



Commission on  
Information and Communications  
Technology



## Breaking Old Habits

**Vietnam Forum on Lifelong Learning: Building a Learning Society**  
ASEM-LLL Hub Research Network 1  
Thang Loi Hotel, Hanoi, Vietnam  
07 December 2010

# Accreditation and Equivalency Program

- Existing DepEd program for functional literacy
- Community-based learning centers
- 15 years old and up
- Life skills approach; print-based modules

<b>4 A's</b>	<b>definition</b>
Activity	<ul style="list-style-type: none"><li>• experience and acquire new knowledge and skills</li></ul>
Analysis	<ul style="list-style-type: none"><li>• new knowledge and skills are linked to what they already know and can do; reflectively think about how new knowledge and skills can be used</li></ul>
Abstraction	<ul style="list-style-type: none"><li>• forming own meaning / understanding; verbalizing it</li></ul>
Application	<ul style="list-style-type: none"><li>• a way of trying out, or applying what the learners have learned to an actual situation</li></ul>



# Some ALS A&E Modules – Life Skills

## Communication Skills

Are You Listening?  
A Language of Our Own  
Effective Communication  
Effective Writing  
The Interview  
Are you a Critical Reader?  
How to Become an Intelligent Listener  
Panitikang Filipino  
Filling-up Forms Accurately

## Problem Solving & Analytical Thinking

Reproductive Health  
Skeletal System  
Addictive and Dangerous Drugs  
The Cost of Environmental Degradation  
Composting  
Buying Wisely  
Business Math  
Basic Accounting  
Searching for Patterns  
Water and its Costs

## Dev't of Self and a Sense of Community

Building Relationships with Others  
Dealing with Fear, Anger, and Frustration  
Ironing It Out  
Changing Roles  
Civil and Political Rights  
The Beautiful World of Our Native Brothers

