



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
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DepEd
DEPARTMENT OF EDUCATION

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DepED MEMORANDUM
No. **133** s. 2004

MAR 15 2004

GLOBAL EDUCATION FOR ALL (EFA) WEEK
April 19-24, 2004

To : Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Directors
Directors of Services/Centers and Heads of Units
Schools Division/City Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. Participants from the 164 countries at the World Education Forum in Dakar in April 2000 pledged to provide education for all by 2015. In order to remind the world of this commitment, UNESCO has been promoting the celebration around the Dakar anniversary of an annual EFA Week.

2. The **EFA Week 2004** will be celebrated from **April 19-25, 2004**. In line with the said celebration, detailed events are planned to raise awareness about EFA. For this year, the proposed events are intended to constitute the Biggest Lobby ever on behalf of out-of-school children. This Big Lobby by children for children is a chance for millions of young people to voice their right to education (Annex 1).

3. In support of the Global EFA Week, the Department of Education in collaboration with different education stakeholders will undertake the following activities:

3.1 National Level

↳ *Education Stakeholders' Forum* on April 19, 2004 with the theme "**Strengthening the Grand Alliance to Reduce Education Disadvantage**". During the said forum, the **Final Draft of the Philippine EFA 2015 Action Plan** will be presented for validation.

↳ *Week-long Exhibit* at the DepEd Central Office highlighting NGO/GO/private sector initiatives in basic education.

↳ *The Department* will also participate in the National Lobby on 20 April 2004 to be spearheaded by the Philippine Network (Civil Society) - Week of Action on Education 2004 Coordinating Committee. During the said Lobby, disadvantaged children will present their common agenda on basic education to Congress.

3.2 School Level. All regions, divisions and schools are hereby enjoined to collaborate with other stakeholders (GOs, LGUs, NGOs, private/business

sectors, civil society and other grassroots groups) in the conduct of the following activities at the school/community level:

- ↳ Lobby at the Barangay/Municipal Level where children will take their basic education concerns directly to local leaders/officials.
- ↳ Schoolchildren will create a map of their village or neighborhood (a missing-out map) indicating on it the households that have children not attending school. This exercise will involve government at different levels, teachers, parents, communities and children, bringing them together in an activity that has the potential to stimulate awareness and generate demand for education at the grassroots level (Annex 2).

The above-activities may be undertaken before school closing or during the EFA Week and its outcomes shared.

4. The regional offices are required to submit to the Office of the Secretary a report and documentation of activities indicating the various initiatives pursued within the region in celebration of the EFA week.
5. For dissemination and appropriate action.


EDILBERTO DE JESUS
Secretary

Encls.:
As stated

Reference:
DepEd Order: No. 13, s. 2002

Allotment: 1—(D.O. 50-97)

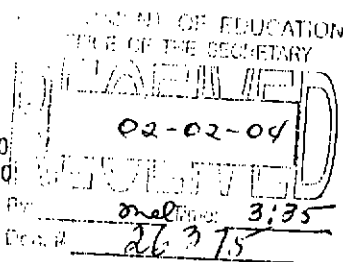
To be indicated in the Perpetual Index
under the following subjects:

CELEBRATIONS & FESTIVALS
PUPILS
STUDENTS



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The Assistant-Director General for Education

January 2004

Ref.: ED/EO/TM/MK/4

Sir/Madam,

As you will recall, participants from 164 countries at the World Education Forum in Dakar in April 2000 pledged to provide education for all by 2015. In order to remind the world of this commitment and to renew that momentum, UNESCO has been promoting the celebration around the Dakar anniversary of an annual EFA Week.

As in previous years, UNESCO is teaming up with the Global Campaign for Education for EFA Week 2004 that will be celebrated from 19 to 25 April. It will draw attention to the more than 100 million children around the world who are still deprived of education. Denial of this fundamental human right makes children more vulnerable to poverty, hunger, violence, exploitation and disease. We owe it to the next generation to reverse this situation by 2015 latest.

EFA Week 2004 will build on the enormous success of last year's event when, as you will recall, 1.8 million people took part in the Big Lesson on girls' education, setting a new record for the largest lesson in history.

