Leadership (Beginning to Exemplary)	72	65.45%	28	25.45%	9	8.18%	1	0.91%	391	3.55	HIGHLY ACCEPTABLE
		Has Legal Bases (Beginning to Exemplary)	71	64.55%	24	21.82%	14	12.73%	1	0.91%	385	3.50	ACCEPTABLE
		Utilizes Strategic Implementation (Beginning to Exemplary)	78	70.91%	21	19.09%	11	10.00%	0	0.00%	397	3.61	HIGHLY ACCEPTABLE
		Articulates an Aligned VMGOA (Beginning to Exemplary)	82	74.55%	18	16.36%	10	9.09%	0	0.00%	402	3.65	HIGHLY ACCEPTABLE
		Forges Inter-Agency and Inter-stakeholder Partnership and Collaboration (Beginner to Exemplary)	84	76.36%	20	18.18%	5	4.55%	1	0.91%	407	3.70	HIGHLY ACCEPTABLE
		Possesses Effective and Efficient Resource Management (Beginning to Exemplary)	68	61.82%	28	25.45%	11	10.00%	3	2.73%	381	3.46	ACCEPTABLE
		Administers Efficient and Regular Monitoring and Evaluation System (Beginning to Exemplary)	65	59.09%	31	28.18%	11	10.00%	3	2.73%	378	3.44	ACCEPTABLE
		Is Data-driven and Is Designed based on Needs-Analysis (Beginning to Exemplary)	60	54.55%	37	33.64%	13	11.82%	0	0.00%	377	3.43	ACCEPTABLE
		Uses Information Dissemination Strategies (Beginning to Exemplary)	81	73.64%	24	21.82%	5	4.55%	0	0.00%	406	3.69	HIGHLY ACCEPTABLE
		Manifests Complete Documentation of Activities (Beginning to Exemplary)	68	61.82%	29	26.36%	10	9.09%	3	2.73%	382	3.47	ACCEPTABLE
MEAN PER SECTORAL GROUP:											3.55	HIGHLY ACCEPTABLE	
Program Beneficiaries / Local Residents / Others	76	Manifests Quality Management and Leadership (Beginning to Exemplary)	48	63.16%	24	31.58%	4	5.26%	0	0.00%	272	3.58	HIGHLY ACCEPTABLE
		Has Legal Bases (Beginning to Exemplary)	53	69.74%	15	19.74%	8	10.53%	0	0.00%	273	3.59	HIGHLY ACCEPTABLE
		Utilizes Strategic Implementation (Beginning to Exemplary)	43	56.58%	27	35.53%	4	5.26%	2	2.63%	263	3.46	ACCEPTABLE
		Articulates an Aligned VMGOA (Beginning to Exemplary)	44	57.89%	20	26.32%	11	14.47%	1	1.32%	259	3.41	ACCEPTABLE
		Forges Inter-Agency and Inter-stakeholder Partnership and Collaboration (Beginner to Exemplary)	44	57.89%	21	27.63%	4	5.26%	7	9.21%	254	3.34	ACCEPTABLE
		Possesses Effective and Efficient Resource Management (Beginning to Exemplary)	45	59.21%	16	21.05%	10	13.16%	5	6.58%	253	3.33	ACCEPTABLE
		Administers Efficient and Regular Monitoring and Evaluation System (Beginning to Exemplary)	34	44.74%	27	35.53%	11	14.47%	4	5.26%	243	3.20	ACCEPTABLE
		Is Data-driven and Is Designed based on Needs-Analysis (Beginning to Exemplary)	41	53.95%	26	34.21%	7	9.21%	2	2.63%	258	3.39	ACCEPTABLE
		Uses Information Dissemination Strategies (Beginning to Exemplary)	47	61.84%	19	25.00%	7	9.21%	3	3.95%	262	3.45	ACCEPTABLE
		Manifests Complete Documentation of Activities (Beginning to Exemplary)	47	61.84%	19	25.00%	5	6.58%	5	6.58%	260	3.42	ACCEPTABLE
MEAN PER SECTORAL GROUP:											3.42	ACCEPTABLE	
TOTAL:	235	OVERALL MEAN:									3.52	HIGHLY ACCEPTABLE	




yielded a $W = 0.54$, at $p < 0.05$ level of confidence. It can be concluded with considerable confidence that **there is agreement** between and among the sectoral groups that the monitoring and evaluation tool or comprehensive analytic rubric is “**highly acceptable**”.

