

ment of Education, Culture and Sports (DECS), in cooperation with UNICEF and UNESCO, among others.

During the EFA National Projects Review Workshop held in January 1991, the proposed NDLP was selected as one of the priority national programs included in the EFA Plan of Action. At present, EFA goals and objectives are being pursued by various ongoing/forthcoming foreign-funded programs/projects, such as the ADB-Nonformal Education Project; Third Elementary Education Project (TEEP), and the Integrated Early Childhood Development Program.

Meanwhile, initial support for the NDLP was made available by the UNESCO National Commission of the Philippines Communications Committee to ensure that preliminary activities were done and to encourage institutions with resources to proceed with project implementation even at a pilot scale.

The first two workshops were intended for the presidents and other executive officials of the participating institutions. In these workshops, the concept and framework for the program as well as policy issues were discussed.

On the other hand, the third, fourth, and fifth workshops of the series were intended for the program managers tasked to implement the program and oversee important activities, such as research, curriculum design, learning resources development, monitoring, and evaluation, among others. These are the research and development areas identified as needs during the pre-implementation workshop held in September 1991.

The workshops focused on learning materials development and evaluation and management of community-based nonformal education programs. Experts from various resource institutions shared their expertise, including resources.

Sessions on program management also ensured that some standard procedures were adopted by all implementing agencies. Thus, while flexibility in program planning and implementation was encouraged, there were some basic management requirements that had to be set up.

The Plan of Action of each participating institution was also reviewed.

As noted in the first two workshops, some learning resources can be sourced and adapted from existing institutions which have indicated their willingness to help. Among these agencies are the Technology and Livelihood Resource Center (TLRC), National Manpower and Youth Council (NMYC), Meralco Foundation, Inc. (MFI), and Asian Social Institute (ASI).

Still, there was a need for capability building in the development of indigenous learning materials. Thus, the workshops included sessions on multimedia materials development.

Based on our experiences in the NDLP, we have developed guidelines for projects intended for out-of-school youth and neo-literate women. These are given below.

#### **A. Organization and Management**

1. Each participating institution must organize a project management team to be composed at the minimum of the following: project manager, production officer, and liaison officer.
2. The project management team should link or work closely with the extension office and other departments/units of the university for the implementation of the project.

3. Networking includes linkage with related government agencies, other local academic institutions, nongovernment organizations, and the resource institutions identified in the project.

### **B. Project Participant-Beneficiaries**

1. Based on the results of the workshops, out-of-school youth refers to "those aged 7 to 24 years, who are not regularly enrolled in any formal school, are not employed, and have not finished tertiary education."

The OSYs have been classified into three in terms of age groups: 7 to 12, 13 to 17, and 18 to 24.

Implementing institutions are encouraged to give priority to the 18 to 24 age group.

The other beneficiary group is the neo-literate women.

### **C. Project Sites (Pilot Communities)**

1. For the first year of the project, three barangays in a particular town will be selected as pilot communities for the project using previously set criteria in pilot site selection.

If available resources are not adequate, the implementing institution may opt to start only with one or two pilot communities.

2. In doing a community situation analysis, available secondary data may be used. If resources permit, a participatory rapid community appraisal is desirable.
3. Since the "classes" will meet at least twice or thrice a week, there will be a need for at least two facilitators or para-teachers to conduct each class.
4. Since radio will be used as a complementary medium of instruction, this will inevitably lead to spillover effect to non-pilot communities. Thus, project implementors should be ready to provide service/information to residents of non-pilot communities.

### **D. Funding Sources**

1. Participating institutions should identify alternative funding agencies for their project.

EFA funding may not be readily available within a year as negotiations for external support have just begun.

UNESCO (Paris) support is still under review. If made available, it can only support the human resources development activities of the participating institutions.

2. Local executive and legislative officials now have greater authority to identify priority programs or projects in their respective areas. Congressmen, for example, have their annual countryside development fund which can be tapped to provide supplementary support.
3. Some international, national, and local foundations are looking for development programs/projects which they could partly support. What is needed is the "matching" of needs and interests between donor institutions and program/project proponents.