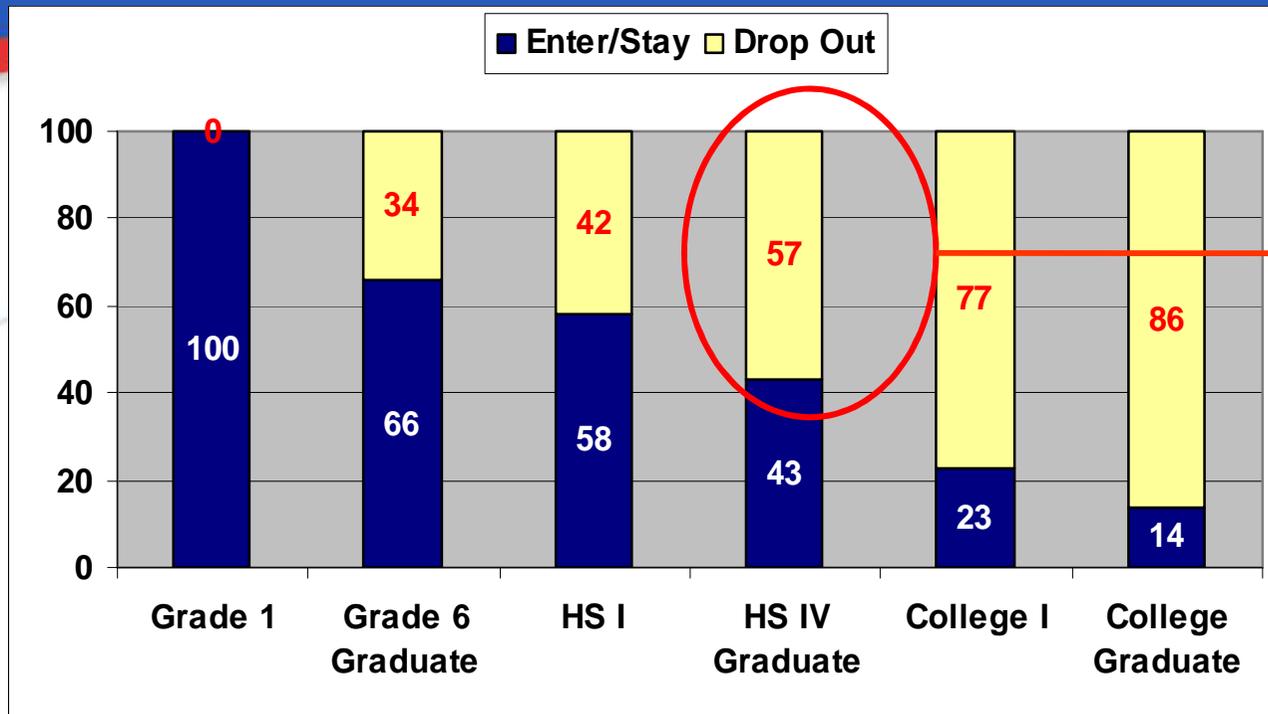
## Expanding One's World Vision

The Major Religions of the World  
Think Globally, Act Locally  
How to Resolve Conflicts

## Sustainable Use of Resources/ Productivity

Marks of a Successful Entrepreneur  
Water Pollution  
Wanted: Clean and Fresh Air  
Workers' Rights  
Ideas for Income-Generating Projects





**2008 figure:  
9 Million  
+ 4 M  
illiterates**

- DepEd-BALS: Accreditation & Equivalency Program
- Life skills for out-of-school youth and adults
- Filled with challenges

I  
C  
T



# Project Components

Infrastructure Set-up  
(community / shared facilities;  
application process)

Customized  
Instructional Model  
(CICT & BALS)  
Content & Apps Devt

Monitoring &  
Evaluation  
(CICT & BALS)

