ICT for the Alternative Learning System

Maria Melizza D. Tan,
eSkwela Project Manager

APEC ICT4E EXPO; 9-10 June 2010, Hilton-Mactan
**Origins**

**APEC EDUCATION FOUNDATION**

- **baseline**
  - ICT4E focus
  - ALS realities

**Idea:**

- **ICT 4 ALS**
  - compatible: interactive, multimedia
  - broaden access + demonstrate life skills

**AEF Proposal**

- Submitted Sept 2006
- Approved Dec 2006
- Funds Aug 2007
• DepEd-BALS: **Accreditation & Equivalency Program**
• **Life skills** for out-of-school youth and adults
• Filled with challenges

2009 figure: 11 Million + 4 M illiterates
Project Objectives

- To support the efforts of DepEd to integrate ICT in the teaching and learning process
- To help BALS broaden access to basic education
- To help BALS produce and use interactive multimedia learning materials for out-of-school youth and adults, with particular focus on the development of life skills
- To reduce the digital divide by providing disadvantaged youth and adults with access to ICT
Project Components

- **Infrastructure**
  - Deployment/ Set-up

- **Customized**
  - Instructional Model
  - Content & Apps Devt
eSkwela Instructional Model

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

**Learner Entry** (different goals):
- FLT
- Interview
- ILA

**eModules**

- **Learning Facilitator/s**
- **Other Learners**
- **Forum**
- **Project** (Learner Portfolio)
- **Mentors/Experts**

**Other Resources**

**Learner**

**Community**

**Tertiary Education / College**

**A&E Test**

**VocTech / Livelihood Courses**

**Employment**

**Personal Growth**

**eSkwela Module Guides via LMS**

A LEARNING COMMUNITY VIA INTERNET & INTRANET
PRINT-based Life Skills Modules (paper, pdf, flat)

appropriate multimedia
interactive
simplified
contextualized
localized
e-learning modules
Project Components

- Infrastructure Deployment/ Set-up
- Customized Instructional Model Content & Apps Devt
- Monitoring & Evaluation
- Stakeholders’ Training
- Community Support for Sustainability
Exciting Start but with Birth Pains

- Content Development
- Slow take-up of the Instructional Model
- Local Politics
- Hardware problems
- Internet Connection
- Facility Maximization
- Software Utilization
- Others
• **Vision:** The eSkwela Program will be widely available across the Philippines to empower out-of-school youth and adults to be globally competitive through the effective use of ICTs in alternative learning.

• **Mission Statement:** In partnership with various groups, eSkwela provides out-of-school youth and adults with opportunities towards attaining basic education competence and life skills through the use of an ICT-enabled environment.
• Desired Major Output: an operationalized and replicable eSkwela model

• Targets by 2010:
  – extensive acceptance and support for eSkwela nationwide
  – be leading/automatic choice for ICT-based ALS and livelihood programs
  – primary model for ICT integration in education
  – physical and virtual eSkwela Centers that are well-managed, sustainable, and replicable
Onward Journey

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**eGov Fund**
- 2006
- 2007
- 2009
- Addl: AEF

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Major Strategies Employed

- Cautious expansion
- Multi-stakeholder approach
- Experts tapped as consultants, materials developers /reviewers, trainers
- Capability building among stakeholders
- Inclusive / consultative and collaborative efforts toward continuous model enhancement / stabilization
- Openness, flexibility, positive M&E perspective
- Experimentation and handholding
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.

