



SPECIAL RELEASE

2019 BASIC LITERACY IN NORTHERN MINDANAO

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This Special Release highlights the basic literacy in Northern Mindanao based on the results of the 2019 Functional Literacy, Education, and Mass Media Survey (2019 FLEMMS).

FLEMMS is a nationwide household-based survey conducted every five years by the Philippine Statistics Authority (PSA). The 2019 FLEMMS is the sixth in the series of literacy surveys. It was conducted in November to December 2019. With regions as domain, FLEMMS registered response rates of 97.7 percent at the household level nationwide and 99.0 percent in Region 10. At the individual level, the response rates were 94.8 percent nationwide and 97.2 percent in region 10.

FLEMMS primarily aims to provide a quantitative framework that will serve as basis of policies and programs for the improvement of literacy and education status of the population. Specifically, it aims to:

- a. Estimate the proportion of the population 10 years old and over who are basically literate;
- b. Estimate the proportion of the population 10 to 64 years old who are functionally literate and to determine their socio-economic characteristics;
- c. Determine the educational skill qualifications of the population in terms of formal schooling; and
- d. Determine the mass media exposure of the population



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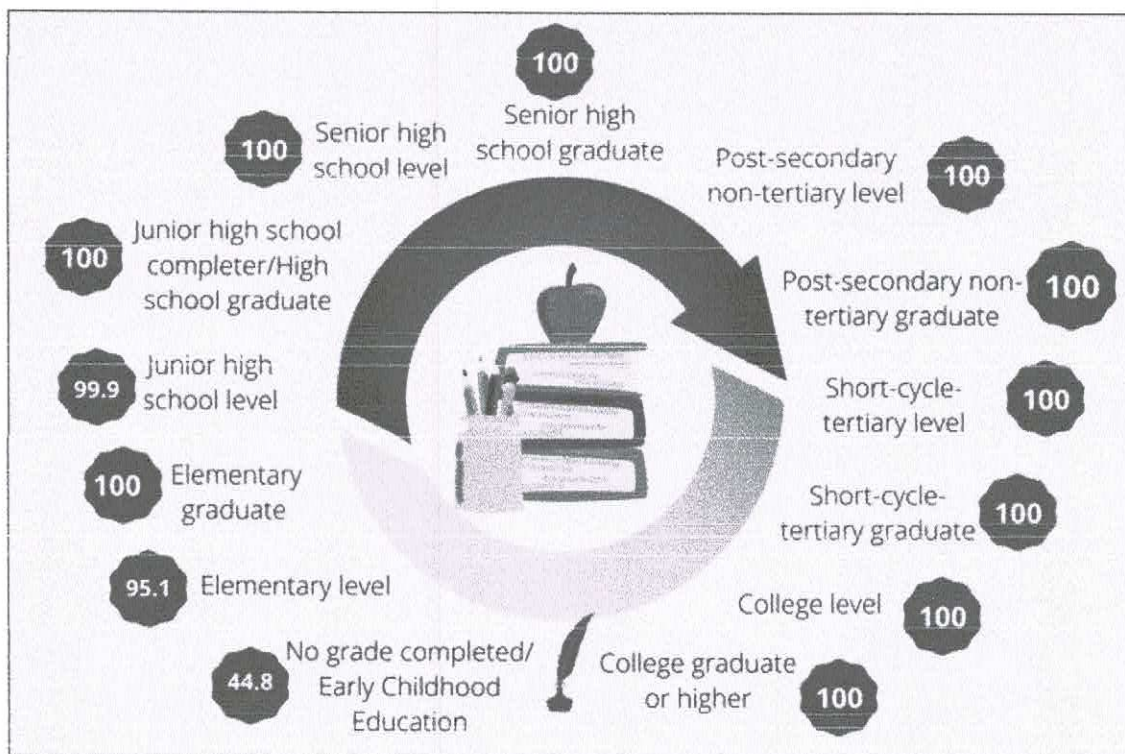
Based on the results of the 2019 FLEMMS, the basic literacy rate of population 5 years old and over in 2019 was 93.8 percent. The National Capital Region (NCR) registered the highest basic literacy rate of 97.6 percent, while BARMM posted the lowest at 78.7 percent. Northern Mindanao ranked 5th nationwide at 95.2 percent. (Table 1)