This success is also yours and I thank you for your collaboration. It is proof of the growing partnership between UNESCO, government and civil society to raise awareness about EFA.

I am writing today to inform you in detail of the events planned for EFA Week 2004 and to request your collaboration once again. The proposed events are intended to constitute the Biggest Lobby ever on behalf of out-of-school children. This Big Lobby by children for children is a chance for millions of young people to voice their right to education.

- On 20 April 2004, delegations of children around the world will take their concerns directly to decision-makers, at either the village council level, the national parliament or assembly. Children who cannot go to meet with leaders in person can join in by preparing messages, drawings, photos and letters that will be given to leaders.

Ministers of Education


- Children will send a message to their President or Prime Minister asking him/her to do more to give every child the chance to go to school and get a quality education.
- Schools will invite Members of Parliament or elected officials to visit their school during EFA Week.
- Schoolchildren will create a map of their village or neighbourhood (a missing-out map), indicating on it the households that have children not attending school. This exercise will involve governments at different levels, teachers, parents, communities and children, bringing them together in an activity that has the potential to stimulate awareness and generate demand for education at the grassroots level. This mapping exercise should culminate during EFA Week and its outcomes shared.

Your leadership and support for this joint, participatory exercise will be crucial in ensuring the success of the Week. Everyone stands to gain from its success, especially children currently out of school. The equation is simple. If we can identify these children, enrolling them and tracking their progress in school becomes easier.

I would be grateful if you could take measures to collaborate with NGO, the Associated Schools Project Network (ASPnet) and other grassroots groups to facilitate the Big Lobby. I would like to invite you to inform the President's or Prime Minister's office as well as provincial education authorities (if yours is a federal system) of these events. You may also wish to spread the news that as many politicians as possible might visit a school during EFA Week and participate in a learning activity with teachers and pupils. This would send out a powerful message about the priority that your country is giving to educating all its citizens.

Last, but certainly not least, I would also like to encourage you to organize your own awareness-raising activities during that week. UNESCO looks forward to close collaboration with you on this occasion.

Please accept, Sir, Madam, the assurances of my highest consideration.



John Danjiel

cc: National Commissions
Permanent Delegations

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Global Education for All Week,

19 - 25 April 2004

The 'Missing Out' Map

Note

This exercise needs to be adapted for the country where it is being done.

The focus here is on problems of access for young children, especially girls. But in countries where the situation is different, it can be on dropping out or persistent absenteeism, especially among boys.

We recommend that several villages be chosen for the exercise, preferably ones with a school (traditional or community).

A Village chief, school principal, teacher or member of an NGO should be designated to lead and coordinate the operation and explain its purpose to teachers, pupils and members of the community.

Material required will include big enough sheets of paper to draw the map on and a means of copying the questionnaires, maps and other items.

This guide has been written by Françoise Caillods and Candy Lugaz, of UNESCO's International Institute of Educational Planning (IIEP), based mainly on material from the Lok Jumbish project in primary education in Rajasthan (India).

Global Education for All (EFA) Week

19 - 25 April 2004

The 'Missing Out' Map

Background

The international community pledged in Dakar in 2000 to *"ensure that by 2015 all children – particularly girls, children in difficult circumstances and those belonging to ethnic minorities – have access to complete, free and compulsory primary education of good quality."*¹ Guaranteeing access to basic education for all children has become a worldwide priority. No child should be deprived of this right.

But many still do not go to school – about 104 million in 2000, according to a recent UNESCO report. That amounts to 57 % of the world's primary school aged children, as defined by each country.²

Efforts to combat this should mostly be at grassroots level, with parents and those involved in education encouraged to assess the extent of the problem and find suitable solutions to be applied with the support of regional and national authorities.

Education for All (EFA) Week, from 19-25 April 2004, aims to draw the attention of international, national and local communities to the existence of these non-enrolled children, who are "missing out" on the education system. Among activities planned during the Week are drawing maps of where they live, noting who they are and interacting with them as well as their parents

What does it involve?

Children are asked to draw (helped by their teachers and education officials) a map of their village, neighbourhood or community, showing the houses where children not going to school live and noting how many boys and how many girls there are.

¹ Dakar Framework for Action, goal 2.