### **E. Learning Delivery System**

1. Use of radio as delivery channel

### a. Access to radio station

- Participating institutions with radio stations should provide free access to airtime. This should be considered as counterpart funding of the institution.
- Participating institutions which do not own a radio station should first seek access for free airtime from a government radio station before linking with commercial radio stations.
- In linking with commercial radio stations, the participating institution may course its request to the local KBP chapter.
- The institution may not be able to get the time it wants, especially if it does not have funds for paying the station. Thus, it will have to accept any slot available. As such, it may have to motivate the participants to listen at a particular time.

### b. Frequency, length, and format

- Radio will be used either twice or thrice a week. Each program will run from 15 to 30 minutes.
- In the case of locally-produced programs, the suggested standard format is as follows:

Introduction (opening)	1 minute
Feedback portion	5 minutes
Review of previous lesson	5 minutes
Musical break	2.5 minutes
Lesson for the day	10 minutes
Brief review of the day's lesson	3.5 minutes
Announcements/reminders	2 minutes
Program closing (extro)	1 minute

### c. Adapted radio programs

- Implementing institutions should source from various government organizations and NGOs the available radio materials for initial programs to be aired if programs are yet to be produced locally.
- "Imported" programs may have to be edited in terms of time and content to suit local needs.

## 2. Community Learning Center Sessions

### a. Access to Community Learning Centers

- The following could serve as venue for group learning: community learning centers (school or non-school-based); barangay health center; barangay day care center; and house of a community volunteer, among others.

### b. Duration, frequency, and length of sessions

- Each program can be completed from three to four months. Thus, there shall be a total of three to four programs per year. A program shall consist of various courses/topics.
- A class shall meet twice or thrice a week at an average of two to three hours per meeting. Preferably, the class should meet in the afternoon to enable the "participants" to complete their workload and household chores in the morning.

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- Preferably, the class should be scheduled simultaneously with the radio broadcast, so that group discussion can immediately follow.
- c. Facilitators and Resource Persons
- Each class will be supervised by a trained facilitator who can either be an extension worker of the university or a para-teacher.
  - Resource persons are subject matter specialists or "experts" invited to give a lecture or demonstration on a particular topic. He or she may be from the university, government agencies, or local NGOs, among others.
- d. Learning and teaching methodologies have to be participatory and experiential. Strategies will include dyads, workshops, hands-on exercises, demonstrations, and field visits, etc.
- Self-instructional modules will be the main supplementary material to aired lessons.
  - Audiovisual support materials should be made available to make learning more interesting. Examples are flip charts, comics, and audio and video cassettes.
  - Other support materials — primers, brochures, or pamphlets — can be sourced from government agencies and NGOs (e.g., TLRC, DOST, NMYC, and MFI).
- e. The Participant-Beneficiaries
- On the average, there shall be 15 to 20 "students" per class. Thus, the total number of learners per year is 45 to 60 per barangay.
  - Criteria for selection of participants shall be identified. Among others, a participant must:
    - have commitment to complete the program and attend classes regularly
    - possess basic literacy
    - belong to a poor family
  - An incentive and reward system should be set up for the participants which may include the following:
    - modest honorarium
    - transportation allowance (if necessary)
    - free snacks
    - free instructional materials and handouts
    - referral system for source of capital, credit, and employment
- f. Monitoring and Evaluation System
- Tests shall be conducted at regular intervals to find out the effectiveness of the program and progress of the students.
  - A final evaluation should be conducted to find out if the "students" pass the program.
  - Performance indicators will be used in evaluating the students.
  - Two types of certificates will be given. A Certificate of Completion will be given to those who will complete the program; and a Certificate of Participation, to those who will attend some sessions for a particular topic but not the whole program.

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## II. Module Development Program

The length of experience of the AIJC in distance education has enabled it to develop a process-oriented approach to the development of learning materials. The first subject area in its use of the approach was on community communication. The approach was accepted by administrators, teachers, and government HRD planners who attended the two national and two regional seminar-workshops on module development conducted by the Institute. We have also conducted an in-house training for a private institution. One major reason for the success of the program is that the "process" approach ensures that the knowledge, skills, attitudes, values, and practices (KSAVP) learned can be applied in any subject area.

The AIJC process has four elements: existing conditions, goals of learning, learning module, and monitoring and evaluation (Fig.1).

Applying the process calls for decision-making in the different stages: planning the module; making, pretesting, and revising the prototype; producing, disseminating, and using the module; monitoring the use of the module; and evaluating the impact of the module (Fig. 2).

Our experience in module development for a distance learning program has enabled us to evolve the elements of a module. These are given below.