With regard to the qualitative responses that reflect the comments and suggestions of the raters of the comprehensive analytic rubric / tool, their responses were content analyzed to establish the themes of the inputs they have suggested. However, the comments and suggestions that were redundant with the indicators and the achievement progressions were eliminated. Hence, only the comments and suggestions which were considered to be major inputs to the tool were considered. The themes of their responses are:

1. Creation of local literacy coordinating councils;
2. Inclusion of indigenous peoples’ (IP) representation;
3. Translation of the Standards, Indicators, and the Achievement Progressions to Filipino or Local Language;
4. Parallelizing budget allocation with its legal permissibility;
5. Reduction of frequency of monitoring and evaluation due to multiple activities;
- and
6. Increasing the years of program implementation to manifest sustainability.

Other comments and suggestions that imply a downgraded achievement progression may have been valid. However, upon analysis, the respondents’ perspectives were influenced by their own immediate contexts and disregarded the fact that the basis for such proposal with regard to the tool was culled from communities which were cited for exemplary literacy programs.



Therefore, the researchers decided to retain some of the achievement progressions as reflections of the standards and indicators culled from the communities awarded by LCC for exemplary literacy program implementation.


Table 6 summarizes the changes of the tool from the original proposal to the validated version.

As for the Standard *“Manifests Quality Management and Leadership”*, qualitative responses call for the increase of years of program implementation to manifest sustainability of programs. As for the Standard *“Has Legal Bases”*, no change was done. Nevertheless, it can be inferred from qualitative data (see endnotes) that the respondents raise the issue of the institutionalization of local LCCs and its manpower and compensation. They argue that personnel for such structures may not be permitted by existing laws. It can be noted, however, that the current research serves as input for future policies and should not be used as prescriptive law in its current form. With regard to the Standard *“Utilizes Strategic Implementation”*, there was no significant change made. However, one respondent suggested that the researchers should review the achievement progressions for the 2nd and 3rd indicators of the standard. It can be inferred that across achievement progressions, uniform evidences can be made. A Gantt chart may be used to guide implementation schedules and a recognition program for all sectors can be held.

As regards the Standards *“Articulates an Aligned VMGOA”*, *“Forges Inter-agency and Inter-stakeholder Partnership and Collaboration”*, *“Is Data-driven and Is Designed Based on Needs-Analysis”*, and *“Uses Information Dissemination Strategies”*, the respondents argue that the tool is **“highly acceptable”**. Therefore, no changes are made.

Table 6
Summary of Changes from the Original Comprehensive Analytic Rubric / Monitoring and Evaluation Tool to the Validated Version

STANDARDS	ORIGINAL TOOL	IMPROVED TOOL
<i>Manifests Quality Management and Leadership</i>	Exemplary – at least 8 years; Accomplished – at least 6 years; Emerging – at least 4 years; Beginning – 2 years	Exemplary – at least 9 years; Accomplished – 6 to 8 years; Emerging – 3 to 5 years; Beginning – 2 years
<i>Has Legal Bases</i>	No changes made for the achievement progressions.	
<i>Utilizes Strategic Implementation</i>	*No changes made for the achievement progressions.	
<i>Articulates an Aligned VMGOA</i>	No changes made for the achievement progressions.	
<i>Forges Inter-agency and Inter-stakeholder Partnership and Collaboration</i>	No changes made for the achievement progressions.	
<i>Possesses Effective and Efficient Resource Management</i>	Exemplary – 20% budget from annual budget; Accomplished – 15%; Emerging – 10%; Beginning – 5%	Exemplary – 5% budget from annual budget; Accomplished – 4%; Emerging – 3%; Beginning – 2%
<i>Administers Efficient and Regular Monitoring and Evaluation System</i>	Exemplary – monthly; Accomplished – quarterly; Emerging – bi-annual; Beginning – annual	Exemplary – quarterly; Accomplished – tri-annual; Emerging – bi-annual; Beginning – annual
<i>Is Data-driven and Is Designed based on Needs-Analysis</i>	No changes made for the achievement progressions.	
<i>Uses Information Dissemination Strategies</i>	No changes made for the achievement progressions.	
<i>Manifests Complete Documentation of Activities</i>	“Collects monthly progress...”	“Tracks and collects quarterly progress...” <i>Note: The word “tracks” is included and the schedule is downgraded respective to the achievement progressions.</i>
*Additional evidences across the achievement progressions may be made, that is, to include the use of Gantt chart for implementation schedules and the holding of a recognition ceremony for all sectors involved in the program.		



As for the Standard *“Possesses Effective and Efficient Resource Management”*, qualitative data argues for a reduction of percentage of budget because of other priorities for budget allocation. Therefore, the researchers capped 5%, instead of 20%, as threshold for budget allocation to literacy-related programs in order to mirror the annual budgetary allocation with reference to gender and development (GAD) projects.