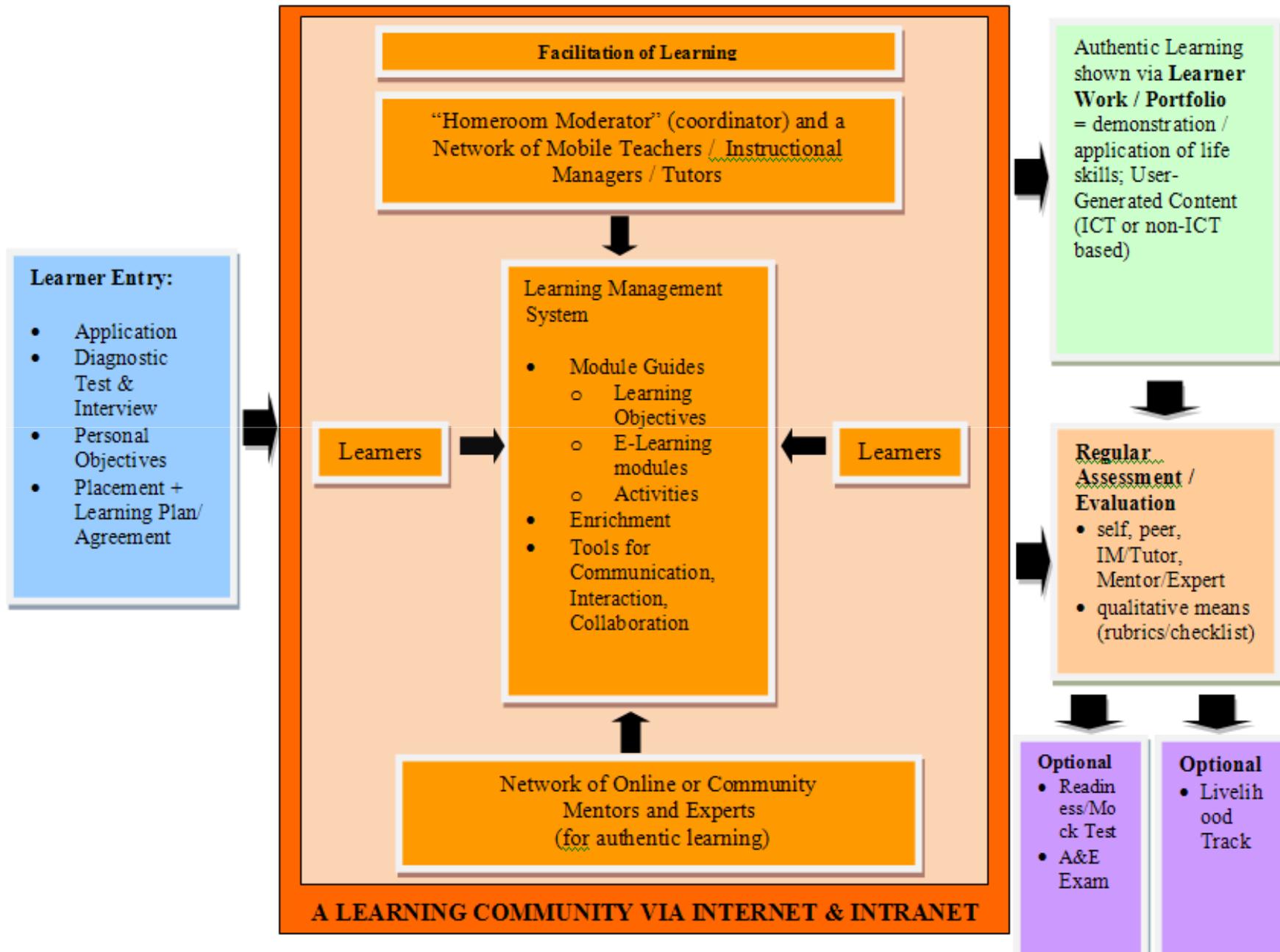


Training for  
LFs, CMs, NAs  
(CICT, BALS, community)

Community Support  
for Operations and  
Sustainability  
(covered by MOA)

**Multi-stakeholder approach**

# eSkwela Instructional Model v.1 (2007)



# eSkwela Instructional Model v.1 (2007)

PRINT MODULES

PAPER-BASED PORTFOLIOS

**eSKWELA**  
THE ONLINE SKWELA

## EFFECTIVE COMMUNICATION

Lesson 1: Paraphrase and Understand

Let's Read

Read the following speech.

But before you do, it would be better if you knew something about the writer of the speech.

Martin Luther King, Jr. wrote this speech.

After his assassination in 1968, he became a symbol of protest in the struggle for justice and equality.

PLAY AGAIN

Are you ready to read Mr. Martin Luther King's speech? Go ahead and turn to the next page...

4 - 22

HOME ABOUT OBJECTIVES LESSONS RESOURCES GLOSSARY ASSESSMENT Pretest Lesson 1 Test Lesson 2 Test Lesson 3 Test Post Test ANSWER KEY DEVELOPERS AUDIO OFF

**eSKWELA**  
THE ONLINE SKWELA

## EFFECTIVE COMMUNICATION

Lesson 3: Observe and Interpret

Let's Learn

Here are some examples of nonverbal signals. Most of these are facial expressions. They have been described for you.

Can you interpret what each person is saying, or feeling?

to the activity set up in the Learning provided by your Facilitator

10 - 31

HOME ABOUT OBJECTIVES LESSONS RESOURCES GLOSSARY ASSESSMENT Pretest Lesson 1 Test Lesson 2 Test Lesson 3 Test Post Test ANSWER KEY DEVELOPERS AUDIO OFF

My Start Page » Test Course ver 2.01 » Home

My Start Page Jump NelvinStudent Olalia Inbox Search Help Log-out

eSkwela Course Server

## ATutor Test Course ver 2.01

Sunday October 29, 2006 - 10:49

### Home

Welcome Mobile Teacher!!!

This course is designed for every mobile teacher to learn how to use the eSkwela ATutor LMS. Please find the Content Navigation tab on the right side of this screen as your guide in navigating through the pages.

See the Announcement Board below for further instructions.

Glossary Forums Frequently Asked Questions (FAQ) Reading List Tests & Surveys Chat Links Site-map Export Content Web Search Blogs File Storage My Tracker

Done

**+ Internet**  
(Think.com, online educational tools/ resources)

**BLENDED LEARNING (ideal)**

- Learning Plan, self-paced
- Facilitation of Learning, PBL
- Competency Assessment

**A&E CERTIFICATION EXAM**

# eSkwela – Pilot Sites



## General Observation (2007)

- **Problem:** The eSkwela Instructional Model was not being efficiently and effectively implemented.