### A. Elements of a Module

#### 1. Introduction

- Goals/Objectives
- Uses
- Intended Audience
- Specific Instructional Objectives
  - a. **Cognitive objective** - is listed at the beginning of the lesson. It requires the student to list, describe, identify, and explain the ideas and concepts in the text.
  - b. **Application or doing (psychomotor) objective** - enables the learner to apply the ideas and concepts expressed as cognitive objectives.
  - c. **Affective objective** - enables the learner to examine his own perceptions, beliefs, and attitudes about issues and approaches affecting policies and practices. The learner clarifies his own values by determining probable effects on his own practices and on the larger society. The achievement of this objective is critical to the development of appropriate KSAVP in a particular subject area.

#### 2. Lessons (Module Text)

##### Guide to Module Outline Preparation

- a. Each module contains a minimum of six lessons.
- b. Each lesson can have chapters or units, depending on the complexity of its content.
- c. Each unit or chapter consists of two to three pages, double-spaced. Each lesson has 8 to 10 pages, double-spaced.
- d. Each lesson or chapter has a one-half page section on Self-Test or Research Assignment, or both.
- e. The Self-Test contains two to four questions that need written reports.

- f. The Research Assignment is either an additional reading or practicum (field assignment) that calls for written reports.
- g. Each lesson or chapter provides a list of must and/or recommended readings. The readings can be books or articles. Or the appropriate reading can be included in the module.
- h. Each lesson suggests a practicum or practical experiences, including short-term internship.
- i. Each lesson suggests the appropriate videotape recording or audio recording or other audiovisual material that supplements the written part.
- j. Each lesson can include brief case studies of one page each.

In summary, the text may include:

- cognitive application, and affective objectives
- narrative text
- examples and cases drawn from experiences and research
- exercises on the use of concepts and techniques
- field research and/or practicum
- self-test and answers to it, if it is not situation- and location-specific

### 3. Audiovisual and Learning Aids or Materials

These may include:

- audio and/or video cassettes
- workbooks
- computer diskettes
- films and slides
- computer tutorials

### 4. Linking with Information Technology Network

### 5. Module Summary or Review

### 6. Supplementary Readings

## **B. Procedure In Module Development**

1. The module development project coordinator develops a module outline based on the discussion with consultants, subject matter specialists (SMSs), and module writers.
2. Information and data requirements are agreed upon by the project team.
3. The outputs of the module writer are evaluated by the module development project coordinator. The coordinator also ensures coordination and timely delivery of outputs.
4. The consultants and SMSs review outputs, and identify other requirements and data gaps.
5. The module development project coordinator oversees the writing, rewriting, production, and post-production of modules.
6. The outputs are evaluated based on agreed-upon guidelines and criteria.

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### C. Module Design Considerations

1. The learning module consists of two different things: the content and the learning experiences. In the learning process, the two constantly interact; we cannot deal with content without having learning experiences. It is possible to deal with a significant content in a manner that results in inadequate learning, or to apply fruitful learning processes to content that, in itself, is not worth knowing. Thus, we can have effective learning only when both content and processes are fruitful and significant.
2. The learning objectives described as acquisition of knowledge, i.e., the information, ideas, and facts to be learned can be implemented by the selection of content. On the other hand, objectives, such as on skills and attitudes, cannot be achieved by selection and organization of content. To attain them, students need to undergo certain experiences which give them an opportunity to practise the desired behavior.
3. If the module is to be a useful instrument for learning, the content and the outcomes it pursues need to be valid and significant to the experiences of the learners.
4. The module should represent an appropriate balance of breadth of coverage and depth of understanding. This can be achieved by selecting a sufficient range of ideas to study which have the greatest applicability and the greatest power to transfer knowledge, skills, values, and attitudes, if the learner spends enough time on studying each.
5. The module should provide for the achievement of a wide range of objectives. This means that the effective learning module provides for the acquisition of significant new knowledge and for the development of increasingly more effective ways of thinking, desirable attitudes and interests, and appropriate habits and skills.
6. The achievement of multiple objectives also involves increasing opportunities for active forms of learning. Learning experiences can be devised wherein a variety of active mental processes are embedded in the act of acquiring knowledge. These include experiences which stimulate participants to generalize instead of absorbing generalizations; to plan in place of following ready-made plans; and to abstract instead of absorbing abstractions.
7. The module content should be learnable and adaptable to the students' experiences, abilities, and interests. If learning is to proceed, the attention of the learner must be secured, and his or her attention can be secured only through a direct or indirect appeal to his or her interests and senses. These experiences and interests must be used to the fullest. But, they cannot be accepted as positive and trustworthy guides in selecting the content of the module.
8. The team should decide on a sequence in presenting the content of the module. This poses these questions: What should determine the order of succession of materials of instruction? What follows what and why? What is the most propitious time to acquire a certain learning?
9. The writers should provide for integration. It is recognized that learning is more effective when facts and principles from one field can be related to those of another. Integration as a concept of organization of ideas is seen in different ways. Some definitions stress the relationship of the various content areas. It is the personal effort to create a meaningful whole out of the knowledge and experience, which at first may seem largely unrelated.