With regard to the Standards *“Administers Efficient and Regular Monitoring and Evaluation System”* and *“Manifests Complete Documentation of Activities”*, achievement progressions relevant to periodic assessment evidences are downgraded due to multiplicity of activities and the local government units. This is done to decrease the potential overwhelming effect of the tasks.

The next section offers the findings, conclusions, and recommendations with regard to the current research.



CONCLUSIONS AND FURTHER DIRECTIONS

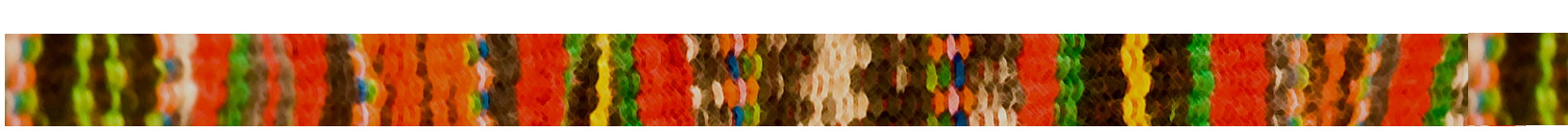
Based on the results of the first and second phase of data collection to validate the: 1) proposed framework, its standards and performance indicators; and the 2) monitoring and evaluation tool, the researchers hereby offer the following conclusions:

- 1) All the performance indicators are reflective of the standards of the proposed Framework for Exemplary Community-based Literacy Programs and Engagement and that they are **highly acceptable** and may be valid for use in all the local government units of the country; and
- 2) The improved comprehensive analytic rubric as a monitoring and evaluation tool to measure the effectiveness of the use of the Framework is **highly acceptable** and may be valid for use in all the local government units of the country. However, improvements may be made to increase its validity and applicability.

In light of the findings and conclusions earlier stated, the researchers hereby recommend the following:

A. For Policy Development Institutions

1. Encourage institutions to adopt the validated Framework for Exemplary Community-based Literacy Programs and Engagement proposed in Bautista, et al. (2019) which is subsequently validated in the current study;

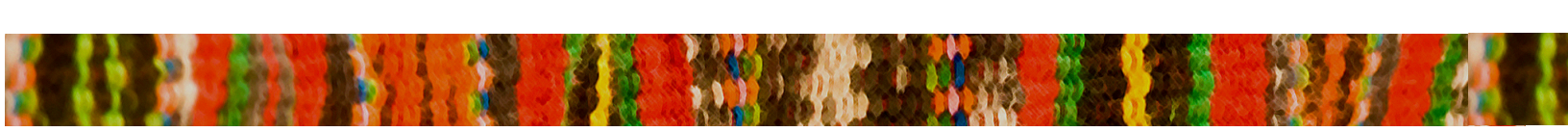
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2. Issue relevant policies for: a) the use of the Framework; and b) the use of the comprehensive analytic rubric or the monitoring and evaluation tool validated and improved in the current study so that impact studies may be done to test the subsequent effectiveness of the validated Framework; and
 3. Use the results of the previous study by Bautista, et al. (2019) and the current study as inputs to policy development on community literacy program development.

B. For Local Government Units, Community Workers, and / or Corporate Sectors

1. Review current efforts by using the validated Framework as guideline in developing community literacy programs relevant to one's local context;
2. Initiate community literacy programs based on the standards and performance indicators stipulated in the validated Framework; and
3. Adopt the improved analytic rubric or the monitoring and evaluation tool in order to: a) assess program management; and to b) inform practice with a more solid base for the purpose of improvement and accountability.

C. For Future Researchers

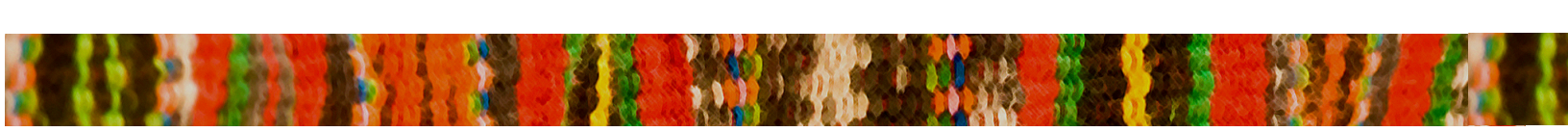
1. Replicate the investigations to other regions not covered in the current study so as to generate a more generalizable result;
2. Conduct a three-year impact study of the validated Framework and the monitoring and evaluation tool; and

- 
3. Search for grants and other funding agencies to increase logistic support in order to cover expenses for a wider coverage of respondents.