Table 1. Basic Literacy Rate of Population 5 Years Old and Over by Region, Philippines: 2019
 (In percent)

Age Group and Region	Basic literacy rate		
	Both sexes	Male	Female
Philippines	93.8	93.2	94.5
National Capital Region (NCR)	97.6	97.3	98.0
Cordillera Administrative Region (CAR)	94.0	93.6	94.4
Region I (Ilocos Region)	96.3	95.9	96.6
Region II (Cagayan Valley)	94.3	94.0	94.7
Region III (Central Luzon)	95.8	95.3	96.2
Region IV-A (CALABARZON)	95.5	95.1	95.9
MIMAROPA Region	92.4	91.7	93.2
Region V (Bicol Region)	92.2	90.9	93.6
Region VI (Western Visayas)	93.8	92.6	95.1
Region VII (Central Visayas)	93.4	92.4	94.5
Region VIII (Eastern Visayas)	92.0	90.3	93.7
Region IX (Zamboanga Peninsula)	90.4	89.9	90.9
Region X (Northern Mindanao)	95.2	94.7	95.8
Region XI (Davao Region)	93.8	93.1	94.6
Region XII (SOCCSKSARGEN)	88.5	88.1	88.9
Region XIII (Caraga)	93.6	92.5	94.8
Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)	78.7	78.6	78.9

Individuals who were at least junior high school graduates or completers in the K-12 curriculum or equivalently, high school graduates in the old curriculum were considered basic literate and hence, had a 100 percent basic literacy rate. Persons with no grade completed or whose highest education attainment was early childhood education had the lowest estimated basic literacy rate of 44.8 percent. Note that 100 percent basic literacy rates do not necessarily imply complete absence of illiteracy. (Figure 1)

Figure 1. Basic Literacy Rate of Population 5 Years Old and Over by Highest Educational Attainment, Region 10: 2019 (In percent)



Generally, population 5 years old and over living in urban areas had higher basic literacy rate than those in rural areas, with and without access to electricity except for CALABARZON, Eastern Visayas, and Northern Mindanao. (Table 2)

Table 2. Basic Literacy Rate of Population 5 Years Old and Over by Urban and Rural Classification, Access to Electricity, and Region: 2019 (In percent)

Region	Basic Literacy Rate			
	Urban		Rural	
	With Access to Electricity	Without Access to Electricity	With Access to Electricity	Without Access to Electricity
Philippines	95.9	88.3	92.5	79.1
National Capital Region (NCR)	97.7	96.0	-	-
Cordillera Administrative Region (CAR)	95.8	98.1	93.1	87.7
Region I (Ilocos Region)	96.5	91.1	96.5	86.6
Region II (Cagayan Valley)	96.7	95.2	94.2	87.2
Region III (Central Luzon)	96.1	90.2	95.6	83.3
Region IV-A (CALABARZON)	95.5	93.9	96.0	82.9
MIMAROPA Region	94.6	84.2	93.5	79.6
Region V (Bicol Region)	95.4	91.9	92.3	79.3
Region VI (Western Visayas)	96.5	87.9	92.0	86.8
Region VII (Central Visayas)	95.7	92.6	91.6	77.0
Region VIII (Eastern Visayas)	95.1	67.9	91.8	81.7
Region IX (Zamboanga Peninsula)	91.8	81.9	91.4	82.6
Region X (Northern Mindanao)	95.6	88.2	96.1	90.2
Region XI (Davao Region)	95.4	86.5	93.5	83.7
Region XII (SOCCSKSARGEN)	93.2	81.0	85.5	76.5
Region XIII (Caraga)	95.5	85.3	93.4	79.9
Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)	86.2	58.1	80.5	63.4

Results showed that those living in rural areas in Northern Mindanao had higher basic literate rate than those in urban areas, with and without access to electricity. For CALABARZON, those living in rural areas with access to electricity had higher basic literacy rate than those living in urban areas. While for Eastern Visayas, those living in rural areas without access to electricity had higher basic literacy rate than those in urban areas.