# Problem Analysis

## Lukewarm Level of Adherence to Instl Model

- ← Overlaps with Other Assignments
- ← Inadequate Incentive Package
- ← ICT tools provided still lacking/problematic
- ← Pilot implementation (proof of concept)

## Low Teacher Comptency Levels on ICT-based Instructional Model

- ← Inadequate Teacher Training
- ← NICS-Teachers awaiting adoption
- ← Lack of Teacher Training Phases/Stages
- ← Lack of Systematic Follow-through Performance Monitoring Mechanism

### **PROBLEM: eSkwela Instructional Model is not being efficiently and effectively implemented**

– i.e. there is a tendency to go back to the conventional teaching/learning methods used, the ICT tools are not maximized, application of problem/project-based learning approach is not prioritized

- ← Lack of Inventory of Possible/ Sample Community-based Problems/ Projects
- ← Lack of Centralized Think Tank & Repository
- ← Lack of Teacher Training & Personal Experience on PBL
- ← Lack of Effective Monitoring Mechanism

## Minimal Implementation of Project/Problem-based Approach

- ← Lack of Documentation on Site Operations, Weak Monitoring
- ← Mismatch of Existing Session Guides
- ← Pilot Implementation

## Lack of Existing Models

# Problem Scenario (2007)

**Problem:** The eSkwela Instructional Model was not being efficiently and effectively implemented.

a lukewarm level of acceptance of the instructional model	<ul style="list-style-type: none"><li>• novelty: exciting but overwhelming</li><li>• a burdensome shift from the way things were being done</li></ul>
low teacher competency levels on the ICT-based instructional model	<ul style="list-style-type: none"><li>• original training workshop – one-time-big-time! a mix-and-match of discussions and hands-on activities on ICT in education, office productivity tools, and ATutor</li><li>• focused too heavily on the software applications rather than on pedagogical strategies</li><li>• neglected the ICT competency-and-use maturity model</li><li>• assumed that they would easily catch on and be innovative on their own</li></ul>
minimal implementation of resource-cum-project-based approach	<ul style="list-style-type: none"><li>• need re-orientation to capitalize the focus on life skills as well as the potentials of using ICT to link learners to community activities and projects</li></ul>
lack of existing models to pattern after	<ul style="list-style-type: none"><li>• need concrete experiences to observe and outputs to scaffold on (4A's)</li></ul>



# Lessons Learned

- Man is a creature of habit...
  - major block: resistance to change
  - paradigm shift in the way they did things
- Changes take time:
  - requires time, conscious effort, commitment, and persistence to break old habits and welcome exploration and experimentation
- regular monitoring, handholding, modeling, and scaffolding are necessary
  - effective change management is needed



# Lessons Learned

- one-time-big-time training course is not enough
- maturity model should be taken into account
  - one's ICT competencies and corresponding comfort levels: contributing factors to the extent of ICT application in one's work

Specializing in the use of ICT	Stage 4: Transforming	Creating innovative learning environments
Understanding how to use ICT	Stage 3: Infusing	Facilitating learning
Learning how to use ICT	Stage 2: Applying	Enhancing traditional teaching
Becoming aware of ICT	Stage 1: Emerging	Supporting work performance
<b>Stages of ICT Usage</b>	<b>Stages of ICT Development</b>	<b>Pedagogical Usages of ICT</b>

Adapted from Padongchart, S. A Curriculum Framework for Integrating ICT and Pedagogy in Teacher Education. *National Training Programme for Teacher Educators on ICT-Pedagogy Integration Training Manual*. UNESCO-Bangkok. June 2006.

- **Perceived Needs to break the habit:**
  - seamless blend of various components of the Instructional Model in the context of a project/problem-based approach (one-window access)
  - activities / interventions to enhance teacher competencies and confidence
  - performance indicators
    - to measure required teacher competencies?
    - to monitor and evaluate the use of the Instructional Model?