² UNESCO, *EFA Global Monitoring Report 2003/2004 - Gender and Education for All: the Leap to Equality*, p.49.

Making the map

Such maps have been made in the Indian state of Rajasthan, in the Lok Jumbish project for primary education, whose name ("People's Movement") points to its participatory nature. Other Indian States have adapted the Lok Jumbish approach under the District Primary Education programme (DPEP), funded by the World Bank and several bilateral donors. Other such projects have been undertaken in Colombia and Guatemala as part of the "new schools" movement there.

Why make a map?

Population figures are often inaccurate or out of date and central planning officials often have only a vague idea of how many young children and teenagers are not getting any education at all, formal or non-formal. Regional or local officials also have little data and cannot say why children are not in school or where they live, except in obvious situations, such as when a village has no school. Even then there is no accurate figure of the number of school-age children not in school in a particular locality.

To find that out, you have to ask the local community and the teachers. But often they are overworked and simply say the children are not in school because they are poor or because the school is too far away, or they are not interested. **It is very important to make them aware that education is everyone's business and to motivate them to send their children to school.**

Compiling a list of out-of-school children and marking them on a map is important because:

- It shows how many such children there are and sorts them into gender, ethnic group or social or economic class.
- It shows where they live and why they are not in school – data that can be used in careful efforts to reach out to their families and persuade them to enrol their children.
- Communities will be made aware of the problem, including where such children live, what their parents do, why they (or some of them) are not sent to school and who is chosen, and what changes in the school structure, mode of operation or curriculum might get parents to enrol their children.
- Local people will also learn more about the organization of their village – how far families live from the school and other important places such as the church or mosque, the main road, the river, the water pump, the village chief's house, the market and the clinic.

- The operation will help to train and mobilize pupils, their parents and the community to enrol out-of-school children..

Producing the map may take a while. Even educated people familiar with maps have trouble drawing them in detail, so it is even harder for those who are illiterate or semi-literate. At the end of the exercise, those involved will feel a sense of satisfaction and will have discovered things about their own community and each other and learned how to work together.

The exercise will serve to train all those who took part because it will require:

- Making a map of the village, neighbourhood or community, showing where all the houses are.
- Drawing up a family questionnaire to identify the children who are not in school.
- Interviewing the families.
- Collating the data gathered in each neighbourhood and putting it on the map.
- Marking on the map the families whose children do not go to school or only occasionally.

Who should do the map?

The children will be helped by all local educational figures (school principals, teachers, management committees, parents and parent-teacher associations) in the village, neighbourhood or community. The main thing is to get people involved and encourage them to focus on a shared goal of making a map, identifying the families not sending all their children to school, trying to understand why they do not and motivating them to act positively in the interest of their children.

Older pupils will play a bigger part not only because they can read, write and draw better, but also because they will have to work with younger children. This will give them a chance to learn about teamwork and to mentor their juniors.

Enrolled children will do most of the work, helped by their teachers, school principals and social activists who will show them what materials they need to make the map and guide them while doing it. They will learn things from doing the exercise.

Parents will also have an opportunity, individually or through management committees or associations, to get more involved in education issues in the village, neighbourhood or community, and to learn more about their own children's education.

What should the map show ?

- the school
- the roads and footpaths
- a few other features, such as rivers, bridges and hills
- centres of activity or meeting-places
- the houses (of the rich and poor)
- how many primary school age children there are (usually between 6 and 11 years old)
- how many children in each family go to school and how many do not
- how many girls do not go to school

The best way to proceed:

1. Choose the part of the village to be surveyed.
2. The children and their teacher draw a map of the village or neighbourhood.
3. Mark the main features (school, water-pump, main road, pathways, names of neighbourhoods) and show all the houses where families with children live, whether they go to school or not.
4. Draw up a simple questionnaire for families, asking about the number, gender and enrolment status of children aged between 6 and 11. A model is included here.
5. Interview the families in each street or road, house by house, family by family.
 - The interviewers should ask to speak to the head of the family and explain the survey. A question will sometimes have to be repeated several times to make quite sure all school-age children have been counted and what their enrolment status is.
 - Each questionnaire should be numbered and head of the family's name carefully noted on it. This is vital for transferring the data to the map later. It might be useful if the pupil interviewers have a copy of the map with them and mark the questionnaire number on it next to the house they are visiting.
6. Collate and summarise the questionnaires, working out how many school-age children in each family do not go or no longer go to school, how many girls there are, and who are not at school.
7. Transfer this data to a **single map**, matching the number of the questionnaire with the number of the house on the map. Identify families whose children are not enrolled and note on the map how many, including how many girls. It may be necessary to make several maps and combine them into one later. An example is included here.
8. Analyse some of the survey results, such as why children do not go to school, and mention (separately for boys and girls) some of the most common reasons given.