10. The module should provide for the psychological development of the learners. This refers to the atmosphere, disposition, and frame of mind of the learner.
11. The team must determine the focus of the module. Whether the module is organized by subject, topic, or unit, one frequent characteristic is its amorphous nature. This makes it difficult to decide which dimensions are important to pursue, which relationships of facts and ideas should be submerged, and which one should stand out.
12. The module must provide various modes of learning. We know that not all individuals learn most effectively by the same method, by the same type of activity, or by the use of the same media. A balance is needed also between experiences or activities that represent intake, and those that represent synthesis, reflection, and expression. Too long a stretch of absorbing information is bound to result in the erosion of the previous learning by the new.

Thus, the module must provide an appropriate rhythm of absorbing and consolidating, internalizing, and reorganizing.

13. The module must provide for a similar rhythm of incorporating feeling insights of cognitive matter, especially in areas where concepts and ideas tend to be colored by feelings and attitudes.

This means that the intake of facts and ideas needs to be alternated with learning activities and materials which open up and extend feelings and sensitivities.

#### **D. Characteristics of a Good Module**

1. It is self-instructional to make it easier for the individual to use the module.
2. The module is built around real-life cases, problems, examples, and data [e.g., use of experiences with technology being introduced (e.g., science reporting, and conflict resolution strategies used by management and labor)].
3. It should strike a balance of knowledge, attitudes, skills, values, and practice (KASVP) vis-a-vis learning needs of intended learners. Thus, it has to contain the following:
  - principles and techniques for practical application;
  - learnings: attitudinal (affective) per knowledge (cognitive) per skill (psychomotor);
  - context (environment): urban versus rural; and
  - perspective: proactive versus reactive.
4. Every module should be flexible, i.e., can be revised.
5. The module should emphasize training and development for present and future needs. Hence, some of the contents should deal with futuristic concerns.
6. The module is designed based on perspectives which include:
  - Development of values of the person as a productive and socially-conscious member of society and of self-reliance, discipline, and group and national unity;
  - Emphasis on the social effects of progress and advances in technology, including negative consequences, such as pollution of the environment;
  - Appropriate technology and appropriate high- and low-cost media mix;
  - Emphasis on application of knowledge for the benefit of the people;
  - Decentralization and redistribution of resources, including media and information facilities;
  - Access and participation of people in the periphery;
  - Emphasis on the role of the communicator as a facilitator of ideas;



- Emphasis on the development of information systems that are culturally fit and indigenous;
- Development of consciousness of cost-benefit effectiveness;
- Emphasis on social responsibility and community involvement;
- Emphasis on management orientation and planning;
- Concern for social justice or common good;
- Use of systems thinking and approach; and
- Multimedia strategy in planning.

7. The team should also consider the items below.

- The module emphasizes analysis and application of concepts and techniques.
- The module is prepared using the principles format (enumerate, explain, and give application or example).
- The module provides situationers for problem-solving and decision-making.
- The module gives concrete, packaged examples per concept.
- The module may include analytical briefs of papers with a maximum of four pages per lesson which is equivalent to a two-hour session; and which has outcomes that relate to the learner's environment.
- The module assumes that learners have the basics about the subject. Thus, it is geared to develop advanced KASVP and evolve new and appropriate information and options relative to the subject.
- The module has multimedia applicability.