Within urban areas or rural areas, population 5 years old and over with access to electricity generally had higher basic literacy rate than those without except for the Cordillera Administrative Region (CAR). For CAR, those living in urban areas without access to electricity had higher basic literacy rate than those with access to electricity.


**Table 3. Basic Literacy Rate of Population 10 Years Old and Over
 by Region and Sex: 2019 and 2013
 (In percent)**

	2019			2013		
	Both sexes	Male	Female	Both sexes	Male	Female
Philippines	96.5	95.9	97.1	96.5	96.1	97.0
National Capital Region (NCR)	99.3	99.2	99.4	99.5	99.4	99.7
Cordillera Administrative Region (CAR)	95.5	95.1	96.0	94.9	94.8	94.9
Region I (Ilocos Region)	98.1	97.9	98.4	98.2	98.2	98.2
Region II (Cagayan Valley)	96.2	96.1	96.4	97.9	97.4	98.4
Region III (Central Luzon)	98.2	97.9	98.6	98.2	98.0	98.4
Region IV-A (CALABARZON)	98.1	97.7	98.4	98.4	98.1	98.6
MIMAROPA Region	95.7	95.1	96.3	93.8	92.8	94.8
Region V (Bicol Region)	95.2	93.9	96.6	96.0	94.7	97.4
Region VI (Western Visayas)	96.6	95.6	97.6	95.4	95.0	95.9
Region VII (Central Visayas)	95.8	94.8	96.9	96.2	95.5	96.9
Region VIII (Eastern Visayas)	94.7	93.3	96.2	-	-	-
Region IX (Zamboanga Peninsula)	94.7	94.6	94.8	96.0	96.1	96.0
Region X (Northern Mindanao)	98.2	97.6	98.8	95.4	94.5	96.2
Region XI (Davao Region)	96.7	95.8	97.7	95.2	94.1	96.4
Region XII (SOCCSKSARGEN)	91.9	91.5	92.4	90.8	90.8	90.9
Region XIII (Caraga)	96.3	95.4	97.3	96.2	95.5	97.0
Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)	83.2	83.1	83.3	86.1	84.9	87.3

Of the estimated 86 million population 10 years old and over, 96.5 percent were basic literate. The basic literacy rate of 96.5 percent in 2013 was sustained. By sex, though, male basic literacy rate inched down in 2019 while that of female inched up. Basic literacy rate of female in 2019 was slightly higher than that of men. (Table 3)

Meanwhile, for Northern Mindanao, 98.2 percent of the population 10 years old and over were basic literate. In 2019, the basic literacy rate among females in Region 10 was 1.2 percentage points higher than that of males. On the other hand, NCR registered the highest basic literacy rate among population 10 years old and over, while Northern Mindanao ranked second together with Region III. BARMM registered the lowest basic literacy rate.

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SBB

TECHNICAL NOTES

The FLEMMS, as in any survey, adopts recent developments in statistical methodology/processes and in the education system. The table below summarizes the comparison between FLEMMS 2019 and FLEMMS 2013.