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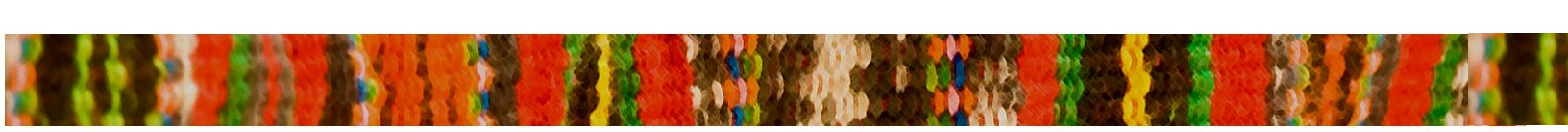
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ENDNOTES

1. Due to the extensive list of qualitative responses in both surveys, they were not included in this write-up. Users and readers of this report may, however, write an email to the project director or lead researcher at bautista.jc@pnu.edu.ph or jcbautista.phd@gmail.com should one be interested in investigating further the full list of qualitative responses.
2. The status of the outcomes of this report is still an input or recommendation to policy development and these outcomes should not be interpreted to be the absolute law. Hence it is not prescriptive. Should the indicators and the achievement progressions of



the monitoring and evaluation instrument or tool go against existing laws of the country,
the existing laws still prevail.



APPENDIX

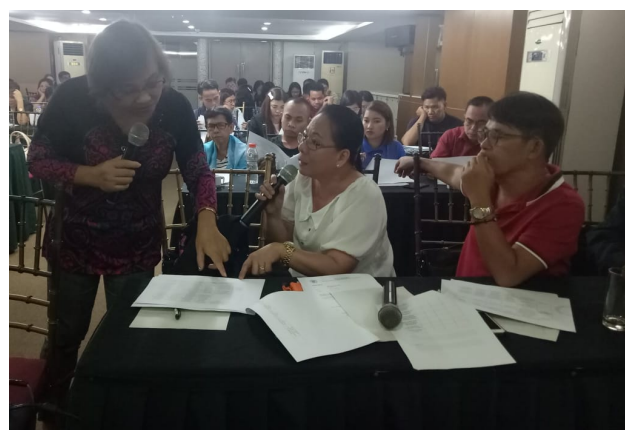
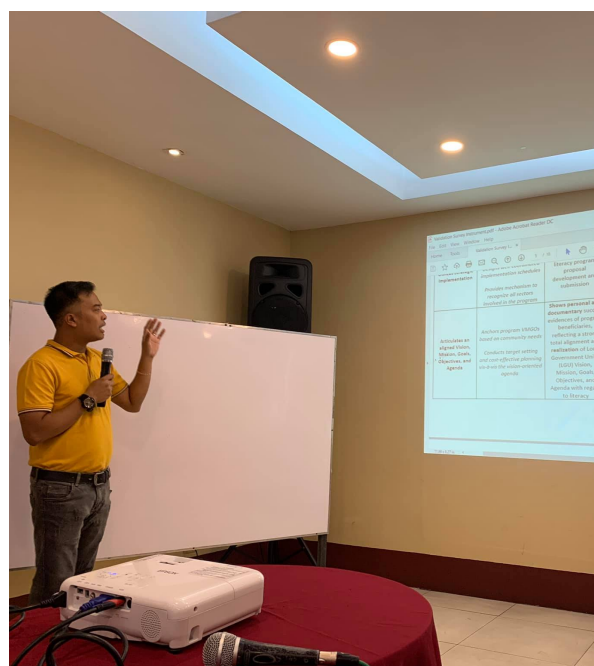
Photographs from the Different Stages of the Research Process



The research team and the LCC secretariat planning for ways forward after the preliminary activities in the study; Dr. Judy Bautista leads the discussion



National Literacy Conference 2019 where Dr. Merry Ruth Gutierrez presented the Proposed Framework and was subsequently validated by the conference participants



Data-gathering in Luzon by the members of the research team: Dr. Merry Ruth Gutierrez and Dr. Maria Azela Tamayo (top-left); Dr. Leonora Varela (top-right); Dr. Boyet Batang (bottom-left); and Dr. Merry Ruth Gutierrez (bottom-right)



Data-gathering in Visayas; Data were culled from local government unit administrators, community workers, and local residents or beneficiaries



Data-gathering in Mindanao; There were interactive discussions between and among the research team and the research participants