## **Lessons Learned**

### **National Distance Learning Program**

1. There is a tendency among the participants of a program to look upon the organizer or convenor as a funding source. Thus, they get disappointed and lose interest when they realize that they have to generate the funds needed for a project.
2. Corollary to this, budgets for projects, which they believe would be funded tend to get bloated. The budgets become more realistic once they realize that no outside funds would be forthcoming.
3. If plans were the sole basis for the success of a project, then, there would hardly be a project that fails. This is because we have developed a certain capability for program planning. Unfortunately, many plans hardly get off the ground due to lack of commitment or will to implement certain projects.
4. Corollary to this, one major reason for lack of commitment or will is the tendency to equate funds available with project success.
5. Lack of funds, to those who are creative and innovative, is more of a challenge than a deterrent. The challenge is how to ensure project implementation even if an agency is cash-strapped.
6. It is time that we changed our perception of the people who are expected to benefit from a project. The traditional way is to think of them as clients or as beneficiaries. If we perceive them as clients, we would tend to diagnose their situation and then give prescriptions. If we see them as beneficiaries, we would tend to regard them as recipients of goods and/or services. We, therefore, recommend that we consider them

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as participant-beneficiaries. In this way, we do not lose sight of the fact that they have their own capabilities and resources which can be harnessed in the project. While it is true that they would benefit from the project, they are also participants in achieving these benefits that they would enjoy.

7. When we say that the project is for the poor people, we are making a generalization that may be faulty. For, in what aspect are the people poor? They, may, for instance, be resource-poor, but they may be rich in aspects like culture and values. Thus, we have to be precise in identifying the dimensions where they are wanting.
8. There is a lot that can be said about networking. For instance, it enables agencies to share resources thereby making it possible to make optimum use of these. It also leads to coordination of efforts and averts duplication of projects.
9. At the start of the project, one important activity is the inventory of resources, both internal and external. This enables implementors to know what is available, including its quality and quantity; where and when is it available; who controls it; and how access to it can be gained.
10. There is an ever-growing emphasis given by funding agencies on projects that focus on women, children, and the environment.
11. One possible role of a convenor or organizer, which is not in a position to grant funds, is to link the implementing agencies with the funding agencies.
12. Within the academe, there are people who belong to a "social responsibility bloc." These are the people who are really concerned about the plight of their fellowmen. They are willing to work on projects for the benefit of the latter without regarding their material rewards as a priority motivation.
13. It is easy to convince people to take part in a project if they can readily see what is in it for them. Thus, it is easier to get them to join activities where the rewards are immediate rather than those that are delayed. To these people, the concept of the "here and now" is more important than that of "there and tomorrow."
14. There is an on-going competition for the scarce resources of government. As such, the visibility of an agency, e.g., in implementing relevant projects, can influence budgetary allocations.
15. Projects have to be situation- and location-specific. Thus, this underlines the importance of spending resources on research that would enable planners to have the true picture of the development landscape of a community.
16. To ensure people participation at all levels of a project, the project must be community-based.
17. Capability building at all levels of project staff and participant-beneficiaries is needed. Aside from ensuring a better possibility for the attainment of goals, it is also a strategy that would enable the external entities to withdraw in due time. Likewise, it is an important ingredient in the sustainability of a project.
18. Capability building has to occur hand-in-hand with institution building. This means that organizational development should also happen at the same time that the potentials of the individual members of the organization are being developed.

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## **Module Development**

1. Aside from the AIJC, there are also pioneering institutions that give priority to module development. However, these institutions focus on the content of the module. The AIJC's niche, therefore, is its focus on the process of module development.
2. Many module writers still find it difficult to differentiate the writing of a book from the writing of a module for distance education.
3. Modules written are, generally, knowledge - heavy and skills-oriented. Attitudes, practices (behavior), and values are often neglected.
4. Corollary to this is the difficulty faced by the writers in identifying techniques and/or activities which enable them to teach values, attitudes, and practices (behavior).
5. The KSAVP matrix, pioneered by the AIJC, is a valuable instrument in module development. It ensures that there is a balance among the KASVP learning areas.
6. Modules developed are, basically, print-oriented. The challenge for human resource development workers is the packaging of interactive multimedia materials.
7. The communication technologies present opportunities for the development of interactive multimedia materials.
8. There is a need to develop versatility among the module writers. For instance, they have to possess the capability to write for various types of channels. For instance, a module intended for a print medium is written in a different way from that for a broadcast medium.
9. While the module can take over most of the face-to-face teacher-learner interactions, it still has to be backstopped by interpersonal communication. This means that a module must make provisions that will enable the learner to meet the teacher or the course coordinator at least once during the duration of the course.
10. Community-based learning resource centers are vital components of distance education programs, especially those geared towards the nonformal mode.
11. Modules have to be pretested before they are mass-produced. Pretesting helps ensure the effectiveness of the modules.