## Recommended Solutions (2007)

- Enhanced eSkwela Instructional Model
- Continuing Teacher Training & Enhancement Program (CTTEP) with a building blocks approach
- Centralized think tank:
  - guides, models, scaffolds
- Systematic Performance Monitoring Mechanism
  - experts, guides/ mentors
  - incentives to get out of their comfort zones

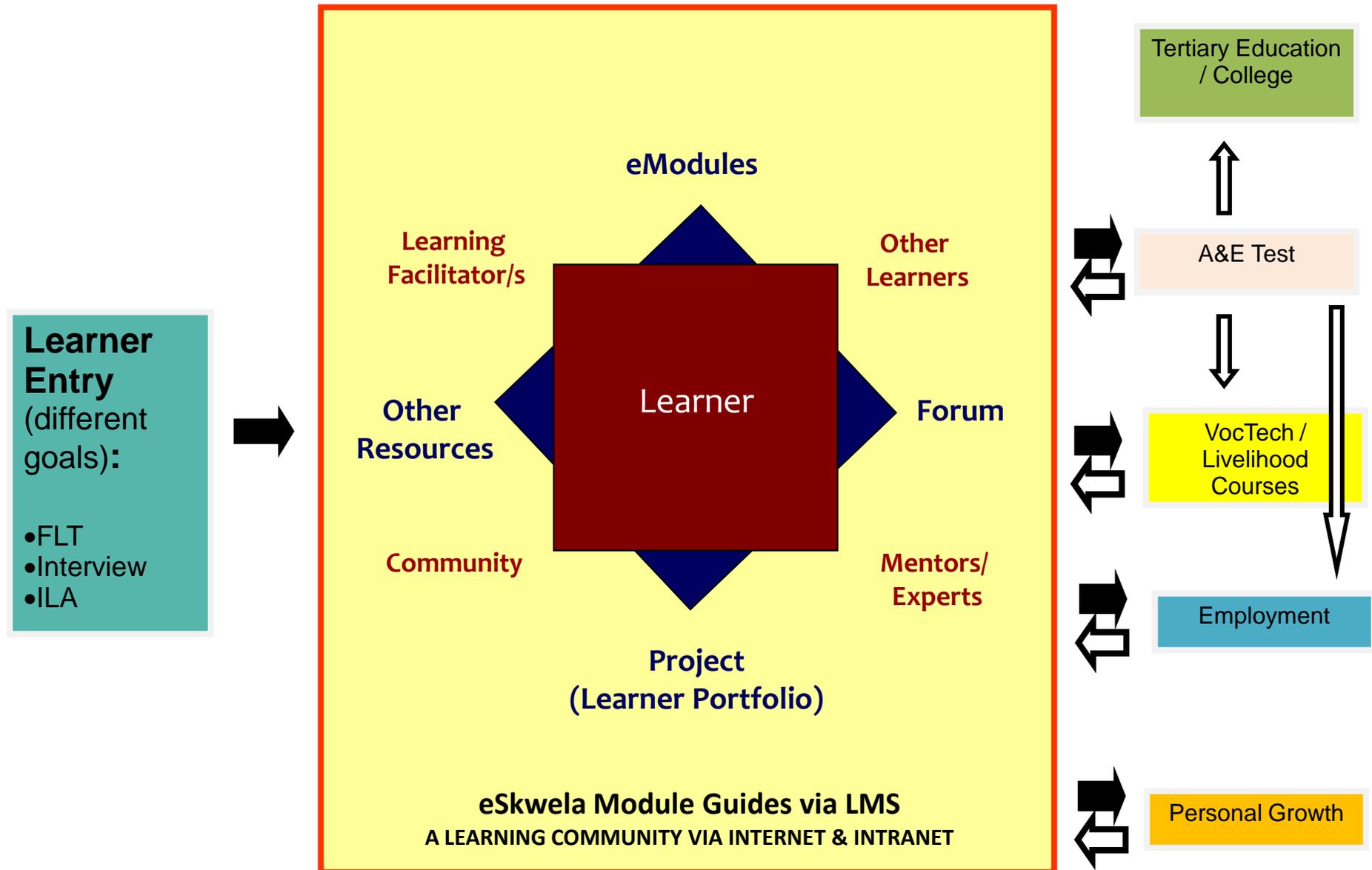


## Actions Taken (2008-2010)

- Expert ICT4E Consultants
- eSkwela Instructional Model v. 2
- Moodle-based LMS
- Module Guide Development
- Enhanced Content Development process (focus on Instructional Design)
- Re-designed and phased training workshops
- Monitoring and handholding
  - Conferences, online communications and sharing
  - Informally initiated: support groups among site implementers