9. Present the results to the community. Look at the data, the map and the reasons given for non-enrolment and discuss this.
10. Draft and discuss recommendations, which can be about the need for a new classroom, building separate male-female toilets, providing a water supply, changing school hours or the curriculum or having a special class for infants.
11. Put the finishing touches to the map and write a report on the discussions and recommendations.

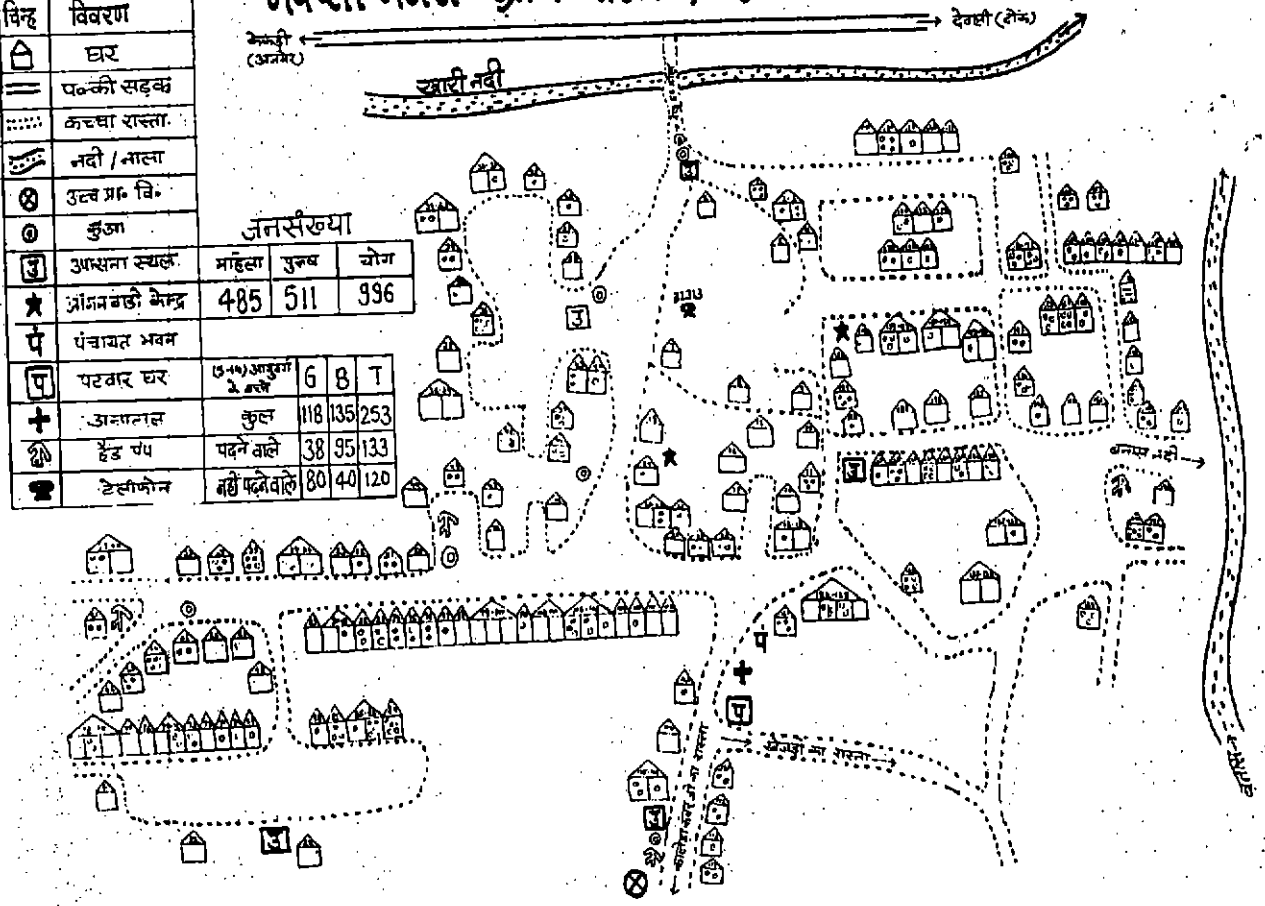
Follow-up: presenting the data to politicians and other officials