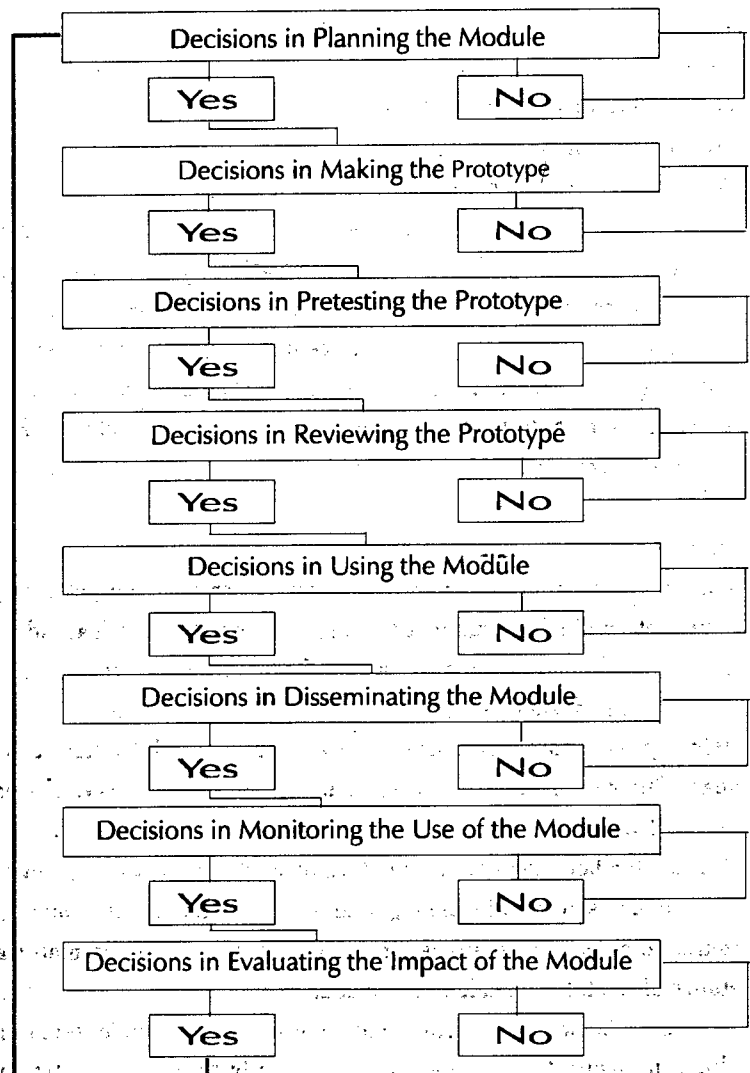
## **Both Programs**

1. A distance learning program has to receive strong administrative support. The administration of a learning institution must have the political (administrative) will to implement this non-traditional mode of education. This can ensure that the program will have the needed resources.
2. Before project implementation, there should be a lead time of six months to one year. This will enable the project management staff to have the basic requirements for the DLS.
3. Courses for both formal and nonformal modes need to be prioritized. The criteria that can be used include, among others, the demand for the course; the quality of the course to be used to showcase the interplay of multimedia materials; and the availability of modules for adoption or adaptation.
4. Modules to be developed must combine instructional and entertaining presentations. This can ensure the module's ability not only to catch the attention of the learner but also to hold this attention. Likewise, learning becomes easier and an enjoyable experience.

- Monitoring, evaluation, and feedback systems have to be designed before project implementation. Monitoring serves as a quality control mechanism; evaluation ensures that accomplishments conform with the objectives; and feedback enables the participant-beneficiaries to "talk back" to the project implementors, among others.

### Policy Implications

- The legislative arm of government has earmarked funds for open learning. The funds need to be apportioned among the centers of excellence for distance education instead of giving them to just one institution.
- The heads of academic institutions and of HRD units should allocate funds for and encourage the participation of their staff in capability building courses, such as this on module development.
- The implementation of distance learning programs, especially for the resource — poor members of society, should be funded by the countryside development fund or the congressional insertions of the legislative branch of government. □



**Figure A: Module Development Process**