Item	FLEMMS 2013	FLEMMS 2019
Sampling frame	2003 Master sample, based on 2000 Census of Population and Housing.	2013 Master Sample based on 2010 Census of Population and Housing and updated using the results of the 2015 Census of Population.
Starting age applicable to highest educational attainment	Age 6, official starting age for basic elementary education in <u>old</u> curriculum	Age 5, official starting age for basic elementary education in <u>K-12</u> curriculum, as provided in Section 3(c) of RA 10157 (Kindergarten Education Act) which states " <i>Kindergarten education shall be understood in this Act to mean one (1) year of preparatory education for children at least five (5) years old as a prerequisite for Grade I.</i> "
Age bracket for youth	15-24 based on age bracket for youth, adopted by the UN, UNESCO and ILO	15-30, as provided in Section 2 of RA 8044 (The Youth in Nation-Building Act) which states " ... <i>The State hereby declares that "Youth" is the critical period in a person's growth and development from the onset of adolescence towards the peak of mature, self-reliant and responsible adulthood comprising the considerable sector of the population from the age of fifteen (15) to thirty (30) years.</i> ... "

Item	FLEMMS 2013	FLEMMS 2019
Educational attainment categories	Based on 2008 Philippine Standard Classification of Education	Based on 2017 Philippine Standard Classification of Education

Basic literacy is the ability of a person to read and write with understanding of a simple message in any language or dialect. The basic literacy status of an individual was determined based on the respondent's answer to the question "Can _____ read and write a simple message in any language or dialect?" in FLEMMS Form 1.

Functional literacy is a significantly higher level of literacy which includes not only reading and writing skills but also numeracy skills. The skills must be sufficiently advanced to enable the individual to participate fully and efficiently in activities commonly occurring in his life situation that require a reasonable capability of communicating by written language. Persons who at least graduated from high school under the old curriculum for basic education, or at least junior high school completer under the K-12 curriculum are automatically classified as functionally literate.

Levels of literacy identifies the range of skills and competencies of an individual. Specifically,

Literacy Level	Range of Skills and Competencies (Interpretation/Condition)
0	cannot read and write
1	can read and write
2	can read, write and compute (with numerical skill)
3	can read, write, compute and comprehend (with numerical and comprehension skills)
4	at least high school graduate in the old curriculum or at least junior high school completer in the K-12 curriculum

Youth:

- defined by the United Nations, for statistical purposes, as persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States (<https://www.un.org/en/sections/issues-depth/youth-0/>). This definition is also adopted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Labor Organization (ILO). (<https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth.definition.pdf>)

- as defined in Section 2, paragraph 2 of Republic Act 8044 (The Youth in Nation-Building Act), is the critical period in a person's growth and development from the onset of adolescence towards the peak of mature, self-reliant, and responsible adulthood comprising the considerable sector of the population from the age of 15 to 30 years.

Children are those persons under the age of fourteen in consideration of the statistical definition of youth.

Mass media refers to technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet.

Open distance learning is a system of learning which combines the methodology of distance education with the concepts of open learning and flexible learning.

- Distance education is a mode of learning in which students and teachers are physically separated from each other. The personalized and distributed way of learning makes it easier for learners to study at their own pace using various media such as the internet, radio, and television.
- Open learning is an educational system which makes learning accessible to every individual with minimal restrictions. It emphasizes the flexibility of learning despite barriers to age, geographical location, time constraints and economic situation.

Government information refers to any records, documents, papers, reports, letters, contracts, minutes and transcript of official meetings, maps, books, photographs, data, research materials, films, sound and video recordings, magnetic or other tapes, electronic data, computer-stored data, or any other like or similar data or materials recorded, stored, or archived in whatever format, whether offline or online, which are made, received, or kept in or under the control and custody of any government office pursuant to law, executive order, and rules and regulations or in connection with the performance or transaction of official business by any government office (Executive Order No. 02, series of 2016).

This does not include requests for information on government services which cover processes or transactions involving applications for any privilege, right, reward, license, clearance, permit or authorization, concession, or for any modification, renewal or extension of the enumerated applications or requests which are acted upon in the ordinary course of business of the agency or office concerned. Examples include requests for information on the processes in getting birth and marriage certificates, business permits, barangay clearances, passports, pension and retirement benefits, etc. (Republic Act No. 11032 Ease of Doing Business and Efficient Government Service Delivery Act of 2018).