# eSkwela Instructional Model v.2 (2008)

Life Skills, **Blended**, Self-paced, Localized



**PRINT-based  
Life Skills Modules  
(paper, pdf, flat)**

8. Dog and Snake Bites

**First-Aid Treatment for Dog Bites:**

1. Clean the wound.
2. Bring the victim to a hospital for anti-rabies treatment.

**First-Aid Treatment for Snake Bites:**

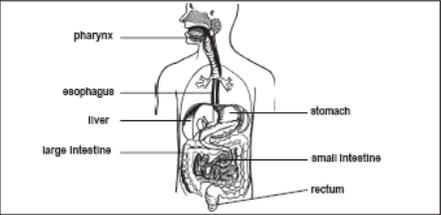
1. Calm the victim.
2. Lower the affected part of the body to slow down the flow of infected blood.
3. Place a clean cloth or plaster about 2 inches above the affected part.




Your body needs food to give you energy.

**The Digestive System**

The food that you eat enters your body through your mouth, the first segment of the digestive system. The digestive or gastrointestinal tract is composed of the mouth, esophagus, stomach, intestines and anus. The tract is a long continuous tube that serves as the primary site of energy extraction in the body. This system enables the body to extract energy from food through the process of digestion. The digestive system is shown below.



**The digestive system**

The tissues of the digestive system are capable of breaking down the food you eat into simple materials that can be absorbed by your body. This process of digestion starts in the mouth which contains chemicals that start the process of digestion. Digestion means "breaking down." The saliva in your mouth contains the enzyme ptyalin that breaks down food. This is why it is best to use a serving spoon for your dishes. This prevents the ptyalin in your saliva from breaking down food that is still to be eaten by other members of your family. Broken-down food tastes bad!

appropriate multimedia



interactive

simplified

contextualized

localized

e-learning modules

**WATER ADVENTURE**

After studying this module you should be able to:

1. Define what freshwater and marine ecosystems are;
2. Identify the uses of freshwater and marine resources;
3. Analyze environmental issues related to freshwater and marine ecosystems; and
4. Enumerate possible solutions to environmental problems related to aquatic ecosystems.



**BONE FRACTURE** 

**First Aid Treatment**

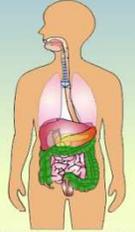
1. Do not move the victim.
2. If the victim is conscious, ask which part of the body is affected.
3. Put a brace or support, such as towels or cushions around the affected area to minimize pain.
4. Carefully assist the victim. Call for an ambulance. In case there is no ambulance, lay the victim on a stretcher and bring him/her to the nearest clinic or hospital.



**BACK**

**MAIN MENU** **SITE MAP** **GLOSSARY**

**The Digestion Tube** CLOSE



Click on the picture to learn more

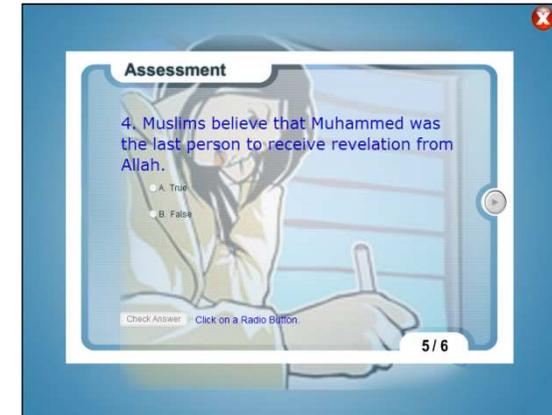
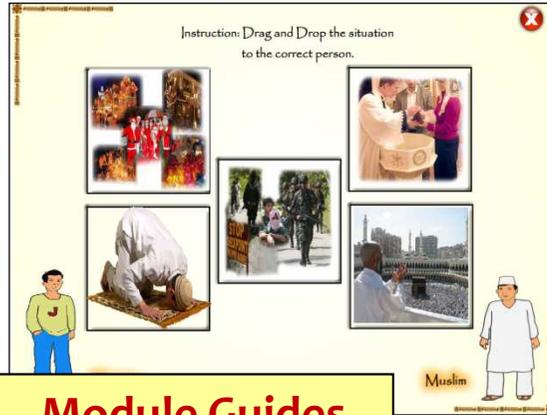
**Large Intestine**

Large intestine, temporary storage of waste product of digestion



large Intestine

Click Next to Learn the Digestion Glands 



## Module Guides

### 1 Lesson 1 – Major Religions in the Philippines

In this lesson, you will learn about the different religious beliefs and teachings of the major religious groups in the Philippines. You will also discover that though they are different in some aspects, some religions are similar in many ways.