      1. Roman Catholicism
      2. Muslims: Their Religious Beliefs and Practices
      3. Who are Seventh-Day Adventists - video
      4. Iglesia Ni Cristo
      5. Liberal Protestantism and Liberal Catholicism
      6. Discussion Forum for Lesson 1

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

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

choice of Moodle as LMS

standardized Training Workshops for Center Mgrs, Learning Facilitators, and Network Administrators

Systematizing processes

Documentation of working models

Designation and Training of National and Regional Trainers

M&E Workshop for designated Regional Coordinators

M&E and handholding activities; Online communications (ning)
Additional APEC Engagement

Best practices and lessons learned among eSkwela’s content development teams from partner SUCs and module reviewers from partner agencies

Training on common ICT tools and open source software towards developing portfolio outputs in support of eSkwela’s ICT-supported PBL approach

Incorporation of APEC ICT Net’s learning objects on the proper use of ICT into eSkwela’s ICT literacy workshops
113 certified eModules; target: 283 A&E + 4 eTESDA courses

822 implementers trained since 2007; pool of core trainers

31 sites; target: 105++ nationwide; local champions; M&E
LUZON
1. Laoag City, Ilocos Norte
2. San Fernando City, La Union
3. SOSCFI, Baguio City
4. PILCD, La Trinidad, Benguet
5. Alaminos City, Pangasinan
6. City of San Jose del Monte (pilot)
7. Roces Avenue, Quezon City (pilot)
8. Bgy Loyola Heights, Quezon City
9. Holy Trinity Parish, Quezon City
10. Kalumpang, Marikina City
11. St. Andrew’s School, Paranaque
12. Calapan City, Oriental Mindoro
13. Boac, Marinduque
14. San Fernando, Camarines Sur
15. Sorsogon City
16. Bitan-o, Sorsogon City
17. Donsol, Sorsogon
18. Banuyo, Sorsogon

VISAYAS
1. Cebu City (pilot)
2. La Carlota City, Negros Occidental
3.Ormoc City
4. Tanauan, Leyte

MINDANAO
1. Cagayan de Oro City (pilot)
2. NCC-FOO, Zamboanga City
3. Siay, Zamboanga Sibugay
4. Pagadian City, Zamboanga del Sur
5. Oroquieta City, Misamis Occidental
6. Davao City
7. Digos City, Davao del Sur
8. Asuncion, Davao del Norte
9. Sultan Kudarat
Total: P88.33 M (USD 1.89M)

- Capability Building: 32%
- Content Development: 51%
- Systems Development: 5%
- Project Management (including M&E): 7%
- Capital Outlay: 5%
a beacon of hope...

~ served over 2,500 learners since 2007
<table>
<thead>
<tr>
<th>A&amp;E Test Performance</th>
<th>eSkwela Average</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 2008 (4 sites)</td>
<td>57%</td>
<td>29%</td>
</tr>
<tr>
<td>Oct 2008 (5 sites)</td>
<td>65%</td>
<td>23%</td>
</tr>
<tr>
<td>Oct 2009 (partial: 8 sites)</td>
<td>50%</td>
<td>21%</td>
</tr>
</tbody>
</table>
 observations

- ICT as an enabler and equalizer
- More relevant and optimal use of existing ICT facilities
- Easier implementation of self-paced approach
- Learners: learning = fun, more engaged, more creative
- Learning Facilitators: more work, more facilitative, more open to explore and innovate
• Resistance and apprehension to changes in roles and strategies
• Focus on A&E Test rather than life skills
• Politics & turf issues vis-à-vis stakeholder engagement
• Connectivity concerns
• **Changes take time**
  – always consider maturity models and handholding mechanisms
Moving Forward

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**BALS**
“There are still regrets over all the wasted time. But over all, there is only hope – and fondness for what eSkwela helped me achieve.

... all of us have gone through a lot in life, [but] no matter what our ages are, we do not discriminate against one another. We are all learners, same as everybody else.

And we do not let small things affect us anymore, because we all have a goal in sight: we all want to make our lives better. Because it is slammed doors no longer with a high school diploma in hand.”

- Fe Corpuz, 40
left school at Grade 6 after an inborn physical disability;
eskwela-SJDM graduate, 8th among SJDM A&E Test takers
End of Presentation

cict.eskwela@gmail.com
http://alseskwela.ning.com
http://eskwela.wikispaces.com