The map should be presented to them when they visit the school during the "Politicians Go Back to school" event organised as part of Global EFA Week so they can see the statistics gathered and be encouraged to take the problem of non-enrolment seriously. In the long-term this exercise should provide for greater community involvement in primary education. It may be seen as a tool for local capacity-building, social mobilization for EFA and for reaching the unreached.

NOTE: It should be stressed that community involvement must not be just about identifying children who are not in school. Communities should be invited to discuss solutions to the problem, such as setting up new schools, hiring more teachers, changing the curriculum or adjusting timetables. This phase can take time since community participation is a lengthy business if it goes beyond just a few local leaders. The process is not included in the exercise but it is nevertheless important.

संकेत सूची					
चिन्ह	विवरण				
	घर				
	पक्की सड़क				
	कच्चा रास्ता				
	नदी / नाला				
	उच्च प्रा. वि.				
	कुआ				
जनसंख्या					
	आश्रय स्थल	महिला	पुरुष	योग	
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	आस्पताल	कुल	118	135	253
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	टेलीफोन	बैठे पढने वाले	80	40	120

नक्शा नजरी - ग्राम "चौसला", संकुल-कालेड़ा कृ.गो., वि.स.-केकड़ी (अजमेर)



Symbols / Description

	Primary School		Girls Going to school (in blue colour)
	Upper Primary School		Not going to school (in blue colour)
	Sahaj Siksha Kendra (Primary level)		Well/water tank
	Sahaj Siksha Kendra (Upper Primary level)		Railway Line
	Middle school		Bank
	Upper Middle school		Post Office
	Anganwadi/Sahwadi centres		Post Literacy centre
	Family		Hills
	Boys Going to school (in red colour)		
	Not going to school (in red colour)		

Family Questionnaire

Village

Neighbourhood/locality

House number

Head of family's name

Number of people in family

MalesFemalesTotal

Children between 6 and 11

Boys

Girls

Total

List them in the table below from the youngest to the oldest

No.	Name of child	Girl/ Boy	Age	Name of father	Name of mother	Class in which enrolled	Reason for not going to school
1							
2							
3							
4							
5							
6							
7							
8							

Suggested timetable

Day 1:

Group 1 draws the map with older pupils and representatives of the school management committee or parent-teacher association. *Group 2* drafts the questionnaire and makes copies of it.

Day 2:

The map and questionnaire are shown to everyone. Explanation of what to do, assignment of neighbourhoods to be covered by different groups, advice on how to do the survey.

Days 3 and 4:

Interviewing families. The number of days this takes depends on the size of the village and the school.

Days 5 and 6:

Collating and summarising the data and putting it all on a single map.

Day 7:

Discussion with community members about the problems and possible solutions.

Day 8:

Putting finishing touches to the map and writing a report on the discussions.

Day 9:

Meeting and discussion with politicians.

Also refer to the 'Missing Out' Map Guidelines developed by the Global Campaign for Education (www.campaignforeducation.org)

References

Lok Jumbish Parishad, Jaipur, April 1996, "School Mapping & Micro-planning: a handbook for training and field activities."

Govinda, R, 1999, *Reaching the Unreached through Participatory Planning : School Mapping in Lok Jumbish, India*. Paris, IIEP/UNESCO.

Schiefelbein, Ernesto, 1992, *Redéfinition de l'éducation de base en Amérique Latine: les enseignements de l'Ecole Nouvelle colombienne*. (Principes de la planification de l'éducation. N° 42, Paris, IIEP/UNESCO.

Handwritten signature and date: 3/10