1. Study Lesson 1 and answer the activities provided, including the Post-Test, for this section.
2. Click on the links provided below to find further information regarding the major religions in the world.
3. Participate in Discussion Forum 1 by clicking the link below.

- [Roman Catholicism](#)
- [Muslims: Their Religious Beliefs and Practices](#)
- [Who are Seventh-Day Adventists - video](#)
- [Iglesia Ni Cristo](#)
- [Liberal Protestantism and Liberal Catholicism](#)

[Discussion Forum for Lesson 1](#)

LINKS TO WEBSITES

FORUM / WIKI

### 2 Lesson 2 – Respect Other People's Religious Beliefs

In this lesson, you will learn how to look at differences in religious beliefs with understanding and with respect for other people's religious beliefs.

1. Study Lesson 2 and then answer the post-test.
2. Join Discussion Forum 2.

[Discussion Forum for Lesson 2](#)

FORUM

PROJECT options: photo essay multimedia video, recorded interview, song, radio play, brochure, blog, wiki, Google Group, ning, Facebook, YouTube, etc.

# Improved Training Workshops (2008-2010)

## Phase 1: ICT Literacy and Responsible Use of ICT

- through the local partner community

## Phase 2: eSkwela Instructional Model

- appropriate use of pedagogical strategies and practices to optimize the ICT tools and resources offered by eSkwela (eModule packages, LMS) and the Internet

## Phase 3: Enhancement Training

- reinforce key concepts, principles, and skills on the ICT-supported project-based learning approach
- emphasis on life skills gained in planning and executing projects

## Phase 4: Distance Education for ALS

- postponed for the next phase of eSkwela implementation



HOME INVITE MY PAGE ABOUT SITES INSTRUCTIONAL MODEL **CONNECT** RESOURCES LINKS MANAGE

All Groups My Groups

+ Invite More People MARIA MELIZZA D. TAN



## eSkwela Learning Facilitators

Created by Maria Melizza D. Tan

[View Groups](#)

### INFORMATION



This group was created so that eSkwela LFs from different centers all over the country can get to know one another. We encourage you to share ideas, experiences, and just about anything you'd like to share.

Location: eSkwela Centers all over

Members: 103

Latest Activity: 1 day ago

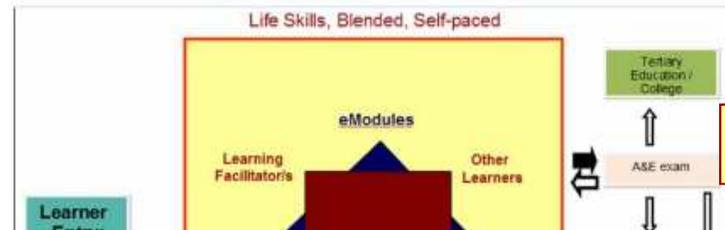
### WELCOME TO THE LF GROUP

[EDIT](#)

We do hope that this LF Community becomes really active. Please post and respond to forum threads to share your eSkwela experiences.

Let's learn from one another and build a strong eSkwela community.

Game?



### ADMIN OPTIONS

- ★ Feature
- ✎ Edit Group
- 👤 Manage Group Members
- ✕ Delete Group
- ✉ Send Message to Group

### MEMBERS (103)



Sign Out

- ✉ Inbox
- 🔔 Alerts
- 👤 Friends - Invite
- ⚙ Settings

Quick Add... [v](#)

### BIRTHDAYS

#### BIRTHDAYS TODAY



Dorjel s. Maravilla  
[Give a Gift](#)



Edmon Eduardo  
[Give a Gift](#)



Milagros L. Duran  
[Give a Gift](#)

how to set up an eSkwela Center?

<http://alseskwela.ning.com>

# Luzon



# Visayas



# Mindanao



(as of November 2010 = 52 operational sites)

## LUZON

1. Roces, QC (pilot)
2. SJDM, Bulacan (pilot)
3. Laoag City, Ilocos Norte
4. San Fernando City, La Union
5. Baguio (SOSCFI)
6. Pangapisan, Alaminos
7. Popantay, Alaminos
8. Lucap, Alaminos
9. San Vicente, Alaminos
10. Cayucay, Alaminos
11. Polo, Alaminos
12. Balayang, Alaminos
13. Landoc, Alaminos
14. eSkwela Solano HS, Nueva Vizcaya
15. Kalumpang, Marikina City
16. St. Andrew's School, Paranaque
17. Loyola Heights, Quezon City
18. Holy Trinity Parish, Quezon City
19. Calapan City, Oriental Mindoro
20. Boac, Marinduque
21. San Fernando, Camarines Sur
22. Benguet (PILCD)
23. Donsol
24. Sorsogon City
25. Banuyo
26. Aquinas University, Legazpi City
27. Jaen, Nueva Ecija
28. Pitogo, Makati
29. MISO, Sta. Cruz, Laguna
30. Trust in the Lord Foundation
31. ZOTO, Navotas
32. Cuyo, Palawan

## VISAYAS

1. Cebu City (pilot)
2. La Carlota City, Negros Occ.
3. Tanauan, Leyte
4. Ormoc City, Leyte
5. Margen Elem Sch, Ormoc
6. Lilioan NHS, Ormoc
7. Bagong Buhay Elem Sch, Ormoc
8. Can-Adiang Elem Sch, Ormoc
9. Mabolo, Cebu City
10. Silay City

## MINDANAO

1. Cagayan de Oro City (pilot)
2. Zamboanga City
3. Siay, Zamboanga Sibugay
4. Pagadian City, Zambo del Sur
5. Oroquieta City, Misamis Occ.
6. Asuncion, Davao del Norte
7. Davao City
8. Digos City, Davao del Sur
9. Sultan Kudarat
10. Ipil, Zamboanga del Sur (STII)

# Continuing Challenges

- Resistance and apprehension to changes in roles and strategies
  - facilitation in a more learner-centric environment = more work but more meaningful
  - habit of exploration and experimentation must be developed
- Need for stronger advocacy on ALS and ICT in Education (actual utilization instead of mere deployment)
- Focus on A&E Test rather than life skills
- Focus on technical skills rather than content of outputs
- **Changes take time**
  - always consider maturity models and handholding mechanisms
  - still a long way to go...
  - LFs are at different stages



# Perceived Benefits: Learning Facilitators

- ICT as an enabler and equalizer
- Value in getting trainers who are also ALS implementers
- Recognition of maturity models not only for ICT competency-and-use but also for pedagogical practices and community-building
- Proper orientation and expectation setting is crucial
- Easier implementation of self-paced approach
- Site Implementers: more work, more facilitative, more open to explore and innovate
  - Not stuck with what's there... (produce localized versions incorporated with their own flavor)



# Perceived Benefits: Learning Facilitators

- planning phase in PBL = life skills
  - leadership skills, giving constructive comments, and cooperation
  - use of checklists / rubrics (but need to focus more on content rather than the technical aspects)
- Benefits of monitoring and consultations for handholding interventions
- Benefits of synergy and support groups
  - sharing of skills, experiences, & strategies; modeling; tips
  - initial stage



# Perceived Benefits: Learners

- Free education
- Learning = fun, more engaged, creative, excited
- Flexible, self-paced (LMS provides them choices)
- Enhancement of life skills in a fun and exciting way
  - PBL = application of what they learned from eModules
- Internet is not just for gaming and “Facebooking”
- A means for “transformed lives”
  - Hope for a “better me” and a brighter future
  - Improved self-esteem/ confidence
- ICT competence: additional skill for income-generation
- Links to other community programs/projects





a beacon of hope...



Do you smell something Fishy?

Get your money's worth every time you buy a can of sardines. Be smart and always take the steps enumerated at the back.

The advertisement features a blue background with a fish and a can of sardines. The text is in a mix of yellow, red, and white colors.

[cict.eskwela@gmail.com](mailto:cict.eskwela@gmail.com)

<http://alseskwela.ning.com>



slowly but surely breaking old habits and forming new ones

